THE DEVELOPMENT OF CULTURE, ETHOS AND LEADERSHIP STRUCTURES IN SECONDARY SCHOOLS


Volume 1

A PORTFOLIO SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION FOR THE SCHOOL OF EDUCATION AT THE UNIVERSITY OF WESTERN SYDNEY

FEBRUARY, 2008
THE DEVELOPMENT OF CULTURE, ETHOS AND LEADERSHIP STRUCTURES IN SECONDARY SCHOOLS


Volume 2

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FEBRUARY, 2008
DEDICATED TO

COLIN SOLES, BOB STOCK, DON HARWIN, LYLE WHAN
AND TONY RE

INSPIRATIONAL EDUCATIONAL LEADERS –
PEOPLE OF VISION, INTEGRITY AND PURPOSE

AND

TO MY WONDERFUL WIFE, KATE,
AND CHILDREN CRAIG, LAUREN AND JORDAN
WHO UNDERSTAND AND ACCOMMODATE THE DEMANDS OF
LEADERSHIP
ACKNOWLEDGEMENTS

My sincere thanks to the multitude of supervisors at the University of Western Sydney who have assisted me with this dissertation:

Associate Professor Steve Dinham, Dr Barry Harris, Professor Margaret Vickers, Associate Professor Catherine Sinclair and Associate Professor Bob Perry.

The advice and guidance of each has been much appreciated.

I am particularly grateful to Associate Professor Dinham for his advice in launching me on my research enquiries, and to Associate Professor Sinclair for her wisdom, wonderful encouragement and attention to detail.

It has been a great pleasure to write in part of my endeavours with Associate Professor Martin Dowson, whose encouragement and generosity of time have been very helpful to me.

I am immensely grateful to Mrs Patsy Beckett for her generosity in typing the manuscript.

Thanks to other researchers who have shared part of the journey:

Catherine Brennan, Alan Deece and David Mulford: the collegiality has been enriching.

Supreme thanks to my wife, Kate, for her vast understanding and support through what has been a long journey.
STATEMENT OF AUTHENTICATION

The work presented in this thesis is, to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that I have not submitted this material, either in full or in part, for a degree at this or any other institution.

(JOHN COLLIER)
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ABSTRACT

This Doctoral thesis has arisen from a developing interest in the synergy between leadership, culture and ethos in schools, and particularly how this is manifested in the generation of quality curriculum, effective school organization and excellent outcomes for students. It particularly explores how the leadership of the Principal can empower others to effect change.

Early interest in the empowering role of leadership arose through experience at Head of Department level, extended by system contribution beyond the school. The conception of the interface between leadership, culture and ethos was cemented by appointment as Foundation Principal of a new Government high school. A passionate commitment to exploring the unique opportunities, and to attempting to resolve the very specific problems of a new school led to collaboration with other Foundation Principals. Subsequently, I undertook a review of the literature and research into the specific issues inherent in the establishment of a school. Data was collected in situ through visits to new schools, across four States in eastern Australia. This research led to positions of system leadership in new schooling, and to advocacy for a “new deal” for establishing schools. The research led to a growing portfolio of articles, two of which have been published in refereed journals. The desired outcome of the research and published papers was to document some initiatives which could be undertaken by leadership teams in schools as they sought to establish effective culture and ethos in the early years of their schools.

My experience in schools identified the position of Head of Department as a critical, gatekeeping position for the cultivation or resistance of desired change in schools. Accordingly, I was part of a research study which employed a Grounded Theory methodology (Strauss & Corbin, 1990) and gathered data through telephone interviews. The research found Heads of Department typically distracted, by the sheer weight of tasks endemic to their role, from the major focus on curriculum and quality teaching and learning. Three refereed journal articles to which I contributed, one as lead author, sought to reconceptualise the role. Educational systems have shown considerable interest in this research.
A focus on Heads of Department led fairly naturally to an attempt to identifying other agencies within a school which could lead to cultural change. Specifically, further research sought to identify initiatives available to the leadership team as it sought to enhance curriculum provision and student outcomes. This represented an attempt to apply the very considerable literature to develop some cutting edge initiatives, and led to further journal contributions, one of which was refereed. Other schools have shown considerable interest in these initiatives.

A change of situation from the Government to the Independent schooling system provided a new practical and research challenge: how to undertake Christian education which was authentic, in the sense that it was truly educative and not indoctrinative, and was effective in transmitting Christian values. The literature in the field was not encouraging in terms of the efficacy of schools’ Christian education programs in effecting values change, or of the ethical integrity of their pedagogy. The apparent deficits in models of Christian education presented in schools, as revealed in the literature, gave rise to a number of research studies in my own school, which, as an outcome, has sought to reconceptualise the school’s approach to Christian education. This attempted reconceptualisation has been documented in a number of journal articles and publications, two co-authored and refereed, in an attempt to provide some exemplars which may be influential in other schools.

The overall thesis of this dissertation is that when the Principal seeks to empower and mobilize other members of the school leadership team, including key teachers and parents, effective change can occur in the school’s culture and ethos. These changes in turn can feature a range of initiatives which substantially improve learning outcomes for students.
OVERARCHING STATEMENT

Introduction

My Doctoral study has arisen from a growing realisation, informed by over 35 years of reflective practice in Government and Independent schools, of the importance of school leadership in enhancing the educational practices within effective schools. When leaders at various levels of the school can identify a shared set of beliefs relating to fundamental aspects of schooling, such as curriculum, pedagogy and the staff development processes and school structures necessary to support them, such beliefs can be a powerful engine for driving a quality school. Core beliefs will in fact be instrumental in establishing a school ethos which will be reflected in the whole gambit of school operations, both deliberate and unintentional (Collier 2001; Evans & Lake, 1988).

This study documents the impact of key beliefs in the capacity of strong leadership to effect real improvements in schools, especially when this leadership is deployed to build the capacity of others and hence to distribute effective leadership across other professionals and members of the school community.

The overarching statement seeks to outline coherently the relationship between these beliefs, experience as a practitioner and reflective professional, and a research portfolio in which published papers have emanated from the interplay between practice, reflection and research. Major contributions across these areas have occurred in curriculum development, the practices surrounding the establishment of new schools, building a team of effective Heads of Department and conceptualising an inclusive and effective model of Christian education. The material presented embraces experience and research in both the Government and Independent sectors. It seeks to demonstrate an effective contribution that has made a difference to students, teachers, parents and to the broad education sector.

Context/Personal Journey

1. Faculty Head

The kernel of these ideas about leadership formed in two very different incumbencies as Head of a History Department at Busby High School (1981-1985), and Macquarie Fields High School (1986-1988), both in Sydney’s south-west. Both areas had
developed as housing estates in the 1960s and 1980s respectively as Sydney, Australia’s largest city, experienced widespread urban sprawl. The culture of the Busby local community was traditional working class with low aspirations, high staff turnover and general school complacency. The Macquarie Fields local community featured higher aspirations, with more upwardly mobile families, and a stronger staff commitment to building a quality school. A shared belief on the part of myself and others of my faculty staff in the importance of teaching students skills as well as content, of seeking to equip students with the writing demands inherent in the subject and seeking to make their curriculum resource-rich, rather than sole textbook based, appeared, based on subsequently improved HSC results, to lead to enhanced outcomes for students.

2. Beyond School Level
These ideas, which were by no means commonplace in classrooms of the early 80s, led me to some positions beyond school level where I was able to exert an influence. The Ancient History Syllabus Committee of the Board of Secondary Studies\(^1\), with input from myself and one other Head Teacher representing government schools, broke the previous monopoly of literary evidence considered as part of the subject and introduced a second, equal course based on archaeological evidence, thereby capturing for students the innate interest of archaeological excavation and artefacts, including inscriptions, tombs, mummies and mysterious ‘lost civilisations’. I also argued successfully for a broadening of curriculum beyond the often stultifying exclusive concentration on political and military history, believing that social history concentrating on the lives of ordinary people would be more attractive to most students. These changes survive to this day.

In addition, as Chairman of the Liverpool Area History Curriculum Committee, I was able to support the notion that leaders, in this case largely Heads of Department, both Government and non-Government, could effect worthwhile change by attention to a curriculum which, while rigorous, was empowering in terms of student skill, and resource-rich in a manner which excited interest and engagement. Samples of such a

\(^1\) The Board of Secondary Studies at that time was responsible to the New South Wales Government for the development of curriculum to be taught and examined in schools in this state. Subject-based syllabus committees were comprised of academics and practising teachers elected by their peers.
curriculum were presented in a document I published, with co-authors, Wasson and Whitby (1984), *Present Approaches to the Past* (Appendix A1), a collection of teaching ideas, which was distributed throughout the State by the then Department of Education History Inspectorate.

Further, as part of the executive of the Liverpool Area Branch of the History Teachers’ Association I was able to implement additional staff development activities, covering a number of conferences and in-service activities for teachers, particularly on the new Ancient History syllabus. My publication, *Delphic Appeal* (1985), (Appendix 2), written with co-authors Valenti and Taylor, comprised a resource collation of ideas and materials for the new Ancient History syllabus and was distributed by the Sydney Metropolitan-South West Region to schools. Other Ancient History resource articles were distributed by the History Teachers’ Association of NSW within their Newsletter format. These comprised *The Amarna Kingdom of New Kingdom Egypt*, and *Setting up 2 Unit General Ancient History for the first time* (Appendix A3), both dating from 1983.

Subsequently, as a part-time Board of Studies\(^2\) Higher School Certificate History Assessment Advisor visiting schools, I was able to witness the implementation of much of this work. It was at this time that I co-authored a National Trust publication on the local history of Liverpool and Campbelltown (1986), intended as a teaching resource (Appendix A4).

3. **Leading Teacher**

It was this range of activities as a curriculum leader within and beyond my school that led, at least in part, to my selection on merit as one of the first group of Leading Teachers appointed under a structural review by the then Minister for Education in NSW. Leading Teachers were introduced with the rank of Deputy Principal to focus as change agents on curriculum, staff development and community relations. I was fortunate in being appointed to my first choice school, Elderslie High School in Camden, south-western Sydney. I was also selected by my peers as convenor of the Cluster Group of Leading Teachers assigned to schools in south-western Sydney, a

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\(^2\) The NSW Board of Studies is responsible for curriculum and assessment in all NSW schools.
support network established as a clearing house of ideas. The Elderslie experience confirmed the powerful synergy of teachers working together to forge a strong curriculum, buttressed by appropriate staff development, and driven by beliefs aligned with community expectations and support.

4. New Schools and Leadership: Foundation Principal of Thomas Reddall High School

After two years at Elderslie High School (1989-1990), I was selected as foundation Principal of Thomas Reddall High School in the first wave of Principals appointed on merit in the NSW Government system. Previously, appointment to the Principalship had been determined by an in-school inspection process undertaken over some days by Department of School Education inspectors. Subsequently, those judged suitable were placed on a waiting list and assigned, perhaps some years later, to the first vacancy consistent with their preferred list of schools. The schools themselves had exercised no influence on who was chosen, nor was there any attempt to match the attributes of an incoming Principal with the needs of the school. The new “merit” system consisted of application and interview, where the appointment panel, which included representatives of the school itself, sought to make an appointment on the basis of the perceived merit of the candidate, particularly the sense of best fit between the skill of that person and the identified needs of the school. As I had enunciated my emerging beliefs about the necessity of school leadership in driving a quality school, and had been selected on the basis of my personal philosophy, I felt I had a mandate to implement these beliefs at my new school. Appointed in November, 1990, as foundation Principal of Thomas Reddall High School in Campbelltown, a largely working class community in south-western Sydney, at 39 years of age, I was the youngest Government High School Principal in the State, and was faced with the daunting task of creating a quality high school, complete with students, staff, buildings and infrastructure, from what was then a building site. There was no release time from my current position, as Leading Teacher at Elderslie, and from the date of appointment in late November, the school had to be ready to open, albeit initially boarding elsewhere, at the end of January!

3 During the course of my time in schools the NSW Government Department responsible for schools has changed in name from Department of Education to Department of School Education to Department of Education and Training. Within this dissertation it is referred to by its name as current at the stage described.
The rapid learning curve which ensued (and still continues), was the genesis of this Doctoral dissertation.

The crucible of experience had made me dimly aware that leaders need to create alliances, that “leadership density” is more powerful and more persuasive than solo leadership, and that the synergy of staff leaders, and teachers and parents working together for common ideals could be powerful. I had been in two relatively new schools before: Leumeah High School (1980), as a classroom teacher, and Macquarie Fields High School (1985-88), as Head Teacher History, the latter at the time of moving from demountables to a permanent, brick school. Both new schools struggled with the lack of resources endemic to the early years of a school’s life. Through the experience of two very different schools, I saw examples of how strong collaborative leadership drove quality outcomes and how laissez-faire leadership led to fragmentation and confusion of purpose. My approach to a leadership structure and ethos at Thomas Reddall High School had been informed not just by prior experience, but by my early readings in the school leadership literature.

I had found Sergiovanni’s conceptualisation of leadership very helpful. Sergiovanni (1999) wrote, “there exists in excellent schools a strong culture and a clear sense of purpose, which defines the general thrust and nature of life for their inhabitants” (p.15). He further commented, “This combination of tight structure around clear and explicit themes, which represent the core of the school’s culture, and of autonomy for people to pursue these themes in ways that make sense to them, may well be a reason for their success” (p.15).

Accordingly, I sought to establish a leadership structure at Thomas Reddall High School where all the executive shared core beliefs but had considerable scope to implement these beliefs within their own professional discretion. Although I didn’t know it at the time, this approach accorded with Sergiovanni’s (1999) concept of leadership by bonding, “which provides the inspiration needed for performance and commitment beyond expectations” (p.75). This concept was a reminder of the importance of strong inter-personal relationships within the leadership team, as a “glue” which would cement common purpose and provide motivation towards achieving agreed goals. Such thinking, according to Sergiovanni (1999), was an
aspect of transformative leadership in which leaders and followers were united in pursuit of higher-level goals common to both. Indeed, the very strength of these bonds gave me, in a sense, permission to insist on my beliefs in skills-based and resource-rich curriculum, and collaboration with parents to create a unity of purpose across stakeholder groups. These beliefs seemed to me to be building blocks in creating a positive ethos which would shape a quality school. Consideration was given to Sergiovanni’s (1999) leadership prescription of paying due attention to all of the technical, human, educational, symbolic and cultural aspects of leadership, as together we strove to ensure that planning, organising, inter-staff relationships, clinical practice, missioning and envisioning, and conducting ceremonies of celebration, all occurred substantially. Sergiovanni’s reminder of the need to cover all these aspects of leadership, rather than being completely absorbed by a few, was timely in the creation of a new school with its own culture.

The notion of the great power and permeation of shared leadership was reinforced in the early 1990s by my attendance at the International Principals’ Forum at Darling Harbour in Sydney, with Michael Fullan as keynote speaker. Here Fullan put names and shape to my embryonic ideas, with terms like distributive leadership. Later writings have amplified these ideas. For instance, as Fullan (2001), asserted, “If you want to develop leadership, you should focus on reciprocity, the mutual obligation and value of sharing knowledge among organizational members” (p.132).

Essentially, I have attempted to model my own leadership on this principle: that I will be open to ideas and initiation for change from colleagues, whose ideas may be more productive than my own, irrespective of their place in the organisational hierarchy. As Fullan (2001) maintained, encouraging this kind of “ground-up” leadership is important in achieving sustainability in organisations such as schools. He argued: “Effective leaders understand the value and role of knowledge creation,
they make it a priority and set about establishing and reinforcing habits of knowledge exchange among organizational members” (p.87).

In fact, when people are connected to the organisation, they become connected by a deeper desire to contribute to the larger purpose, to feel they are part of the greater whole (Fullan, 2001, referring to the work of Lewin and Regine). Fullan (2001), referring also to the work of Elmore (2000), further states “The job of administrative leadership is primarily about enhancing the skills and knowledge of people in the organisation, creating a common culture of expectations” (Fullan, 2001, p.65). Newmann, King and Youngs (2000) conclude that school capacity is created by teacher knowledge and skill, a sense of professional community, program coherence, technical resources and principal leadership. Fullan (2001) sums it up in the following way: “Those in a position to be leaders of leaders, such as the CEO, know that they do not run the place. They know that they are cultivating leadership in others”(p.134).

These later findings within the literature confirm what I was, somewhat embryonically, trying to do in leadership as Principal at Thomas Reddall High School. My approach centred on creating a culture of collaborative leadership, with leaders being equipped by a strong staff development program which continued to return to, and be sustained by, a shared vision for the school. As Fullan argued, a collaborative culture allows continuity to remain even with turnover (Interview 2003). Indeed, the mantra Andy Hargreaves enjoined on us all at the Sydney meeting of the Travelling Scholar (Australian Council for Educational Leaders or ACEL) conference (2003) was “Don’t try to do everything yourself, otherwise you burn out, get sick, retire early and die!”

It was partly my awareness that other colleagues who had founded schools as Principals concurrently with myself were suffering major, apparently work-related, health problems, that led me to the next stage of my research. My frustration with the paucity of specific establishment allocation from the then Department of School

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5 Professor Fullan was interviewed in 2003 by myself and other Australian Principals at the University of Toronto while I was part of an Australian Heads of Schools delegation visiting Canadian schools and universities.
Education, which seemed to me to make generic rather than individual policy towards resourcing the needs of new schools, had led me in 1994 to publish *Starting a New School – Reflections Three Years Down the Track*, in the four eastern Australian states Principals’ journal, *Principal Matters* (Appendix D), where I commented somewhat wistfully on my experiences. In this paper I argued: “As staff are appointed, particularly executive staff, it will be important for the Principal to articulate a vision, which will be an amalgam of personal educational philosophy, deeply held beliefs and priorities, and community aspirations” (p.4). An attractive and compelling vision, and the momentum in the community which can result from it, is the best antidote to sparse Departmental resourcing.

A second article in *Principal Matters* (1996), entitled *New Schools on the Block. A Beginner’s Guide to Success* (Appendix E), argued the need to create a collaborative culture, well informed by effective staff development and shared beliefs. In essence, I sought to establish a higher benchmark of knowledge upon which incoming Principals of new schools could draw and from which new schools could commence.

5. **Support and Advocacy Leadership of Principals of New Schools**

The journal articles were the logical next step from my belief in networking. Having formed strong collegial bonds within the school, I was looking beyond the school to see how I could contribute to best practice and be informed by helpful ideas emanating from other schools and practitioners.

This publication led to contact from other New South Wales Principals who had established schools in recent years and who found the article reassuring in confirming their experience. This contact provided the impetus to my becoming the initial convenor of the Principals of new Government High Schools support group, an organisation I created, which met once a term for many years, alternating in the various new metropolitan and country high schools, as we sought to share together to avoid the need to “reinvent the wheel”. This was Fullan’s *distributive leadership* at a system level. One outcome of our association was a delegation I created and chaired to lobby the Department of School Education Finance Manager for additional resources for new schools, an initiative that saw the immediate granting of an extra
$20,000 to all new Government high schools, a substantial fillip to a Government school budget (Appendix F1).

A further outcome from this collegial group was a second delegation I proposed and led to the then Director-General of School Education, making various proposals for a “new deal” for establishing schools in terms of the allocation of resources. The agenda for discussion with the Director-General appears as Appendix F2. To my delight, most requests were immediately acceded to, indicating that the Department would thereby establish a new benchmark for resourcing new schools, and allocating an Assistant Director-General to support new schools (Appendix F3). The first response was a Statewide conference in 1997 at Head Office, under the Assistant Director-General’s patronage, which I chaired and which included, for the first time, Principals of new primary schools. The meeting formed a working party which developed a booklet *Establishing a New School. Guidelines to Ensure a Smooth Beginning to Your New School for the Foundation Principal* (1999) (Appendix F5). This booklet referred to “recent research conducted by John Collier, Foundation Principal of Thomas Reddall High School” as the genesis of the publication (p.5). The booklet was also commended to Principals of Independent schools by the National Secretariat of the Association of Heads of Independent Schools of Australia (AHISA) (Appendix G).

Having networked to this stage, I wondered what insights could be gained and shared by visiting as a researcher and support person, not only all these NSW high schools, but schools elsewhere in the country. This phase marked my transition from a reflective practitioner to a researcher.

6. Researching New Schools

I was fortunate enough to win two NSW State Secondary Principals’ Association Travelling Fellowships. The first (1996) enabled me to visit all eleven new (founded 1991-1996) high school Principals in NSW in situ; the second (1997) enabled me to visit Principals or superintendents at several new schools in south-eastern Queensland (2), Victoria (3), and Tasmania (2), and conduct telephone research in Western Australia focusing on a recently founded school in the northern suburbs of Perth.
In New South Wales my research found Principals to be largely stressed, isolated and lonely, attempting to establish a new school and its culture literally from the ground up, with little understanding, by other Principals or Department of School Education senior personnel, of the complexity of this process, its necessary time commitment and the toll it was taking on the leader. Indeed, some were in poor health and planning their exit from their schools or the system as a whole. Of the four new Government high schools founded in 1991, I was the only Principal still in residence in my school to see the first cohort through to the end of Year 12. One Principal went into the educational management bureaucracy at State level, and two others left due to health issues. It was this kind of awareness that made me so keen to effect system changes.

As part of my tour to Victorian schools, I visited and interviewed Dr Beryl Evans, who, while a lecturer at the University of Queensland, had undertaken, for the Australian Schools Commission, a research project into new schools in that State. My then supervisor, Dr Steve Dinham and I had identified a dearth of Australian or international research on new schools, her work being the most prominent in this country. The opportunity, therefore, existed to do some pathfinding work. Evans and Lake (1988) had strongly influenced my attempts, in establishing Thomas Reddall High School as Foundation Principal, to forge strong alliances with key stakeholder groups. They had found that Principals in their study saw the need to establish strong community links and acceptance as a “make or break” issue. Their efforts to establish appropriate curriculum were constrained by the standard expectations of “the system”, that is, central curriculum and staffing mandates applying to all schools. The experience of Principals in the Evans and Lake study reflected the frustrating experience of New South Wales Principals of new schools. My views, confirmed by Evans and Lake, were supported by a later Australian study by Hobson, Maxwell and Hansford (1992) which found school effectiveness to be enhanced by the formation of clear school philosophy, mission and rationale. American research by Lane (1991) further confirmed the seminal importance of the early phase of a school’s existence, while other American research by Pressley and Watson (1992) corroborated Australian emphasis on the importance of staff participation and ownership of school initiatives.
Groundwater-Smith (1996) also identified the importance of the Principal educating stakeholders rather than being restricted to management. Vining (1998) asserted the importance of teachers upholding the quality of the school in the marketplace. Deece (1997), himself the Principal of a new high school in New South Wales, maintained the importance of a school staff who share beliefs, customs, attitudes and expectations. Evans & Lake (1988) found Principals of new schools habitually reliant on sequences of meetings and creation of documents as fundamental to forging supportive relationships and strong culture in their schools. Vital in this process, they found, was a strong projection of vision and clear goals, as well as clearly enunciated views of teaching and learning, by the Principal.

The Travelling Fellowship visits gathered data from a structured questionnaire to facilitate self-reflection by the Principal and other senior staff. I wanted to know whether other Principals had approached the formation of a new school with a set of beliefs about creating culture, ethos, curriculum and structures similar to my own, and to what extent systemic differences in other States affected the individual contexts, programs, and outcomes.

Questions were constructed from my own experience as a Principal of a new high school. Principals were asked, amongst other matters, about curriculum structure, student welfare systems, equity and other special programs, community profile, special features of the school, reflections on the establishment process and procedures used to establish vision, mission, ethos and collaboration. Verbal responses were confirmed by the testimony of documents collected, and corroborated by the comments of other staff, and by observation, during tours of the campuses of schools in the study. These observations were recorded longhand for later analysis. Data was then analysed and compared on a spreadsheet format. This methodology is similar to that employed, apparently successfully, by Hobson, Maxwell and Hansford (1992), in a previous study of a new school.

The outcomes of the research were funded by the Department of School Education to the effect of time release, in order to resource my creation of a large kit on Starting a New School (excerpts in Appendix H1). The kit included advice on the processes of
embedding culture and ethos in a new school, on strategic planning, staff induction, developing curriculum and pastoral care programs, encouraging high achievement, managing finances and enhancing school security. The Kit received some expressions of interest and support, including from the Queensland Department of Education South Coast Regional Office (see Appendix H2).

The visits led me to write and publish two refereed journal articles *Establishing Culture, Ethos and Market Niche in New State Schools* (2001a) (Appendix I) and *Encouraging High Performance from the First Cohort in a New School* (2006b) (Appendix M). These publications were my attempt to assist in providing a database of information about the experience across a number of schools of their formative years, to aid future Principals in launching their schools. These articles were grounded in the new schools literature (most notably Evans & Lake, 1988).

My Travelling Fellowship research within 19 schools across four states strongly supported these research findings. Within the literature, as expected, there was considerable divergence in system expectation across four different State systems, with a variety of approaches to staffing and resourcing new schools. However, all Principals had, in various ways, grasped the need, during the school’s initial phase, to share leadership and create a strong and empowering school culture based around the envisioning of quality curriculum, supported by an effective staff development program. Interestingly, these schools were quite varied, with school populations ranging through Kindergarten to Year 12, multi-campus schools and senior high schools, depending on the structures endorsed by education systems in different states. As a reflection of the prevailing educational approaches of the 1990s, all 19 Principals sought technology-based solutions to student learning issues and all implemented pro-active student welfare policies, (for instance, to establish positive student self-esteem and combat bullying), indicating their leadership perceived the widely recognised educational imperatives of their time. All sought a “brand” distinctive that would differentiate them in a crowded educational marketplace. These distinctives often reflected prevailing innovatory wisdom, expressed in the
creation of learning centres, vertical semesterisation$^6$ of the curriculum, outcomes-based education, middle schooling, and a host of other initiatives that competitor schools, with pre-existing structures and the shackles of tradition, found more difficult to implement.

Earlier drafts of my first refereed journal publication, *Establishing Culture, Ethos and Market Niche in New State Schools* (2001a), (Appendix I), were presented variously at the University of Western Sydney School of Education Research Conference (1999), the Australian Council for Educational Leaders National Conference (1998), and the Australian College of Education$^7$ State Conference (2000), after which they underwent various refinements. The interest in distinctive features of new schools expressed in discussion by conference delegates was gratifying. An anonymous reviewer of the journal publication wrote, “The Paper is well written and is a pleasure to read…. The descriptions of the individual schools are fascinating”, while the Editor of *Leading and Managing*, Dr David Gurr, subsequently wrote, “I use your article on new schools regularly for students interested in this area” (see Appendix J). The work has also been cited in a review by Mulford (see Appendix K) of leadership literature. Beyond this recognition, I had the satisfaction of being aware I was adding substantially to the paucity of literature in this country on new schools, about which very little had been written in a decade of substantial educational change.

My leadership and research in the area of new schools led to invitations to be keynote speaker at the Cecil Hills High School staff development day (1996) and continued (2002-2003) with my assistance to the Principal and Deputy Principal of Mt Annan High School (founded 2003), in structuring their school. This input has, in more recent years, broadened from the Government to the Independent system as I have been able to refer the Principals of new schools, Shellharbour Anglican and Lakes Grammar, and the Head of the Senior School at Richard Johnson Anglican, to my writings on new schools. The latter contact led to an invitation in 2007 to speak

$^6$ A concept introduced in some NSW schools in the 1980s, whereby vertical or multi-age groups study elective subjects for half a year, prior to re-timetabling other vertical choices for the second half of the year.

$^7$ Since renamed the Australian College of Educators.
at a Richard Johnson Anglican School Staff Day on the unique challenges facing new schools.

As part of my desire to improve the resource-base of schools in western Sydney and to establish pathways for appropriate staff development respectively, I helped establish two areas of cooperation with the University of Western Sydney (UWS). I was Executive Officer of a project led by the Dean of Education, Professor Don Williams, to lobby the State Government for resources for action research, a lobbying exercise that failed to reach the desired outcome(Appendix L1). I also co-wrote, as part of a team, under the direction of Associate Professor Mike King, the UWS Master of Teaching degree course (Appendix L2). This Degree course was envisaged as a course for current practitioners, strongly grounded in action research within their current teaching roles. It would, therefore, be an encouragement and recognition of staff development, and through shared seminars, as part of the course, would facilitate the development of others. In recognition of the need to be grounded in issues of teaching and learning current in schools, two Principals, of whom I was one, were invited to develop the course with UWS staff. This activity further extended my view of the importance of school leaders further developing leadership diversity through the training and empowerment of other staff.

7. Researching the First Cohort of Students in New Schools

My refereed article about establishing schools, published by the Australian College of Educators as an Occasional Paper, *Encouraging High Performance from the First Cohort in a New School* (2006b) (Appendix M), examined the particular challenge facing a new school which was attempting to elicit quality work from its first cohort of students. The school which formed the major study was my own, but my insight was informed by networking with peers via the collegial group of Principals of new schools, and from the literature. My research, in being the first full Australian study of the initial cohort in a new school, was pioneering.

Previous new school researchers, in briefer considerations of the initial student group, had found a chronic disengagement from the learning goals of the school characterised the early student cohorts. Hobson, Maxwell & Hansford (1992), in a study of new schools, had found that, in the case of one coastal school “The Principal
observed that one of the problems the school had to face in achieving its educational goals was the lack of an academic tradition to compete with the ethos of ‘sun, sand and surf’ that prevailed in some student quarters. This ethos tended to lead to a rather ‘laid-back’ attitude to educational goals” (p.37). Principals in the collegial group concurred very much with this diagnosis. Demographic change in New South Wales has seen a number of new schools established to serve new housing areas on the north or south coast, where education competed poorly with the lure of the beach culture.

Hobson et. al. (1992) also found that where there was support for educational goals amongst early cohorts of a new school, this support was instrumental in nature. Students perceived education as worthwhile not because of a desire to be an educated person or through an inherent love of learning, but because of perceived relevance to securing a job, to thriving as an adult, to learning life skills or securing course entry marks. My own structured questionnaires with the first cohort, administered when these students were in Year 9 and again in Year 10, similarly found an instrumental valuing of the school’s curriculum as a pathway to careers and later life. The surveys also revealed the school was losing the battle to compete successfully for students’ attention to homework and assignments beyond the school day. This attention was being directed towards the electronic media, sport and paid employment. Furthermore, the first cohort, accustomed initially to exclusive teacher attention and territorial possession of the school, demonstrated a certain level of prima donna behaviour when joined by later cohorts, for instance, refusal to share canteen and bus lines or playground space with new students seen as usurpers of the original custodians’ territory.

The challenge of the school leadership team in encouraging the first cohort to engage with their studies appeared to Principals in the NSW Collegial Group to be a manifestation of disjuncture in beliefs between school and home. Many of the parents whose sons or daughters attended these new schools had no personal or family experience of senior study and were simply unaware of the rigour required to be successful on statewide indicators such as university entry scores. They were

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8 Normally, in a government high school in NSW, this team is considered to be the Principal, Deputy Principal(s), and Heads of Departments (Faculties).
unaware of the focus and sheer hours of homework needed to produce high quality academic outcomes, for instance in public examinations.

The literature (e.g. Cummings & McCormack 1996; Hobson et. al. 1992), suggested the issue was partly one of motivation, which could be alleviated in part by modelling. Hobson et. al. (1992) had found that “If pupils are taught by teachers who themselves exhibit a strong commitment to education and an enthusiasm for learning and the world of ideas, this modelling will affect the students” (p.37). Further, Cummings and McCormack (1996), writing about the alienated and disengaged, found such consultation as a process to be effective in motivating students, independent of the actual consultation findings, as students react so positively to their views being sought and valued. This research finding was one of the underpinnings of my determination to survey student opinion and use their responses to shape the school’s response to its proportion of disengaged students. Surveys I administered, aware from previously established new schools of the likely drift to off-task behaviour by the first cohort, sought to inform the school’s response by gathering student analysis of the situation. Administered towards the end of Year 9, all the first cohort were asked to consider their own level of diligence in homework completion and their summary impressions of the school. They were asked to reflect on the relative importance of a range of possible academic inhibitors, including level of personal motivation, peer group norms, leisure industry distractions, a mismatch of preferred student and teacher learning styles, lack of family facilities or attitudes supporting education and a perceived irrelevance of school to life. A second survey the following year, when the initial group of students were in Year 10, sought to examine the degree of alignment between school academic focus and curriculum choices as against current student academic and career pathways. The intent of the survey was twofold: to ascertain whether the school was fundamentally meeting the needs of its students, and to align the school’s provision of curriculum with student aspirations in order to limit attrition of students to other educational providers. The survey results led to the school establishment of dual pathways articulating to university and vocational entry. Cummings and McCormack (1996) also found the issues of student disengagement to be sufficiently complex as to require a raft of initiatives to make real progress. These issues were explored in my resultant journal article.
This article, *Encouraging High Performance from the First Cohort in a New School (2006b)* (Appendix M), indicated the range of initiatives attempted by my school leadership team. These initiatives included attention to a study skills program designed to equip students for successful engagement with the curriculum, resorting to workshops with the aid of motivational kits, developing student leadership and anti-bullying strategies, and marketing the strengths of the school to its current clients.

Drawing on prior experience, I also sought appropriate staff training opportunities and an alignment of expectations about school culture and curriculum between staff, parents and students. These strategies led not only to the introduction of vocational pathways, but to an innovatory flexible day pattern, wherein the senior students were granted a separate identity by means of a different (earlier) attendance pattern than the rest of the school. Radical implications were a flexible attendance pattern for staff and a nine-day fortnight for approximately a quarter of the teaching staff. Such a flexible nexus for staff and students, so far as I could determine, had been attempted by only one other government high school in NSW. This initiative required painstaking consultation with all stakeholders, including the Department of School Education itself and Teachers’ Federation (Teachers’ Union) Regional representative, not least because it stood outside normal industrial caveats. The initiative is reported in an article I wrote for *The Practising Administrator* (2003), *Flexible Hours and Extended Days* (Appendix N). Even on later reflection, it appeared a daring initiative, but one which through creating a precedent has given teachers and students the potential to vary the usual tight strictures of work patterns.

My evaluation, a qualitative study based on my own journal driven reflections, found the advantages of flexibility in hours and days of attendance for staff were offset by the additional problems created, in about equal measure. While the opportunity of developing a sense of independent senior school culture for the first (and second) cohorts in the school was real, survey and anecdotal evidence suggested many students squandered some of the opportunities through insufficient focus on academic attainment. It was anticipated that flexible hours and a nine-day fortnight would reduce staff absenteeism. Later auditing indicated that staff on nine-day fortights were overrepresented in sick leave; moreover, the days they were most
likely to be absent were the unduly heavy face-to-face teaching days, created as an offset for their rostered days off.

The flexible hours and extended day initiative did succeed in offering an enhanced learning opportunity to the more academically focussed students. It enabled them to create a good balance between an efficient use of mornings in class and afternoon homework and review, prior to some part-time evening paid employment. It was part of the recipe that succeeded in making the school’s first cohort overall more academically successful, in terms of university entry scores, than anecdotal evidence from other recent new schools suggested it would be. One particular success in the microcosm of the school was the flexibility to accelerate one Year 10 student, from the first cohort, to first year university Astrophysics, concurrently with her secondary studies. As well as being an early precedent for the spectacular benefits that could arise from secondary and tertiary cooperation, this student shone even amongst the age appropriate university students, to the extent of winning the 1996 Director-General of School Education’s Medal for outstanding student achievement.

8. Heads of Department Research

By mid-1997, I had taken up a new Principalship in the Independent schools sector, at St Paul’s Grammar School, Penrith. It fairly quickly became apparent that the culture of collaborative leadership that I had sought to create in my previous school did not exist in my new one. If my deeply held beliefs about effecting quality outcomes for students through empowering staff were to be realised in this school, the expectations and operational style of Heads of Department would need to change. The Heads of Department in my new school felt over-worked, under-prepared for the role and distracted, by a host of administrative tasks and responsibilities, from the vital task of leadership, that is, to attain high academic outcomes for students. It appeared I needed to collaborate with them in resolving these matters and equipping them for cultural change. These personal views were reinforced by my early assessment of Heads of Department at St Paul’s as dependent on senior executive and lacking initiative: the result, I felt, of the fairly centralised

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9 In Australian schools, Heads of Department lead faculty teams and are usually responsible for curriculum delivery, pedagogy, allocation of students and staff to classes, procurement of resources within an assigned budget, and student discipline within the subjects under their supervision.
leadership style preferred by some recent executive members of the school. I viewed the Heads of Department as inclined to focus on a small number of high academic achievers as if they were the totality of the candidature and whose success justified existing teaching practice. My views were supported by the literature. For example, Dufour and Baker (1998) had found that some schools inadvertently maintained a professional culture which reinforced bad practice, and Fullan (2003) found that some groups valued camaraderie above insightful exchange of ideas that might upset established practice. Certainly, I was concerned about the effects of “group think” and the relative ease of complacency found in maintaining the status quo.

Experience in senior management within schools over nearly 20 years had made me aware that any cultural or curriculum change in a school would need the support of Heads of Department if it was to be effectively implemented. From my experience, Heads of Department were in a gate keeping role, able to filter initiatives from senior management and support or scuttle them.

Existing and subsequent literature gave a clear impression of the impediments facing Heads of Department who seek to use their leadership skills to create an effective learning culture within their aspect of the school, the subject Department or Faculty. A study by Hart and Weindling (1996, cited by Deece, 2003) found that Heads of Department, on being appointed, were socialised by the existing culture, often, one may think, the very culture they were appointed to change. Connors (1999) found Heads of Department: “Very much preoccupied with routine administration and crisis management (with) little time for strategic thinking and…. reluctant to monitor the teaching of their colleagues” (p.27).

Turner (1996, cited by Deece, 2003) found many Heads of Department reluctant to focus on supervision for the improvement of teaching and learning as this may conflict with their notions of professional autonomy for their staff, and may damage relationships within the Department. Woodhead, then Chief Inspector of Schools in the United Kingdom, found that many Heads of Department saw their role in terms of managing resources rather than people (Deece, 2003). Connors (1999), identified the reasons for a perceived lack of effectiveness by Heads of Department in an earlier study to be lack of time, curriculum instability, lack of professional
development, minimal direction and vision passed on from the senior executive and lack of effective curriculum.

Hence, the questions arose about how to empower Heads of Department with the vision and skill to effect desired change and how to prevent middle managers from being preservers of the status quo when change was necessary. These critical questions were formulated into a research project by Dr Steve Dinham, then Associate Professor of Education at the University of Western Sydney – Nepean, involving myself and three other Principals as researchers. Dinham (1998), in a previous study, found middle managers in schools had lower ratings on indices of satisfaction, motivation and health than those above and below them in the hierarchy of schools. Comments from Heads of Department in this study included:

“The Head of Department is a good position to be a conduit between the classroom and the executive. This continuum…. could be very powerful” (male, non-Government school), and

“At this school, Heads of Department do have a say and influence. If it is not supported by Heads of Department, it will not run” (male, non-Government school).

Our research study used a Grounded Theory methodology (Strauss & Corbin, 1990). We therefore, collected, compared and coded data and commenced to organise the emergent ideas, seeking to interpret meaning into the responses we received. Interviews were conducted by telephone, which we were convinced would be helpful in aiding reflection, based on an earlier study of the value of this technique (Dinham, 1994). Interviewers were the four Principals involved as researchers, with the ethical constraint that each would neither interview a Head of Department from his or her own school, nor sight the transcript. Interviewers made notes from the participant responses. These notes were then forwarded to each Head of Department interviewed for checking with respect to accuracy. The sample was 26 Heads of Department across the four schools of the study, two Government, and two independent high schools. A spreadsheet was used to score frequency of concepts across a range of indicators derived from the interview questions. These indicators included how professional development needs had and were being met, personal orientation to the position, major influences on becoming a Head of Department, type and usefulness of preparation for the role, the extent to which expectation of the
role matched reality, the best and worst aspects of the role, workload elements both actual and desired, and leadership style, its origins, practical style and preferred style. Within each major category, a range of concepts were workshopped by the researchers on the basis of the data. For instance, the leadership category gave rise to descriptors including communicative, collaborative, consultative, democratic, empowering, servant leader, laissez-faire, decisive and facilitator.

The research found a commonality between the responses of Government and independent school Heads of Department. Most felt ill-prepared for the role, which some felt they had fallen into almost by accident, based perhaps on the convenience for the school of appointing a teacher already known to be performing well within the faculty, or on seniority, rather than seeking a candidate through a process of open advertisement in a manner which may have deployed a larger and potentially more capable pool of aspirants for selection for the position. There had been little purposeful staff development targeted towards preparation for the role. Essentially they had learned from observing others, mentors worthy of emulation and, ironically, very poor performers, who demonstrated role attributes to be avoided. These findings confirm the research evidence which suggests very little preparation for middle management (McLendon & Crowther 1998). Turner (2000) argued that current ad hoc training for the position would not suffice for the complexities of the future, as schools and society change in dynamic and not entirely predictable ways. Learning for middle management positions such as those of the Heads of Department occurred mainly on the job (Turner 2000), and was largely unplanned, subconscious and even haphazard (Eraut 1994).

The research sample of Heads of Department found that working with staff and the capacity inherent in the role to effect change were two very rewarding aspects of the role. Surprisingly, the ability to drive curriculum and quality teaching and learning did not figure prominently, even though one may think these are pivotal to the role. Explanation for this apparent incongruence was found in both the sheer work overload and what might be termed the distraction of other inescapable aspects of the role. Those aspects frequently cited were paperwork and other administrative requirements, high personal teaching load, student discipline, conflict resolution and the tremendous difficulty of challenging under-performing staff with the need to
improve. Interesting answers from Heads of Department to interview questions included the comment “I did not expect the intensity of some of the parent complaints ….. It is difficult to balance support for the staff and dealing with the issues ….. you get caught between the two” (male, non-Government school).

Many respondents saw the need to reinvent the role. Reduced personal teaching loads for Heads of Department, less administration and more blocks of time to work with staff were all identified as key areas where change was essential. Heads of Department in the study particularly noted the need for their own professional development in areas of people management, conflict resolution, dealing with such a diverse role and time management.

Evidence from both the research sample and the literature would suggest improvements in how the role of Heads of Department is conceived and undertaken are not only desirable but essential. With respect to the current understanding within schools of the role of Head of Department, Koehler (1993), stressing the “intermediary” nature of the role, says “Departmental chairs walk a tightrope between the maintenance and survival needs of the school and the human and professional needs of the people within it” (p.11).

Murphy (1992) argued that school principals needed to be servant leaders, organisational architects (erecting structures), moral educators (motivated by deep personal beliefs and values), social architects (addressing people’s needs) and leading professionals. Brown & Rutherford (1998) have applied this typology to Heads of Department. Similarly, McLendon and Crowther (1998) argued that best practice for Heads of Department includes leadership which is transformational, strategic, educative, organisation wide and pedagogical. Stogdill (1983) identified a sense of responsibility, concern for task completion, energy, persistence, risk taking, originality, ability to cope with stress and capacity to influence and coordinate others as pivotal traits of school leaders. Beare, Millikan and Caldwell (1998) also argued for the importance of transformational leadership, vision, values, communication and collaborative decision making. In addition, Duke (1987) argued that the instructional leader must deal with teacher supervision and evaluation, instructional and resource management, quality control, coordination and trouble-shooting. The literature thus
supports the contention that the role of Head of Department is very broad, implying the need for extensive staff development and substantial time release from teaching.

Clearly a way forward needed to be found to assist Heads of Department with this litany of difficulties. Part of the answer may be found in resolving time, workload and administrative issues. Part of the solution may exist in pre-appointment and ongoing staff development. Another important aspect is active re-envisioning of the role of Head of Department.

The capacity of my research to make a difference in reinvisioning the role of Head of Department was enhanced by extensive distribution within the educational community of the findings of my research on Heads of Department. The research findings were presented in a number of published papers. The Australian College of Education published Dinham, Brennan, Collier, Deece, and Mulford, (2000b), *The Secondary Head of Department. Key link in the Quality Teaching and Learning Chain* (my contribution 25%, see Appendix O1). This publication was refereed and appeared as part of the Australian College of Education’s Occasional Papers series. The University of Western Sydney published Dinham, Brennan, Collier, Deece, and Mulford, (2000a), *The Secondary Head of Department: Duties, Delights, Dangers, Direction and Development* (my contribution 25%, see also Appendix O2). As these are effectively the same publication rebadged, only a 25% authorship of the Australian College of Education paper is claimed in this portfolio.

Subsequently I was lead author for an article (Collier, Dinham, Brennan, Deece, & Mulford, 2002) entitled *Perceptions and Realities of the Work of the Secondary Head of Department*, published by *International Studies in Educational Administration*, a refereed journal (my contribution 30%, see Appendix P). My work in this study was also included in Deece, Dinham, Brennan, Collier, and Mulford, *The Leadership Capabilities and Decision Making of the Secondary Head of Department* in *Leading and Managing* (2003), (my contribution 20% - see Appendix Q). All these research papers were reports on aspects of the study launched by Dinham, with myself as a key researcher (1998). I also presented aspects of this research at the University of Western Sydney School of Education Higher Degree Conference in Katoomba in 1999. Our research on Heads of Department was cited
in The Canberra Times and The Australian newspapers (see Appendix R1) as making a significant contribution to educational change. Its publication led to invitations to address the Association of Heads of Independent Schools of Australia (AHISA), which I did at the NSW Conference at Bishop Druitt School in Coffs Harbour, 2002, while the work of all researchers was presented by Steve Dinham at the Australian College of Education National Conference at Leura in July, 2000. I received a subsequent invitation to address Heads of Department at the Inaburra Christian School in Menai. In addition, an e-mail from one of the other researchers, Kathryn Brennan, indicates our work has been very influential in Department of Education and Training schools (see Appendix R2).

Further, a letter from the Relieving Director-General of School Education in NSW indicated that the Department of School Education were examining the implications of the research for their schools (see Appendix R3). Subsequently, other researchers have cited the study (see Appendices R4–R11). More recently, the work has been cited in a number of publications, some Australian and some international, including an OECD publication from Paris (see Appendix R4).

In addition, in 2007, the Anglican Education Commission in Sydney asked me to provide references of my work on Heads of Department for their use with Middle Managers in Anglican Schools. My research, in conjunction with that of my colleagues, has added substantially to the knowledge of the difficulties faced by Heads of Department in NSW schools, and initiatives that may be developed to ameliorate these difficulties.

9. Research into School Leadership: School Improvement

As a result of my research in my own school, and Head of Department research in multiple schools, a variety of initiatives was introduced. The senior executive was restructured to create the position of Assistant Principal – Curriculum, with the status and authority of one of the two Deputy Principals. This position in the school structure was established as equal in status with that of Assistant Principal – Secondary Administration and Welfare. Henceforth, curriculum and welfare issues would each have senior advocates. The new role was envisaged as carrying the authority to drive change but also, particularly in terms of the incumbent selected, the
skill and demonstrable excellence to model curriculum leadership to Heads of Department, and to mentor them. Formal lines of accountability were established from Heads of Department to the two Assistant Principals, with each Head of Department in one of the two “teams”. Regular one-on-one discussion ensued between each Head of Department and supervisor, to assist Heads of Department with their faculty roles. The position of Deputy Head of Department was created in the larger faculties, to address the research finding of the need for training the next generation of Heads of Department, but also to provide a second person to relieve the Head of Department of some of the administration load which was so crippling Heads of Departments’ capacity to lead teaching and learning issues. At the time of writing, eight of these Deputy Heads of Department had subsequently been appointed to Head of Department positions, which would appear to indicate the value of the position as preparation for more senior leadership.

I also introduced a sequential executive development program for all Heads of Department and Deputy Heads of Department, scaffolding over five years. This program included presentations on aspects of Faculty leadership by senior executive staff (the Principal and Assistant Principals), as well as half-day seminars with consultants nominated by, or sometimes affiliated with, the Association of Independent Schools. Aspiring Heads of Department were also encouraged and resourced to attend courses on becoming a Head of Department.

An additional attempt was made to reduce Head of Department workload by restructuring the meeting schedule. The previous cycle of regular Head of Department school management meetings was divided into an alternating round of Curriculum and Welfare meetings, with Heads of Department excused from the latter, as Year Coordinators and newly created positions of Head of Middle School and Head of Senior High School were encouraged to take more responsibility for welfare issues.

There were, in fact, two other structures introduced, more ambitious in scope, the Development and Appraisal System (known fondly amongst staff by its acronym DAS), and Faculty Monitoring. The great advantage of DAS was that it provided a template for professional development and supervision, including supervision of
classroom teaching, with proformas requiring self-appraisal and observers’ appraisal of the teaching process. In doing so, it provided an imperative which ensured that supervision would occur, as DAS was mandatory for all staff. Moreover, the potentially adversarial nature of seeking to appraise a colleague’s teaching was removed by the fact that both staff member and Head of Department knew that the process was occurring for every member of staff. DAS was, therefore, seen as a tool which empowered the Head of Department to effect improvement in faculty teaching and learning. Such supervision was the very process which research, including my own, revealed Heads of Department as unable to attempt without the provision of such a tool, much to the disadvantage of students where education was in the hands of staff greatly in need of professional development.

DAS was developed by the Assistant Principal – Curriculum, according to my vision and general rubric. A full discussion of the process may be found in Holland (2000), and in more summary form, in Collier (2004), *Towards High Achievement in Year 12: A Principal’s Approach to Monitoring and Intervention, The Practising Administrator* (see Appendix S). Several other schools have visited to be briefed on its components. DAS is fully discussed in my refereed article *Enhancing Academic Outcomes in Senior High School* (2006a) (Appendix T), which reflected on a range of initiatives I introduced within a school improvement program. This article was the outcome of a Paper I presented at the University of Western Sydney Higher College of Arts, Education and Social Sciences Research Conference in October, 2005. It was published by the University of Western Sydney in an on-line refereed journal emanating from selected Conference Papers.

The Faculty Monitoring system, which I developed and introduced as a Government School Principal, then refined and implemented at my current Independent school, is complementary to the Development and Appraisal (DAS) system. Whereas DAS focusses on the individual, Faculty Monitoring looked at the Faculty as a whole and particularly at the leadership and management of the Head of Department. It was designed as a mechanism to collaboratively engineer, with the Head of Department, outstanding teaching and learning activity within a culture of continuous improvement. Its full development was an outcome of my research into the role of Head of Department, which indicated that Heads of Departments needed both
methods and mandate to apply to improving learning in their faculties. It was also strongly influenced by my reading of the relevant literature. The school improvement literature indicated the importance in effecting improved outcomes in schools of initiatives shaped in response to achievement data. For instance, Hargreaves (2003) found the essential ingredient of a learning community to be continuous learning informed by evidence. Fullan (2003) argued that the measure of an effective school was the extent to which the gap between high and low achievers was effectively reduced. In the first school in which I have served as Principal, identifying and promoting effective practice relates to the research I undertook on students’ perceptions. In the second school, it relates to the annual analysis of Higher School Certificate and International Baccalaureate Diploma results, as the two matriculation credentials offered by the school. This analysis was undertaken with the assistance of an external consultant who provided spreadsheets enabling senior executive to track individual students and to look at outcome trends in subjects and teachers over a period of some years. The analysis thereby provided the data to assist Heads of Department to make judgements about which faculty programs were working well, how to allocate classes and which members of staff to target for specific developmental opportunities. The opportunity existed for whole school priorities to be grounded in each faculty in turn by discussion and negotiation with the Head of Department through the Faculty Monitoring process. The level of discourse presented an effective balance between collegial “at the elbow” assistance and accountability monitoring. My experience and research suggested both aspects were important and the synergy between them was powerful. The Faculty Monitoring model in my view was consistent with Sergiovanni’s (1999) model: combining a tight structure representing clear expectations and core beliefs, with professional scope for middle management to interpret and fulfil these expectations and beliefs. It was an instance of what Sergiovanni saw as tight and loose coupling combined. Essentially, the Faculty Monitoring dialogue was attempting to exemplify the work of Fullan (2003) and Hargreaves and Fink (2003) on what Fullan calls distributive leadership, by which he meant sharing authority widely with others in networking for effective change. The process was designed to embolden Heads of Department to address ineffective teaching practice, in alliance with senior executive staff.
Early rounds of Faculty Monitoring indicated the need to target some staff development activities towards the whole staff. There was clearly insufficient attention to the not insignificant numbers of students (perhaps 20% or approximately 25 students from each cohort) who were disengaged from the learning process. The literature on student disengagement is extensive, and worrying for educators. Hargreaves, Earl, and Ryan (1996), quoting Thomas (1984), referred to an English study where students had typified most teachers as “tedious talkers” (p.79). Classroom life for students was compared tellingly by them to watching old movie re-runs or a mundane scene of a haircut in progress. Australian research (Cummings & McCormack 1996) identified teenage criticism of schooling as “routine, boring and uninteresting” (p.6). I found too many echoes of such criticism evident in the teaching practices of my own school. These ideas were grounded also in my experience of the initiatives developed in other schools I had visited. These issues are discussed in my refereed, published paper Enhancing Academic Outcomes in Senior High School (2006a) (Appendix T).

The mode of intervention chosen, in consultation with other school leaders, to address these concerns focussed on the research of Ayres, Dinham and Sawyer (1998). They studied a sample of NSW teachers who consistently, over some years, produced exceptional student results in their HSC classes. What emerged from the research was an ability by such teachers to engage students with their passion for their subject, their mastery of its content and attendant skills, their intuitive ability to “pace” lessons, their capacity to deal with higher order thinking, their effective harnessing of limited time and their interest in students as whole people. I was fortunate enough to be able to secure the services of Dr Steve Dinham to present these findings to staff, followed by faculty-based discussion of how to implement these findings in teaching programs. Revisiting this issue has been a driving theme of the school’s staff development program over recent years, and of Faculty Monitoring.

Faculty Monitoring also has the potential to assist in developing excellent student outcomes if it is accompanied by the adjunct of working with students to achieve the same end. I have, therefore, found it important to introduce a rolling study skills program from Year 7, which majors on metacognition, to impose rigorous
requirements for entry into difficult senior subjects in an attempt to “lift the bar” academically. I have also interviewed senior students with the purpose of helping them self-reflect on their performance and strategic improvement. These perspectives were shared in my presentation to a national conference in Sydney (2002), published as *Developing Internal and External Accountability* in The Principals’ School Leadership Program, by IES Conferences, (Appendix U) and in *Enhancing Academic Outcomes in Senior High School* (2006a) (Appendix T).

10. **Curriculum Development: International Baccalaureate Research**

The quest for the highest possible educational standards and student outcomes led me to initiate a deeper commitment to the International Baccalaureate (IB) curriculum. My predecessor as Principal of St Paul’s had introduced the IB Diploma for Years 11 and 12, which functioned as a small boutique curriculum for the school’s academic elite. It could be pursued as an alternative to the NSW domestic matriculation curriculum, the Higher School Certificate. The IB Diploma is an international curriculum, taught with a common syllabus in over 120 countries worldwide, managed by the International Baccalaureate Organisation (IB) in Geneva, Switzerland, and with its curriculum and assessment functions centred in Cardiff in Wales. It was introduced, largely by English and European educators, in 1968, as an international curriculum to address the issue of secondary curriculum disjointedness experienced by children of highly internationally mobile diplomatic and military personnel from those nations. Part of its attraction, and its credibility, derives from the fact that the syllabi and examinations remain the same, irrespective of in which country a student studies, or is examined, in any of the official languages: English, French and Spanish (Bagnall, 1997). It is a very academically rigorous and content-full course, relying on pedagogy based on research and independent learning, and mandating an introductory epistemology course, Theory of Knowledge. Further requirements include a 4,000 word research essay in a subject of the student’s choosing and a compulsory component of Creativity, Action and Service in which the triad of requirements includes innovatory work (within broad guidelines), active participation, for instance in a sport, and structured, substantial compassionate service to the community (the hours of which must be logged). Unlike the Higher School Certificate, the IB Diploma requires study across a range of disciplines, precluding secondary student specialisation. A student’s native language, a foreign
language, mathematics, an experimental science, a social science or humanities subject, and either a creative arts discipline or another subject from the previous categories must be studied.

Anecdotal evidence from previous IB Diploma students and some parents of our school’s students who were university lecturers, indicated that IB Diploma students made a very easy transition to university, where they found they had completed much of various first year courses and where they were familiar with the independent learning mode and self-initiated study required in a tertiary domain. A South Australian study indicated IB Diploma graduates from South Australian schools were outperforming graduates of the South Australian secondary credential, the South Australian Certificate of Education (SACE) in Tertiary Entry Scores. Moreover, the direct conversion from IB Diploma scores to a university entry score (called the Universities Admission Index or UAI, in New South Wales), was highly favourable. I, therefore, took the calculated decision that I would move away from the prevailing culture where the IB Diploma was open to a handful of students by invitation, and allow all competent senior students who wished to pursue it to enter this credential. Accordingly, student numbers have grown from six, in 1999, to 68 (half the Year 12 cohort), in 2007. The combination of enhanced access to this curriculum, and the other mentoring and monitoring initiatives described above, have seen substantial improvements in the school’s Year 12 exit results. For 2005, Year 12 graduates achieved a level of 31.9% of students in the top 10% of the State (HSC and IB Diploma combined, judged on UAIs), with around 50% of students in the top 20% of the State. These were followed in 2006 by 37.5% of St Paul’s Year 12 students performing in the top 10% of the State (25.9% of whom were in the top 5%). Simultaneously, the length of the academic “tail” has shrunk. These are very gratifying results in the western suburbs of Sydney, where non-selective schools such as St Paul’s are not usually known for their academic success.10

In further International Baccalaureate initiatives I undertook in 2002, the Primary Years Programme (PYP, Kindergarten to Year 6), and Middle Years Programme

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10 The State average UAI of the approximately 68,000 students who sit the Higher School Certificate, and 220 who sit the International Baccalaureate Diploma in NSW, is 66. The UAI average of St Paul’s IB Diploma students in 2005 and 2006 was 94.
(MYP, Years 7-10), were introduced and made compulsory for all students at my current school. In effect, these IB curricula were fused with the mandatory New South Wales course. These initiatives necessitated a re-writing of all teaching and learning programs in order for students to complete the mandatory outcomes of IB curriculum and NSW curriculum, through a single educational program, and leading to the award of the School Certificate and MYP at the end of Year 10. This initiative was a drive for quality teaching. It was possible with State syllabi for teachers to ignore emerging best practice in teaching and confine themselves to archaic methodology such as heavy reliance on students copying notes from the blackboard. IB curriculum caveats and assessment methodology rendered such approaches impossible and obliged teachers to deal with a broad development of student skills and with information access and processing. Moreover, they provided useful tools, and mandates, for a full approach to the metacognitive development of students.

The IB curriculum, with its emphasis throughout on service components and the best of humanitarian values, was highly compatible with the school’s Christian ethos and mission. This synergy provided further reason for its extension. St Paul’s became the first school in NSW to introduce the IB Primary Years Programme, the second to introduce the IB Middle Years Programme, and the first to offer continuous International Baccalaureate curriculum from Kindergarten to Year 12. The sheer bulk of student numbers so embraced rendered St Paul’s the largest International Baccalaureate school in Australasia. This curriculum initiative has been at the cutting edge, and has led to continuous delegations visiting St Paul’s from elite Sydney and Interstate schools. The importance of this extensive embrace of the International Baccalaureate is also discussed in my refereed article Enhancing Academic Outcomes in Senior High School (2006a) – (see Appendix T). This article, in documenting the symbiosis of cutting-edge curriculum initiatives and rigorous accountability structures, makes a contribution to the profession’s knowledge of effective means of raising student outcomes.

In 2007, the leading school marketing journal, Choosing a School for your Child, invited me to contribute a feature article on the International Baccalaureate (Appendix VI). This article was published, with the editorial claim that the journal
had consulted two education experts: the Federal Minister for Education, Julie Bishop, and John Collier (Appendix V2).

My commitment to pursuing collegial networking in an effort to effect substantial cultural and curriculum improvement led, in 2004, to appointment by my peers as Chair of the Association of Heads of Independent Schools of Australia (AHISA) NSW Academic Committee. (Attachment W). In this role I am responsible for representing the concerns of all NSW Independent Schools about curriculum and assessment K-12 to the credentialling and assessment authority, the NSW Board of Studies. In this role, I deal directly with the President of the Board of Studies, with the General Manager, and with Directors of Curriculum, Assessment and Examinations, on behalf of the whole Independent sector (approximately 100 schools). Subsequently, I was invited, in 2005, to assume the position of Convenor of the Education Research Group of Headmasters’ Conference, a professional association meeting three times a year. Leadership of this group has enabled me to dialogue with colleagues as we seek to relate recent research to the teaching and learning practices of our schools. Leadership of these groups has enabled me to share more widely what I have learned from my research about curriculum and its leadership, and to exert influence at a state and national level in areas such as the development of an Australian Certificate of Education and the future of current testing regimes.

11. Research into Christian Education

a. Initial Approaches to Christian Education

In 1997 I had made the watershed and somewhat traumatic decision to leave the Government education system after 25 years of teaching and leave the school I had founded as Principal, after six and a half years of very satisfying development of that school. I was motivated to this decision partly by the resistance I encountered from the Department of School Education bureaucracy as the one “leading the charge” to contend that the resource base for developing schools was inadequate. A more important reason, however, was my emerging view that I had sounder ideas on leading a Christian school than many I observed in operation. Some Christian schools tended towards fundamentalism and retreat from the world, both positions which challenged my more inclusive stance. I had tested these ideas in a brief Paper
I had published the previous year, *Teaching. A Sacred or Secular Activity?* (See Appendix X), which received very positive verbal responses from several colleagues as well as strong affirmation from the Editor (Appendix X2). These responses encouraged my belief that I had a sustainable vision for Christian education. I had been for some four years, a member of the Anglican Education Commission of Sydney Diocese, advising the Director of Education and the Archbishop on issues of education policy, and seeking to be a major stakeholder exerting influence on education policy formation by the NSW Board of Studies and newly renamed Department of Education and Training. I had also been, for the previous year, an executive member of the Teachers’ Christian Fellowship of NSW, and so felt I had some pedigree in Christian education as well as the opportunity to develop an overview of some important developments in Christian schooling, for instance, the renewed interest in identifying values distinctive to the Christian sector. Accordingly, I applied for, and was offered, the position of Principal of St Paul’s Grammar School, Penrith, a large Independent, interdenominational Christian school with, at that time, some 1215 students between Kindergarten and Year 12. On Grimmitt’s (2000) eight-phase typology of religious education: phenomenological, liberal, revelation-centred, constructionist, multi-faith, experiential, critical realist and human development based, my school stands in the revelation-centred tradition. In this tradition, it attempts to teach what it regards as a sound interpretation of Biblical principles, understood through the prisms of the best historical and cultural research to amplify the meaning of the text.

b. The Issues Conceptualised

In terms of my overall philosophy, my new Principalship now posed a fresh challenge: how to work with other leaders to conceptualise the school’s total curriculum, including the deliberately didactic aspects of its Christian education program, such that they were authentically Christian and existed within a school culture which supported a liberal education and emphasised academic rigour according to the traditional Grammar School model. The two aims could easily be contradictory unless well thought through. In short, how could the school, while nurturing faith, continue to be open, inclusive and respectful of divergence in a manner that, ostensibly paradoxically, represented an authentic manifestation of its faith stance?
It was not long before I attracted substantial opposition from some long-term staff who wished to continue to operate from a more entrenched, polemical and fiercely proselytising paradigm of Christian schooling, which I suspected was self-defeating in actually creating gratuitous opposition to their Christian message. I needed to persuade them that a gentler approach might not only better deal with others with integrity, but might be more successful in commending faith to students. I observed that some staff were so immersed in Christian sub-culture and locked in a 1940s generation, they had little idea of how post-Christian Generation Y thought, and even less chance of crossing the cultural divide. I was very influenced at this time and since, by a public lecture given in 1997 by Dr Trevor Cooling from the University of Nottingham, and more recently the University of Gloucester, as a guest of the Sydney Anglican Education Commission. Cooling has published extensively in the field of religious education, most fully in *A Christian Vision for State Education (1994a)*. Cooling’s writing seemed very relevant, as my school, which did not prescribe faith adherence as a condition of entry for students, was pluralistic in a manner analogous to the British State schools which were the subject of Cooling’s work. Cooling spoke of the habitual tendency of students in Christian schools to appear Christian in beliefs, outlook and behaviour, only to discard such pretence upon graduating, like divesting oneself of an outer garment. He spoke of the need to accommodate student *bafflement*, where students struggled with the dissonance between faith perspectives and the world that is. It seemed to me this was one of the key issues at my school: that well-meaning staff were denying students the opportunity to discuss their way through baffling issues, closing down discussion with glib and formulaic reassurances which failed to satisfy. Such an approach seemed antithetical to faith enculturation, the very opposite of its intention. Was the school, therefore, dealing with issues with appropriate rigour, or shelving them behind a Christian façade? Cooling’s work, in identifying as problematic the avoidance or denial by some teachers in Christian schools of intellectual challenges to faith, resonated with the then recent work of Mark Noll. Noll (1994), in his seminal work, *The Scandal of the Evangelical Mind*, had argued that evangelical Christians in the twentieth century had deserted a rich heritage of engagement with, and critique of, culture, politics and the world of ideas, instead preferring a retreat into the private world of personal pietism. In short, there was no discernible
evangelical mind. I feared, therefore, that my school was similarly culpable, in a way that denied the Grammar School imperative so inherent in our charter. Teaching staff who were in some ways anti-intellectual was an oxymoron of serious implication. Were we guilty of the polarisation Cooling (1994) noted in Britain between Christian commitment and education? Such a view would be a profound misunderstanding of the interface of faith and life, which in fact denied the precedent of historic Christian practice. Against the tendency apparent in some Christian schools to construct spirituality as separate from the real world of Monday to Friday endeavour, Winter (1994) illustrates well the normative pattern of Christians of New Testament times seeking to engage with culture in ways consistent with their Christian ethic. Walsh and Middleton (1984) similarly argued that the church has accepted a dualistic view of the world that owes more to Plato and Aristotle than to Biblical theology. Consequently, they say, Christians seek spirituality in the area of sacred life, divorced from culture and the real world. They then lack the wholeness of an integrated life, and pursue the secular idols of science, technology and capitalism in a manner indistinguishable from secular society. My reading of the literature was profoundly disturbing, in cementing my initial view that the model of Christian education prevailing in my school was seriously defective.

C. Reconceptualising Christian Education

My first response was to write a paper, Following a Standard, which I presented as keynote speaker at the Australian Christian Forum in Education (ACFE) national conference (April, 2000)11 (Appendix Y). The ACFE publication has also led to an invitation from Mr Stephen O’Dougherty, Chief Executive Officer of Christian Schools Australia, to speak at a future national conference of this umbrella group of the former Christian Community Schools throughout the country (representing about 100 schools). This paper has also been very well received by Professor Gloria Stronks, (Appendix Z1), from Calvin College, and by the Anglican Archbishop of Sydney, (see Appendix Z2). A slightly reworked version of this Paper was presented at the University of Western Sydney School of Education Research Conference in 2003. This Paper was featured in the ACFE journal, Nexus in 2001 (see Appendix Z3). It received very encouraging responses from Phillip Nash, the Chairman of the

11 The ACFE is the heir of the now defunct Australian Teachers Christian Fellowship and includes their publishing arm.
Australian Association of Christian Schools (AACS), and Peter Crimmins, Executive Officer of the same association, as well as in the AACS Newsletter (see Appendix Z4-5). It was cited by Rusin in the *College of Christian Higher Education E-Journal* (2003). Associate Professor Martin Dowson has included a revised version of this Paper, *A Manifesto for Christian Schools* (2007), as a published Paper from the Center for Human Interaction Learning and Development in the Issues in Christian Education Series (see Appendix AA). Professor Dowson wrote “Your chapter will make a fine contribution to the edited volume, and readers will benefit greatly from your insights into Christian education” (e-mail 8/3/06), and further “there are precious few people in Christian education who are publishing work of any real quality – and you have the potential to be among these people” (Appendix BB).

d. Educating for the Development of Christian Values

Around this time I became aware of other research which confirmed my concern about deficits in my school’s approach to Christian education. I received a copy of a Churchill Fellowship Paper (1995) from Tim Macnaught, who argued that modern youth were highly resistant to transmission models of faith education. In fact, he felt that British church-based schools often only achieve (and at times only aimed to achieve) a reductionist outcome: “that touch of gloss, or class, like the photo of stained glass in the prospectus….. Students in most church schools are conditioned by instrumental values” (p.11). Too often the outcome was that spiritual dimensions were “reduced to the conventional sentiments of civic religion promoting only values that might domesticate the feral young and persuade them to submit to the invisible hand of the rational economic order” (p.9). Macnaught’s research posed the question as to whether Christian schools in general, and my school in particular, were effective in transmitting Christian values.

Astill (1998) and Skillen (2001), in studies of Christian schools, found these schools largely unsuccessful in the sphere of values enculturation. Students formed their values elsewhere it seemed: the family, the teenage peer-groups, the media, *The Simpsons!* This concern led to our school leadership team administering the Australian Council of Educational Research (ACER) values and attitudes test to Year 8 and 9 students. The results confirmed Astill’s (1998) and Skillen’s (2001) findings:
that students widely claimed Christian belief, but were far less likely to perceive a problem with a raft of issues in the ethical domain such as cheating and lying.

The notion that my school was impacting so little with an authentic Christian message that might make a difference to students’ lives, outlook, values and commitments, was deeply troubling. So, too, was Maple’s (1997) *Growing Up without God*. Dr Grant Maple, Director of Education for the Sydney Anglican Diocese, argued that students needed clear teaching on the relationship of Christian faith to contemporary culture, to equip them to critically evaluate cultural norms. He pointed out the propensity of churches (and, therefore, presumably some of my staff whose views were formed by them), to embrace an embattled ghetto mentality which denied mainstream culture. He attacked church-based schools which made excessive demands on student time, such as to mitigate against involvement in Christian activities beyond school, thereby developing an unbalanced faith which is not sustained in post-school years. My concern was that, as Principal, presiding over the school’s Christian education curriculum, mea culpa. We needed to do more to generate a curriculum which engaged with the real world, and cultivated links that would shepherd student faith involvement beyond school years.

As I saw the issue of the effectiveness of the Christian education program as central to the mission of my school, I read further, and undertook action research in the area of Christian values education. A reading of the literature (Cooling 1994, 2000; Thiessen 1993), led to my subsequent refereed contribution with Professor Dowson *Beyond Transmissional Models in Christian Education: One School’s Recasting of Values Education (in press)*, (Appendix CC). This Paper argued that traditional transmission pedagogy, based on didactic teaching methodology, was largely ineffective in encouraging the adoption of Christian values. The Paper has been accepted for publication in the (American) Fall 2008 edition of the *Journal of Research on Christian Education* (Appendix DD). Two-thirds of the publication is attributable to me. Professor Dowson’s comments on my work in this study are included as Appendix EE. This Paper arose from two studies of Year 8 students within my school:
Values Survey
A decision was made at senior levels within my school to survey a sample of students in order to quantify students’ adherence to Christian beliefs, maintenance of ethical standards consistent with Christian beliefs, experience of positive affective states, and completion of behaviours that might reasonably be conceptualised as outcomes of students’ beliefs, standards and affect. The specific purpose of this survey was to generate data relating to the beliefs, ethics, related emotions and subsequent behaviours of students that, in turn, might provide a basis for further investigations of the impact of the school’s educational philosophy and practices on students’ faith development. Participants in the study were 113 Year 8 students attending the school. Questions in the first section of the survey were formatted on a four-point Likert-type scale ranging from “strongly disagree” to “strongly agree”. The second section of the survey measured students’ generalised affective states and students’ reported ethically-related behaviours. As the study was school-designed and not pre-tested or validated, it indicated the need for a further, objective standardised study.

Empirical Study:
A more formal survey of students’ values, the Attitudes and Values Questionnaire, was undertaken in the year following Study 1. The specific aim of this second study was to determine the extent to which the broad pattern of results in Study 1 were replicated (or not) using a different methodology and a different sample of students. Participants in the second study were 110 Year 8 students attending my school.

The Attitudes and Values Questionnaire (AVS) designed by the Australian Council for Educational Research (ACER, 2000) was administered, with the permission of parents, to the entire Year 8 cohort present on the designated survey date. The AVS consists of six dimensions: conscience, compassion, emotional growth, social growth, service of others, and commitment to God. Each dimension comprised 17 to 20 propositions, to which students were required to make a response across the range of “strongly disagree”, “disagree”, “agree”, “strongly agree” or “not applicable”.

The percentage of students “agreeing” or “strongly agreeing” to the items comprising each dimension of the AVS were averaged and computed for males, females and the
total sample. Then, these school average results for each dimension of the AVS were compared to the national average results for each group (i.e. females, males and both sexes combined). Specifically, for each dimension, and across each group, the percentage difference between the School Average and the National Average was computed. This difference was then compared against the average difference between School Average and National Average results across all dimensions for the respective group. Finally, the statistical significance of the ratio differences for each dimension to difference across all dimensions (for each group separately) was evaluated using a Chi-Square difference test.

A central finding of the Empirical Study was that, despite students at the school reporting a “Commitment to God” that was significantly greater than the National Average across all groups (males, females and total), this Commitment to God did not appear to converge with superior Conscience, Emotional Growth, Social Growth, or Service of Others scores against National Averages. Thus, there appeared to be an important disjuncture between students’ stated commitment to God and their apparent values in other domains.

e. Implementation of Research Findings: Staff Development Initiatives

My research indicated that other school-based initiatives were necessary to address my issues of concern. In concert with our executive and middle managers, School Council and a staff Christian Perspectives Committee, which I commissioned, an annual staff conference was introduced, engaging speakers with a research base and a national profile in interfacing faith and culture. This conference was opened to other schools, peaking with an attendance of over 400 from nine different schools in 2001 and 2002. In order to preserve and re-apply this quality in-service, I moved to have the best of this input published as a book, edited by Margaret Mears (2001). Its early pages appear as Appendix FF, with my foreword. This book, which has been shared gratis with many other schools in the Christian sector, establishes some viable paradigms for Christian schools which seek to engage, rather than retreat from, the popular culture inhabited by their students.

A second school-based initiative was the formation of a link with Macquarie University’s Australian Centre for Educational Studies, whereby my school, as of
2004, has been a campus of Macquarie University. This enables St Paul’s and other schools’ staff to draw on lectures on-site from the unique Macquarie Christian Studies Institute (MCSI). The courses, run in situ, are credentialled through Macquarie University at Diploma or Master’s Degree level. MCSI specialises in the interface of faith and culture. To date, 13 St Paul’s staff have studied up to five of the mandatory eight units required at Master’s Degree level. Of most significance is their enhanced access, through this focused learning, to educational models which more rigorously and authentically relate faith perspectives in a relevant way to contemporary culture.

The MCSI initiative also arose partly out of my 2003 sabbatical leave in Canada and the USA. Professor Gloria Stronks, who publishes extensively in Christian education and is Professor of Education at Calvin College, Grand Rapids, Michigan, was keynote speaker at the International Christian Education Conference at the Wesley Centre in Sydney in January, 2000. She kindly arranged for me to spend some time at Calvin College meeting with academic staff. Calvin is a Christian liberal arts college with a faculty of some 300 teaching staff who seek to relate faith perspectives in a rigorous and real way to their cognate disciplines, without in any way diminishing the disciplines themselves. This was an inspiring model of what leaders with vision could achieve.

f. Christian Education or Indoctrination?

I was, on reviewing what I had learned from the literature and observed at Calvin College and from my own school’s practice, confronted with the notion that part of what in Australian schools we called Christian education was not truly education at all, but indoctrination. This concern sent me back to the literature to clearly establish the difference and be informed on how my school could present faith perspectives in a mode that was truly educational and respectful of the weaker, more vulnerable status of students as (mostly) minors, but also gave them scope to make choices about their own adherence to faith.

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12 A standard clause in Principals’ contracts in the Australian Independent schooling sector provides for a term (10 weeks) of study leave every five years of service.
The literature speaks clearly on the issue of indoctrination. Thiessen (1993) defined it as those practices which are “narrow, non-rational and coercive” (p.235), which prevent growth towards rational autonomy and fail to make students aware of underlying premises. Similarly, Cooling (1994a) complained of Christians mistakenly employing methods of sharing their message which are in essence designed to protect their power base. He described the resort to coercion of students into adopting faith as a contradiction in terms when dealing with a message which is essentially about freedom from sin and forgiveness. He identified forms of faith which promoted intolerant and totalitarian attitudes as “pathological” (p.95). Further, Hill (1994) complained that some Christian school systems were willing to endorse indoctrination as long as it is their faith that is being taught. Cooling (2000) also criticised catechetical religion as an indoctrinative form of rote learning often conducted in obscure and cant terminology and relying on a “password” approach. This methodology he regarded as not truly educative and probably ineffective as true learning required cognitive processing as well as engagement of the affective domain. Harkness (2002), too, has commented on the hollowness of assuming that liturgical or sung expressions of faith necessarily indicate commitment to the beliefs expressed by the words.

In these terms, enculturating faith which is Biblically-based is a major goal. Having explored the literature, my concern with indoctrinative techniques is three-fold: they lack integrity as they fail to treat the student with respect, they rely on a flawed transmission model which is unlikely to be effective as it doesn’t engage teenage culture in the real world, and they are counter-productive in that they create resentment rather than affinity in the student. I have sought an approach to faith development in students to overcome these difficulties, which is educationally sound, “soft” rather than belligerent in presentation and culturally relevant to teenagers. Hill (1965) stated it well: “We only do ourselves, the child and God, an ultimate disservice if we cocoon the latter in an authoritarian environment in which dissenting views are never mentioned, or only caricatured” (p.140).

It is, in my view, very important to allow students to wrestle with what Cooling (1994a and 1997) has described as bafflement, and support rather than deny them these attempts. Cooling’s view has been reinforced by my own research based on
responses from surveys of Year 12 students which, over some years, complained of aggressive attempts by staff to propagate faith. Cooling (1994a) made a similar point: spiritual maturity, he said, entails not being frightened of encountering truth outside the Christian community; conversely, engaging with other worldviews promotes personal growth. Indeed, there is good reason to believe that a creative dialectic with other points of view can strengthen faith (Harkness 2002). Thiessen (1993) similarly supported a liberal model of Christian education which incorporates values such as truth, consistency, tolerance and respect for persons. He argued against insularity and protectionism: “Christian schools must not only protect and provide security. There is also a need to disturb, to open up students to outside elements…. to expose them to the ‘world’s uncontrolled environment’, if growth is to be nurtured” (p.271).

I support Cooling’s (1994a) proposition that failure to relate to the world as it is in reality, and resort to a defective model of religious education which presents a closed world of faith propositions to absorb, provides the perception that “the Christian life is …. a relic in a world where religion has little part to play” (pp.5-6). He argued strongly for the need to engage in concept cracking by which he meant finding bridges for student culture and experience to enable them to understand by parables the faith concepts which are potentially incomprehensible to children who have not grown up with a faith tradition (1994b).

Research in my own school of this issue of how best to commend faith led me to write and have published a refereed Paper, Applying an Action Research Model to Improving the Quality of Christian Education – One School’s Experience (2007) (Appendix GG), again co-written with Martin Dowson (67% of the work in each Paper shared with Associate Professor Dowson is mine (see Page 60). The Editor of the Journal of Christian Education, in his forward, wrote “John Collier and Martin Dowson from Sydney, Australia look at ways to avoid the problem of teachers in non-government schools, who are convinced of the correctness of the Christian message and the urgency for their students to hear and respond to it, tending toward poor pedagogical methods which act as an impediment to their students actually appreciating what the message has to offer”. The Issues in Education Committee of the Sydney Anglican Education Commission reported “The Chairman drew attention
to the forthcoming article by John Collier and Martin Dowson in the *Journal of Christian Education*, Vol 50, no. 1, which looks at improving Christian Studies.”

Three interrelated studies comprised this research program.

**Study 1:**

The purpose of study 1 was to ascertain senior students’ perceptions regarding the nature of the curriculum to which they had been exposed during their schooling. In particular, the perceived indoctrinative nature (or otherwise) of the curriculum was explored. The first study elicited responses from Prefects, in a focus group conducted one term before completion of their matriculation studies. Open ended, free response questions were put verbally to the group to ascertain their responses to aspects of the school’s Christian education program. In particular, questions focussed on Biblical Studies (called “Christian Living”) classes and fortnightly Chapel. Questions elicited responses concerning the extent to which students felt specific aspects of the Christian education program were forced, indoctrinative or manipulative. Field notes were taken during a 40-minute discussion and amplified later. The data were later content analysed and categorised into key themes based on the operational categories emerging from the data.

**Study 2:**

Following the trenchant critique of the school’s Christian education program by the participants in Study 1, it was decided to survey all 120 Year 12 students the following year, to ascertain whether the views expressed in Study 1 were widely shared amongst the new senior cohort. A self-designed structured questionnaire was developed for Study 2, with students being invited to respond to four questions. Student responses that were provided were transcribed and collated in a qualitative data matrix. These data were then grouped according to apparent content themes emerging from the data. These content themes provided an embedded categorisation for the data, with the number of responses in each category used to provide an overview of trends in student responses. Once constructed, the categorised data matrix was interrogated to identify:

a. Response categories that were most heavily weighted by students; and
b. Data rich responses (i.e., typically longer responses, but also those responses that identified particularly salient – and often latent – features of the Christian education program).

The results of Studies 1 and 2 indicated that the school’s Christian Education program was, for large numbers of students, not functioning as an effective program of either instruction or evangelism. In order to rectify perceived deficits in the program, the school developed a sequence of staff development initiatives and interventions designed to improve the quality of the School’s Christian Education programs. Staff were trained to provide cognitive space and metacognitive support to students in order to enable students to incorporate new perspectives into their views of reality. In the context of “space” and “support”, debate, discussion and dissent were reconceptualised as processes necessary and helpful to the growth and development of faith, rather than as processes antithetical to faith development. Moreover, superficial, formulaic answers to complex issues and questions concerning faith were discouraged.

A new school-designed staff induction course was introduced so that new staff would understand the school’s pedagogical faith model from the beginning of their tenure. This course includes discussion based around prior readings, and resource and information sessions that indicated how Christian education can best proceed in the context of particular disciplines. In addition to the staff development initiatives, the school also committed to several important curriculum initiatives. The Christian Living curriculum, which according to the previous Study was problematic, was substantially reworked in order to develop a clear sequence of study within the curriculum. This sequence provides for access to a greater variety of material, particularly material that engages popular culture and thus is more specifically targeted at the interests of teenagers. Moreover, teachers for the Christian Living classes have been selected on their ability both to teach religious education effectively and to establish positive rapport with their students.
Study 3:
The effectiveness of the initiatives was evaluated in a survey which again sought students’ perspectives concerning the interest and relevance of the school’s Christian Education program.

A further self-designed structured questionnaire asked students to respond to general questions about the main strengths and weaknesses of the school, in response to which some students wrote about aspects of the school’s Christian Education program. Further questions asked students to identify whether the school’s programs had led to a change in their view of the Christian faith, and whether they felt pressured to adopt Christian belief. Student responses provided in short written answers to the questions were transcribed and collated in a qualitative data matrix, which were then grouped according to themes and categorised. The categorised data matrix was then used to identify high frequency responses as well as those rich in data which commented in helpful detail on aspects of the program. Analysis of the data revealed a substantial decrease amongst Year 12 students in opposition to the school’s Christian education program (from 70% at the time of Study 1 to 30% at the time of Study 3).

g. Towards Greater Authenticity
The outcomes of my research, grounded in the research literature within Christian education, had led to a renewed emphasis on staff development in the delivery of Christian education in my school. This emphasis commenced with my propounding a vision of how we could conduct Christian education well, that is, more softly, and with authenticity and integrity. This initiative led, initially, to quite some dissonance with some staff, who felt my attempts to restrain their ardour were tantamount to abandoning the cause. It became obvious to me that I had to model the very style I was recommending to them, that is, a patient, discursive and respectful manner of operation. Renewed emphasis has been laid on explaining this modus operandi in employment interviews, in initial staff induction processes, and in major focus sessions such as the first day of the academic year. Happily, I often hear opinions from staff these days that are very much in this vein.

It is hoped that this latter contribution will reach a wide audience and, together with any consequent presentations arising, help to normalise the ways in which Christian
education is pursued in faith-based schools. There is a lack of school practitioners writing in refereed journals about models of Christian education. There is little visible evidence of schools critiquing their own Christian education practices. My two refereed journal articles in the domain of Christian education make a contribution to the repository of knowledge in a hitherto little researched field.

The process of sharing my own, and my school’s, model of Christian education has been greatly assisted by the publication in 2007 of my article on Christian Education, Christian Perspectives (Appendix HH), as the lead article in the semester 1 edition of Independence, the national journal of the Association of Heads of Independent Schools of Australia (AHISA). Multiple copies of this journal are dispatched to all Independent and many other non-government systemic schools in Australia, and are widely read. (Appendix II). For myself, the exploration of “best practice” in authentic Christian education continues.

**Conclusion**

This overarching statement has chronicled the progress of an idea: that leadership, particularly when formulated around a set of deeply held beliefs shared with and engaging others, and supported by appropriate staff development, can exert a powerful effect on school ethos, culture and curriculum. This central concept has been implemented in a variety of contexts, in government and Independent school Principalship and in educational leadership beyond school level. This theme is traced through a range of practical situations, as well as through investigation and application of research to school settings.

Refereed journal articles have documented this thesis through multiple settings: the formation of a new school, the empowering of Heads of Departments, strategies to fulfil the potential of the first cohort in a new school and Year 12 in any school, and the conceptualisation and delivery of Christian education in an authentic manner. The various contexts in which I have operated have been a rich source of personal professional growth and satisfaction in interaction with wonderful colleagues and peers, staff, students and parents. My contribution has been recognised at system level, by means of my nomination by present and past members of the St Paul’s School Council, for a National Quality Teaching and School Leadership Award (Appendix JJ1). An encouraging and unexpected affirmation from colleagues was
the invitation, in 2005, to become a Fellow of the Australian College of Educators, the peak national professional body (see Appendix JJ2). Fellowship is the highest category of membership maintained by the College and can only be attained through processes of anonymous nomination and peer review. It is a satisfying accolade to my endeavours to be a strong and successful educational leader as well as helping others to reach this goal as well.

This Overarching Statement chronicles my growth from a practitioner to a reflective professional and thence a researcher, and the synergy between these roles. It documents my substantial contribution to education in a number of areas within the theme of leadership and the broad community of the school. An initial area examined in a career and contribution chronology is one of cutting edge development: the establishment of new schools. Little attention has been paid to new schools in the literature, and little specialised assistance has previously been rendered by systems. Therefore, my work has been seminal and has led to gains across the sector for Principals, staff, students and parents. My work is documented in refereed journal articles (Collier 2001, 2006a, 2006b) which form part of this corpus of work.

Another major area of involvement has been in the area of curriculum and the relationship between a rich curriculum and a quality school. This overarching statement commenced with contributions I made at system level, in statewide syllabus development and regional curriculum leadership, resulting in subject-based publications. It proceeded, concurrent with promotion within schools, to focus on capacity to empower others to deliver quality curriculum. Much of the attention in this initiative has focussed on Heads of Department, the gate keepers of change and quality in their faculties, and the upskilling of such key people. Research into the role of Heads of Department is included amongst my portfolio of published papers (Collier 2002; Dinham, Brennan, Collier, Deece, & Mulford, 2000). This research has proved influential across the system in how schools respond to the challenges of often overworked, undertrained Heads of Department. My in-school initiatives to monitor the work of Heads of Department, as part of the desire to enhance quality, and to expand curriculum options, are reflected in other published articles included in this thesis (e.g. Collier 2004, 2006a).
In addition, steadily improving academic results in my own school (Collier 2006a), and the desire of other schools to emulate these programs, suggests that these initiatives are bearing fruit for students and teachers at local level and beyond.

This overarching statement also embraces a major area of personal contribution, the reconceptualisation of Christian education. The intent of this discussion has been to avoid the pitfalls of fundamentalism and indoctrination, and to develop a model which is not antithetical to a grammar school education which prizes open intellectual pursuit. Moreover, such a model should be inclusive and should commend faith rather than alienate students by aggressive proselytising or dogmatic certainties. This endeavour has led to published articles which are included within this body of work (Collier 2007a, 2007b, 2007c) and in press. A repositioning of Christian education is critical within this sector, and I hope my contribution, driven by strong passion and personal belief, may be influential.

A chief benefactor through these initiatives has been myself, as I have grown professionally in awareness and capacity and gained the satisfaction of seeing positive outcomes from personal initiatives, as experienced by students, colleagues and parents. System recognition through promotion, appointment to posts of responsibility and accolades received, have been gratifying evidence that others have rated this work highly.
REFERENCES CITED IN OVERARCHING STATEMENT


OVERARCHING STATEMENT

Introduction
My Doctoral study has arisen from a growing realisation, informed by over 35 years of reflective practice in Government and Independent schools, of the importance of school leadership in enhancing the educational practices within effective schools. When leaders at various levels of the school can identify a shared set of beliefs relating to fundamental aspects of schooling, such as curriculum, pedagogy and the staff development processes and school structures necessary to support them, such beliefs can be a powerful engine for driving a quality school. Core beliefs will in fact be instrumental in establishing a school ethos which will be reflected in the whole gambit of school operations, both deliberate and unintentional (Collier 2001; Evans & Lake, 1988).

This study documents the impact of key beliefs in the capacity of strong leadership to effect real improvements in schools, especially when this leadership is deployed to build the capacity of others and hence to distribute effective leadership across other professionals and members of the school community.

The overarching statement seeks to outline coherently the relationship between these beliefs, experience as a practitioner and reflective professional, and a research portfolio in which published papers have emanated from the interplay between practice, reflection and research. Major contributions across these areas have occurred in curriculum development, the practices surrounding the establishment of new schools, building a team of effective Heads of Department and conceptualising an inclusive and effective model of Christian education. The material presented embraces experience and research in both the Government and Independent sectors. It seeks to demonstrate an effective contribution that has made a difference to students, teachers, parents and to the broad education sector.

Context/Personal Journey
1. Faculty Head
The kernel of these ideas about leadership formed in two very different incumbencies as Head of a History Department at Busby High School (1981-1985), and Macquarie Fields High School (1986-1988), both in Sydney’s south-west. Both areas had
developed as housing estates in the 1960s and 1980s respectively as Sydney, Australia’s largest city, experienced widespread urban sprawl. The culture of the Busby local community was traditional working class with low aspirations, high staff turnover and general school complacency. The Macquarie Fields local community featured higher aspirations, with more upwardly mobile families, and a stronger staff commitment to building a quality school. A shared belief on the part of myself and others of my faculty staff in the importance of teaching students skills as well as content, of seeking to equip students with the writing demands inherent in the subject and seeking to make their curriculum resource-rich, rather than sole textbook based, appeared, based on subsequently improved HSC results, to lead to enhanced outcomes for students.

2. Beyond School Level

These ideas, which were by no means commonplace in classrooms of the early 80s, led me to some positions beyond school level where I was able to exert an influence. The Ancient History Syllabus Committee of the Board of Secondary Studies\(^1\), with input from myself and one other Head Teacher representing government schools, broke the previous monopoly of literary evidence considered as part of the subject and introduced a second, equal course based on archaeological evidence, thereby capturing for students the innate interest of archaeological excavation and artefacts, including inscriptions, tombs, mummies and mysterious ‘lost civilisations’. I also argued successfully for a broadening of curriculum beyond the often stultifying exclusive concentration on political and military history, believing that social history concentrating on the lives of ordinary people would be more attractive to most students. These changes survive to this day.

In addition, as Chairman of the Liverpool Area History Curriculum Committee, I was able to support the notion that leaders, in this case largely Heads of Department, both Government and non-Government, could effect worthwhile change by attention to a curriculum which, while rigorous, was empowering in terms of student skill, and resource-rich in a manner which excited interest and engagement. Samples of such a

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\(^1\) The Board of Secondary Studies at that time was responsible to the New South Wales Government for the development of curriculum to be taught and examined in schools in this state. Subject-based syllabus committees were comprised of academics and practising teachers elected by their peers.
curriculum were presented in a document I published, with co-authors, Wasson and Whitby (1984), *Present Approaches to the Past* (Appendix A1), a collection of teaching ideas, which was distributed throughout the State by the then Department of Education History Inspectorate.

Further, as part of the executive of the Liverpool Area Branch of the History Teachers’ Association I was able to implement additional staff development activities, covering a number of conferences and in-service activities for teachers, particularly on the new Ancient History syllabus. My publication, *Delphic Appeal* (1985), (Appendix 2), written with co-authors Valenti and Taylor, comprised a resource collation of ideas and materials for the new Ancient History syllabus and was distributed by the Sydney Metropolitan-South West Region to schools. Other Ancient History resource articles were distributed by the History Teachers’ Association of NSW within their Newsletter format. These comprised *The Amarna Kingdom of New Kingdom Egypt*, and *Setting up 2 Unit General Ancient History for the first time* (Appendix A3), both dating from 1983.

Subsequently, as a part-time Board of Studies\(^2\) Higher School Certificate History Assessment Advisor visiting schools, I was able to witness the implementation of much of this work. It was at this time that I co-authored a National Trust publication on the local history of Liverpool and Campbelltown (1986), intended as a teaching resource (Appendix A4).

### 3. Leading Teacher

It was this range of activities as a curriculum leader within and beyond my school that led, at least in part, to my selection on merit as one of the first group of Leading Teachers appointed under a structural review by the then Minister for Education in NSW. Leading Teachers were introduced with the rank of Deputy Principal to focus as change agents on curriculum, staff development and community relations. I was fortunate in being appointed to my first choice school, Elderslie High School in Camden, south-western Sydney. I was also selected by my peers as convenor of the Cluster Group of Leading Teachers assigned to schools in south-western Sydney, a

\(^2\) The NSW Board of Studies is responsible for curriculum and assessment in all NSW schools.
support network established as a clearing house of ideas. The Elderslie experience confirmed the powerful synergy of teachers working together to forge a strong curriculum, buttressed by appropriate staff development, and driven by beliefs aligned with community expectations and support.

4. New Schools and Leadership: Foundation Principal of Thomas Reddall High School

After two years at Elderslie High School (1989-1990), I was selected as foundation Principal of Thomas Reddall High School in the first wave of Principals appointed on merit in the NSW Government system. Previously, appointment to the Principalship had been determined by an in-school inspection process undertaken over some days by Department of School Education inspectors. Subsequently, those judged suitable were placed on a waiting list and assigned, perhaps some years later, to the first vacancy consistent with their preferred list of schools. The schools themselves had exercised no influence on who was chosen, nor was there any attempt to match the attributes of an incoming Principal with the needs of the school. The new “merit” system consisted of application and interview, where the appointment panel, which included representatives of the school itself, sought to make an appointment on the basis of the perceived merit of the candidate, particularly the sense of best fit between the skill of that person and the identified needs of the school. As I had enunciated my emerging beliefs about the necessity of school leadership in driving a quality school, and had been selected on the basis of my personal philosophy, I felt I had a mandate to implement these beliefs at my new school. Appointed in November, 1990, as foundation Principal of Thomas Reddall High School in Campbelltown, a largely working class community in south-western Sydney, at 39 years of age, I was the youngest Government High School Principal in the State, and was faced with the daunting task of creating a quality high school, complete with students, staff, buildings and infrastructure, from what was then a building site. There was no release time from my current position, as Leading Teacher at Elderslie, and from the date of appointment in late November, the school had to be ready to open, albeit initially boarding elsewhere, at the end of January!

3 During the course of my time in schools the NSW Government Department responsible for schools has changed in name from Department of Education to Department of School Education to Department of Education and Training. Within this dissertation it is referred to by its name as current at the stage described.
The rapid learning curve which ensued (and still continues), was the genesis of this Doctoral dissertation.

The crucible of experience had made me dimly aware that leaders need to create alliances, that “leadership density” is more powerful and more persuasive than solo leadership, and that the synergy of staff leaders, and teachers and parents working together for common ideals could be powerful. I had been in two relatively new schools before: Leumeah High School (1980), as a classroom teacher, and Macquarie Fields High School (1985-88), as Head Teacher History, the latter at the time of moving from demountables to a permanent, brick school. Both new schools struggled with the lack of resources endemic to the early years of a school’s life. Through the experience of two very different schools, I saw examples of how strong collaborative leadership drove quality outcomes and how laissez-faire leadership led to fragmentation and confusion of purpose. My approach to a leadership structure and ethos at Thomas Reddall High School had been informed not just by prior experience, but by my early readings in the school leadership literature.

I had found Sergiovanni’s conceptualisation of leadership very helpful. Sergiovanni (1999) wrote, “there exists in excellent schools a strong culture and a clear sense of purpose, which defines the general thrust and nature of life for their inhabitants” (p.15). He further commented, “This combination of tight structure around clear and explicit themes, which represent the core of the school’s culture, and of autonomy for people to pursue these themes in ways that make sense to them, may well be a reason for their success”(p.15).

Accordingly, I sought to establish a leadership structure at Thomas Reddall High School where all the executive shared core beliefs but had considerable scope to implement these beliefs within their own professional discretion. Although I didn’t know it at the time, this approach accorded with Sergiovanni’s (1999) concept of leadership by bonding, “which provides the inspiration needed for performance and commitment beyond expectations” (p.75). This concept was a reminder of the importance of strong inter-personal relationships within the leadership team, as a “glue” which would cement common purpose and provide motivation towards achieving agreed goals. Such thinking, according to Sergiovanni (1999), was an
aspect of transformative leadership in which leaders and followers were united in pursuit of higher-level goals common to both. Indeed, the very strength of these bonds gave me, in a sense, permission to insist on my beliefs in skills-based and resource-rich curriculum, and collaboration with parents to create a unity of purpose across stakeholder groups. These beliefs seemed to me to be building blocks in creating a positive ethos which would shape a quality school. Consideration was given to Sergiovanni’s (1999) leadership prescription of paying due attention to all of the technical, human, educational, symbolic and cultural aspects of leadership, as together we strove to ensure that planning, organising, inter-staff relationships, clinical practice, missioning and envisioning, and conducting ceremonies of celebration, all occurred substantially. Sergiovanni’s reminder of the need to cover all these aspects of leadership, rather than being completely absorbed by a few, was timely in the creation of a new school with its own culture.

The notion of the great power and permeation of shared leadership was reinforced in the early 1990s by my attendance at the International Principals’ Forum at Darling Harbour in Sydney, with Michael Fullan as keynote speaker. Here Fullan put names and shape to my embryonic ideas, with terms like *distributive leadership*. Later writings have amplified these ideas. For instance, as Fullan (2001), asserted, “If you want to develop leadership, you should focus on reciprocity, the mutual obligation and value of sharing knowledge among organizational members” (p.132).

Essentially, I have attempted to model my own leadership on this principle: that I will be open to ideas and initiation for change from colleagues, whose ideas may be more productive than my own, irrespective of their place in the organisational hierarchy. As Fullan (2001) maintained, encouraging this kind of “ground-up” leadership is important in achieving sustainability in organisations such as schools. He argued: “Effective leaders understand the value and role of knowledge creation,

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4 Also in this portfolio is an article on *School Security* (2006) published in the ACER (Australian Council of Educational Research) magazine, ‘Teacher’. (Appendix B). Its genesis is the notion of school and community leadership working together, a major theme of my two Principalships. In this case the intention of the cooperation sought is to maintain the integrity of the school campus. This article, *School Security*, occupies a minor part only in this presentation. However, it is included as part of my corpus of published work (Collier 2006c). It was commended by the editor as “a very fine article” (Appendix C).
they make it a priority and set about establishing and reinforcing habits of knowledge exchange among organizational members” (p.87).

In fact, when people are connected to the organisation, they become connected by a deeper desire to contribute to the larger purpose, to feel they are part of the greater whole (Fullan, 2001, referring to the work of Lewin and Regine). Fullan (2001), referring also to the work of Elmore (2000), further states “The job of administrative leadership is primarily about enhancing the skills and knowledge of people in the organisation, creating a common culture of expectations” (Fullan, 2001, p.65). Newmann, King and Youngs (2000) conclude that school capacity is created by teacher knowledge and skill, a sense of professional community, program coherence, technical resources and principal leadership. Fullan (2001) sums it up in the following way: “Those in a position to be leaders of leaders, such as the CEO, know that they do not run the place. They know that they are cultivating leadership in others”(p.134).

These later findings within the literature confirm what I was, somewhat embryonically, trying to do in leadership as Principal at Thomas Reddall High School. My approach centred on creating a culture of collaborative leadership, with leaders being equipped by a strong staff development program which continued to return to, and be sustained by, a shared vision for the school. As Fullan argued5, a collaborative culture allows continuity to remain even with turnover (Interview 2003). Indeed, the mantra Andy Hargreaves enjoined on us all at the Sydney meeting of the Travelling Scholar (Australian Council for Educational Leaders or ACEL) conference (2003) was “Don’t try to do everything yourself, otherwise you burn out, get sick, retire early and die!”

It was partly my awareness that other colleagues who had founded schools as Principals concurrently with myself were suffering major, apparently work-related, health problems, that led me to the next stage of my research. My frustration with the paucity of specific establishment allocation from the then Department of School

5 Professor Fullan was interviewed in 2003 by myself and other Australian Principals at the University of Toronto while I was part of an Australian Heads of Schools delegation visiting Canadian schools and universities.
Education, which seemed to me to make generic rather than individual policy towards resourcing the needs of new schools, had led me in 1994 to publish *Starting a New School – Reflections Three Years Down the Track*, in the four eastern Australian states Principals’ journal, *Principal Matters* (Appendix D), where I commented somewhat wistfully on my experiences. In this paper I argued: “As staff are appointed, particularly executive staff, it will be important for the Principal to articulate a vision, which will be an amalgam of personal educational philosophy, deeply held beliefs and priorities, and community aspirations” (p.4). An attractive and compelling vision, and the momentum in the community which can result from it, is the best antidote to sparse Departmental resourcing.

A second article in *Principal Matters* (1996), entitled *New Schools on the Block. A Beginner’s Guide to Success* (Appendix E), argued the need to create a collaborative culture, well informed by effective staff development and shared beliefs. In essence, I sought to establish a higher benchmark of knowledge upon which incoming Principals of new schools could draw and from which new schools could commence.

**5. Support and Advocacy Leadership of Principals of New Schools**

The journal articles were the logical next step from my belief in networking. Having formed strong collegial bonds within the school, I was looking beyond the school to see how I could contribute to best practice and be informed by helpful ideas emanating from other schools and practitioners.

This publication led to contact from other New South Wales Principals who had established schools in recent years and who found the article reassuring in confirming their experience. This contact provided the impetus to my becoming the initial convenor of the Principals of new Government High Schools support group, an organisation I created, which met once a term for many years, alternating in the various new metropolitan and country high schools, as we sought to share together to avoid the need to “reinvent the wheel”. This was Fullan’s *distributive leadership* at a system level. One outcome of our association was a delegation I created and chaired to lobby the Department of School Education Finance Manager for additional resources for new schools, an initiative that saw the immediate granting of an extra
$20,000 to all new Government high schools, a substantial fillip to a Government school budget (Appendix F1).

A further outcome from this collegial group was a second delegation I proposed and led to the then Director-General of School Education, making various proposals for a “new deal” for establishing schools in terms of the allocation of resources. The agenda for discussion with the Director-General appears as Appendix F2. To my delight, most requests were immediately acceded to, indicating that the Department would thereby establish a new benchmark for resourcing new schools, and allocating an Assistant Director-General to support new schools (Appendix F3). The first response was a Statewide conference in 1997 at Head Office, under the Assistant Director-General’s patronage, which I chaired and which included, for the first time, Principals of new primary schools. The meeting formed a working party which developed a booklet Establishing a New School. Guidelines to Ensure a Smooth Beginning to Your New School for the Foundation Principal (1999) (Appendix F5). This booklet referred to “recent research conducted by John Collier, Foundation Principal of Thomas Reddall High School” as the genesis of the publication (p.5). The booklet was also commended to Principals of Independent schools by the National Secretariat of the Association of Heads of Independent Schools of Australia (AHISA) (Appendix G).

Having networked to this stage, I wondered what insights could be gained and shared by visiting as a researcher and support person, not only all these NSW high schools, but schools elsewhere in the country. This phase marked my transition from a reflective practitioner to a researcher.

**6. Researching New Schools**

I was fortunate enough to win two NSW State Secondary Principals’ Association Travelling Fellowships. The first (1996) enabled me to visit all eleven new (founded 1991-1996) high school Principals in NSW in situ; the second (1997) enabled me to visit Principals or superintendents at several new schools in south-eastern Queensland (2), Victoria (3), and Tasmania (2), and conduct telephone research in Western Australia focusing on a recently founded school in the northern suburbs of Perth.
In New South Wales my research found Principals to be largely stressed, isolated and lonely, attempting to establish a new school and its culture literally from the ground up, with little understanding, by other Principals or Department of School Education senior personnel, of the complexity of this process, its necessary time commitment and the toll it was taking on the leader. Indeed, some were in poor health and planning their exit from their schools or the system as a whole. Of the four new Government high schools founded in 1991, I was the only Principal still in residence in my school to see the first cohort through to the end of Year 12. One Principal went into the educational management bureaucracy at State level, and two others left due to health issues. It was this kind of awareness that made me so keen to effect system changes.

As part of my tour to Victorian schools, I visited and interviewed Dr Beryl Evans, who, while a lecturer at the University of Queensland, had undertaken, for the Australian Schools Commission, a research project into new schools in that State. My then supervisor, Dr Steve Dinham and I had identified a dearth of Australian or international research on new schools, her work being the most prominent in this country. The opportunity, therefore, existed to do some pathfinding work. Evans and Lake (1988) had strongly influenced my attempts, in establishing Thomas Reddall High School as Foundation Principal, to forge strong alliances with key stakeholder groups. They had found that Principals in their study saw the need to establish strong community links and acceptance as a “make or break” issue. Their efforts to establish appropriate curriculum were constrained by the standard expectations of “the system”, that is, central curriculum and staffing mandates applying to all schools. The experience of Principals in the Evans and Lake study reflected the frustrating experience of New South Wales Principals of new schools. My views, confirmed by Evans and Lake, were supported by a later Australian study by Hobson, Maxwell and Hansford (1992) which found school effectiveness to be enhanced by the formation of clear school philosophy, mission and rationale. American research by Lane (1991) further confirmed the seminal importance of the early phase of a school’s existence, while other American research by Pressley and Watson (1992) corroborated Australian emphasis on the importance of staff participation and ownership of school initiatives.
Groundwater-Smith (1996) also identified the importance of the Principal educating stakeholders rather than being restricted to management. Vining (1998) asserted the importance of teachers upholding the quality of the school in the marketplace. Deece (1997), himself the Principal of a new high school in New South Wales, maintained the importance of a school staff who share beliefs, customs, attitudes and expectations. Evans & Lake (1988) found Principals of new schools habitually reliant on sequences of meetings and creation of documents as fundamental to forging supportive relationships and strong culture in their schools. Vital in this process, they found, was a strong projection of vision and clear goals, as well as clearly enunciated views of teaching and learning, by the Principal.

The Travelling Fellowship visits gathered data from a structured questionnaire to facilitate self-reflection by the Principal and other senior staff. I wanted to know whether other Principals had approached the formation of a new school with a set of beliefs about creating culture, ethos, curriculum and structures similar to my own, and to what extent systemic differences in other States affected the individual contexts, programs, and outcomes.

Questions were constructed from my own experience as a Principal of a new high school. Principals were asked, amongst other matters, about curriculum structure, student welfare systems, equity and other special programs, community profile, special features of the school, reflections on the establishment process and procedures used to establish vision, mission, ethos and collaboration. Verbal responses were confirmed by the testimony of documents collected, and corroborated by the comments of other staff, and by observation, during tours of the campuses of schools in the study. These observations were recorded longhand for later analysis. Data was then analysed and compared on a spreadsheet format. This methodology is similar to that employed, apparently successfully, by Hobson, Maxwell and Hansford (1992), in a previous study of a new school.

The outcomes of the research were funded by the Department of School Education to the effect of time release, in order to resource my creation of a large kit on Starting a New School (excerpts in Appendix H1). The kit included advice on the processes of
embedding culture and ethos in a new school, on strategic planning, staff induction, developing curriculum and pastoral care programs, encouraging high achievement, managing finances and enhancing school security. The Kit received some expressions of interest and support, including from the Queensland Department of Education South Coast Regional Office (see Appendix H2).

The visits led me to write and publish two refereed journal articles *Establishing Culture, Ethos and Market Niche in New State Schools* (2001a) (Appendix I) and *Encouraging High Performance from the First Cohort in a New School* (2006b) (Appendix M). These publications were my attempt to assist in providing a database of information about the experience across a number of schools of their formative years, to aid future Principals in launching their schools. These articles were grounded in the new schools literature (most notably Evans & Lake, 1988).

My Travelling Fellowship research within 19 schools across four states strongly supported these research findings. Within the literature, as expected, there was considerable divergence in system expectation across four different State systems, with a variety of approaches to staffing and resourcing new schools. However, all Principals had, in various ways, grasped the need, during the school’s initial phase, to share leadership and create a strong and empowering school culture based around the envisioning of quality curriculum, supported by an effective staff development program. Interestingly, these schools were quite varied, with school populations ranging through Kindergarten to Year 12, multi-campus schools and senior high schools, depending on the structures endorsed by education systems in different states. As a reflection of the prevailing educational approaches of the 1990s, all 19 Principals sought technology-based solutions to student learning issues and all implemented pro-active student welfare policies, (for instance, to establish positive student self-esteem and combat bullying), indicating their leadership perceived the widely recognised educational imperatives of their time. All sought a “brand” distinctive that would differentiate them in a crowded educational marketplace. These distinctives often reflected prevailing innovatory wisdom, expressed in the
creation of learning centres, vertical semesterisation of the curriculum, outcomes-based education, middle schooling, and a host of other initiatives that competitor schools, with pre-existing structures and the shackles of tradition, found more difficult to implement.

Earlier drafts of my first refereed journal publication, Establishing Culture, Ethos and Market Niche in New State Schools (2001a), (Appendix I), were presented variously at the University of Western Sydney School of Education Research Conference (1999), the Australian Council for Educational Leaders National Conference (1998), and the Australian College of Education State Conference (2000), after which they underwent various refinements. The interest in distinctive features of new schools expressed in discussion by conference delegates was gratifying. An anonymous reviewer of the journal publication wrote, “The Paper is well written and is a pleasure to read…. The descriptions of the individual schools are fascinating”, while the Editor of Leading and Managing, Dr David Gurr, subsequently wrote, “I use your article on new schools regularly for students interested in this area” (see Appendix J). The work has also been cited in a review by Mulford (see Appendix K) of leadership literature. Beyond this recognition, I had the satisfaction of being aware I was adding substantially to the paucity of literature in this country on new schools, about which very little had been written in a decade of substantial educational change.

My leadership and research in the area of new schools led to invitations to be keynote speaker at the Cecil Hills High School staff development day (1996) and continued (2002-2003) with my assistance to the Principal and Deputy Principal of Mt Annan High School (founded 2003), in structuring their school. This input has, in more recent years, broadened from the Government to the Independent system as I have been able to refer the Principals of new schools, Shellharbour Anglican and Lakes Grammar, and the Head of the Senior School at Richard Johnson Anglican, to my writings on new schools. The latter contact led to an invitation in 2007 to speak

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*Footnotes:

6 A concept introduced in some NSW schools in the 1980s, whereby vertical or multi-age groups study elective subjects for half a year, prior to re-timetabling other vertical choices for the second half of the year.

7 Since renamed the Australian College of Educators.*
at a Richard Johnson Anglican School Staff Day on the unique challenges facing new schools.

As part of my desire to improve the resource-base of schools in western Sydney and to establish pathways for appropriate staff development respectively, I helped establish two areas of cooperation with the University of Western Sydney (UWS). I was Executive Officer of a project led by the Dean of Education, Professor Don Williams, to lobby the State Government for resources for action research, a lobbying exercise that failed to reach the desired outcome (Appendix L1). I also co-wrote, as part of a team, under the direction of Associate Professor Mike King, the UWS Master of Teaching degree course (Appendix L2). This Degree course was envisaged as a course for current practitioners, strongly grounded in action research within their current teaching roles. It would, therefore, be an encouragement and recognition of staff development, and through shared seminars, as part of the course, would facilitate the development of others. In recognition of the need to be grounded in issues of teaching and learning current in schools, two Principals, of whom I was one, were invited to develop the course with UWS staff. This activity further extended my view of the importance of school leaders further developing leadership diversity through the training and empowerment of other staff.

7. Researching the First Cohort of Students in New Schools
My refereed article about establishing schools, published by the Australian College of Educators as an Occasional Paper, Encouraging High Performance from the First Cohort in a New School (2006b) (Appendix M), examined the particular challenge facing a new school which was attempting to elicit quality work from its first cohort of students. The school which formed the major study was my own, but my insight was informed by networking with peers via the collegial group of Principals of new schools, and from the literature. My research, in being the first full Australian study of the initial cohort in a new school, was pioneering.

Previous new school researchers, in briefer considerations of the initial student group, had found a chronic disengagement from the learning goals of the school characterised the early student cohorts. Hobson, Maxwell & Hansford (1992), in a study of new schools, had found that, in the case of one coastal school “The Principal
observed that one of the problems the school had to face in achieving its educational goals was the lack of an academic tradition to compete with the ethos of ‘sun, sand and surf’ that prevailed in some student quarters. This ethos tended to lead to a rather ‘laid-back’ attitude to educational goals” (p.37). Principals in the collegial group concurred very much with this diagnosis. Demographic change in New South Wales has seen a number of new schools established to serve new housing areas on the north or south coast, where education competed poorly with the lure of the beach culture.

Hobson et. al. (1992) also found that where there was support for educational goals amongst early cohorts of a new school, this support was instrumental in nature. Students perceived education as worthwhile not because of a desire to be an educated person or through an inherent love of learning, but because of perceived relevance to securing a job, to thriving as an adult, to learning life skills or securing course entry marks. My own structured questionnaires with the first cohort, administered when these students were in Year 9 and again in Year 10, similarly found an instrumental valuing of the school’s curriculum as a pathway to careers and later life. The surveys also revealed the school was losing the battle to compete successfully for students’ attention to homework and assignments beyond the school day. This attention was being directed towards the electronic media, sport and paid employment. Furthermore, the first cohort, accustomed initially to exclusive teacher attention and territorial possession of the school, demonstrated a certain level of prima donna behaviour when joined by later cohorts, for instance, refusal to share canteen and bus lines or playground space with new students seen as usurpers of the original custodians’ territory.

The challenge of the school leadership team in encouraging the first cohort to engage with their studies appeared to Principals in the NSW Collegial Group to be a manifestation of disjuncture in beliefs between school and home. Many of the parents whose sons or daughters attended these new schools had no personal or family experience of senior study and were simply unaware of the rigour required to be successful on statewide indicators such as university entry scores. They were

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8 Normally, in a government high school in NSW, this team is considered to be the Principal, Deputy Principal(s), and Heads of Departments (Faculties).
unaware of the focus and sheer hours of homework needed to produce high quality academic outcomes, for instance in public examinations.

The literature (e.g. Cummings & McCormack 1996; Hobson et. al. 1992), suggested the issue was partly one of motivation, which could be alleviated in part by modelling. Hobson et. al. (1992) had found that “If pupils are taught by teachers who themselves exhibit a strong commitment to education and an enthusiasm for learning and the world of ideas, this modelling will affect the students” (p.37). Further, Cummings and McCormack (1996), writing about the alienated and disengaged, found such consultation as a process to be effective in motivating students, independent of the actual consultation findings, as students react so positively to their views being sought and valued. This research finding was one of the underpinnings of my determination to survey student opinion and use their responses to shape the school’s response to its proportion of disengaged students. Surveys I administered, aware from previously established new schools of the likely drift to off-task behaviour by the first cohort, sought to inform the school’s response by gathering student analysis of the situation. Administered towards the end of Year 9, all the first cohort were asked to consider their own level of diligence in homework completion and their summary impressions of the school. They were asked to reflect on the relative importance of a range of possible academic inhibitors, including level of personal motivation, peer group norms, leisure industry distractions, a mismatch of preferred student and teacher learning styles, lack of family facilities or attitudes supporting education and a perceived irrelevance of school to life. A second survey the following year, when the initial group of students were in Year 10, sought to examine the degree of alignment between school academic focus and curriculum choices as against current student academic and career pathways. The intent of the survey was twofold: to ascertain whether the school was fundamentally meeting the needs of its students, and to align the school’s provision of curriculum with student aspirations in order to limit attrition of students to other educational providers. The survey results led to the school establishment of dual pathways articulating to university and vocational entry. Cummings and McCormack (1996) also found the issues of student disengagement to be sufficiently complex as to require a raft of initiatives to make real progress. These issues were explored in my resultant journal article.
This article, *Encouraging High Performance from the First Cohort in a New School (2006b)* (Appendix M), indicated the range of initiatives attempted by my school leadership team. These initiatives included attention to a study skills program designed to equip students for successful engagement with the curriculum, resorting to workshops with the aid of motivational kits, developing student leadership and anti-bullying strategies, and marketing the strengths of the school to its current clients.

Drawing on prior experience, I also sought appropriate staff training opportunities and an alignment of expectations about school culture and curriculum between staff, parents and students. These strategies led not only to the introduction of vocational pathways, but to an innovatory flexible day pattern, wherein the senior students were granted a separate identity by means of a different (earlier) attendance pattern than the rest of the school. Radical implications were a flexible attendance pattern for staff and a nine-day fortnight for approximately a quarter of the teaching staff. Such a flexible nexus for staff and students, so far as I could determine, had been attempted by only one other government high school in NSW. This initiative required painstaking consultation with all stakeholders, including the Department of School Education itself and Teachers’ Federation (Teachers’ Union) Regional representative, not least because it stood outside normal industrial caveats. The initiative is reported in an article I wrote for *The Practising Administrator* (2003), *Flexible Hours and Extended Days* (Appendix N). Even on later reflection, it appeared a daring initiative, but one which through creating a precedent has given teachers and students the potential to vary the usual tight strictures of work patterns. My evaluation, a qualitative study based on my own journal driven reflections, found the advantages of flexibility in hours and days of attendance for staff were offset by the additional problems created, in about equal measure. While the opportunity of developing a sense of independent senior school culture for the first (and second) cohorts in the school was real, survey and anecdotal evidence suggested many students squandered some of the opportunities through insufficient focus on academic attainment. It was anticipated that flexible hours and a nine-day fortnight would reduce staff absenteeism. Later auditing indicated that staff on nine-day fortnights were overrepresented in sick leave; moreover, the days they were most
likely to be absent were the unduly heavy face-to-face teaching days, created as an offset for their rostered days off.

The flexible hours and extended day initiative did succeed in offering an enhanced learning opportunity to the more academically focussed students. It enabled them to create a good balance between an efficient use of mornings in class and afternoon homework and review, prior to some part-time evening paid employment. It was part of the recipe that succeeded in making the school’s first cohort overall more academically successful, in terms of university entry scores, than anecdotal evidence from other recent new schools suggested it would be. One particular success in the microcosm of the school was the flexibility to accelerate one Year 10 student, from the first cohort, to first year university Astrophysics, concurrently with her secondary studies. As well as being an early precedent for the spectacular benefits that could arise from secondary and tertiary cooperation, this student shone even amongst the age appropriate university students, to the extent of winning the 1996 Director-General of School Education’s Medal for outstanding student achievement.

8. Heads of Department Research

By mid-1997, I had taken up a new Principalship in the Independent schools sector, at St Paul’s Grammar School, Penrith. It fairly quickly became apparent that the culture of collaborative leadership that I had sought to create in my previous school did not exist in my new one. If my deeply held beliefs about effecting quality outcomes for students through empowering staff were to be realised in this school, the expectations and operational style of Heads of Department would need to change. The Heads of Department in my new school felt over-worked, under-prepared for the role and distracted, by a host of administrative tasks and responsibilities, from the vital task of leadership, that is, to attain high academic outcomes for students. It appeared I needed to collaborate with them in resolving these matters and equipping them for cultural change. These personal views were reinforced by my early assessment of Heads of Department at St Paul’s as dependent on senior executive and lacking initiative: the result, I felt, of the fairly centralised

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9 In Australian schools, Heads of Department lead faculty teams and are usually responsible for curriculum delivery, pedagogy, allocation of students and staff to classes, procurement of resources within an assigned budget, and student discipline within the subjects under their supervision.
leadership style preferred by some recent executive members of the school. I viewed
the Heads of Department as inclined to focus on a small number of high academic
achievers as if they were the totality of the candidature and whose success justified
existing teaching practice. My views were supported by the literature. For example,
Dufour and Baker (1998) had found that some schools inadvertently maintained a
professional culture which reinforced bad practice, and Fullan (2003) found that
some groups valued camaraderie above insightful exchange of ideas that might upset
established practice. Certainly, I was concerned about the effects of “group think”
and the relative ease of complacency found in maintaining the status quo.

Experience in senior management within schools over nearly 20 years had made me
aware that any cultural or curriculum change in a school would need the support of
Heads of Department if it was to be effectively implemented. From my experience,
Heads of Department were in a gatekeeping role, able to filter initiatives from senior
management and support or scuttle them.

Existing and subsequent literature gave a clear impression of the impediments facing
Heads of Department who seek to use their leadership skills to create an effective
learning culture within their aspect of the school, the subject Department or Faculty.
A study by Hart and Weindling (1996, cited by Deece, 2003) found that Heads of
Department, on being appointed, were socialised by the existing culture, often, one
may think, the very culture they were appointed to change. Connors (1999) found
Heads of Department: “Very much preoccupied with routine administration and
 crisis management (with) little time for strategic thinking and…. reluctant to monitor
the teaching of their colleagues” (p.27).

Turner (1996, cited by Deece, 2003) found many Heads of Department reluctant to
focus on supervision for the improvement of teaching and learning as this may
conflict with their notions of professional autonomy for their staff, and may damage
relationships within the Department. Woodhead, then Chief Inspector of Schools in
the United Kingdom, found that many Heads of Department saw their role in terms
of managing resources rather than people (Deece, 2003). Connors (1999), identified
the reasons for a perceived lack of effectiveness by Heads of Department in an
earlier study to be lack of time, curriculum instability, lack of professional
development, minimal direction and vision passed on from the senior executive and lack of effective curriculum.

Hence, the questions arose about how to empower Heads of Department with the vision and skill to effect desired change and how to prevent middle managers from being preservers of the status quo when change was necessary. These critical questions were formulated into a research project by Dr Steve Dinham, then Associate Professor of Education at the University of Western Sydney – Nepean, involving myself and three other Principals as researchers. Dinham (1998), in a previous study, found middle managers in schools had lower ratings on indices of satisfaction, motivation and health than those above and below them in the hierarchy of schools. Comments from Heads of Department in this study included:

“The Head of Department is a good position to be a conduit between the classroom and the executive. This continuum…. could be very powerful” (male, non-Government school), and

“At this school, Heads of Department do have a say and influence. If it is not supported by Heads of Department, it will not run” (male, non-Government school).

Our research study used a Grounded Theory methodology (Strauss & Corbin, 1990). We therefore, collected, compared and coded data and commenced to organise the emergent ideas, seeking to interpret meaning into the responses we received. Interviews were conducted by telephone, which we were convinced would be helpful in aiding reflection, based on an earlier study of the value of this technique (Dinham, 1994). Interviewers were the four Principals involved as researchers, with the ethical constraint that each would neither interview a Head of Department from his or her own school, nor sight the transcript. Interviewers made notes from the participant responses. These notes were then forwarded to each Head of Department interviewed for checking with respect to accuracy. The sample was 26 Heads of Department across the four schools of the study, two Government, and two independent high schools. A spreadsheet was used to score frequency of concepts across a range of indicators derived from the interview questions. These indicators included how professional development needs had and were being met, personal orientation to the position, major influences on becoming a Head of Department, type and usefulness of preparation for the role, the extent to which expectation of the
role matched reality, the best and worst aspects of the role, workload elements both actual and desired, and leadership style, its origins, practical style and preferred style. Within each major category, a range of concepts were workshoped by the researchers on the basis of the data. For instance, the leadership category gave rise to descriptors including communicative, collaborative, consultative, democratic, empowering, servant leader, laissez-faire, decisive and facilitator.

The research found a commonality between the responses of Government and independent school Heads of Department. Most felt ill-prepared for the role, which some felt they had fallen into almost by accident, based perhaps on the convenience for the school of appointing a teacher already known to be performing well within the faculty, or on seniority, rather than seeking a candidate through a process of open advertisement in a manner which may have deployed a larger and potentially more capable pool of aspirants for selection for the position. There had been little purposeful staff development targeted towards preparation for the role. Essentially they had learned from observing others, mentors worthy of emulation and, ironically, very poor performers, who demonstrated role attributes to be avoided. These findings confirm the research evidence which suggests very little preparation for middle management (McLendon & Crowther 1998). Turner (2000) argued that current ad hoc training for the position would not suffice for the complexities of the future, as schools and society change in dynamic and not entirely predictable ways. Learning for middle management positions such as those of the Heads of Department occurred mainly on the job (Turner 2000), and was largely unplanned, subconscious and even haphazard (Eraut 1994).

The research sample of Heads of Department found that working with staff and the capacity inherent in the role to effect change were two very rewarding aspects of the role. Surprisingly, the ability to drive curriculum and quality teaching and learning did not figure prominently, even though one may think these are pivotal to the role. Explanation for this apparent incongruence was found in both the sheer work overload and what might be termed the distraction of other inescapable aspects of the role. Those aspects frequently cited were paperwork and other administrative requirements, high personal teaching load, student discipline, conflict resolution and the tremendous difficulty of challenging under-performing staff with the need to
improve. Interesting answers from Heads of Department to interview questions included the comment “I did not expect the intensity of some of the parent complaints …... It is difficult to balance support for the staff and dealing with the issues …... you get caught between the two” (male, non-Government school).

Many respondents saw the need to reinvent the role. Reduced personal teaching loads for Heads of Department, less administration and more blocks of time to work with staff were all identified as key areas where change was essential. Heads of Department in the study particularly noted the need for their own professional development in areas of people management, conflict resolution, dealing with such a diverse role and time management.

Evidence from both the research sample and the literature would suggest improvements in how the role of Heads of Department is conceived and undertaken are not only desirable but essential. With respect to the current understanding within schools of the role of Head of Department, Koehler (1993), stressing the “intermediary” nature of the role, says “Departmental chairs walk a tightrope between the maintenance and survival needs of the school and the human and professional needs of the people within it” (p.11).

Murphy (1992) argued that school principals needed to be servant leaders, organisational architects (erecting structures), moral educators (motivated by deep personal beliefs and values), social architects (addressing people’s needs) and leading professionals. Brown & Rutherford (1998) have applied this typology to Heads of Department. Similarly, McLendon and Crowther (1998) argued that best practice for Heads of Department includes leadership which is transformational, strategic, educative, organisation wide and pedagogical. Stogdill (1983) identified a sense of responsibility, concern for task completion, energy, persistence, risk taking, originality, ability to cope with stress and capacity to influence and coordinate others as pivotal traits of school leaders. Beare, Millikan and Caldwell (1998) also argued for the importance of transformational leadership, vision, values, communication and collaborative decision making. In addition, Duke (1987) argued that the instructional leader must deal with teacher supervision and evaluation, instructional and resource management, quality control, coordination and trouble-shooting. The literature thus
supports the contention that the role of Head of Department is very broad, implying
the need for extensive staff development and substantial time release from teaching.

Clearly a way forward needed to be found to assist Heads of Department with this
litany of difficulties. Part of the answer may be found in resolving time, workload
and administrative issues. Part of the solution may exist in pre-appointment and
ongoing staff development. Another important aspect is active re-envisioning of the
role of Head of Department.

The capacity of my research to make a difference in reinvisioning the role of Head of
Department was enhanced by extensive distribution within the educational
community of the findings of my research on Heads of Department. The research
findings were presented in a number of published papers. The Australian College of
Education published Dinham, Brennan, Collier, Deece, and Mulford, (2000b), *The
Secondary Head of Department. Key link in the Quality Teaching and Learning
Chain* (my contribution 25%, see Appendix O1). This publication was refereed and
appeared as part of the Australian College of Education’s Occasional Papers series.
The University of Western Sydney published Dinham, Brennan, Collier, Deece, and
Mulford, (2000a), *The Secondary Head of Department: Duties, Delights, Dangers,
Direction and Development* (my contribution 25%, see also Appendix O2). As these
are effectively the same publication rebadged, only a 25% authorship of the
Australian College of Education paper is claimed in this portfolio.

Subsequently I was lead author for an article (Collier, Dinham, Brennan, Deece, &
Mulford, 2002) entitled *Perceptions and Realities of the Work of the Secondary
Head of Department*, published by *International Studies in Educational
Administration*, a refereed journal (my contribution 30%, see Appendix P). My work
in this study was also included in Deece, Dinham, Brennan, Collier, and Mulford,
*The Leadership Capabilities and Decision Making of the Secondary Head of
Department in Leading and Managing* (2003), (my contribution 20% - see Appendix
Q). All these research papers were reports on aspects of the study launched by
Dinham, with myself as a key researcher (1998). I also presented aspects of this
research at the University of Western Sydney School of Education Higher Degree
Conference in Katoomba in 1999. Our research on Heads of Department was cited

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in *The Canberra Times* and *The Australian* newspapers (see Appendix R1) as making a significant contribution to educational change. Its publication led to invitations to address the Association of Heads of Independent Schools of Australia (AHISA), which I did at the NSW Conference at Bishop Druiitt School in Coffs Harbour, 2002, while the work of all researchers was presented by Steve Dinham at the Australian College of Education National Conference at Leura in July, 2000. I received a subsequent invitation to address Heads of Department at the Inaburra Christian School in Menai. In addition, an e-mail from one of the other researchers, Kathryn Brennan, indicates our work has been very influential in Department of Education and Training schools (see Appendix R2).

Further, a letter from the Relieving Director-General of School Education in NSW indicated that the Department of School Education were examining the implications of the research for their schools (see Appendix R3). Subsequently, other researchers have cited the study (see Appendices R4–R11). More recently, the work has been cited in a number of publications, some Australian and some international, including an OECD publication from Paris (see Appendix R4).

In addition, in 2007, the Anglican Education Commission in Sydney asked me to provide references of my work on Heads of Department for their use with Middle Managers in Anglican Schools. My research, in conjunction with that of my colleagues, has added substantially to the knowledge of the difficulties faced by Heads of Department in NSW schools, and initiatives that may be developed to ameliorate these difficulties.

9. Research into School Leadership: School Improvement

As a result of my research in my own school, and Head of Department research in multiple schools, a variety of initiatives was introduced. The senior executive was restructured to create the position of Assistant Principal – Curriculum, with the status and authority of one of the two Deputy Principals. This position in the school structure was established as equal in status with that of Assistant Principal – Secondary Administration and Welfare. Henceforth, curriculum and welfare issues would each have senior advocates. The new role was envisaged as carrying the authority to drive change but also, particularly in terms of the incumbent selected, the
skill and demonstrable excellence to model curriculum leadership to Heads of Department, and to mentor them. Formal lines of accountability were established from Heads of Department to the two Assistant Principals, with each Head of Department in one of the two “teams”. Regular one-on-one discussion ensued between each Head of Department and supervisor, to assist Heads of Department with their faculty roles. The position of Deputy Head of Department was created in the larger faculties, to address the research finding of the need for training the next generation of Heads of Department, but also to provide a second person to relieve the Head of Department of some of the administration load which was so crippling Heads of Departments’ capacity to lead teaching and learning issues. At the time of writing, eight of these Deputy Heads of Department had subsequently been appointed to Head of Department positions, which would appear to indicate the value of the position as preparation for more senior leadership.

I also introduced a sequential executive development program for all Heads of Department and Deputy Heads of Department, scaffolding over five years. This program included presentations on aspects of Faculty leadership by senior executive staff (the Principal and Assistant Principals), as well as half-day seminars with consultants nominated by, or sometimes affiliated with, the Association of Independent Schools. Aspiring Heads of Department were also encouraged and resourced to attend courses on becoming a Head of Department.

An additional attempt was made to reduce Head of Department workload by restructuring the meeting schedule. The previous cycle of regular Head of Department school management meetings was divided into an alternating round of Curriculum and Welfare meetings, with Heads of Department excused from the latter, as Year Coordinators and newly created positions of Head of Middle School and Head of Senior High School were encouraged to take more responsibility for welfare issues.

There were, in fact, two other structures introduced, more ambitious in scope, the Development and Appraisal System (known fondly amongst staff by its acronym DAS), and Faculty Monitoring. The great advantage of DAS was that it provided a template for professional development and supervision, including supervision of
classroom teaching, with proformas requiring self-appraisal and observers’ appraisal of the teaching process. In doing so, it provided an imperative which ensured that supervision would occur, as DAS was mandatory for all staff. Moreover, the potentially adversarial nature of seeking to appraise a colleague’s teaching was removed by the fact that both staff member and Head of Department knew that the process was occurring for every member of staff. DAS was, therefore, seen as a tool which empowered the Head of Department to effect improvement in faculty teaching and learning. Such supervision was the very process which research, including my own, revealed Heads of Department as unable to attempt without the provision of such a tool, much to the disadvantage of students where education was in the hands of staff greatly in need of professional development.

DAS was developed by the Assistant Principal – Curriculum, according to my vision and general rubric. A full discussion of the process may be found in Holland (2000), and in more summary form, in Collier (2004), Towards High Achievement in Year 12: A Principal’s Approach to Monitoring and Intervention, The Practising Administrator (see Appendix S). Several other schools have visited to be briefed on its components. DAS is fully discussed in my refereed article Enhancing Academic Outcomes in Senior High School (2006a) (Appendix T), which reflected on a range of initiatives I introduced within a school improvement program. This article was the outcome of a Paper I presented at the University of Western Sydney Higher College of Arts, Education and Social Sciences Research Conference in October, 2005. It was published by the University of Western Sydney in an on-line refereed journal emanating from selected Conference Papers.

The Faculty Monitoring system, which I developed and introduced as a Government School Principal, then refined and implemented at my current Independent school, is complementary to the Development and Appraisal (DAS) system. Whereas DAS focusses on the individual, Faculty Monitoring looked at the Faculty as a whole and particularly at the leadership and management of the Head of Department. It was designed as a mechanism to collaboratively engineer, with the Head of Department, outstanding teaching and learning activity within a culture of continuous improvement. Its full development was an outcome of my research into the role of Head of Department, which indicated that Heads of Departments needed both
methods and mandate to apply to improving learning in their faculties. It was also strongly influenced by my reading of the relevant literature. The school improvement literature indicated the importance in effecting improved outcomes in schools of initiatives shaped in response to achievement data. For instance, Hargreaves (2003) found the essential ingredient of a learning community to be continuous learning informed by evidence. Fullan (2003) argued that the measure of an effective school was the extent to which the gap between high and low achievers was effectively reduced. In the first school in which I have served as Principal, identifying and promoting effective practice relates to the research I undertook on students’ perceptions. In the second school, it relates to the annual analysis of Higher School Certificate and International Baccalaureate Diploma results, as the two matriculation credentials offered by the school. This analysis was undertaken with the assistance of an external consultant who provided spreadsheets enabling senior executive to track individual students and to look at outcome trends in subjects and teachers over a period of some years. The analysis thereby provided the data to assist Heads of Department to make judgements about which faculty programs were working well, how to allocate classes and which members of staff to target for specific developmental opportunities. The opportunity existed for whole school priorities to be grounded in each faculty in turn by discussion and negotiation with the Head of Department through the Faculty Monitoring process. The level of discourse presented an effective balance between collegial “at the elbow” assistance and accountability monitoring. My experience and research suggested both aspects were important and the synergy between them was powerful. The Faculty Monitoring model in my view was consistent with Sergiovanni’s (1999) model: combining a tight structure representing clear expectations and core beliefs, with professional scope for middle management to interpret and fulfil these expectations and beliefs. It was an instance of what Sergiovanni saw as tight and loose coupling combined. Essentially, the Faculty Monitoring dialogue was attempting to exemplify the work of Fullan (2003) and Hargreaves and Fink (2003) on what Fullan calls *distributive leadership*, by which he meant sharing authority widely with others in networking for effective change. The process was designed to embolden Heads of Department to address ineffective teaching practice, in alliance with senior executive staff.
Early rounds of Faculty Monitoring indicated the need to target some staff development activities towards the whole staff. There was clearly insufficient attention to the not insignificant numbers of students (perhaps 20% or approximately 25 students from each cohort) who were disengaged from the learning process. The literature on student disengagement is extensive, and worrying for educators. Hargreaves, Earl, and Ryan (1996), quoting Thomas (1984), referred to an English study where students had typified most teachers as “tedious talkers” (p.79). Classroom life for students was compared tellingly by them to watching old movie re-runs or a mundane scene of a haircut in progress. Australian research (Cummings & McCormack 1996) identified teenage criticism of schooling as “routine, boring and uninteresting” (p.6). I found too many echoes of such criticism evident in the teaching practices of my own school. These ideas were grounded also in my experience of the initiatives developed in other schools I had visited. These issues are discussed in my refereed, published paper Enhancing Academic Outcomes in Senior High School (2006a) (Appendix T).

The mode of intervention chosen, in consultation with other school leaders, to address these concerns focussed on the research of Ayres, Dinham and Sawyer (1998). They studied a sample of NSW teachers who consistently, over some years, produced exceptional student results in their HSC classes. What emerged from the research was an ability by such teachers to engage students with their passion for their subject, their mastery of its content and attendant skills, their intuitive ability to “pace” lessons, their capacity to deal with higher order thinking, their effective harnessing of limited time and their interest in students as whole people. I was fortunate enough to be able to secure the services of Dr Steve Dinham to present these findings to staff, followed by faculty-based discussion of how to implement these findings in teaching programs. Revisiting this issue has been a driving theme of the school’s staff development program over recent years, and of Faculty Monitoring.

Faculty Monitoring also has the potential to assist in developing excellent student outcomes if it is accompanied by the adjunct of working with students to achieve the same end. I have, therefore, found it important to introduce a rolling study skills program from Year 7, which majors on metacognition, to impose rigorous
requirements for entry into difficult senior subjects in an attempt to “lift the bar” academically. I have also interviewed senior students with the purpose of helping them self-reflect on their performance and strategic improvement. These perspectives were shared in my presentation to a national conference in Sydney (2002), published as Developing Internal and External Accountability in The Principals’ School Leadership Program, by IES Conferences, (Appendix U) and in Enhancing Academic Outcomes in Senior High School (2006a) (Appendix T).

10. Curriculum Development: International Baccalaureate Research

The quest for the highest possible educational standards and student outcomes led me to initiate a deeper commitment to the International Baccalaureate (IB) curriculum. My predecessor as Principal of St Paul’s had introduced the IB Diploma for Years 11 and 12, which functioned as a small boutique curriculum for the school’s academic elite. It could be pursued as an alternative to the NSW domestic matriculation curriculum, the Higher School Certificate. The IB Diploma is an international curriculum, taught with a common syllabus in over 120 countries worldwide, managed by the International Baccalaureate Organisation (IB) in Geneva, Switzerland, and with its curriculum and assessment functions centred in Cardiff in Wales. It was introduced, largely by English and European educators, in 1968, as an international curriculum to address the issue of secondary curriculum disjointedness experienced by children of highly internationally mobile diplomatic and military personnel from those nations. Part of its attraction, and its credibility, derives from the fact that the syllabi and examinations remain the same, irrespective of in which country a student studies, or is examined, in any of the official languages: English, French and Spanish (Bagnall, 1997). It is a very academically rigorous and content-full course, relying on pedagogy based on research and independent learning, and mandating an introductory epistemology course, Theory of Knowledge. Further requirements include a 4,000 word research essay in a subject of the student’s choosing and a compulsory component of Creativity, Action and Service in which the triad of requirements includes innovatory work (within broad guidelines), active participation, for instance in a sport, and structured, substantial compassionate service to the community (the hours of which must be logged). Unlike the Higher School Certificate, the IB Diploma requires study across a range of disciplines, precluding secondary student specialisation. A student’s native language, a foreign
language, mathematics, an experimental science, a social science or humanities subject, and either a creative arts discipline or another subject from the previous categories must be studied.

Anecdotal evidence from previous IB Diploma students and some parents of our school’s students who were university lecturers, indicated that IB Diploma students made a very easy transition to university, where they found they had completed much of various first year courses and where they were familiar with the independent learning mode and self-initiated study required in a tertiary domain. A South Australian study indicated IB Diploma graduates from South Australian schools were outperforming graduates of the South Australian secondary credential, the South Australian Certificate of Education (SACE) in Tertiary Entry Scores. Moreover, the direct conversion from IB Diploma scores to a university entry score (called the Universities Admission Index or UAI, in New South Wales), was highly favourable. I, therefore, took the calculated decision that I would move away from the prevailing culture where the IB Diploma was open to a handful of students by invitation, and allow all competent senior students who wished to pursue it to enter this credential. Accordingly, student numbers have grown from six, in 1999, to 68 (half the Year 12 cohort), in 2007. The combination of enhanced access to this curriculum, and the other mentoring and monitoring initiatives described above, have seen substantial improvements in the school’s Year 12 exit results. For 2005, Year 12 graduates achieved a level of 31.9% of students in the top 10% of the State (HSC and IB Diploma combined, judged on UAIs), with around 50% of students in the top 20% of the State. These were followed in 2006 by 37.5% of St Paul’s Year 12 students performing in the top 10% of the State (25.9% of whom were in the top 5%). Simultaneously, the length of the academic “tail” has shrunk. These are very gratifying results in the western suburbs of Sydney, where non-selective schools such as St Paul’s are not usually known for their academic success.

In further International Baccalaureate initiatives I undertook in 2002, the Primary Years Programme (PYP, Kindergarten to Year 6), and Middle Years Programme

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10 The State average UAI of the approximately 68,000 students who sit the Higher School Certificate, and 220 who sit the International Baccalaureate Diploma in NSW, is 66. The UAI average of St Paul’s IB Diploma students in 2005 and 2006 was 94.
(MYP, Years 7-10), were introduced and made compulsory for all students at my current school. In effect, these IB curricula were fused with the mandatory New South Wales course. These initiatives necessitated a re-writing of all teaching and learning programs in order for students to complete the mandatory outcomes of IB curriculum and NSW curriculum, through a single educational program, and leading to the award of the School Certificate and MYP at the end of Year 10. This initiative was a drive for quality teaching. It was possible with State syllabi for teachers to ignore emerging best practice in teaching and confine themselves to archaic methodology such as heavy reliance on students copying notes from the blackboard. IB curriculum caveats and assessment methodology rendered such approaches impossible and obliged teachers to deal with a broad development of student skills and with information access and processing. Moreover, they provided useful tools, and mandates, for a full approach to the metacognitive development of students.

The IB curriculum, with its emphasis throughout on service components and the best of humanitarian values, was highly compatible with the school’s Christian ethos and mission. This synergy provided further reason for its extension. St Paul’s became the first school in NSW to introduce the IB Primary Years Programme, the second to introduce the IB Middle Years Programme, and the first to offer continuous International Baccalaureate curriculum from Kindergarten to Year 12. The sheer bulk of student numbers so embraced rendered St Paul’s the largest International Baccalaureate school in Australasia. This curriculum initiative has been at the cutting edge, and has led to continuous delegations visiting St Paul’s from elite Sydney and Interstate schools. The importance of this extensive embrace of the International Baccalaureate is also discussed in my refereed article *Enhancing Academic Outcomes in Senior High School* (2006a) – (see Appendix T). This article, in documenting the symbiosis of cutting-edge curriculum initiatives and rigorous accountability structures, makes a contribution to the profession’s knowledge of effective means of raising student outcomes.

In 2007, the leading school marketing journal, *Choosing a School for your Child*, invited me to contribute a feature article on the International Baccalaureate (Appendix VI). This article was published, with the editorial claim that the journal
had consulted two education experts: the Federal Minister for Education, Julie Bishop, and John Collier (Appendix V2).

My commitment to pursuing collegial networking in an effort to effect substantial cultural and curriculum improvement led, in 2004, to appointment by my peers as Chair of the Association of Heads of Independent Schools of Australia (AHISA) NSW Academic Committee. (Attachment W). In this role I am responsible for representing the concerns of all NSW Independent Schools about curriculum and assessment K-12 to the credentialling and assessment authority, the NSW Board of Studies. In this role, I deal directly with the President of the Board of Studies, with the General Manager, and with Directors of Curriculum, Assessment and Examinations, on behalf of the whole Independent sector (approximately 100 schools). Subsequently, I was invited, in 2005, to assume the position of Convenor of the Education Research Group of Headmasters’ Conference, a professional association meeting three times a year. Leadership of this group has enabled me to dialogue with colleagues as we seek to relate recent research to the teaching and learning practices of our schools. Leadership of these groups has enabled me to share more widely what I have learned from my research about curriculum and its leadership, and to exert influence at a state and national level in areas such as the development of an Australian Certificate of Education and the future of current testing regimes.

11. Research into Christian Education
   a. Initial Approaches to Christian Education
      In 1997 I had made the watershed and somewhat traumatic decision to leave the Government education system after 25 years of teaching and leave the school I had founded as Principal, after six and a half years of very satisfying development of that school. I was motivated to this decision partly by the resistance I encountered from the Department of School Education bureaucracy as the one “leading the charge” to contend that the resource base for developing schools was inadequate. A more important reason, however, was my emerging view that I had sounder ideas on leading a Christian school than many I observed in operation. Some Christian schools tended towards fundamentalism and retreat from the world, both positions which challenged my more inclusive stance. I had tested these ideas in a brief Paper
I had published the previous year, *Teaching. A Sacred or Secular Activity?* (See Appendix X), which received very positive verbal responses from several colleagues as well as strong affirmation from the Editor (Appendix X2). These responses encouraged my belief that I had a sustainable vision for Christian education. I had been for some four years, a member of the Anglican Education Commission of Sydney Diocese, advising the Director of Education and the Archbishop on issues of education policy, and seeking to be a major stakeholder exerting influence on education policy formation by the NSW Board of Studies and newly renamed Department of Education and Training. I had also been, for the previous year, an executive member of the Teachers’ Christian Fellowship of NSW, and so felt I had some pedigree in Christian education as well as the opportunity to develop an overview of some important developments in Christian schooling, for instance, the renewed interest in identifying values distinctive to the Christian sector. Accordingly, I applied for, and was offered, the position of Principal of St Paul’s Grammar School, Penrith, a large Independent, interdenominational Christian school with, at that time, some 1215 students between Kindergarten and Year 12. On Grimmitt’s (2000) eight-phase typology of religious education: phenomenological, liberal, revelation-centred, constructionist, multi-faith, experiential, critical realist and human development based, my school stands in the revelation-centred tradition. In this tradition, it attempts to teach what it regards as a sound interpretation of Biblical principles, understood through the prisms of the best historical and cultural research to amplify the meaning of the text.

**b. The Issues Conceptualised**

In terms of my overall philosophy, my new Principalship now posed a fresh challenge: how to work with other leaders to conceptualise the school’s total curriculum, including the deliberately didactic aspects of its Christian education program, such that they were authentically Christian and existed within a school culture which supported a liberal education and emphasised academic rigour according to the traditional Grammar School model. The two aims could easily be contradictory unless well thought through. In short, how could the school, while nurturing faith, continue to be open, inclusive and respectful of divergence in a manner that, ostensibly paradoxically, represented an authentic manifestation of its faith stance?
It was not long before I attracted substantial opposition from some long-term staff who wished to continue to operate from a more entrenched, polemical and fiercely proselytising paradigm of Christian schooling, which I suspected was self-defeating in actually creating gratuitous opposition to their Christian message. I needed to persuade them that a gentler approach might not only better deal with others with integrity, but might be more successful in commending faith to students. I observed that some staff were so immersed in Christian sub-culture and locked in a 1940s generation, they had little idea of how post-Christian Generation Y thought, and even less chance of crossing the cultural divide. I was very influenced at this time and since, by a public lecture given in 1997 by Dr Trevor Cooling from the University of Nottingham, and more recently the University of Gloucester, as a guest of the Sydney Anglican Education Commission. Cooling has published extensively in the field of religious education, most fully in *A Christian Vision for State Education* (1994a). Cooling’s writing seemed very relevant, as my school, which did not prescribe faith adherence as a condition of entry for students, was pluralistic in a manner analogous to the British State schools which were the subject of Cooling’s work. Cooling spoke of the habitual tendency of students in Christian schools to appear Christian in beliefs, outlook and behaviour, only to discard such pretence upon graduating, like divesting oneself of an outer garment. He spoke of the need to accommodate student bafflement, where students struggled with the dissonance between faith perspectives and the world that is. It seemed to me this was one of the key issues at my school: that well-meaning staff were denying students the opportunity to discuss their way through baffling issues, closing down discussion with glib and formulaic reassurances which failed to satisfy. Such an approach seemed antithetical to faith enculturation, the very opposite of its intention. Was the school, therefore, dealing with issues with appropriate rigour, or shelving them behind a Christian façade? Cooling’s work, in identifying as problematic the avoidance or denial by some teachers in Christian schools of intellectual challenges to faith, resonated with the then recent work of Mark Noll. Noll (1994), in his seminal work, *The Scandal of the Evangelical Mind*, had argued that evangelical Christians in the twentieth century had deserted a rich heritage of engagement with, and critique of, culture, politics and the world of ideas, instead preferring a retreat into the private world of personal pietism. In short, there was no discernible
evangelical mind. I feared, therefore, that my school was similarly culpable, in a way that denied the Grammar School imperative so inherent in our charter. Teaching staff who were in some ways anti-intellectual was an oxymoron of serious implication. Were we guilty of the polarisation Cooling (1994) noted in Britain between Christian commitment and education? Such a view would be a profound misunderstanding of the interface of faith and life, which in fact denied the precedent of historic Christian practice. Against the tendency apparent in some Christian schools to construct spirituality as separate from the real world of Monday to Friday endeavour, Winter (1994) illustrates well the normative pattern of Christians of New Testament times seeking to engage with culture in ways consistent with their Christian ethic. Walsh and Middleton (1984) similarly argued that the church has accepted a dualistic view of the world that owes more to Plato and Aristotle than to Biblical theology. Consequently, they say, Christians seek spirituality in the area of sacred life, divorced from culture and the real world. They then lack the wholeness of an integrated life, and pursue the secular idols of science, technology and capitalism in a manner indistinguishable from secular society. My reading of the literature was profoundly disturbing, in cementing my initial view that the model of Christian education prevailing in my school was seriously defective.

c. Reconceptualising Christian Education

My first response was to write a paper, Following a Standard, which I presented as keynote speaker at the Australian Christian Forum in Education (ACFE) national conference (April, 2000)\(^\text{11}\) (Appendix Y). The ACFE publication has also led to an invitation from Mr Stephen O’Dougherty, Chief Executive Officer of Christian Schools Australia, to speak at a future national conference of this umbrella group of the former Christian Community Schools throughout the country (representing about 100 schools). This paper has also been very well received by Professor Gloria Stronks, (Appendix Z1), from Calvin College, and by the Anglican Archbishop of Sydney, (see Appendix Z2). A slightly reworked version of this Paper was presented at the University of Western Sydney School of Education Research Conference in 2003. This Paper was featured in the ACFE journal, Nexus in 2001 (see Appendix Z3). It received very encouraging responses from Phillip Nash, the Chairman of the

\(^{11}\) The ACFE is the heir of the now defunct Australian Teachers Christian Fellowship and includes their publishing arm.
Australian Association of Christian Schools (AACS), and Peter Crimmins, Executive Officer of the same association, as well as in the AACS Newsletter (see Appendix Z4-5). It was cited by Rusin in the *College of Christian Higher Education E-Journal* (2003). Associate Professor Martin Dowson has included a revised version of this Paper, *A Manifesto for Christian Schools* (2007), as a published Paper from the Center for Human Interaction Learning and Development in the Issues in Christian Education Series (see Appendix AA). Professor Dowson wrote “Your chapter will make a fine contribution to the edited volume, and readers will benefit greatly from your insights into Christian education” (e-mail 8/3/06), and further “there are precious few people in Christian education who are publishing work of any real quality – and you have the potential to be among these people” (Appendix BB).

**d. Educating for the Development of Christian Values**

Around this time I became aware of other research which confirmed my concern about deficits in my school’s approach to Christian education. I received a copy of a Churchill Fellowship Paper (1995) from Tim Macnaught, who argued that modern youth were highly resistant to transmission models of faith education. In fact, he felt that British church-based schools often only achieve (and at times only aimed to achieve) a reductionist outcome: “that touch of gloss, or class, like the photo of stained glass in the prospectus….. Students in most church schools are conditioned by instrumental values” (p.11). Too often the outcome was that spiritual dimensions were “reduced to the conventional sentiments of civic religion promoting only values that might domesticate the feral young and persuade them to submit to the invisible hand of the rational economic order” (p.9). Macnaught’s research posed the question as to whether Christian schools in general, and my school in particular, were effective in transmitting Christian values.

Astill (1998) and Skillen (2001), in studies of Christian schools, found these schools largely unsuccessful in the sphere of values enculturation. Students formed their values elsewhere it seemed: the family, the teenage peer-groups, the media, *The Simpsons!* This concern led to our school leadership team administering the Australian Council of Educational Research (ACER) values and attitudes test to Year 8 and 9 students. The results confirmed Astill’s (1998) and Skillen’s (2001) findings:
that students widely claimed Christian belief, but were far less likely to perceive a problem with a raft of issues in the ethical domain such as cheating and lying.

The notion that my school was impacting so little with an authentic Christian message that might make a difference to students’ lives, outlook, values and commitments, was deeply troubling. So, too, was Maple’s (1997) Growing Up without God. Dr Grant Maple, Director of Education for the Sydney Anglican Diocese, argued that students needed clear teaching on the relationship of Christian faith to contemporary culture, to equip them to critically evaluate cultural norms. He pointed out the propensity of churches (and, therefore, presumably some of my staff whose views were formed by them), to embrace an embattled ghetto mentality which denied mainstream culture. He attacked church-based schools which made excessive demands on student time, such as to mitigate against involvement in Christian activities beyond school, thereby developing an unbalanced faith which is not sustained in post-school years. My concern was that, as Principal, presiding over the school’s Christian education curriculum, mea culpa. We needed to do more to generate a curriculum which engaged with the real world, and cultivated links that would shepherd student faith involvement beyond school years.

As I saw the issue of the effectiveness of the Christian education program as central to the mission of my school, I read further, and undertook action research in the area of Christian values education. A reading of the literature (Cooling 1994, 2000; Thiessen 1993), led to my subsequent refereed contribution with Professor Dowson Beyond Transmissional Models in Christian Education: One School’s Recasting of Values Education (in press), (Appendix CC). This Paper argued that traditional transmission pedagogy, based on didactic teaching methodology, was largely ineffective in encouraging the adoption of Christian values. The Paper has been accepted for publication in the (American) Fall 2008 edition of the Journal of Research on Christian Education (Appendix DD). Two-thirds of the publication is attributable to me. Professor Dowson’s comments on my work in this study are included as Appendix EE. This Paper arose from two studies of Year 8 students within my school:
**Values Survey**

A decision was made at senior levels within my school to survey a sample of students in order to quantify students’ adherence to Christian beliefs, maintenance of ethical standards consistent with Christian beliefs, experience of positive affective states, and completion of behaviours that might reasonably be conceptualised as outcomes of students’ beliefs, standards and affect. The specific purpose of this survey was to generate data relating to the beliefs, ethics, related emotions and subsequent behaviours of students that, in turn, might provide a basis for further investigations of the impact of the school’s educational philosophy and practices on students’ faith development. Participants in the study were 113 Year 8 students attending the school. Questions in the first section of the survey were formatted on a four-point Likert-type scale ranging from “strongly disagree” to “strongly agree”. The second section of the survey measured students’ generalised affective states and students’ reported ethically-related behaviours. As the study was school-designed and not pre-tested or validated, it indicated the need for a further, objective standardised study.

**Empirical Study:**

A more formal survey of students’ values, the Attitudes and Values Questionnaire, was undertaken in the year following Study 1. The specific aim of this second study was to determine the extent to which the broad pattern of results in Study 1 were replicated (or not) using a different methodology and a different sample of students. Participants in the second study were 110 Year 8 students attending my school.

The Attitudes and Values Questionnaire (AVS) designed by the Australian Council for Educational Research (ACER, 2000) was administered, with the permission of parents, to the entire Year 8 cohort present on the designated survey date. The AVS consists of six dimensions: conscience, compassion, emotional growth, social growth, service of others, and commitment to God. Each dimension comprised 17 to 20 propositions, to which students were required to make a response across the range of “strongly disagree”, “disagree”, “agree”, “strongly agree” or “not applicable”.

The percentage of students “agreeing” or “strongly agreeing” to the items comprising each dimension of the AVS were averaged and computed for males, females and the
total sample. Then, these school average results for each dimension of the AVS were compared to the national average results for each group (i.e. females, males and both sexes combined). Specifically, for each dimension, and across each group, the percentage difference between the School Average and the National Average was computed. This difference was then compared against the average difference between School Average and National Average results across all dimensions for the respective group. Finally, the statistical significance of the ratio differences for each dimension to difference across all dimensions (for each group separately) was evaluated using a Chi-Square difference test.

A central finding of the Empirical Study was that, despite students at the school reporting a “Commitment to God” that was significantly greater than the National Average across all groups (males, females and total), this Commitment to God did not appear to converge with superior Conscience, Emotional Growth, Social Growth, or Service of Others scores against National Averages. Thus, there appeared to be an important disjuncture between students’ stated commitment to God and their apparent values in other domains.

e. Implementation of Research Findings: Staff Development Initiatives

My research indicated that other school-based initiatives were necessary to address my issues of concern. In concert with our executive and middle managers, School Council and a staff Christian Perspectives Committee, which I commissioned, an annual staff conference was introduced, engaging speakers with a research base and a national profile in interfacing faith and culture. This conference was opened to other schools, peaking with an attendance of over 400 from nine different schools in 2001 and 2002. In order to preserve and re-apply this quality in-service, I moved to have the best of this input published as a book, edited by Margaret Mears (2001). Its early pages appear as Appendix FF, with my foreword. This book, which has been shared gratis with many other schools in the Christian sector, establishes some viable paradigms for Christian schools which seek to engage, rather than retreat from, the popular culture inhabited by their students.

A second school-based initiative was the formation of a link with Macquarie University’s Australian Centre for Educational Studies, whereby my school, as of
2004, has been a campus of Macquarie University. This enables St Paul’s and other schools’ staff to draw on lectures on-site from the unique Macquarie Christian Studies Institute (MCSI). The courses, run in situ, are credentialled through Macquarie University at Diploma or Master’s Degree level. MCSI specialises in the interface of faith and culture. To date, 13 St Paul’s staff have studied up to five of the mandatory eight units required at Master’s Degree level. Of most significance is their enhanced access, through this focused learning, to educational models which more rigorously and authentically relate faith perspectives in a relevant way to contemporary culture.

The MCSI initiative also arose partly out of my 2003 sabbatical leave in Canada and the USA. Professor Gloria Stronks, who publishes extensively in Christian education and is Professor of Education at Calvin College, Grand Rapids, Michigan, was keynote speaker at the International Christian Education Conference at the Wesley Centre in Sydney in January, 2000. She kindly arranged for me to spend some time at Calvin College meeting with academic staff. Calvin is a Christian liberal arts college with a faculty of some 300 teaching staff who seek to relate faith perspectives in a rigorous and real way to their cognate disciplines, without in any way diminishing the disciplines themselves. This was an inspiring model of what leaders with vision could achieve.

f. Christian Education or Indoctrination?

I was, on reviewing what I had learned from the literature and observed at Calvin College and from my own school’s practice, confronted with the notion that part of what in Australian schools we called Christian education was not truly education at all, but indoctrination. This concern sent me back to the literature to clearly establish the difference and be informed on how my school could present faith perspectives in a mode that was truly educational and respectful of the weaker, more vulnerable status of students as (mostly) minors, but also gave them scope to make choices about their own adherence to faith.

12 A standard clause in Principals’ contracts in the Australian Independent schooling sector provides for a term (10 weeks) of study leave every five years of service.
The literature speaks clearly on the issue of indoctrination. Thiessen (1993) defined it as those practices which are “narrow, non-rational and coercive” (p.235), which prevent growth towards rational autonomy and fail to make students aware of underlying premises. Similarly, Cooling (1994a) complained of Christians mistakenly employing methods of sharing their message which are in essence designed to protect their power base. He described the resort to coercion of students into adopting faith as a contradiction in terms when dealing with a message which is essentially about freedom from sin and forgiveness. He identified forms of faith which promoted intolerant and totalitarian attitudes as “pathological” (p.95). Further, Hill (1994) complained that some Christian school systems were willing to endorse indoctrination as long as it is their faith that is being taught. Cooling (2000) also criticised catechetical religion as an indoctrinative form of rote learning often conducted in obscure and cant terminology and relying on a “password” approach. This methodology he regarded as not truly educative and probably ineffective as true learning required cognitive processing as well as engagement of the affective domain. Harkness (2002), too, has commented on the hollowness of assuming that liturgical or sung expressions of faith necessarily indicate commitment to the beliefs expressed by the words.

In these terms, enculturating faith which is Biblically-based is a major goal. Having explored the literature, my concern with doctrinative techniques is three-fold: they lack integrity as they fail to treat the student with respect, they rely on a flawed transmission model which is unlikely to be effective as it doesn’t engage teenage culture in the real world, and they are counter-productive in that they create resentment rather than affinity in the student. I have sought an approach to faith development in students to overcome these difficulties, which is educationally sound, “soft” rather than belligerent in presentation and culturally relevant to teenagers. Hill (1965) stated it well: “We only do ourselves, the child and God, an ultimate disservice if we cocoon the latter in an authoritarian environment in which dissenting views are never mentioned, or only caricatured” (p.140).

It is, in my view, very important to allow students to wrestle with what Cooling (1994a and 1997) has described as bafflement, and support rather than deny them these attempts. Cooling’s view has been reinforced by my own research based on
responses from surveys of Year 12 students which, over some years, complained of aggressive attempts by staff to propagate faith. Cooling (1994a) made a similar point: spiritual maturity, he said, entails not being frightened of encountering truth outside the Christian community; conversely, engaging with other worldviews promotes personal growth. Indeed, there is good reason to believe that a creative dialectic with other points of view can strengthen faith (Harkness 2002). Thiessen (1993) similarly supported a liberal model of Christian education which incorporates values such as truth, consistency, tolerance and respect for persons. He argued against insularity and protectionism: “Christian schools must not only protect and provide security. There is also a need to disturb, to open up students to outside elements…. to expose them to the ‘world’s uncontrolled environment’, if growth is to be nurtured” (p.271).

I support Cooling’s (1994a) proposition that failure to relate to the world as it is in reality, and resort to a defective model of religious education which presents a closed world of faith propositions to absorb, provides the perception that “the Christian life is …. a relic in a world where religion has little part to play” (pp.5-6). He argued strongly for the need to engage in concept cracking by which he meant finding bridges for student culture and experience to enable them to understand by parables the faith concepts which are potentially incomprehensible to children who have not grown up with a faith tradition (1994b).

Research in my own school of this issue of how best to commend faith led me to write and have published a refereed Paper, Applying an Action Research Model to Improving the Quality of Christian Education – One School’s Experience (2007) (Appendix GG), again co-written with Martin Dowson (67% of the work in each Paper shared with Associate Professor Dowson is mine (see Page 60). The Editor of the Journal of Christian Education, in his forward, wrote “John Collier and Martin Dowson from Sydney, Australia look at ways to avoid the problem of teachers in non-government schools, who are convinced of the correctness of the Christian message and the urgency for their students to hear and respond to it, tending toward poor pedagogical methods which act as an impediment to their students actually appreciating what the message has to offer”. The Issues in Education Committee of the Sydney Anglican Education Commission reported “The Chairman drew attention
to the forthcoming article by John Collier and Martin Dowson in the *Journal of Christian Education*, Vol 50, no. 1, which looks at improving Christian Studies.”

Three interrelated studies comprised this research program.

**Study 1:**

The purpose of study 1 was to ascertain senior students’ perceptions regarding the nature of the curriculum to which they had been exposed during their schooling. In particular, the perceived indoctrinative nature (or otherwise) of the curriculum was explored. The first study elicited responses from Prefects, in a focus group conducted one term before completion of their matriculation studies. Open ended, free response questions were put verbally to the group to ascertain their responses to aspects of the school’s Christian education program. In particular, questions focussed on Biblical Studies (called “Christian Living”) classes and fortnightly Chapel. Questions elicited responses concerning the extent to which students felt specific aspects of the Christian education program were forced, indoctrinative or manipulative. Field notes were taken during a 40-minute discussion and amplified later. The data were later content analysed and categorised into key themes based on the operational categories emerging from the data.

**Study 2:**

Following the trenchant critique of the school’s Christian education program by the participants in Study 1, it was decided to survey all 120 Year 12 students the following year, to ascertain whether the views expressed in Study 1 were widely shared amongst the new senior cohort. A self-designed structured questionnaire was developed for Study 2, with students being invited to respond to four questions. Student responses that were provided were transcribed and collated in a qualitative data matrix. These data were then grouped according to apparent content themes emerging from the data. These content themes provided an embedded categorisation for the data, with the number of responses in each category used to provide an overview of trends in student responses. Once constructed, the categorised data matrix was interrogated to identify:

a. Response categories that were most heavily weighted by students; and
b. Data rich responses (i.e., typically longer responses, but also those responses that identified particularly salient – and often latent – features of the Christian education program).

The results of Studies 1 and 2 indicated that the school’s Christian Education program was, for large numbers of students, not functioning as an effective program of either instruction or evangelism. In order to rectify perceived deficits in the program, the school developed a sequence of staff development initiatives and interventions designed to improve the quality of the School’s Christian Education programs. Staff were trained to provide cognitive space and metacognitive support to students in order to enable students to incorporate new perspectives into their views of reality. In the context of “space” and “support”, debate, discussion and dissent were reconceptualised as processes necessary and helpful to the growth and development of faith, rather than as processes antithetical to faith development. Moreover, superficial, formulaic answers to complex issues and questions concerning faith were discouraged.

A new school-designed staff induction course was introduced so that new staff would understand the school’s pedagogical faith model from the beginning of their tenure. This course includes discussion based around prior readings, and resource and information sessions that indicated how Christian education can best proceed in the context of particular disciplines. In addition to the staff development initiatives, the school also committed to several important curriculum initiatives. The Christian Living curriculum, which according to the previous Study was problematic, was substantially reworked in order to develop a clear sequence of study within the curriculum. This sequence provides for access to a greater variety of material, particularly material that engages popular culture and thus is more specifically targeted at the interests of teenagers. Moreover, teachers for the Christian Living classes have been selected on their ability both to teach religious education effectively and to establish positive rapport with their students.


**Study 3:**

The effectiveness of the initiatives was evaluated in a survey which again sought students’ perspectives concerning the interest and relevance of the school’s Christian Education program.

A further self-designed structured questionnaire asked students to respond to general questions about the main strengths and weaknesses of the school, in response to which some students wrote about aspects of the school’s Christian Education program. Further questions asked students to identify whether the school’s programs had led to a change in their view of the Christian faith, and whether they felt pressured to adopt Christian belief. Student responses provided in short written answers to the questions were transcribed and collated in a qualitative data matrix, which were then grouped according to themes and categorised. The categorised data matrix was then used to identify high frequency responses as well as those rich in data which commented in helpful detail on aspects of the program. Analysis of the data revealed a substantial decrease amongst Year 12 students in opposition to the school’s Christian education program (from 70% at the time of Study 1 to 30% at the time of Study 3).

**g. Towards Greater Authenticity**

The outcomes of my research, grounded in the research literature within Christian education, had led to a renewed emphasis on staff development in the delivery of Christian education in my school. This emphasis commenced with my propounding a vision of how we could conduct Christian education well, that is, more softly, and with authenticity and integrity. This initiative led, initially, to quite some dissonance with some staff, who felt my attempts to restrain their ardour were tantamount to abandoning the cause. It became obvious to me that I had to model the very style I was recommending to them, that is, a patient, discursive and respectful manner of operation. Renewed emphasis has been laid on explaining this modus operandi in employment interviews, in initial staff induction processes, and in major focus sessions such as the first day of the academic year. Happily, I often hear opinions from staff these days that are very much in this vein.

It is hoped that this latter contribution will reach a wide audience and, together with any consequent presentations arising, help to normalise the ways in which Christian
education is pursued in faith-based schools. There is a lack of school practitioners writing in refereed journals about models of Christian education. There is little visible evidence of schools critiquing their own Christian education practices. My two refereed journal articles in the domain of Christian education make a contribution to the repository of knowledge in a hitherto little researched field.

The process of sharing my own, and my school’s, model of Christian education has been greatly assisted by the publication in 2007 of my article on Christian Education, *Christian Perspectives* (Appendix HH), as the lead article in the semester 1 edition of *Independence*, the national journal of the Association of Heads of Independent Schools of Australia (AHISA). Multiple copies of this journal are dispatched to all Independent and many other non-government systemic schools in Australia, and are widely read. (Appendix II). For myself, the exploration of “best practice” in authentic Christian education continues.

**Conclusion**

This overarching statement has chronicled the progress of an idea: that leadership, particularly when formulated around a set of deeply held beliefs shared with and engaging others, and supported by appropriate staff development, can exert a powerful effect on school ethos, culture and curriculum. This central concept has been implemented in a variety of contexts, in government and Independent school Principalship and in educational leadership beyond school level. This theme is traced through a range of practical situations, as well as through investigation and application of research to school settings.

Refereed journal articles have documented this thesis through multiple settings: the formation of a new school, the empowering of Heads of Departments, strategies to fulfil the potential of the first cohort in a new school and Year 12 in any school, and the conceptualisation and delivery of Christian education in an authentic manner. The various contexts in which I have operated have been a rich source of personal professional growth and satisfaction in interaction with wonderful colleagues and peers, staff, students and parents. My contribution has been recognised at system level, by means of my nomination by present and past members of the St Paul’s School Council, for a National Quality Teaching and School Leadership Award (Appendix JJ1). An encouraging and unexpected affirmation from colleagues was
the invitation, in 2005, to become a Fellow of the Australian College of Educators, the peak national professional body (see Appendix JJ2). Fellowship is the highest category of membership maintained by the College and can only be attained through processes of anonymous nomination and peer review. It is a satisfying accolade to my endeavours to be a strong and successful educational leader as well as helping others to reach this goal as well.

This Overarching Statement chronicles my growth from a practitioner to a reflective professional and thence a researcher, and the synergy between these roles. It documents my substantial contribution to education in a number of areas within the theme of leadership and the broad community of the school. An initial area examined in a career and contribution chronology is one of cutting edge development: the establishment of new schools. Little attention has been paid to new schools in the literature, and little specialised assistance has previously been rendered by systems. Therefore, my work has been seminal and has led to gains across the sector for Principals, staff, students and parents. My work is documented in refereed journal articles (Collier 2001, 2006a, 2006b) which form part of this corpus of work.

Another major area of involvement has been in the area of curriculum and the relationship between a rich curriculum and a quality school. This overarching statement commenced with contributions I made at system level, in statewide syllabus development and regional curriculum leadership, resulting in subject-based publications. It proceeded, concurrent with promotion within schools, to focus on capacity to empower others to deliver quality curriculum. Much of the attention in this initiative has focussed on Heads of Department, the gate keepers of change and quality in their faculties, and the upskilling of such key people. Research into the role of Heads of Department is included amongst my portfolio of published papers (Collier 2002; Dinham, Brennan, Collier, Deece, & Mulford, 2000). This research has proved influential across the system in how schools respond to the challenges of often overworked, undertrained Heads of Department. My in-school initiatives to monitor the work of Heads of Department, as part of the desire to enhance quality, and to expand curriculum options, are reflected in other published articles included in this thesis (e.g. Collier 2004, 2006a).
In addition, steadily improving academic results in my own school (Collier 2006a), and the desire of other schools to emulate these programs, suggests that these initiatives are bearing fruit for students and teachers at local level and beyond.

This overarching statement also embraces a major area of personal contribution, the reconceptualisation of Christian education. The intent of this discussion has been to avoid the pitfalls of fundamentalism and indoctrination, and to develop a model which is not antithetical to a grammar school education which prizes open intellectual pursuit. Moreover, such a model should be inclusive and should commend faith rather than alienate students by aggressive proselytising or dogmatic certainties. This endeavour has led to published articles which are included within this body of work (Collier 2007a, 2007b, 2007c) and in press. A repositioning of Christian education is critical within this sector, and I hope my contribution, driven by strong passion and personal belief, may be influential.

A chief benefactor through these initiatives has been myself, as I have grown professionally in awareness and capacity and gained the satisfaction of seeing positive outcomes from personal initiatives, as experienced by students, colleagues and parents. System recognition through promotion, appointment to posts of responsibility and accolades received, have been gratifying evidence that others have rated this work highly.
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<td>1973-1979</td>
<td>English/History Teacher</td>
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<td></td>
<td>Liverpool</td>
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<tr>
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<tr>
<td></td>
<td></td>
<td>*Part-time Board of Studies History Assessment consultant</td>
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<tr>
<td>1989-1990</td>
<td>Leading Teacher (Deputy Principal)</td>
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<tr>
<td></td>
<td>Elderslie High School, Camden</td>
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*Convenor, Principals of new Schools Collegial group  
*NSW Secondary Principals’ Council Travelling Fellowship to visit new schools in NSW & Qld 1996  
*NSW Secondary Principals' Council Travel Fellowship to visit new schools in Vic & Tas 1997  
*Member, Anglican Education Commission  
*Executive member, Teachers’ Christian Fellowship of NSW  
*Co-wrote University of Western Sydney’s M.Teaching Degree course as part of writing team.  
*Executive officer of UWS/Department of School Education group seeking to access resources from State Government. |
*Collier (1997)Department of School Education New Schools Kit  
*Citation in Booth, et.al., (1998) ‘Establishing New School Guidelines to Ensure a Smooth Beginning to Your New School for the Foundation Principal’, Department of School Education  
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</tr>
<tr>
<td>*Australian Council for Educational Leaders (ACEL), Gold Coast 1998</td>
<td>*‘Flexible Hours and Extended Days’, <em>The Practising Administrator</em>, 2003</td>
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<td>*Australian College of Education, Leura</td>
<td>*(Minor author) Deece et. al., ‘The Leadership Capabilities and Decision Making of the Secondary Head of Department, Leading and Managing, 2004</td>
</tr>
<tr>
<td>*AHISA Heads Conference, Coffs Harbour, 2002</td>
<td>*‘Towards High Achievement in Year...”</td>
</tr>
<tr>
<td>*Australian Christian Forum in Education National Conference, UNSW, 2002</td>
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12. A Principal’s Approach to Monitoring and Intervention’, *The Practising Administrator*, 2005


*‘Encouraging Academic Outcomes in Senior High School’ *UWS Higher Degree Conference on-line journal*, 2006 (refereed conference proceedings)


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11) Dinham, S., (2007), The Importance of the New South Wales Institute of Teachers, Forums, No. 1, NSW Institute of Teachers

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Collier, J., (2006), *Encouraging High Performance from the First Cohort in a New School*. Canberra: Australian College of Educators (100%) (Appendix M)


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Thanks Bob,

Both papers came from the same study, as you probably know.


John's contribution to the above would have been around 25% (Brennan was a silent partner due to circumstances at the time).


John's contribution to this paper would be around 30% - he took one aspect of the study and concentrated on writing it up, as Allan Deece did with another paper. I'd rate John's contribution to Allan's paper at 20% effectively.

Overall, if you put both together, you have a bit over the equivalent of a half a paper. If you add Allan Deece's paper, 60%. I couldn't go much further than that given the commonality between the papers.

Steve

***************

Stephen Dinham, PhD
Professor of Educational Leadership and Pedagogy
Australian Centre for Educational Leadership
Faculty of Education
University of Wollongong
NSW 2522 AUSTRALIA

Ph: + 61 (02) 42215626
Email: sdinham@uow.edu.au
Webpage: www.uow.edu.au/educ/about/staff/sdinham/

---- Original message ----
> Date: Thu, 13 Apr 2006 15:31:32 +1000
> From: "Bob Perry" <b.perry@uws.edu.au>
> Subject: John Collier
> To: <sdinham@uow.edu.au>
> Dear Steve,
>
> I hope all is well with you. I am currently working with John Collier trying to get him across the line in his EdD here at UWS. We need a statement from an important co-author of John's - namely you - on a couple of papers as to his contribution to the paper. John is hoping that together these papers might contribute the equivalent of 1 complete paper for him but I leave that up to you.
The papers are:


Thanks for your help. I look forward to hearing from you soon. Take care, Bob

Bob Perry
Associate Professor of Education
School of Education
Bankstown Campus
University of Western Sydney
Locked Bag 1797
PENRITH SOUTH DC NSW 1797
AUSTRALIA

Phone: 02-97726657 (Office), 02-95287495 (Home)
Fax: 02-97726738
Catherine Sinclair

From: Bob Perry
Sent: Monday, 6 November 2006 8:03 PM
To: John Collier
Cc: Catherine Sinclair
Subject: RE: Ed.D.

Dear John,

I do not think that we have to worry Steve again about this. We can simply note that the arithmetic clearly comes to 75%, not the 65% mentioned by Steve. How is the writing going? Thanks, Bob

Bob Perry
Associate Professor of Education
School of Education
Bankstown Campus
University of Western Sydney
Locked Bag 1797
PENRITH SOUTH DC NSW 1797
AUSTRALIA

Phone: 02-97728657 (Office); 02-95287495 (Home)
Fax: 02-97728738

From: Patsy Beckett on behalf of John Collier
Sent: Mon 6/11/2006 5:57 PM
To: Bob Perry
Subject: Ed.D.

Dear Bob,

Steve Dinham's e-mail to you (14/4/06, 9.30am), has indicated the proportion of joint articles I can claim in my portfolio. However, his maths seems to be wrong on the total, which should come, by my count, to 75%, not 65%, a critical difference as a scramble for parts to make a whole. Could you please, if I am correct in my calculations, ask him to send an amended version, and copy it again to me.

Thanks.

JOHN

JOHN COLLIER
Principal
St Paul's Grammar School,
Locked Bag 16, Penrith 2751
Phone: +61 2 4777 4888
Fax: +61 2 4777 5017

This message contains privileged and confidential information. If you are not the intended recipient of this message you are hereby notified that you are prohibited from disseminating, copying or taking any action in reliance on it. If you have received this message in error, please notify St Paul's Grammar School immediately. If you are the intended recipient of this communication you should not copy, disclose or distribute this communication to any party deficient of bona fide interest herein without the authority of St Paul's Grammar School. Any views expressed in this message are those of the individual sender, except where the sender specifically states them to be the views of any of the entities within St Paul's Grammar.

9/11/2006
From: Martin Dowson [mailto:mdowson@unisurf.com.au]
Sent: Thursday, 10 January 2008 1:57 PM
To: 'katecoll@tpg.com'
Subject: FW: article declaration

To whom it may concern:

With respect to the following articles:

Education (2007), 50(1), 27-36

2. "Beyond transitional models of Christian education".

I declare that no more than one-third of the work on these articles is attributable to me.

Martin Dowson

**Professor Martin Dowson**  
*Dip.Teach., BA, MA, PhD, BTh, MAPA, MASSO*  
Director of Academic Development  
Foundation Professor, Australasian Spirituality Research Institute  
Australian College of Ministries  
P: +61 2 8719 2606  
M: 0421 070 232  
[www.acom.edu.au](http://www.acom.edu.au)
APPENDICES
LIVERPOOL REGION

HISTORY

Present approaches to the Past.
FOREWORD

This handbook, PRESENT APPROACHES TO THE PAST, brings together contributions from the History Faculties of Busby High, John Therry High, St. Patrick's College and Leumeah High School. The material offered embraces the philosophy of the current Junior Syllabus and Senior Modern History options, and captures something of the spirit of History as it might be approached in the 80's.

Our History syllabuses offer teachers enormous scope for the widest use of resources and a richness and diversity of teaching strategies. Effective History teaching in the 80's depends on a multifaceted, indeed multi-media approach. The use of film as source for historical interpretation is seen as one method of realising Syllabus objectives in a non-literary way.

The Junior programs from Leumeah High represent an appropriate integration of both content and skills. They are not presented as definitive, but as examples of the outcome of a process of formulation which involved lengthy faculty meetings over format organisation of content, skills, strategies and resources.

Busby High School's fine material on Slow Learners and Skills and Attitudes Development should provide a useful foundation for programming within the Junior area.

The skills based tests come from John Therry High School and show ways of assessing the knowledge, skills and attitudes objectives of the Syllabus.

Our senior offerings are outlined later in the handbook and will hopefully give ideas and guidelines for a sound (and sight) approach to the teaching of Senior History.

The editors of this publication wish to acknowledge their debt to the Liverpool Region H.T.A. for meeting costs.

We also wish to acknowledge the most welcome guidance and support Margaret Hopkins has brought to history teachers in this Region.

History is on the move! Keep it moving by contributing to further Regional publications. Send your ideas, programs, whatever might be of interest to other History teachers, to Margaret Hopkins, Inspector of Schools, Bankstown North Public School.

Best wishes for successful History teaching.

The Editors,

John Collier
Greg Whitby
Lindsay Wasson.
PRESENT APPROACHES TO THE PAST

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Ancient History

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METROPOLITAN SOUTH WEST REGION.
FOREWORD.

Ancient History, as currently taught and examined, has become a very diverse subject. At one end of the scale the general course provides welcome opportunities for detailed and colourful study of societies and personalities free from the restrictions of formal essay writing. At the other end, 3 Unit and the best 2 Unit students can be expected to attain a considerable degree of sophistication in source analysis. The various courses make considerable demands on the ingenuity and diligence of teachers. Careful strategies must be designed to develop the requisite skills of analysis and writing, while allowing full scope for enjoyment of the intrinsic fascination of the ancient past.

Despite the diversity of syllabus courses, they are united in their emphasis on the use of evidence. All students must grapple with the documentary and physical evidence of the past and, for most students, an awareness of modern interpretations is a very useful adjunct.

This publication attempts to deal helpfully with these issues. In the first volume, suggestions on programming provide examples of course planning which include a range of components necessary for effective classroom teaching. Strategies for working with evidence, for developing notemaking and for exciting teaching are arranged across Written, Archaeological, General and 3 Unit Courses. Some of these will be published in a later volume.

The Editorial Committee was gratified to receive from so many teachers a response to the "Delphic Appeal" for materials. Other components of this publication originated at Ancient History Student Study Days, convened at Bushy High School, 1979 - 1983 and Canley Vale High School 1984 - 1985. Some are the results of workshops at Regional In-Service Courses. We would like to take the opportunity to thank all those teachers who have contributed so much in these various enterprises and to acknowledge the encouragement and assistance of our colleagues in the Liverpool History Teachers' Association. We also wish to thank Maria Dilibria, a Year 11 student at Canley Vale High School, for the cover design.

Peter Valenti,
Gail Taylor,
John Collier.
1. An Introduction.


3. Canley Vale High - 2 Unit General Course Program - P. Valenti.


6. 2 Unit General - The Etruscans - S. Dando - Miller - C. Kalgovas - John Therry High.

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Setting Up 2 Unit General Ancient History for the first time
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Registered by Australia Post
* Publication No. NBG 3642

HISTORY TEACHERS' ASSOCIATION OF N.S.W

NEWSLETTER

No.4, 1983

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The History Teachers' Association of N.S.W. Newsletter Nov.1983
LET'S VISIT
LIVERPOOL & CAMPBELLTOWN

LOCAL HISTORY EXCURSIONS

NATIONAL TRUST
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INTRODUCTION

This publication is the result of two one-day workshops held in 1986 involving teachers from the Metropolitan South West Region together with the National Trust. It follows the desire to promote local history excursions within the region by providing teaching materials and planned itineraries for Liverpool and Campbelltown. Whilst the intention has been to provide a 'packaged tour' to these two metropolitan centres, each unit of work may be used independently.

How to Use This Book

Each section is prefaced by an itinerary giving suggested half-day and whole day excursions. This is followed by teaching materials for field work and class activities. It is recommended that the excursion be integrated with the school's history programme. After deciding on the places to visit and making the necessary bookings, the appropriate resources can be implemented. Pre-visit activities and post-excursion consolidation exercises are included to complement and evaluate excursion fieldwork. Teachers may wish to edit the material and include their own teaching strategies or combine ideas from different sections. These suggestions and the excursions generally would benefit from further background preparation by the teacher.

ALL MATERIAL IN THIS BOOK MAY BE COPIED FOR TEACHING PURPOSES BUT NOT FOR RESALE OR OTHER PURPOSES.

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Linsie Tan, Liverpool City Library

February, 1987
6 Feature – IT: Who’s in our classrooms?
A new era in information technology has altered the way students think, act, communicate and learn. **Greg Butler** explores this phenomenon and the new world of digitalisation teachers now face in their classrooms.

10 Feature – IT: Computer zombies
Computing researchers at Macquarie University have developed a new defence against distributed denial of service attacks on the internet, which will significantly reduce recovery time and improve response time, saving organisations several tens of millions of dollars in lost trading each year. **Greg Welsh** reports.

18 International comparisons
**Sue Thomson** explains what the results of international tests tell us about Australian mathematics and science education.
THE COST TO THE COMMUNITY IN RESOURCES LOST FROM SCHOOLS DUE TO VANDALISM AND THEFT IS ENORMOUS. JOHN COLLIER LOOKS AT TWO DIFFERENT SYSTEMS OF SCHOOL SECURITY IN TWO SCHOOLS — ONE A GOVERNMENT, THE OTHER AN INDEPENDENT SCHOOL — HE HAS LED.

THomas Reddall High School is located in Ambarvale, just south of Campbelltown, on the outskirts of Sydney in an area of high unemployment and apparent teenage alienation, with much social distress and dysfunction in the local community. The school fronts a major road out of the suburb and is wedged between a tavern and a regional shopping centre. Behind are playing fields with few houses in close visual range and little night lighting. This scenario seems to be a recipe for major vandalism and graffiti. Saint Paul’s Grammar School is situated on the rural-urban fringe, north of Penrith, in the western suburbs of Sydney. It occupies a site of about thirty hectares and, with an entrance from a rural road, is barely noticeable from the local major arterial road.

SECURITY STRATEGIES AT THOMAS REDDALL HIGH SCHOOL

VAGS — Vandalism and Graffiti Squad In a creative piece of lateral thinking, the P&C President suggested identifying the students most likely to vandalise the school. They would then be given responsibility for protecting it, informing on who despoiled it and cleaning off any graffiti that appeared. A small budget for materials was allocated to VAGS, who met with the P&C President once a week and were encouraged by her to exercise responsibility. This strategy worked well, possibly because the students were young and could be enthused — the school at this stage was entirely Year Seven — and because of pride in the pristine state of our buildings. Because they were the ‘tougher kids’ who set peer group norms, others were not game to infringe. VAGS flying columns even made holiday inspections of the school perimeter and offered reports of ‘all’s well.’

School Watch Parents also wanted to see their local school protected, and responded in good numbers to a request to staff School Watch teams. A parent coordinator established and circulated rosters. Ground rules were: members attend in teams of two, never alone; all members wore official badges, including photo, supplied courtesy of the Department of School Education; all members were briefed by New South Wales Department of Education and Training (DET) security personnel or local security contractors; ‘Rambo’ behaviour was discouraged — which meant that intruders, for reasons of personal safety, were not to be approached and members who were licensed security guards had to be ‘wound down’ a few notches; all members were expected to be financial members of the P&C, thus being eligible for voluntary workers and public liability insurance cover through the P&C’s payment of its annual premium.

All members were issued with a key to the School Watch office. The office was isolated on the electronic security circuit, enabling security of this one room alone to be disengaged on their arrival. The alarm key, which fits this alarm only, was also issued to each member.

On arrival, School Watch members were expected to sign on in the book left in their office for this purpose. When signing out, they were asked to record any security issues noticeable in their visit. A phone, operating off the school line, was in their office, with direct dial access to local police, DET Security, the local security contractor, fire brigade, parent head of School Watch and General Assistant. The phone was programmed to override the night switch which renders the phone inoperable after hours, but only for these numbers. All School Watch members had a key to the outside switch which activated external lighting.

The level of surveillance exercised by School Watch members depended on their confidence and level of comfort. Some stayed for less than ten minutes and made no ‘rounds’ beyond their office. Others rattled every window and door in the school to ensure all was locked tight. Some stayed more than an hour.
In the event of a problem School Watch members could not resolve, for instance, an unlocked door, team members phoned the parent head of School Watch, who was a keyholder for all external keys. The head of School Watch lived locally and was able to attend the school and secure doors. If he was unavailable, the General Assistant performed this task, or phoned the Principal if otherwise engaged.

Members were rostered to attend only twice per month, with teams deciding on their own time of arrival, which meant there was no predictability of the kind that would help an intruder. The local community’s knowledge of their function also appeared to be a deterrent factor. One shift-worker team came at two in the morning. Some attended with rather fearsome dogs on leashes.

School Watch was successful in involving many parents who were never seen at other school functions. Not confident to attend P&C meetings or engage in educational debate, they served their school in another fundamental way. It proved worthwhile to acknowledge and reward them with professionally printed certificates, accolades at public meetings and in newsletters, and an annual barbecue hosted by the school. The scheme operated successfully for five years. In this time, members came across one intruder, who promptly fled!

Maximising onsite presence Opening the school to community users at weekends and during evenings and holidays creates some security problems. Will visitors secure the facilities properly? Will they switch the alarm on? Occasionally, the answer to these questions is no; however, on balance, the regular presence of organised community users is a deterrent to vandals who require lack of observation to do their worst. Such community groups can also contribute significantly to the school’s coffers.

Fencing At the cost of approximately $5,000, mostly raised by P&C fundraising initiatives, the darker, less observed, most vulnerable side of the school was fenced. This had the immediate effect of reducing the residue of vandalism that was still occurring by denying easy access to critical points of the school. It also significantly reduced the number of semi-inebriated local teenagers intruding into the grounds during school time, since they now had to run the gauntlet past the Administration Block to enter the school grounds.

Clear expectations My community had to be taught, sometimes painstakingly and even painfully, that it’s not acceptable, at the first sign of conflict, to burst into the office or a teacher’s classroom shouting, swearing and making threats. Staff, as well as students are entitled to feel safe and happy. To establish and maintain expectations, we used a combination of strategies, including the publication of conflict resolution policies, discussion in public meetings of appropriate procedures for resolving conflict, some clear and firm messages in newsletters, some letters to individual parents denying them further entry without appointment, with reference to the Enclosed Land Act and Summary Offences Act, police intervention in extreme situations to remove some very aggressive parents, and, finally, taking one very threatening and belligerent parent to court. The results were good. Not only did most parents understand the need for determined action, they supported it strongly, as was evident from P&C and School Council meetings and incidental, unsolicited feedback.

As a matter of policy, the school declined to interview parents who rushed straight up to school with a good ‘head of steam’ as soon as their suspended son or daughter arrived home. It proved much more constructive to defer such discussion for a couple of days, after which they had cooled down and were both able and ready to listen.

Enlist neighbourhood support We wrote to the occupants of houses adjacent to or with clear visual outlook on the school asking them to report any vandalism in progress. Each received a fridge magnet with the toll free number of DET Security. This was successful in generating a number of tip-offs that put to flight vandals who may have done more damage if not interrupted.

SECURITY STRATEGIES AT SAINT PAUL’S GRAMMAR SCHOOL

Appoint a caretaker The provision of a caretaker’s position is clearly a drain on school resources which might otherwise be spent elsewhere. In this case, the position was made viable by combining it with a fresh appointment to the Grounds and Maintenance staff, wherein hours were flexible and could be divided between day time work and evening security.

The greater cost, however, was in procuring accommodation for the caretaker. This was done in a cost-effective form by accepting an advertised house pre-demolition and moving it onsite. The main costs in the operation were transportation, connection to services on the new site and some refurbishment to render the cottage adequate for a family. The house was sited strategically in the centre of the school, to provide visual and aural cover of the entry to the Administration Block. The costs of the creation of this position were justified in terms of the recovery of losses to theft and vandalism and the consequent reduction expected in insurance premiums.

Link Caretaking and alarm systems Close liaison between the Caretaker and Alarms Central Monitoring (ACM) heightened the effectiveness of the Caretaker. Rapid response has been possible given ACM knows the Caretaker is available twenty-four hours a day, seven days a week. Expected response time from phone call to physical presence at most points within the school is four minutes, a response time that has prevented at least two attempted robberies in the last three years.

Keep the Caretaker safe The Caretaker, having undertaken a security industry course, never places himself at risk, always works with a dog and has back-up quickly available from ACM and other staff resident on site.

Standard checks The Caretaker does more than respond to alarm call-outs, maintaining a standard degree of vigilance, with night patrols, checking of doors and testing of windows.

Problems The presence of a Caretaker can lead staff to be less vigilant than usual, believing that security is someone else’s job or that any vulnerabilities they leave in the system will be discovered and amended by the Caretaker. Constant reminders of collective responsibility are necessary.

Schools need to identify their particular vulnerabilities, based on the topography of their own site and how this interfaces with their local community. Such identification is the first step in identifying strategies to minimise risk.

John Collier is the Principal at Sydney’s St. Paul’s Grammar School, Penrith, and was the Principal at Thomas Reddall High School.
Dear John,

Many thanks for your email. As you say, I did (request) and I have (considered) and a very fine article too. Expect to see it in Teacher in the new year - possibly Feb, more likely March.

Cheers

Steve

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From: Patsy Beckett
Sent: Tuesday, November 30, 2004 13:56 PM
To: Holden, Steve
Subject: Proposed Article[Scanned]

<<File: 24.11.04 Enhancing School Security Paper.doc>>

Dear Steve,

As Editor of "Educator", you contacted me to ask, following my Practicing Administrator article re Flexible Hours in new Schools, whether I had any other material I could present in this field. I have penned the attachment for your consideration.

Kind regards,

JOHN COLLIER
Principal
St Paul’s Grammar School, Penrith

<<24.11.04 Enhancing School Security Paper.doc>>

This message contains privileged and confidential information. If you are not the intended recipient of this message you are hereby notified that you are prohibited from disseminating, copying or taking any action in reliance on it. If you have received this message in error, please notify St Paul’s Grammar School immediately. If you are the intended recipient of this communication you should not copy, disclose or distribute this message.
3rd March, 2005

Dear Contributor

Please accept this copy of the March issue of Teacher, in which reference is made to you or your organisation, with my compliments. See page 37-40.

Published since 1987, Teacher is Australia’s only truly national monthly magazine on Australian schooling that keeps educators across all state, Catholic and independent schools up to date.

Published by the Australian Council for Educational Research, Teacher gives you the latest on Australian schooling, with articles by leading educators for leading educators. Get the latest on: professional development; curriculum development; educational research; leadership and management issues including education law, marketing, HR and recruitment, funding and education policy; school profiles; interviews; educational resources; opinion; and news.

What do our readers say? According to Garth Wynne, Principal of Perth’s Christ Church Grammar School, ‘Teacher is a wonderful balance of the latest research and innovative practice for every teacher. Professional reading is a vital component of motivation. Ideas from other people “in the thick of it” inspire and challenge. Professional Development money spent on Teacher is money well spent.’ And Dr Rosemary Milne, early childhood development and education specialist: ‘I must say how valuable and interesting I find Teacher. It is absolutely the best to give me coverage about what’s happening across all school levels. I read it because it’s something I enjoy, rather than simply an information-gathering chore, as with many newsletters and journals. I’ve always got much from the writings of David Loader and Hedley Beare. I like its independence. I’ve learnt I can trust it for that. Teacher reads as the language of real teachers.’

Yours sincerely

Steve Holden
Editor
Teacher

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THE PROFESSIONAL JOURNAL FOR SECONDARY SCHOOL ADMINISTRATORS

PRINCIPAL MATTERS is the official journal of the Victorian Association of State Secondary Principals, the New South Wales Secondary Principals' Council, the Tasmanian Secondary Principals' Association and the South Australian Secondary Principals' Association.

Volume 5
Number 4
April 1994

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Starting a New School
Reflections Three Years Down the Track

Being appointed foundation principal of a new school is a wonderful opportunity. Inherent in the situation is the excitement and freshness of new buildings, new relationships and, for all stakeholders, a new beginning. The initial principal has a free hand in setting directions and moulding the shape of the school than a new principal in a long established school, who must sometimes struggle against entrenched views and practices, and sometimes, in a sense, seek to disinherit the past. It is also an opportunity demanding very hard work. Unlike the best scenario of taking the reins in an establishment that is running smoothly, and perhaps making incremental changes, everything must be generated from the start when founding a school. What does one do in this situation? The purpose of this article is to suggest some priorities, problems and potential pitfalls, from the experiences of one who has fresh recollections of the situation.

Early Priorities
Principals in new schools are, to some extent, in a ‘make or break’ situation. Often, the local community will seek to make a rapid appraisal, which needs to be favourable before they will entrust enrolments, the life blood of the school, to this new person and situation. It is therefore critical that the new principal engage in what is essentially a marketing exercise soon after appointment. This includes rapidly forging links with the community, meeting with parents and the P & C executive, with the principals and Grade 6 supervisors of the feeder primary schools, and with Year 6 students. Meetings with parents can effectively be advertised through the primary school. In the events surrounding the genesis of a new high school, there will be no shortage of people prepared to attend meetings, even if these numbers are not maintained in later years. In all these contacts, it is vital to be personable and to listen actively. The new principal should become familiar with the aspirations of the parents of this first cohort, with the organisational patterns and learning styles with which the students have been familiar at primary school, and with the summative remarks of the Year 6 teachers. A careful drive around the feeder area to ‘read the runes’ is invaluable. In these meetings it is essential to cultivate the support of keen parents. Their volunteer labour will be indispensable in the early months in a variety of ways like covering textbooks, unpacking equipment, and commencing fund-raising drives. The tiny initial ancillary staff will be too busy to contemplate such things as they cope with the organisational demands of opening a new high school.

In early meetings with parents and with staff as they are appointed, it is important for the principal to espouse a philosophy and indicate some directions for the school. Parents and staff alike will be looking for such statements with varying degrees of apprehension, hoping that their view of the school’s development will be compatible with that of the principal.

Most communities wish to proceed from a base line of satisfactory order built upon adequate discipline, and of a consistently enforced, attractive uniform. Indeed, the school will quickly be judged, erroneously in some ways, on these indicators. If these are the aspirations of parents and initial staff, the principal would be wise to pay due attention to these fundamentals at the outset.

As staff are appointed, particularly executive staff, it will be important for the principal to articulate a vision, which will be an amalgam of personal education philosophy, deeply held beliefs and priorities, and community aspirations.

In my case, I found it useful to go through an informal ‘envisioning’ exercise with each executive staff member as appointed, discussing my views of how the school should develop with each person in turn. This appeared to have the effect of creating a singleness of purpose in what has proved to be a cohesive executive team. It also proved useful at the outset to discuss leadership and management style. Since that initial experience, I have found it helpful to go through an induction exercise at the beginning of each year with each new group of staff appointed. This exercise seeks to gain understanding of, and commitment to, the school’s fundamental vision, priorities and modus operandi.

At the time of initial staff appointments, it is vital for the principal to seek to try the limits of the prevailing staffing procedures. Failure to do so runs the risk of the system and other local schools off-loading a high proportion of marginally satisfactory teachers who have been shed because of failing staffing establishments. Such a prescription can cripple a new school. A small staff finds it very difficult to carry one marginally satisfactory teacher, let alone several: It can be truly disastrous if such a teacher is the only one appointed in that subject area and is charged with setting up the faculty. In my case, my entreaties on this theme were supported by the staffing inspector at the regional office, and a very desirable blend of experienced, capable teachers and energetic, enthusiastic first-year teachers were appointed.

The most critical appointment for the new principal is, of course, that of deputy. If my influence can be brought to bear on the selection of this person, it is wise to seek to appoint someone with complementary skills who is able to work harmoniously with the principal. It is important to avoid the temptation of selecting a clone of oneself to fill this position. A mix of skills in the management team is important and helpful.

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‘Being appointed foundation principal of a new school is a wonderful opportunity. Inherent in the situation is the excitement and freshness of new buildings, new relationships and, for all stakeholders, a new beginning.’

In addition to uniform and disciplinary procedures, it is important to quickly establish the mechanics of the school. By the first day of operation a timetable must be ready, class lists available, resources processed, an interim student welfare policy and a staff handbook written and published. The school and its senior management must appear to teachers, parents and students to be professional and in control of the situation from the commencement of the life of the school. Smaller matters must also be attended to. Office computers, photocopiers, letterhead paper, refrigerators, urns, and a host of other things must all be organised ready for the opening of business, if they are not part of the building code prevailing at the time. Liaison with the bus company at this stage can avoid a multitude of problems later, particularly if an effective rapport can be built up with its management. Initial contact will need to establish bus routes, times and passes, all of which need to be disseminated well in advance of the day the school opens its doors.

If time allows, it is helpful to write drafts of some initial policies for the school.

If the new principal’s appointment is very late in the previous year, (as mine was in late November) then the principal and deputy, and perhaps other executive, may as well resign themselves to undertaking most of these tasks in the Christmas vacation. If this is the case, data entry support will need to be organised for the holidays. My situation was complicated by the fact that no release time from my previous position was granted by the region. Hence, it was necessary to continue to teach classes, complete whole school tasks and organise for the new school during the last three weeks of term. A further complication was that the induction course for new principals had been held prior to my appointment - and I’m still waiting for my course. The advice of a trusted colleague - perhaps one’s last principal - is invaluable in these early months, and beyond.

Early Problems

The excitement of assuming the leadership of a new school is quickly accompanied by a chorus of problems, many of which become protracted. The most nagging of these tend to be about the buildings themselves. In my case, there were those in Head Office, Properties and in the senior management of Public Works who regarded it as an extraordinary and unreasonable demand that I should want to have anything to do with the building site before hand-over, let alone make any suggestions. My baptism of fire was therefore quite rancorous. Fortunately, others in these branches and in regional Properties were very helpful and generous with their time. It is certainly worth getting to know these people personally, as well as the foreman of the building company, the design architect and the supervising architect, the clerk of Public Works, the Education Project officer, and those responsible for the dispatch of resources, including furniture, if this is centrally organised. Time spent asking, enquiring and lobbying is time well spent at this stage. Any building site the size of a school is bound to have problems, and in the politics of the situation, with so many stakeholders involved (Education, Public Works, building company, sub-contractors, etc.), clear identification and perseverance is vital to achieve good outcomes. The principal can expect to spend much of the first year after occupation working the phones over property matters. One of the anomalies in NSW is that general assistants are appointed on enrolment numbers, with no concession towards the establishment needs of new schools. My school’s entitlement to such a person, with an initial cohort of 108 Year 7 students, was 0.4. Murphy’s Law applies in this situation: properties inspections, building issues, deliveries and equipment failures always seem to happen on the days the general assistant is rostered off. The principal, who should be providing educational leadership, is left to deal with these insistent visitors simply because there is nobody else available. Beware also of building faults where someone is hurt. These quickly become sub judice. Document all such problems, the reports furnished, and the action taken, very carefully. With so much post-occupation finishing and rectification of building faults, it is very hard to enforce the integrity of the campus or maintain security, since it is so difficult to discriminate between genuine sub-contractors and casual intruders. My attempt to enforce a regime of all sub-contractors entering via the office were object failures. Petty (and not so petty) pilfering can easily result.

If the school buildings are not completed in time for the first students, meaning that they would have to bus to a boarding arrangement at another school, the logistics of the boarding arrangements need to be very carefully worked out in advance by the visiting host principals and deputies. One can only hope for compatibility of views on school organization and ethos, since the visitors must function as a school, within a school. This inevitably brings tensions, but in my case the host principal had experienced boarding and was very sympathetic. Our advance planning paid off as we sought to minimise contact, except in controlled situations, between pupils of the two schools. Separate general classrooms, separate playgrounds, separate bus lines, separate toilets and separate canteen queues minimised the (often unequal) fights that occurred. The host students can resent what they see as the intrusive presence of little interlopers. If the appointment of one’s own
teaching staff is not to occur until the Christmas vacation, it is best to resist the inclination of the host staff to order textbooks for the new school against the new school’s account. Experience suggests that many of the new staff will disapprove of the selections and make little or no use of the resources, in which case the money has been wasted. It is better to start with nothing than with the wrong books and less money. When the time to occupy the new premises becomes imminent, it is vital to organise the move with the precision of a military operation. The longer the delay, the greater the number of resources to shift. It is like moving house magnified fifty times. I applied successfully for a pupil-free day and organised a squad of parents to assist staff. Do not entrust the most delicate equipment to the truck! After occupation, the new principal can be sure that his or her presence will be required during holidays for most of the first year to comply with properties inspections and an array of corrective measures. Tell your peers this when they jest that, as you have so few students and staff, you must have an easy time of it. How little they know!

Other Early Concerns

A myriad of miscellaneous difficulties beset the new school. At the time of my school’s commencement, all new secondary schools were issued with copies of primary syllabus documents, but no secondary ones! These, and other fundamental documents were only available at cost from statutory authorities, where clerks and receptionists were generally quite unimpressed by pleas or logic. Nor was there a set of essential memoranda and policy statements available in any kind of package for new schools. It was not possible to access the history of correspondence, except through one’s own recollections via past positions. Department and Board authorities and even local educational offices proved impervious to all attempts, by phone and letter, to secure a place on mailing and fax lists. This poses the real concern that something vital may be missed, or some great error made, through lack of information. As the ‘new kid on the block’, the new school has to struggle to assert its right to exist, especially where any access it may command to resources by implication lessens the access of other organisations. New schools naturally have establishment grants to seed future development. Principals will generally carefully steward this money to stretch it over the first six years of the school’s life, thereby establishing each academic year. One hazard of this process is the tendency for education accountants to point the finger at the school as a ‘rich’ school, making no allowance for its developing nature, and questioning why its bank deposits are so healthy. The principal should resist urgings to ‘go bust’ with initial big spending that will leave little reserves for the expensive outfitting of the first senior years. There is sometimes system pressure on new principals to undertake further educational studies. Resist this in the early years of the school’s life: your time will be entirely committed.

Pitfalls

As the school develops, some pitfalls endemic to its situation will become apparent. There can be an implied expectation from some, whether in the hierarchy or the community, that the school will quickly perform at the same level, and provide the same range of services, as long-established schools. The principal needs to keep asserting the school’s fledgling status and its need to provide basic structures first. It is simply not possible to launch out simultaneously in all directions when one has only a few staff who are struggling to write programs across the board and organise resources, as well as teach competently. It is vital to prioritise and take time to do a smaller number of tasks properly than a large number of inferior quality. The essential curriculum focus of the initial group of head teachers leaves most whole school development to the principal and deputy. The need to establish infrastructure and to meet system monitoring expectations leaves their time extremely pressed in the early years. There is no provision for the equivalent of a second deputy or a head teacher administration to meet the unique developmental demands of a new school. No distinction is drawn between the exigencies created by a developing school of six hundred students as against the needs of a school with a long history, which has declined to an enrolment of six hundred after the boom years have passed. A new school with a physically pleasant context and enthusiastic staff can create extravagant expectations on the part of the community. The principal sometimes needs to gently hose these down so that they remain within a realistic domain. The first cohort are bound to be a source of delight and despair to the principal and staff. Their enthusiasm at inheriting a pristine site can be tempered by prima donna behaviour as they bask in the glory of six years of student leadership. As the pioneers, unfettered by older students, their tendency to develop an inflated view is due in part to this very lack of older models. Having not had the experience of observing older students studying hard for public examinations, they remain unaware of their rigour and unimpressed with the necessity for intensive application. Principals will need to apply a strategy to this situation.

Priorities and Recommendations

Start as you mean to go on. Some areas need emphasis early in the school’s life. Set in place early those key platforms of educational philosophy and vision. This is much easier than trying later to undo what has been done. Work hard at establishing positive and warm staff relationships from the outset. In the first year, speak individually to each one every day. Such intentions are facilitated by grouping teachers together in preferably one, or otherwise two, staffrooms in the first year. Work hard to maintain staff unity and cohesion as the school grows and people drift off to the staffrooms in the outer provinces of your campus. Out of this initial bonding can come the spirit and ethos which will do so much to carry the school in the industrious early years. Staff with a sense of meaning and purpose are more likely to be effective teachers in the classroom. Endeavour to maintain staff stability in those early years of growth. Make sure that ancillary staff, too, are treated with dignity. They will repay you with commitment. Organise an official opening: the visit of the Minister, the local member and other politicians can provide a wonderful fillip to your urgings for properties concerns to be resolved. Do forge links with the other newly opened high schools in your State and compare notes with them from time to time. The ability to argue across regional lines that a precedent has been set is sometimes helpful in lobbying for resources of various kinds. Become acquainted quickly with local community groups and service providers, particularly in the area of student welfare. Often the possibility of networking with these groups provides better ambit cover of students’ needs and can take some of the pressure off hard pressed teaching staff.

As the school outgrows ‘family’ mode, place gradual constraints on your time. Your door cannot continue to be open to all comers if your leadership and management are to remain effective. Do not, however, allow yourself to become remote from, or inaccessible to, staff. To keep yourself aware of developments within faculties in your growing school, establish an internal monitoring system to ascertain whether it is remaining ‘on track’.

Conclusions

The new principal must learn to grit his or her teeth against the oft-repeated joke ‘you may as well live there; why don’t you take your sleeping bag in’, particularly emanating from the lips of one’s partner. Opening a new high school is very demanding for some years. Systems do not seem to be well equipped with ‘starter kits’ or an accessible repository of advice for new players.

The principal needs to be able to foresee what is just over the horizon, and the next horizon, and marshal resources and strategies to prepare for the next step in the life of the school. Its growth ex uihilo is exciting and immensely satisfying.

ABOUT THE AUTHOR

Mr John Collier is the foundation Principal of Thomas Reddall High School in Ambarvale, on the outskirts of Campbelltown, in Sydney’s south-west.
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New School on the Block
The Beginner’s Guide to Success

The recipient of a NSW Secondary Principals Council Travelling Fellowship, JOHN COLLIER visited new and developing secondary schools in NSW and Queensland. Here he crystallises, in a lighthearted fashion, many of the issues which need to be considered in opening a new school.

The following list has been compiled by principals in new and developing secondary schools in NSW and includes perspectives from colleagues in comparable situations in Queensland and WA. Its intention is to provide some practical suggestions to assist in the often lonely and always demanding process of establishing a new school.

Post-appointment and before commencing the first academic year

• Pupils
Visit all the feeder primary schools in your area to speak to prospective students. Be personable. Project clear ideas about what the school will be like. Establish procedures for enrolment (if these are not system based and already in hand).

• Public Meeting
Hold a public meeting, by advertising through the primary schools, to discuss with parents the nature of the new school, its ethos and policies. Listen carefully to them to ascertain their goals and expectations. Interact.

• Personnel
Liaise with the directorate responsible for staffing the school to ascertain the manner in which this is to be done. Determine what control/input you have in the process and make up your prescription, based on prevailing formulae and pro-rate entitlements, for staffing according to faculty and/or Key Learning Area needs. Initiate the appointment of a deputy principal and head teachers as soon as practicable.

• Parents
Activate a parents and citizen association. Be responsive. Get to know the key parents who show every sign of being the ‘movers and shakers’ and key supporters of the school. With parents design and order school uniform, school crest and motto. Arrange for the supply, fitting and purchase of uniforms.

For membership enquiries to ANZELA, and a copy of the ANZELA journal, contact Mr Nick Thornton, tel: 9357 2611.

Vernita Zografis may be contacted at Westall Secondary College on (03) 9546 3233.

30 SPECIAL FEATURE — New School on the Block: the Beginner's Guide to Success
Launch a canteen or some provision for feeding and watering the multitudes.

- Properties
  Negotiate your way on site to inspect the new buildings. Exert any influence you can over design shortfalls identified. Get to know the properties branch and public works officers dealing with the new school. Request full maps and building specifications pertinent to the site. Arrange delivery of furniture and other code provisions.

- Public Transport
  Liaise with the bus companies, preferably in person. Organise bus passes, despatch information about timetables and location of bus stops.

Pedestrian crossings often have to be fought for, but with students’ safety a major concern, it’s well worth doing.

- Photocopiers, phones and phaxes
  Organise a quality phone system and a small durable photocopier to last until the end of the first year. Buy, or have donated, a fax machine. Buy a workable answering machine.

- Provisions
  Organise the essentials for the school opening – fridges, urn, interim or permanent letterhead and basic stationery.

- Projectors and other paraphernalia
  Acquire basic teaching resources: chalk/whiteboard markers, computers, piano or keyboard, overhead projectors. If head teachers are on-board, order basic textbooks and teaching resources; if not, wait. It’s a waste of money to have someone else choose texts only to find staff don’t like and won’t use them.

- Parsimony, penury, poverty and pauperism
  Be aware of the fiscal constraints that exist in new schools. Don’t be bewitched by the big dollar signs of initial establishment funding. Work out not just how much money you have, but how long it has to last and index it to the prices of essential purchases and the pro-rata top up entitlements which will come in the early years. Budget!

- Post
  Make every effort to establish a place for your school on all relevant systems mailing lists. Realise that next year’s mailing list will be made up from this year’s on which your school doesn’t currently exist, and intervene! Be aware that within systems each structure, layer or department may have its own mailing list.

- Policies
  Establish in combination with staff already appointed, some interim policies – just enough to start with. Maintain a balance between, on the one hand, appearing to staff, parents and teachers to know what you’re about, and allowing collaborative processes to establish and build ownership of the initial direction of the school on the other.

- Procedures
  Develop enough procedures to launch the school in an organised way. These will include: preliminary timetable (expect to adjust this) permanent class lists protocols for assemblies, room entries, playground, canteen

- Prepare
  Set an agenda for the first week. How will you use extended time with the staff, for instance, on a pupil free day? What initial organisation of students will prevail? What will happen on each day of the first week? What induction ceremony will occur for the first cohort and their parents?

- Prevaricate
  If you don’t know, say so. That’s not to say you can’t be diplomatic. But don’t cloud the issues; staff and parents need to know they can trust you.

- Paymaster
  A very important matter: make sure your salary increment is being adjusted if your last position was not at this level.

- Practicalities
  Some data entry support must be obtained late in term 4 or, if need be, over the holidays to develop the myriad documents necessary for the school’s first day.

- Party!!
  Launching a new school can be all consuming. You’ll need plenty of energy and enthusiasm for the opening period. The maxim “All work and no play makes Jack/Jacquie a dull person” was never truer than now. Take some time off to relax.

Post-occupation

- Pontificate, philosophise – positivism and purpose
  You will need to begin the school by espousing some meaningful amalgam of vision and mission. You need to know what you are about. However, don’t be exclusive; others, such as staff, students and parents, need the opportunity to shape the school’s foundation.

- Plan and prioritise
  Your school cannot possibly deal with all developmental issues simultaneously. A plan needs to be made which concentrates initially on early priorities and establishes when other matters will be addressed.

- Prospectus – polemics and proselytising
  New schools need to market themselves well to establish credibility in what is often a crowded marketplace. Work out what is distinctive about your school and develop an attractive and appropriate brochure. Strut your stuff!

- Propaganda – the positive pitch
  Pitch a positive line frequently to
local press. They'll find the negatives without your help.

- **Pamper**
  Identify student leaders and give them lots of positive attention and training. They are one of your best hopes in overcoming the lack of older student mentors.

- **Pilfering**
  While the school is still in warranty period or while stage 2 of the buildings is being erected, many people will wander on and off site, some with due cause, others without. Tie down everything that’s movable.

- **Podiatry**
  Use your feet. Exercise supervision, dispense rewards, encourage success, by walking around. Be peripatetic. Your judgements will be better informed that those made by reading the nuances inside your office.

- **People**
  Remember, among all the paperwork and the multitudinous concerns that it is people who drive the school and make it work. Give staff and parents sufficient access to your time and counsel.

Do not be too pompous, pedantic, prosaic in your parlance or patronising towards parents who, especially while the school is in small family mode, will be looking for an easy, congenial, relaxed relationship with you. Do not encourage executive meetings unnecessarily – let executive staff postulate and posit solutions rather than seek to dominate yourself.

- **Primary schools**
  Students coming through the feeder primary schools are the lifeblood of your school. Ensure a good relationship with these schools, particularly the principals. Maintain a presence there, especially around enrolment time, by visits from high school students, for example, playing in bands or conducting clubs.

- **Pedagogy**
  Amidst all the attention to structures and buildings, give sufficient priority to the quality of learning and teaching conducted in the classroom. That, after all, is why we’re here.

Presently, or in the by and by

- **Protocol**
  Consider an official opening by the Minister for Education. It does tend to focus attention on amending building defects in time, hence provides a useful fillip to efforts to resolve structural dilemmas.

- **Protect**
  The campus. As enrolments grow introduce fences, School Watch or anti-vandalism initiatives. The honeymoon with students and community won’t last forever.

Some will take reprisals.

- **Phlegmatic**
  Things will go wrong. In a new school particularly, you need to project a calm confidence otherwise the troops will get jumpy. Keep on the plateau – issue the placebo pills if necessary.

- **Plants**
  Plant some trees and do some landscaping. You’ll be amazed how much better the place will look.

- **Pitfalls: perfectionism and pruning**
  Resist the expectation that, with new buildings, new bright and bushy-tailed staff everything, including student results, will be wonderful.

Cut expectations gently back to the realm of the possible while still encouraging best practice and high standards.

- **Prima donnas**
  Be aware that the first cohort of students tend to regard themselves as the inheritors of the earth. As the sole occupants of a large campus and with teachers doing everything for them, they can easily develop a born-to-rule mentality. They do not always take kindly to sharing with a second, and subsequent, cohorts the canteen lines, bus stops, basketball courts and handball squares. Develop anti-bullying strategies and work on an inclusive tone with the students.
• Portents – perspicacity, prophecy and partaking

A glance at the future will reveal that some teachers, newly appointed to the school, will take a long time to gain a senior class with consequent loss of expertise in the meantime. The outside world of education will not mark time waiting for them. It is vital that all training and development opportunities, including experience in external marking, be taken even at the cost of some disruption to the school.

• Public examinations

Focus on them from early on in the school’s history. Public examination results will bear much of the school’s credibility, for good or ill, as well as many of the student’s life chances.

• Professionalism

Encourage the highest standards among staff in this new setting. Most will need little encouragement. A few, down trodden at the last port of call, will rise to the new opportunity.

• P-P-P-Elmer Fudd

Pork and poultry may go well if you have the space to introduce agriculture. A proportion of your students will relate very well to animals (some of them better than to other people!) The grant to seed a farm may be lucrative – if the necessary equipment purchases don’t absorb it all.

• Photography, particle physics and particularisation

Consider diversifying your curriculum to suit the particular mix of student population. Do you want, together with staff and community, to go with traditional curriculum or a localised one with alternative and vocational courses? Make these decisions early in the piece before a fixed format encroaches on your liberty to make easy adjustments. Avoid any staff penchant for teaching their favourite subject or course without reference to student needs.

• Phenomenalise and promenade

Make a fuss over all the early successes of the school whether academic, sporting or cultural. Success heightens confidence and breeds success. “Out of faith comes hope, and hope does not disappoint us”.

• Panaceas

Beware of prescriptions for easy solutions. There is no substitute in setting up a new school for the long haul of hard work.

• Pastoring: preventing burn-out

The load on head teachers and senior teachers, charged with the responsibility of developing curriculum and associated policy, is heavy. Keep a careful eye on their stress levels and intervene when they’re overdoing it.

Perchance?

• Parole, police and probation

Find some intervention strategies for the recidivist among the student population before any negative influences pervade large proportions of the cohort. Allow for genuine rehabilitation where it is possible.

• Peace

As the school grows and the business increases, staff who are stressed by the pressure of work are likely to rub each other the wrong way. Have sound conflict resolution procedures.

• Pavlova, pretzels, punch and penfolds

One way to bind staff together is with food. Regular morning teas and luncheons can bring staff out of faculties into relating with one another. This harmony is helpful in building a new school. Out of hours occasional social activities can add another dimension. Don’t feed them up to the point of being portentous – often nibbles will do and even these will bring them in from the far precincts and provinces of the school.

• Potentates and pork-barrelling

Work out what resources your school lacks and who the big chiefs are who control them. Pitch a line for them in terms of your needs. Placate or propitiate the plutocrats and politicians and purloin whatever you can.

• Pimples, putting, petulance and parenting

Habitual to new schools is the scenario that, in a recently developed community, the oldest child is at high school. Parents have no previous experience of managing teenagers and are often at a loss. Parenting courses can be helpful and well-received.

• Pulmonary and cardiovascular

The workload in new schools is extensive. Plan stress release, exercise and relaxation into your programs. Try to be placed in a crisis, without being prevailed upon too easily by proponents of unsatisfactory solutions.

• Probationers

Induction of new staff is a large issue in developing schools. Some will be probationary teachers who present the dual challenges of enculturation to the distinct ethos of a developing school as well as being initiated into the nuances and mysteries of their profession. Others will need to be re-oriented to the norms of the new school. A conscious strategy and program needs to be applied to these aspects of training and development.

• Persevere and persist

It’s a tough job opening a new school in terms of sheer multiplicity of demands and the consumption of one’s own time. But the rewards of opening a school and seeing it grow are great. Hang in there!

John Collier is foundation principal of Thomas Reddell High School in Campbelltown, NSW. A principals’ school starter kit has been compiled by the NSW Secondary Principals Council which covers the multitude of tasks performed in the establishment process. It includes data from various schools explaining the approaches taken by foundation principals during the early years of a school’s life. For further information contact John Collier on (046) 25 4404
ATTENTION: Mr John Collier  
LOCATION: Thomas Reddall High School  
DATE: 31 May 1994  
RESPONSE REQUIRED?: No

Dear John,

The Editorial Board of 'PRINCIPAL MATTERS' would like to thank you for your contribution to the journal.

We are pleased to inform you that your article was published in a recent issue. Please accept our thanks for the time you spent researching and writing the article, and the thought that was obviously invested in its preparation. Please feel free to submit further articles on secondary school leadership, if you believe they would be of value to our readers.

A copy of 'PRINCIPAL MATTERS' has already been forwarded to you.

Best wishes,

Debra Brydon  
EDITOR  
On behalf on the Editorial Board

CONFIRMED PUBLICATION DATE: April 1994  
ARTICLE: 'Starting a New School'  
ARTICLES FOR NEXT ISSUE DUE: 11 July
Mr Ken Dixon
Director of Finance
Department of School Education
Level 15, 55 Market Street
Sydney NSW 2000.

Dear Mr Dixon,

Thank you for your support in facilitating the release of an additional $20,000 for each of our schools. This money makes some inroads into redressing the paucity of our operational funds relative to the financial reserves of established schools. We submit that further release of funds, particularly through a revision of the annual funding formula to provide a specific category for developing secondary schools, will be necessary to maintain equity of provision of educational services for us vis à vis those that can be provided by secondary schools generally. Such provision, we believe, should take account of the following factors:

Library
1. In a climate of student centred learning, we urgently need cash injections into our libraries for the provision of books and other print material, software, and eventually CD ROMs, modems and satellite technology. We note that most established schools had the benefit of a significant library grant in the past. Suggested figure: $10,000 annually.

Mandated Subjects and Curriculum Breadth
2. Technological and Applied Studies and Creative Arts Area Courses, which are very cost-intensive, have, in recent years, been mandated. Generally schools struggle to fund these, particularly as in our schools, which are characteristically in newer housing areas where there is little disposable income, even subject specific and elective fees are often not paid. Small schools in any case have fewer families from whom to draw finance but the infrastructure costs are often similar in establishing for a small or large clientele. In lower income areas of public housing where a belief exists that public education should be entirely free of cost, with less historical precedent for paying and where likely corporate sponsors have been exhausted by pre-existing schools, new schools will struggle to generate any appreciated financial support.
A 'second wave' of crisis in resourcing a broad curriculum occurs as a school embarks upon its first Year 11 - 12. A senior establishment grant of approximately $31,000 plus an Industrial Arts grant of about $27,000 is inadequate to equip the school for a general scenario of 6 subjects per student at a conservative cost of $30 per student for books and other resources. A cohort of 100 students at such a cost would require an outlay of $180,000. New schools effectively have the choice of investing the bulk of their initial establishment grant for this purpose, thereby under resourcing the junior school, or expending significantly in the first four years, thereby under resourcing the senior school and restricting curriculum choice.

Suggested figure to boost curriculum resourcing for mandated subjects and curriculum breadth
$10,000 for the commencement of Year 7 (benchmark 150 students)
$20,000 for the commencement of Year 11 (benchmark 100 students)

Equity
3. New schools have little access to equity programs in their early years as these are based on factors such as retention from Years 10 -11 and HSC results. In many of our schools, our early cohorts exhibit the same indicators which attract funding in schools local to us. Our inability to access these moneys is a source of relative disadvantage to our students.

Suggested figure $5,000 annually from the first Year 10 to the first Year 12 for schools in disadvantaged communities

Training and Development
4. New schools are under considerable pressure in the area of Training and Development funds. This is due to:

* the need to "buy time" to release staff to develop learning programs and policies
* the lack of curriculum Head Teachers in the early years, necessitating sending staff out of the school at cost to attend in-services, a practice which incurs casual relief costs
* enculturation into the school and its ethos of a significant number of new staff each year in developing schools
* need for supervision and teaching outside Learning Areas in which staff are trained, requiring in-service development
* in-service needs of significant numbers of nominated transfers whose skills in curriculum and management are often inadequate.

The suggested figure - $5,000 annually

Casual Relief
5. Schools are under considerable pressures to fund short-term casual relief. This is due to:

* the high stress level of staff in high workload situations of developing all programs, policies and student welfare initiatives as the school's initial documents and strategies, often leading to a high rate of illness and absenteeism
* the inability of new schools to access in-built 'Meadowbank' relief amounting to a potential relative disadvantage of thousands of dollars (a rough estimate of 15 such periods per week is the equivalent of $10,000 - $20,000 for the schools established in 1991, on current EFTs)

Suggested amount: $5,000 - $15,000 depending on school size.
We further request that all one-off grants be indexed to the anticipated size of developing schools, not their size at the time of the grant.

Additionally, we request that our various schools be compensated in retrospect with regard to all the above criteria by a factor indexed to the current size and years of existence.

Each of us would be delighted if you would visit our schools to ascertain the cost-effectiveness of Department funding of our developing stage. Perhaps particularly strategic would be Narara Valley, for reasons of personal proximity, Albion Park as the only one of our schools to proceed thus far to Year 12 and Lucas Heights as an example of a K-12 school.

Yours faithfully

Ken Griffiths
Principal, Albion Park H.S.

Sue Josephsen
Principal, Vincentia H.S.

John Collier
Principal, Thomas Reddall HS.

Ian Wing
Principal, Quakers Hill H.S.

Barry Schlenker
Relieving Principal
Narara Valley H.S.

John Lamont
Principal
Erskine Park H.S.

Bronlyn Schoer
Principal, Lucas Heights Community School
K-12 School

Bob Campbell
Principal, Southern Cross
APPENDIX F2
Briefing by me of Director-General of Education on needs of new schools
MEETING OF DIRECTOR-GENERAL WITH
PRINCIPALS OF DEVELOPING SCHOOLS, 10 DECEMBER 1996
BRIEFING PAPER

Principals to attend: Maurice Brunning
- (Nambucca Heads High School, commenced 1992)
John Collier
- (Thomas Reddall High School, opened 1991)
Bronlyn Schoer
- (Lucas Heights Community School [K-12], opened 1992)
Ian Wing
- (Quakers Hill High School, opened 1993)

Background / Rationale
The principals of new and developing secondary schools have been networking as an interest group within the Secondary Principals Council since 1991. We have experienced many anomalies between regions in matters relating to finance and staffing.

In the formative years of our schools there have been huge demands for definitive knowledge on matters of Departmental policy, mandatory curriculum programs, staff welfare issues, industrial issues and personnel policy matters. We have often found it extremely difficult to obtain appropriate but necessary Departmental documentation on such matters.

We believe the restructuring of the DSE is an appropriate time to consider the many issues with which we each had to contend and to make recommendations to the Director-General on the basis of our collective experience.

This principal’s network recommends that the Director-General considers our proposal to review the structures and procedures within the DSE which underpin the establishment of a new and developing school in its formative years in order to:
- more efficiently and effectively support the principals of new and developing schools in their initial establishment phase
- enable the new school to quickly demonstrate quality outcomes
- enable the newly appointed principal to have a clear understanding of important DSE support structures and personnel from whom they may seek advice and/or resources.

Matters of Concern
1. There is no apparent coordinated approach or structure within the DSE to advise principals of new schools in the initial months of school establishment.
2. Members of this network group have all experienced various unhelpful responses when communicating matters of concern to senior officers. Equitable access to financial resources seems to be an ongoing problem. Consideration of the special needs of a new school in staffing decisions has been especially variable.

Key Recommendation
That the Director-General consider a proposal to delegate the responsibility for the coordination of DSE support structures and procedures for newly established schools, to an Assistant Director-General.

Current aspects of D.S.E. provision seen as positive and supportive
1. Increasing tendency for Principals appointed in Term 4 to be given release time to commence the new school.
2. Increasing consistency in the D.S.E approach to new schools statewide
3. Improvements in the building code, with opportunities for input provided for Principals who have recently commenced schools.
4. Recent tendency to embed technology, including cabling, into the design of the school.
### AREAS OF CONCERN

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<td><strong>1. FINANCE</strong>&lt;br&gt;a) <strong>Establishment Grant</strong>&lt;br&gt;• It is our contention that the initial Establishment Grant plus annual pro-rata grants are insufficient to adequately resource a school, including purchase of administration and student computers, duplicating equipment, mowers, library books and resources as well as teaching and learning resources such as text books.</td>
<td>A group of Principals made presentation to Ken Dixon, Director of Finance, in June 1994.</td>
<td>i) $20,000 additional payment granted immediately to all developing secondary schools. &lt;br&gt;ii) Establishment grants henceforth indexed to inflation. &lt;br&gt;iii) Enquiry established and understood to be recommending increase in establishment grant.</td>
<td>i) Non recurrent grants indexed to anticipated full size of school, rather than current enrolment. Clear guidelines are required on what grants can be anticipated and how they can be accessed.</td>
</tr>
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<td>b) <strong>Training and Development Funding</strong>&lt;br&gt;• The current contraction of T &amp; D funding is acknowledged. New schools have a special need for:&lt;br&gt;• 'unmastered' departments&lt;br&gt;• extensive nominated transfers&lt;br&gt;• time to establish ethos and culture&lt;br&gt;• annual induction of large numbers of new staff</td>
<td>Individual Principals made representations to different Regions</td>
<td>A tremendous diversity of response</td>
<td>A special loading for developing schools built into the grants formula.</td>
</tr>
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<td>c) <strong>Accommodation Entitlements</strong></td>
<td>Grants to:&lt;br&gt;• open new classrooms&lt;br&gt;• proceed to senior school&lt;br&gt;• establish senior Industrial Arts&lt;br&gt;have been withheld in 1996 to schools at this stage of development.</td>
<td>Discussions with Dennis Clancy currently being held by Principals&lt;br&gt;effected; recommendation made by Committee of Enquiry into grants to restore senior school and I.A components.</td>
<td>Senior grants and specialist room grants to be approved</td>
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| 2. **STAFFING**<br>a) **Nominated Transfers**<br>New schools characteristically have vacancies staffed by the marginally efficient teachers being shed from local schools. There is a great mismatch between merit selected Head Teachers and disengaged assistants, which can have crippling effects on the development of a new school. In faculties staffed wholly or mostly by nominated transfers, the curriculum can effectively collapse. | Individual liaison with Directors of Personnel in Regions<br>Submission to Baumgart Review<br>Representations to Federation via Principals’ Council Personnel Reference Group | Little progress due to intransigence of Federation Area Organisers<br>Supported by Baumgart but overtaken by change of Government. | Policy developed and implemented to ensure more equitable mix of staff: nominated, incentive, compassionate, merit, service transfer. Negotiations between Personnel Directorate and senior officers of NSW Teachers' Federation. |
### AREAS OF CONCERN

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| **b) SECOND DEPUTY PRINCIPAL/LEADING TEACHER**  
The cap on Leading Teacher numbers, as enshrined in the Education Reform Act, is acknowledged.  
The extremely demanding nature of establishing curriculum, ethos, policy, procedures and community rapport requires a Second Deputy in the middle years and subsequent years of high enrolment. | Joint submission to Paul Irving, Director of Personnel, 1995. | Restatement of status quo. | 1. Re-examine case for second Deputy on equity grounds (preferred option); OR  
2. Appoint a Head Teacher Administration in advance of the 700 threshold; OR  
3. Provide additional supplementation after expiry of small school supplementation. |
| **3. SUPPORT STAFF**  
a) **General Assistant**  
Current provision of 0.5 EFT is inadequate to cope with demands of monitoring of properties defect period, extensive deliveries, consultations with Public Works and establishment of grounds. This deficiency pulls Principals away from educational leadership. | Recent enquiries | Restatement of current entitlement code | Appoint full time G.A to each establishing school. |
| **b) Support Teacher - Learning Difficulty**  
The current code provides 0.2 EFT on the usual Year 7 enrolment in a new school. Many new schools are in new housing areas with extensive public housing and very considerable incidence of learning difficulties. | Enquiries lead to restatement of formula. | The inability of a 0.2 STLD to service demand has often meant students experiencing difficulty are 'lost' educationally, declining into serious behaviour problems affecting the tone of, and public perceptions of, the new school. | Increase Code entitlement to 0.4 commencement figure or treat as a DSP school |
<table>
<thead>
<tr>
<th>DETAILS</th>
<th>ACTION SO FAR</th>
<th>OUTCOMES</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. <strong>PROPERTIES</strong>&lt;br&gt;a) <strong>Tendering</strong>&lt;br&gt;Observation suggests that the nature of the tendering process is that the successful tender is the cheapest quote. The contractor cuts corners to underquote others, leading to later structural problems in the school.</td>
<td>Anecdotal feedback to Properties Branch</td>
<td></td>
<td>1. Review of tendering system&lt;br&gt;2. Improved quality assurance and site inspection procedures.</td>
</tr>
<tr>
<td>b) <strong>Defects</strong>&lt;br&gt;Many defects are undetected because of the lack of appropriate expertise on the part of the Principal and minimally trained DSE officers.</td>
<td>Informal feedback</td>
<td></td>
<td>Contract expertise to appraise during warranty period.</td>
</tr>
<tr>
<td>c. <strong>Ergonomic Furniture</strong>&lt;br&gt;Needs to be provided for teachers and SASS staff from outset.</td>
<td>Applications to individual Regions</td>
<td>Diversity of responses</td>
<td>Alter code.</td>
</tr>
<tr>
<td>d) ** Provision of Essential Equipment**&lt;br&gt;- OASIS Hardware&lt;br&gt;- Faxes&lt;br&gt;- Covered areas for shade / shelter</td>
<td>Lack of clarity on whether DSE will continue to provide hardware; often not enough provision of covered areas to accommodate enrolment.</td>
<td>Requests for DSE funded OASIS and faxes recently met with unclear response; recently built schools feature better shade protection.</td>
<td>Continue to provide necessities for schools.</td>
</tr>
</tbody>
</table>

Other recently developed and developing secondary schools
- Albion Park (Ken Griffiths), 1991
- Cecil Hills (John McGregor), 1996
- Erskine Park (John Lamont), 1991
- Evans Head K-12 (Rob Walker) currently operating as Woodburn Central, 1998
- Narara Valley (Gosford) (David Fraser), 1991
- Southern Cross K-12 School (Ballina) (Bob Campbell), 1994
- Tumbi Umbi (Central Coast) (Andrew Newman), 1997
- Vincentia (Sue Josephsen), 1993
- Wollumbin (West Murwillumbah) (Ann Newman), 1995
APPENDIX F3
Department of Education Facilitation of my leadership of New Schools Developmental process

NEW SOUTH WALES
DEPARTMENT
OF SCHOOL
EDUCATION

ASSISTANT DIRECTOR-GENERAL

Mr John Collier
Principal
Thomas Reddall High School
Woodhouse Drive
AMBARVALE NSW 2560

Dear John

New and Developing Schools

I am writing to you concerning the meeting you and some of your principal colleagues had with the Director-General in December 1996 where you discussed the needs of new and developing schools.

Ken Boston has asked that I coordinate the way in which support is provided for these schools.

As an initial step I would like to hold a teleconference with you, Maurice Brunning, Bronlyn Schoer and Ian Wing to appraise me of issues. I will also ask Jim Harkin and Tom Croker to participate if they would like to.

The teleconference is likely to be followed by a face to face meeting of all principals of new and developing schools. At our teleconference, therefore, we will also discuss any material we need to seek from or provide to principals for the face to face meeting. We should also identify others from whom we need information either before the face to face meeting or at that meeting, e.g. the Director Properties, Director Training and Development and Director School Staffing.

Nerida O'Shea, Executive Assistant, will contact you shortly to arrange the teleconference.

I look forward to working with you to provide appropriate support for new and developing schools.

Yours sincerely

Gillian Shadwick
Assistant Director-General

3 March 1997
New and Developing Schools
Principals Meeting
27 May 1997
William Wilkins Gallery, Level 7, 35 Bridge Street, Sydney

Draft Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Chairperson</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>8.30am - 9.00am</td>
<td>Coffee and registration</td>
<td></td>
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<tr>
<td>9.00am - 9.10am</td>
<td>Welcome</td>
<td>Gillian Shadwick</td>
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<tr>
<td>9.10am - 10.00am</td>
<td>Briefing and background</td>
<td>Principals' Group</td>
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<td></td>
<td>Chairperson:</td>
<td>John Collier</td>
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<tr>
<td>10.00am - 10.30am</td>
<td>Morning tea</td>
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<tr>
<td>10.30am - 11.30am</td>
<td>Finance issues</td>
<td>Ken Dixon, Director, Finance</td>
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<tr>
<td></td>
<td>Chairperson:</td>
<td>John McGregor</td>
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<tr>
<td></td>
<td>Workshop</td>
<td>Principals</td>
<td></td>
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<tr>
<td>11.30am - 12.30pm</td>
<td>Properties issues</td>
<td>Dave Rowland, Director, Properties</td>
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<td></td>
<td>Chairperson:</td>
<td>Bronlyn Schoer</td>
<td></td>
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<tr>
<td></td>
<td>Workshop</td>
<td>Principals</td>
<td></td>
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<tr>
<td>12.30pm - 1.30pm</td>
<td>Short address to principals</td>
<td>Dr Ken Boston, Director-General</td>
<td>Lunch</td>
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<td></td>
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<td>All directors invited to lunch for the opportunity to meet principals</td>
</tr>
<tr>
<td>1.30pm - 2.30pm</td>
<td>Staffing issues</td>
<td>Paul Irving, Director, Personnel and Employee Relations</td>
<td></td>
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<tr>
<td></td>
<td>Chairperson:</td>
<td>Andrew Newman</td>
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</tr>
<tr>
<td></td>
<td>Workshop</td>
<td>Principals</td>
<td></td>
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<tr>
<td>2.30pm - 3.00pm</td>
<td>Summary of workshop discussions</td>
<td>Maurice Brunning</td>
<td></td>
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<tr>
<td></td>
<td>Chairperson:</td>
<td></td>
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<td></td>
<td>Workshop reports from:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Finance - David Thunnler &amp; John McGregor</td>
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<td></td>
<td>Properties - Andrew Newman &amp; Sue Josephensen</td>
<td></td>
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<tr>
<td></td>
<td>Staffing - Bronlyn Schoer &amp; Anne Newman</td>
<td></td>
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<tr>
<td>3.00pm - 3.30pm</td>
<td>Establishing a Standing Committee</td>
<td>Principals</td>
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<td></td>
<td>Defining New and Developing Schools</td>
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<tr>
<td></td>
<td>Chairperson:</td>
<td>John Collier</td>
<td></td>
</tr>
<tr>
<td>3.30pm - 4.00pm</td>
<td>Future Directions</td>
<td>Gillian Shadwick</td>
<td></td>
</tr>
<tr>
<td>4.00pm</td>
<td>Close of Meeting</td>
<td>Gillian Shadwick</td>
<td></td>
</tr>
</tbody>
</table>
To: John Collier, Principal, Thomas Reddoll High School

Fax No.: 046 281453

No. of pages (including cover sheet) 2

From: Louise Ferguson, for Gillian Shadwick Assistant Director-General

Date: 05 May 1997

Time: 12.30 pm

For enquiries regarding this transmission, please ring (049) 249913

MESSAGE:

Dear John

Here is the draft agenda for May 27. I am interested in any feedback you may like to give.

I had planned to send a copy to Brolyn Schoer for comment. Would you like me to fax it to the other members of the steering committee?

Regards

Louise Ferguson
Establishing a new school

Guidelines to ensure a smooth beginning to your new school for the Foundation Principal
Introduction

Establishing a new school means the beginning of a history for a community of people and will become a significant period in your own development. It is exciting, rewarding and possibly the most challenging task you will have in your professional career. Inherent in the situation is the excitement and freshness of new buildings, new relationships and, for all stakeholders, a new beginning.

A number of new schools are established each year in New South Wales. The need for a handbook to support principals of new schools has been identified by principals who have been through what you are about to face.

Recent research conducted by John Collier, Foundation Principal of Thomas Reddell High School, highlighted the need to address the following:

♦ an understanding of the procedures relating to finance, staffing, resources and the community interface;
♦ school organisation and school culture;
♦ how to target priorities; and
♦ guidelines for the establishment of a learning community.

This handbook will provide support as you establish your new school. While it seeks to address the issues relating to newly established schools, it is recognised that schools will commence in a variety of ways. The contents of this handbook are not prescriptive. You will make choices which reflect the context and needs of your school and its community.

This handbook should be read in conjunction with the following booklets:

♦ “Taking on a New School - Guide to the Incoming Principal”
♦ “Survival for the 'First-time' Principal Handbook”
♦ “Establishment Grants for New Schools”
♦ “School Maintenance Guidelines”

I wish you every success in your new role and encourage you to seek support from your colleagues.

Graham Dawson
Director, Training and Development
APPENDIX G
Commendation of booklet referring to my work from Secretariat of AHISA

Ros Christie, 5/6/02 3:26 PM +1000, RE: "Survival Handbook for First-time Principals"

From: "Ros Christie" <ros@ahlsa.com.au>
To: "John Collier" <jcoll@apostle.stpauls.nsw.edu.au>
Subject: RE: "Survival Handbook for First-time Principals"
Date: Wed, 5 Jun 2002 15:26:12 +1000
MIME-Version: 1.0
X-Priority: 3 (Normal)
X-MSSMail-Priority: Normal
Importance: Normal
X-MimeOLE: Produced By Microsoft MimeOLE V5.50.4522.1200

Status:

This is very interesting and something that I would like to include in our next Bulletin as a point of interest for our members. Is this OK by you?

What is in the kit, John? I am sure I will be asked? Is any of the kit material 'photocopyable'?

Many thanks for this response. I have had so many requests for a copy of this from new and old Principals.

Rosalind J Christie
Executive Administrator
Association of Heads of Independent Schools of Australia
Level 2, 82 Jolimont Street
Jolimont Vic 3062
Ph: 61 3 9650 5873
Fax: 61 3 9650 8147
Mob: 0419 561 978

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-----Original Message-----
From: John Collier [mailto:jcoll@apostle.stpauls.nsw.edu.au]
Sent: Thursday, 6 June 2002 8:09 AM
To: ros@ahlsa.com.au
Subject: "Survival Handbook for First-time Principals"

Dear Ros,

With reference to your Headnet transmission about "Survival Handbook for First-time Principals", I thought you might be interested to know that the book is based, partly, on my research as a recipient of two consecutive Travelling Fellowships awarded by the NSW State Secondary Principals' Council, in 1996 and 1997. As a result of visiting 19 schools in four states, I produced a kit on the early years of new schools, designed specifically for the Principals of new schools, who were almost exclusively first-time Principals. I have copies of the kit, and the booklet.

Kind regards,
John Collier
Principal
St Paul's Grammar School, Penrith NSW

Printed for John Collier <jcoll@apostle.stpauls.nsw.edu.au>
Ros Christie, 30/5/02 2:26 PM +1000, [headnet] Survival Handbook for First-time Principals

From: "Ros Christie" <ros@ahisa.com.au>
To: "Headnet" <headnet@edna.edu.au>
Subject: [headnet] Survival Handbook for First-time Principals
Date: Thu, 30 May 2002 14:26:09 +1000
MIME-Version: 1.0
X-Priority: 3 (Normal)
X-MSMail-Priority: Normal
Importance: Normal
X-MimeOLE: Produced By Microsoft MimeOLE V5.50.4522.1200
List-Unsubscribe: <mailto:leave-headnet-10490T@edna.edu.au>
Reply-To: "Ros Christie" <ros@ahisa.com.au>
Status:

AHISA

At the AHISA New Members Conference in Hobart last weekend some members were interested in a book that was mentioned by Frank Larkin.

Although most of you are not new Heads I thought you might like to know of this resource anyway as it may be helpful for aspiring Heads you may have on staff or know of in the future.

The book is called: "Survival Handbook for First-time Principals" published by the NSW Department of Education and Training. The published date of the copy Frank has is 1999.

Regards,

Rosalind J Christie
Executive Administrator
Association of Heads of Independent Schools of Australia
Level 2, 82 Jolimont Street
Jolimont Vic 3002
Ph: 61 3 9650 5873
Fax: 61 3 9650 8147
Mob: 0419 561 978

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You are currently subscribed to headnet as: jcoll@apostle.stpauls.nsw.edu.au
To unsubscribe send a blank email to leave-headnet-10490T@edna.edu.au

Printed for John Collier <jcoll@apostle.stpauls.nsw.edu.au>
INTRODUCTION TO KIT

Only those who have opened new schools as foundation Principals will fully understand the ambit of emotions and pressures inherent, and incumbent on the first Principal: the joy and excitement, the long hours and the advocacy necessary to access resources for the new site are all part of the establishment phase.

This kit is a product of the pioneering work of a group of Principals of new schools, at various stages in their development. It reflects best practice in that it showcases some exemplary programs and presents accumulated wisdom of participants. It is also strengthened by publication of research findings and readings in the field.

The majority of the schools are secondary. Some are K-12; not Central Schools, but an exciting new hybrid with its own distinctive opportunities and challenges.

The Kit, because of its origins and the weight of contributions, has a N.S.W focus. Its perspective is, nonetheless, very helpfully extended by contributions from Queensland, Victoria, Tasmania and Western Australia, and advice from the Northern Territory. Unfortunately, the South Australian sector did not respond to requests for assistance and involvement in this project.

It is the hope of those of us involved in this initiative that our work will serve to help others. We claim no patent on it, no monopoly on good ideas, nor special inspiration, but simply offer it as the result of serious thought and hard work. We hope its contents prove beneficial.

With every best wish.
The manuscript has been patiently typed by Gail Lane, Robyn Lennox and Pauline Kendall of Thomas Reddall High School and collated and assembled by Robyn Clark. Strong assistance and encouragement has been given by Jim Harkin, President of NSW Secondary Principals Council and Gillian Shadwick, Assistant Director-General, Department of School Education.

COMPONENTS
The constituent elements of the Kit attempt a logical progression as follows:

- Checklists and reflections on starting the journey of establishing a new school - getting your bearings.
- 'Laying the keel' - embedding a culture and ethos which will shape the school.
- Strategic and Management Plans - setting a direction and charting a course for the early years.
- Staff Induction and Development-making sure the crew are fully on board and on-side, not mutinous.
- Innovative curriculum-taking the chance of a fresh beginning to introduce latest theory and practice.
- Pastoral Care programs - caring for kids; a particularly important aspect given that, by definition, new schools tend to be in new housing areas characterised by a high incidence of social volatility.
- Encouraging high achievement - creating and rewarding a work ethic to permeate the school.
- Student Management - negotiating and implementing an orderly, safe learning environment.
- Establishing a Senior School - and preparation for tertiary entry credentialling.
- Diversifying the curriculum to meet individual needs.
- Managing the Finances - shepherding the precious initial grants while the school struggles for financial viability.
- Enhancing School Security - putting up the shutters when the honeymoon ends.
- The innovative Victorian multi-campus model, with a College Principal responsible for individual site or campus Principals.
- Benchmarking - the Victorian system of annual reporting.

The remainder of the Kit consists of:
1. A detailed overview of each school and a focus on exemplary programs. Each school has responded uniquely to the needs of a particular community, with a distinctive interplay of staff skills.
2. An analysis of different system approaches to induction of new Principals into new schools.
3. Key research findings.
NEW & DEVELOPING SCHOOLS - AREAS OF EXPERTISE

* Dealing with (and surviving) difficulties.
* Vertical semestrisation

ISSUES - Nambucca Heads

- Lucas Heights
  * How to get success for HSC cohort.
  * OBE K-12 integrated structure Learning Centres.
  * Hallmarks Lucas Heights C.S.
  * Creating student leadership & positive culture.
  
- Albion Park
  * CARE Program.
  * TQM
  * Primary links & middle school.
  * School Council involvement in educational decision making.
  * Year 11 tutorial program.
  * Turning a school around.

- Wollumbin
  * Middle School
  * Learning Centre
  * Forming teams

- Vincentia
  * Voluntary CLO
  * Training parents about education.
  * Guidance period

* Student management
  * student support booklet
  * senior staff response options discipline statement
  * Suspension Pack (take home)
  * Place Declared Vacant Policy & Procedure
  * Entry requirements for Year 11

- Cecil Hills
  * Networking technology and fibre optic cables
  * Integrating severely handicapped students
  * Opening a new school - current state of the art.

- Quakers Hill
  * Vertical semesterisation
  * Establishing strong behavioral & attendance expectations.

- Erskine Park
  * Pastoral Care house model
  * Staff meeting cycle within hours.
  * Organisation of Open Learning Centre
  * Primary links

- Southern Cross K-12
  * Distance education
  * Middle School
  * Marketing to community / Links with community
  * Community library & gymnasium.

- Narara Valley
  * Alternative organisation of seniors - flexi-time,
    four day week, optional tutorial within hours.
  * G & T extension program built into timetables
  * Rewriting junior curriculum for relevance incorporating literacy, gender equity,
    preferred learning styles boys & girls & technology across curriculum.

- Thomas Reddall H.S
  * Flexible Hours
  * Boarding Arrangements
  * Catering for G& T through extensive extra-curricula activites
  * School Watch (parent ensuring security

- Clarkson Community High School (W.A.)
  * Learning communities (sub-schools)
  * After school activities
  * Technologically State of Art Schools
  * Boarding arrangements

- Windaroo Valley State High School (Qld)
  * State of the art performance facilities
  * Vertical integration
  * Design features
APPENDIX H2
Expression of interest from Queensland Department of Education in My New Schools Kit

South Coast Regional Office
Level 9, Australia Fair Office Tower
32 Marine Parade, Southport, 4215

14 May, 1996

Mr John Collier
Principal
Thomas Reddall High School
Cnr Woodhouse Drive & Jaggers Place
AMBARVALE NSW 2560

Dear John

I refer to your letter of 15 April 1996 to our Director-General requesting permission for two
of our principals to attend a meeting prior to a secondary principals conference at Tweed
Heads.

Your District Superintendent, Graeham Kennedy, has contacted Laurie Topping directly on
this matter and was provided with the advice that it was quite in order to approach directly
both the principals, Barry Hopf and Ken Kreuschmer.

As this region has significant growth many of our schools are new and developing. Your
project of developing a kit of best practice in opening new high schools deserves
commendation. We look forward to the culmination of the project with the production of the
kit in its final form.

To facilitate the dissemination of the identified best practice, I would appreciate
consideration being given to forwarding a kit to this office for use with existing developing
schools as well as with future new high schools. Our Assistant Executive Director,
Resources and Administration, Laurie Topping, who was the inaugural principal of a high
schools a few years ago has a strong personal interest in your project. In his search of best
practice, Laurie visited Jim Harkin’s school last year.

I wish you and your colleagues all the best wishes for your project and your forthcoming
conference.

Yours sincerely

[Signature]

R A Burchill
Executive Director
APPENDIX II

**Leading & Managing**

Volume 7 Number 2 Spring-Summer 2001

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*Views of Leadership*  
DAVID GURR

*Articles*

*Perceptions of Victorians and Tasmanians of Australian Government (State) Schools*  
BILL MULFORD & NEVILLE GRADY

*Professional and Lay Person’s Views on School Councils In Tasmania*  
BILL MULFORD, DAVID HOGAN & STEPHEN LAMB

*The Leadership of Curriculum Area Middle Managers in Victorian Government Secondary Schools*  
PETER WHITE

*Establishing Culture, Ethos and Market Niche in New State Schools*  
JOHN COLLIER

*Ecocentrism, Leader Compassion and Community*  
RUSSELL SWANN

*Managing Performance: A Review of the Performance Management Program for Principals in Victorian State Schools*  
JANICE MONGAN & LAWRENCE INGVARSON

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Establishing Culture, Ethos and Market Niche in New State Schools

JOHN COLLIER

Principal, St Paul’s Grammar School, Penrith NSW
jcoll@apostle.stpauls.nsw.edu.au

ABSTRACT: A study of nineteen new Government secondary K-12 schools in five Australian States reveals, despite differences in educational systems, a common need to quickly establish credibility. Principals characteristically are very consultative in the establishment phase with community and staff. Credibility is seen as closely linked to enrolment numbers, reputation and ongoing viability. Each school faces specific contextual challenges; each has responded to these with a range of targeted innovatory practices. These practices occur mostly in curriculum, although all schools have strong, but not always widely differentiated, student welfare initiatives. Each school’s distinctive ethos tends to be enshrined in collaboratively developed foundational documents. Establishment processes observed in these schools in the mid and late 90s largely support Australian and American literature of the late 80s and early 90s.

Introduction

New government schools tend to be created in recently established housing areas where, by anecdotal evidence, social relocations often combine the middle class values of a teaching force with a working class community not so well enamoured of academic pursuits. Despite this disjunction, and to some extent because of it, new schools and their leadership teams find it very important to establish, through staff and community collaboration, a sustainable culture of the school, and a discernible ethos, that will serve as a platform for the new school to capture a niche in a competitive enrolment market. New schools, in an effort to establish initial credibility and long term viability, need to develop rapid success in these undertakings. Australian States demonstrate local differences in these foundational aspects; while in New South Wales (NSW) and Queensland, new comprehensive high schools are established as discreet entities, in Victoria recent experience has featured the creation of new campuses of existing colleges, while in Tasmania, due to the demographics of that State, the growth has been in the form of new senior colleges, catering for Year 11 and 12. In a departure from the norm, NSW has recently established Wyndham Senior College, a government school sharing a campus with the Catholic Education Office, TAFE and the University of Western Sydney. This initiative is too recent for the scope of this study.

Background to the Project

This project arose initially from the author’s self-reflection as foundation principal for six and a half years of a Government school in NSW. This experience was augmented by two
Establishing Culture, Ethos and Market Niche in New State Schools

Travelling Fellowships in 1996 and 1997 allowing visits to all new State secondary schools in NSW and some in southern Queensland, Victoria and Tasmania, as well as telephone and written contact with a new school in Western Australia.

The methodology employed to collect data involved the use of a structured questionnaire to facilitate self-reflection by the principal and other senior staff, supplemented by site inspections and observations, and collection of school documents. Questions were constructed from the reviewer's own experience as a principal of a new high school. Principals were asked, amongst other matters, about curriculum structure, student welfare systems, equity and other special programs, community profile, special features of the school, reflections on the establishment process and procedures used to establish vision, mission, ethos and collaboration. Verbal responses were confirmed by the testimony of documents collected, and corroborated by the comments of other staff, and by observation, during tours of the campuses of schools in the study. This methodology is similar to that employed by Hobson, Maxwell and Hansford (1992), in a previous study of a new school. Data gathering followed a pattern of verbal responses in the principal's office to the structured questionnaire, usually by the principal alone, but sometimes in the company and with the assistance of other senior staff. This interview was then followed by a detailed inspection of the site, engaging staff met casually in a range of discussions in situ. These observations were recorded longhand for later analysis. Data was then analysed and compared on a spreadsheet format.

The study comprises nineteen schools across the four eastern States of which the nine presenting most data on the subject of this article are addressed here. Schools selected from the nineteen were the ones which clearly recognised the need to be purposeful about establishing distinctive ethos and market niche, and hence had formulated specific plans in these areas. Other schools, less aware of these issues, nonetheless provided interesting data for a future explanation of other foundational imperatives. Of the nineteen, twelve are metropolitan (ten located in State capitals), while the remaining seven are located in coastal centres of varying sizes. For the purposes of the project, new schools were defined as those only just reaching, or not yet arrived at, the full cohort development through to the end of the secondary school graduation credential offered in that State. Within this definition, most were comprehensive co-educational schools from Year 7 or 8 (depending upon the secondary entry point in that State) through to Year 12. Two offered Kindergarten through to Year 12 enrolment, while two were senior colleges catering only for Years 11 and 12. One of the schools was 'boarding' within the premises of an established school.

The study was grounded in the new schools literature available in Australia and overseas. The literature dealing with the establishment phase of new schools was found to be sparse. The project was prefaced by two reflective studies by the present author, the first (Collier, 1994) analysing the initial three years of development, and the second (Collier, 1996), reflecting on the experience of building a school after five years' history.

New Schools

The literature in the area of new schools is relatively sparse. A 1988 study by Beryl Evans and Robert Lake, Leaders' Initiatives in Developing Traditions in New Schools, examined the early phase of three Queensland State High Schools. They found principals in the study very aware of the crucial nature of the school's foundation period for the establishment of a reputation. They, however, found themselves caught in the tension between innovatory
possibilities and the traditions and expectations of ‘the system’. The importance of this establishment period is confirmed by American research. Lane (1991, p.10) found ‘that the manner in which a school is opened and occupied gives parents and the community a mindset as to the academic quality of the school … a school which has a troubled opening may take years to prove it is academically sound.’ The principals in Evans and Lake’s study saw the first year as a ‘make or break’ time, hence the cultivation of strong community links and acceptance by the community were vital. Their analysis found that, ranged against the opportunity afforded to a new school to establish a curriculum and practices directly suited to the students were a range of constraining factors, including the controls, traditions and expectations of ‘the system’ (Evans and Lake, 1988, p.3). Pressley and Watson (1992), writing in an American context, found that staff participation and ownership were critical to the high morale necessary to launch a new school well. A 1994 Australian review (Collier, 1994, p.4) stressed the critical importance of rapidly forging links with the new school community, espousing a philosophy and indicating some directions for the school.

Hobson, Maxwell and Hansford (1992), also found schools’ effectiveness to be enhanced by the existence of a well articulated philosophy, mission statement or rationale. Hobson and his fellow researchers stressed the importance of the principal making the most of these early opportunities. Also very important was the need to elicit staff support through consultation and the development of a collaborative culture.

Deece (1997), himself a foundation principal, asserts that the most important task is to develop at the outset, a quality culture. He follows Atkin (1991) in defining culture as ‘the social organisation of the school staff that represents shared beliefs, customs, attitudes and expectation’ (Deece, 1997, p.180). He alludes to Hargreaves (1992) in seeing the content of culture as ‘values, beliefs, habits and assumptions, and ways of doing things’, and the form as ‘characteristic patterns of relationship and forms of association’ (Deece, 1997, p.180). He supports Beare (1989) in seeing as necessary preconditions of a strong culture a coalescence of intangible foundational elements and tangible, outward expressions and symbols. Beare and Slaughter (1993, p.189), delineate the importance of building images in the process of developing a strong and positive school culture.

The literature supports the critical role of the principal in developing school culture and ethos (Kelley, 1980), and of the role of the principal requiring an education of the stakeholders rather than just management (Groundwater-Smith, 1996, p.188).

From a school marketing perspective, the work of Linda Vining at the Centre for Marketing Schools (Vining, 1998, 2000) indicates the need for schools to convince parents that they accommodate the middle years needs of adolescents. These needs will include the academic requirement of challenging relevant curriculum, and the social/emotional needs of belonging and connection. Parents are aware that strong programs in these areas are an antidote to alienation (Vining, 2000). Vining (1998) also points out the critical role of teachers in positively marketing the school in the local community by abstaining from any negative talk about it.

Queensland principals in the Evans and Lake study typically relied on extensive meetings with teaching staff to forge a nascent culture for the new school, followed by proclamations of student charters, communicated to the school community, outlining expectations and projecting beliefs about the school’s fundamental stances. The key indicator of successfully forged relationships with the local community was seen as high enrolment numbers. Other indicators include a steady supply of parents prepared to volunteer their assistance. A
dilemma was how to develop sound student management structures without adopting a repressive culture. The Queensland study bears out the American research on the importance of staff participation in developing ownership (see Evans and Lake, 1998, p.8). Typical outcomes of long sessions of staff consultation included the adoption of school mottoes and simplified behaviour codes meant to encapsulate much of what is important in the new school's culture and ethos. Where conflicts with the home occurred, often they seemed essentially to reflect differences in value systems (Evans and Lake, 1998, p.30). Critical factors in early development of school culture have been the projection of vision and clear goals, as well as strong views on teaching and learning by the principal (Evans and Lake, 1998, p.42). An earlier Australian study refers to the value of an 'envisioning' exercise with newly appointed executive staff, emanating from the principal's vision for the school (Evans and Lake, 1998, p.4).

Dece (1997) stresses the need to quickly assemble various stakeholders in order to harmonise them into a team and develop a consistent culture. Within this environment, unifying beliefs and values can be developed including symbolic elements to which staff can refer and which will be essential components of school ethos.

School Profiles

School A is a K-12 comprehensive school in Sydney's southern suburbs, serving approximately 1150 students with about 80 teaching staff. The community is essentially middle class, reasonably affluent, two-income families, largely Anglo-Saxon but with a minority of NESB families, apparently well assimilated into mainstream Australian cultural mores.

School B, also a K-12 comprehensive, is situated on the north coast of NSW and has approximately 1300 students and 100 teaching staff. The local community is largely middle class, with many parents working in the professions.

School C, situated on the NSW north coast, is a secondary comprehensive with over 500 students and nearly 50 teaching staff.

School D, located on the central coast of NSW, accommodates slightly over 1000 students, with about 75 teaching staff. The school existed for many years entirely in demountable accommodation before a permanent school was built.

School E, situated on the NSW north coast, serves a rural community on the fringe of a major urban centre and with approximately 700 students and 50 teaching staff.

School F, located in a major Tasmanian city, is a senior college catering for about 1100 students, including part-time students, with approximately 70 teachers.

School G, a multi-campus College in south-east Melbourne, is located in an area of socio-economic diversity.

School H is a comprehensive High School in south-eastern Queensland, enrolling approximately 1200 students 8-12, where education is facilitated by approximately 80 teachers.

School I is a comprehensive High School in north-western Perth. The school is located in an area of significant socio-economic disadvantage. Many school families reside in public housing estates. The school serves over 800 students.
Findings

Schools' attempt to market a separate identity, with a distinctive culture and ethos, led them to express their distinctiveness through a variety of means.

Curriculum

School A is an innovative K-12 Community School in Sydney's southern suburbs. Innovatory programs include a totally outcomes-based approach to curriculum and assessment, the provision of a Learning Centre, and other school curriculum and student welfare distinctives. From the outset, the school featured student-centred learning, and a whole school commitment to pastoral care, which incorporated a range of specific intervention programs and a strong commitment to professional development.

School B, also a K-12 school, is situated on the NSW North Coast in a town which features one other large Government High School, long established. The school has strong links with local government, allowing joint funding and community use of some facilities. Although the primary and secondary areas function essentially as separate entities, there is some K-12 curriculum and structured integration within primary and secondary, which still function essentially as separate entities. The development of culture and market niche has therefore been to considerable extent a definition of how it is different from its neighbouring school. Difference has come in part through agreements on aspects of curriculum each would offer singly, to complement rather than compete with the other school, especially in selection of Vocational Education courses. Difference has also come in part through some unique arrangements conferred on the new school: shared library facilities with the community and the management of Distance Education for the north of the State, in which secondary teachers had time staffing the Distance Education Unit built into their allocations. Many of these initiatives were in curriculum, seeking to develop a coherent program and ethos by the formulation of staff teams across the primary/secondary divide and ultimately a K-12 learning continuity in all Key Learning Areas.

School C, in the north coast town of NSW, was faced with the need to cast an image independent of a well-established Government school in another town close by, from which many of the staff including the principal had been drawn. Not only was this school commutable for local clients, so also were the schools in a major rural centre accessible by bus. The school draws on a diverse town and rural community which features considerable transience, extensive access of social security and a high level of aboriginality. The school places a major emphasis on vocational courses in order to articulate with an adjoining TAFE College and local industry needs. A large Support Unit exists within the school. The Middle School operates on a vertical semesterised structure.

School D, a Central Coast of NSW school in a major urban centre, developed under the shadow of a nearby government selective school. The issue that presented in terms of market niche was to prevent the attrition of gifted and talented students from its local area. This dilemma was exacerbated by the transient appearance of the school, located in its initial years entirely in demountable accommodation. In response to this challenge, the school developed a strong academic framework with a focus on student conformity to behavioural norms. The lynch pin in the academic program was a Gifted and Talented elective which gained accreditation from the Board of Studies for credentialling for the NSW School Certificate. The elective operated around a Betts Autonomous Learner model with considerable emphasis.
on the development of study skills and the skills of independent learning. It articulated to a later gifted and talented course that featured site-based mentoring by professionals and the completion of a research project supervised by these professionals. The community is very socially diverse, with strong pockets of affluence. The curriculum stresses gifted and talented initiatives and technology across the curriculum, with extensive hardware available.

In School F, a senior college in a large Tasmanian city, curriculum is managed through a team approach. Vocational education programs are extensive. The college manages distance education language programs for senior students throughout the State. Careers and personal counselling are integrated. Staff/student relations are informal. A student transition program is arranged by a Country Schools Liaison Officer. A Special Education Unit exists within the college. The foundation of the college has placed emphasis on a diverse, innovative, relevant curriculum, which is a major aspect of college marketing. Facilities include: a 32 channel recording studio; a flexible drama area incorporating a sprung floor for dance, a movable stage and audience seating for 400; still and video photography facilities with digital imaging and editing equipment; word processing and desktop publishing facilities in all classrooms; a teaching restaurant; an optical fibre backbone enabling access from any terminal to the college network and the internet; and, a range of other non-traditional subjects including computer-aided and graphic design, multi-media, horticulture, furnishing, forestry and office skills. The college is well placed for utilisation of state-of-the-art facilities in traditional academic, alternative and vocational modes.

School H is a comprehensive Year 8-12 high school in a rapid growth area of southeastern Queensland. The school has wrestled with burgeoning numbers, including significant enrolment from private schools. The local community comprises middle class housing estates, with some transience of students. The school is supported by two deputy principals and a registrar. The school worked hard in the initial period to define a culture and strategic edge; it defined itself by complementing rather than replicating other local schools. The quality of facilities provided a market edge and a platform for a distinctive culture; fibre optic cabling installed from the outset facilitated a focus on technology. Each block had a bank of computer terminals for staff and students in addition to the school housing two dedicated computer laboratories. Keyboarding was made part of the Year 9 curriculum. A striking performance space, comprising a full theatre with an audience capacity of 225 in tiered seating, a large stage and a sound and projection room, allowed for a focus on the performing arts. School strength in instrumental music was used to market the school. Student needs were met with a vertical semesterised curriculum and horizontal care groups, supported by male and female year coordinators for each cohort and a full-time school counsellor from the outset.

Structural

School A is driven very strongly by the principal's vision. In a competitive environment with nearby Government comprehensive, selective and special schools, and several Christian Schools, the new school decided to develop a niche market around exploring the advantages of a fully integrated K-12 model rather than a separate primary and high school on the same campus. Some vertical Years 5-7 activity is conducted, senior management straddles the K-12 range and children with physical disabilities are integrated into the mainstream.

School E, located on the far north NSW coast in the canefields, was the second Government High School in a major urban centre. The community is very diverse. The
school features a middle school model with a two-week cyclic timetable and a co-operative, team-based management focus. The focus on middle schooling was perhaps less of an initiative to differentiate itself from the more established school than an expression of core belief by the principal.

School F has availed itself of the opportunity for very innovative development. Faced with strong competition from a number of Independent colleges and schools, the new senior college (years 11 and 12) has forged a very distinctive culture and ethos which is attractive not only to seniors normally resident in that city, but to an extensive region in the surrounding countryside. Approximately 20 students are full fee paying students from Asia.

School G, a comprehensive multi-campus college in Melbourne's south-east, is innovatory in its four campus structure. There is little enrolment competition from private schools as few are accessible from this new growth area. The college serves over 2600 students and employs more than 200 teaching staff. Each campus has a site principal responsible to the college principal. The college principal has a role in the resource management, staffing appointment approvals, monitoring and supervision of each campus and maintains an office and spends part of the working week on each campus. Campus enrolments range from about 500 to 850 students. Each campus timetables independently, although there has been some experience of teachers working across two campuses. One impact of the multi-campus model is that schools, which would have been competing for enrolments, are in this case constituent members of the same college. A presenting issue for the college was to establish visible coherence within its structure that would be esteemed by the local community in meeting student needs. For this purpose, a common curriculum map was developed for all schools, but one, which allowed them some local divergence within the college curriculum structure. One school was designated as the senior high school, to which juniors from the other three campuses would progress at the conclusion of Year 10. One campus has been permitted to develop extensive cooperative learning strategies with staff teaching across a range of subject areas. The college has been permitted to establish its own staffing, including flexible promotion positions in accordance with perceived need.

**Student Welfare Initiatives Targeted at Local Community**

At School C, strong affirming student welfare programs are complemented by highly structured student management and targeted intervention initiatives. The school struggles with the perceived need to accommodate potentially conflicting demands of segments of its market including conservative farmers, alternative lifestyle adherents of the north coast beach culture, and indigenous people somewhat alienated by earlier experiences of education. The school endeavours to meet these challenges through inclusive practices and especially through a strong academic program fostering success. Considerable stress was placed on the teaching of study skills, the encouragement of homework compliance within a strong homework policy, the affirming of success and the development of relevant curriculum (including vocational). The principal personally interviews every Year 12 student, in the company of parents, to monitor progress, intervene in any cited difficulties and encourage aspirations towards successful academic performance. Strong sporting and cultural performance norms were established; the former featured links to city-based Rugby League teams. Strong anti-discrimination/anti-bullying/anti-racism programs were developed, with specific support structures for indigenous students, including opportunities to showcase talents.

At School D, a definite senior culture has been established, with seniors attending for a
nine-day fortnight and contracting to a Code of Conduct. Students participate strongly in Joint Secondary School TAFE programs.

At School F, the college ethos adopted a strong independent learning model, with relaxed staff-student and dress protocols appropriate to a senior campus and designed to appeal to late teenagers’ desires for recognition and considerable autonomy. Nonetheless, a strong student Code of Conduct was established to maintain the safe and caring nature of the college community. A fifteen place child care centre, catering for children from two to four years of age, was established to provide the opportunity for young mothers to continue, or re-enter education, and this provision forms part of the inclusive ethos of the college. To facilitate enrolment by rural students, the college owns and manages a hostel in the city. It also accepts and enrols teenagers who live independently of their parents.

In School G, the ethos of the college features curriculum breadth and student support. Satellite links between the campuses have been developed. To address local disadvantage and community vocational aspirations, all campuses have career teachers and strong job-finding and course selection processes, as well as school counsellors. Considerable community ownership of the vision for the college’s culture and ethos was developed through the establishment of a Steering Committee comprising parents and educators.

At School H, school strengths in athletics were given prominent exposure. Extensive parental contribution through committees was intrinsic to the establishment of a strong culture of supporting and caring for students. Emphasis was placed on academic success with, for example, certificates gained by students being placed on public display.

School I commenced with a vision of state-of-the-art technology in new facilities. It began its life in eight temporary buildings within the limited grounds of a senior high school. This commencement exacerbated the sense of deprivation; the sense of second-rate facilities confirmed in many students their low self-esteem. In order to establish a positive ethos and culture, and attract students to the school, a strong emphasis was placed on literacy and the process of learning. Students (initially only Year 8) were grouped into four learning communities of 55, each with three teachers. These groups provided students with a sense of belonging, reinforced by a strong emphasis on anti-bullying strategies, proclamation of a Student Council developed charter of student rights, a primary emphasis on personal development and social skills and access to district psychologists and other support personnel. Associate principals coordinated student welfare aspects of two learning communities each. The vision for the school was developed by a school council, formed prior to the commencement of enrolments. Extensive staff and parent induction meetings, followed by ongoing meeting time built into the school structure, emphasised collaborative decision making.

**Purpose: Cultural Artefacts, Planning Documents, Vision and Mission Statements**

At School A, these fundamental propositions were set out in two directional documents, which serve as manifestos to drive the school, and constitutional statements against which innovations must be tested. They are more powerful than mission statements as although succinct, they are more extensive, have considerable substance and the force of deeply held belief.

In School B, the school’s attempts to develop a distinctive and sustainable culture focussed around a three-year management plan which sought to ground initiatives in teaching
and learning, parent and community participation, staff and student welfare, technology and administration/organisation. A middle school model is being explored as a possible bridge between primary and secondary years. Parent and community support was fostered by a very practical engagement with local media, both print and radio. The success of this engagement was featured with a very extensive display in the entrance foyer of positive media articles on the school. Extensive professional and social meeting protocols for staff, strong adherence to current student welfare intervention strategies, funding of rapid development in technology and the maintenance of extensive communication from school management to staff were other features of early cultural developments. The school’s name, linked with Australia’s pioneering heritage, sought to capitalise on this tradition by placing several playground motifs and photographic displays within the school grounds, linking the school’s fledgling beginning with the solidity of these cultural icons and forming a link between the pioneering spirits of each.

At School E, many of the school’s clients are local families who have opted out of competitive society in Sydney or other major urban centres. In this context, the school’s embracing of cooperative practices, with a team approach to decision making, resonates well with the community. As most students come from small rural primary schools, a conscious attempt has been made to establish a culture compatible with this experience. Accordingly, Year 7 and 8 are taught by generalist teachers, restricting the number of teachers experienced by each student to six, instead of the twelve to thirteen common in Year 7. The curriculum taught by each team of teachers is integrated in an effort to reduce repetition of content, avoid fragmentation and maximise coherence. School policy is driven by a central statement of six exit outcomes that focus on academic, social and communication skills and underwrites the centrality of tolerance and learning. Each student is placed in a student learning team of four students, intended as a stable, long term team. The innovatory practices of this school, and their cultural resonance with the expectations and experiences of their clients, provide a market alternative to the more traditional practices of the other, well established, government school in the town.

Discussion

Considerable divergence existed among Australian States between the various establishment models mandated by government Education Departments. The divergence included senior colleges, multi-campus models and flexible control over staffing and budgeting, depending upon the State. Victorian and Tasmanian principals studied as part of the project appeared to have the greatest latitude in establishing culture, ethos and structures supporting them, and consequently, judging from their own reflections, had the highest morale.

This study bears out the insistence in other studies (eg. Collier, 1994; Deece, 1997; Evans and Lake, 1988; Lane, 1991) on the importance of the initial establishment period for the determination of a specific culture and marketable stance for the new school. It underlines in general the need to work with the community for acceptance by the community. Interestingly, not every school in the study chose to engage strongly with the community in developing its vision. At times this seemed a function of the principal’s management style. Some schools felt their product was so appealing, it commended itself to parents without their necessary participation. Principals in this study articulated a clear vision and displayed strong, although differing, views on teaching and learning, findings consistent with the
general literature on school leadership (see Beare, Caldwell and Millikan, 1989). In contrast to previous studies, principals did not report that their efforts to establish appropriate curriculum were constrained by the educational systems of which they were a part. Their clashes with educational bureaucracies tended to be in the domains of staffing and buildings. Principals in this study were less concerned than earlier counterparts in the literature with avoiding student management practices that established a repressive regime; all implemented a range of pro-active interventions which tended to be accompanied by collaboratively developed student charters or codes of conduct.

All schools in the sample displayed a need to develop a distinct identity in competition with neighbouring schools, which were, in the main, other well established Government schools, mostly comprehensive, but sometimes selective. Schools typically took their stance, unfettered by any past institutional norms and traditions, on current educational best practice expressed in terms of curriculum, innovations, student groupings and student welfare initiatives. These were designed to resonate with their local community's perceived aspirations in a manner that would establish a palpably strong culture and ethos different from their competitors. Some initiatives were a function of their very newness in terms of capacity to deliver current technology and an interesting and creative interface of services with other community organisations and educational providers, structured around flexible buildings.

They mobilised their resources to overcome inherent disadvantages including, for some, temporary accommodation and low aspiration or low skill levels in the local communities. In targeting their own contextual challenges, these schools established a niche in a competitive local market.

To end, some general conclusions are presented; some of which will require more research as the schools of this study develop and as new schools continue to be created.

1. In a competitive enrolment market, new schools establish a distinctive identity that differentiates them from other local alternatives.

2. This identity relates clearly to the school ethos and usually encapsulates school-based innovations that are a response to the local context. This identity and these innovations become part of their market niche.

3. Innovations relate clearly to local community aspirations and infrastructure and to specific staff expertise. The schools in this study manifested a community connectedness.

4. School culture and ethos are embedded in foundational documents developed collaboratively early in the life of each school. These documents are then used to drive, and in some cases, interpret the future of the school. In some schools, these are philosophical, while in others they are more practical management and strategic plans.

5. The role of the leadership team in facilitating and then cementing these foundational documents is crucial to the school’s development. Leaders tended to have a clear vision of the school’s fundamental stance and future.

6. Every new school faces significant challenges, which are an expression of that school’s context. The success of the school is seen to depend heavily on developing creative and supportable responses to those challenges.

7. These challenges have strong elements of commonality in the need to create credibility in the local enrolment market, which will then drive enrolments of sufficient magnitude to sustain further program development. There was agreement on the need to establish this credibility quickly in the life of the school.
8. Community collaboration with major stakeholder groups is initiated by schools with the aims of creating ownership and developing a distinctive culture that will be acceptable to all stakeholders.

9. In a community context where excellence, encouragement and pro-active support of students are expected, all schools in this study featured pro-active and interventionist student welfare initiatives as part of their culture of supporting student learning and development. This was noticeable also in an earlier Queensland study (Evans and Lake, 1988).

10. Nearly all new schools feature technology and feature this as part of their marketing. Unshackled from old technology, acquiring state-of-the art technology and with initially very favourable pupil-technology ratios, new schools can easily represent themselves as very strong in this area. As earlier studies on new schools were prior to the new wave of schools technology, this conclusion may need further research.

11. New schools’ innovatory curriculum structures tend to represent prevailing wisdom on key initiatives in the time-frame of their formation (e.g. learning centres, vertical semestersation, outcomes–based education, senior school culture, middle schooling focus and learning teams). These innovations provide alternatives to more traditional patterns in local competitors. All new schools in the study boasted some special curriculum features. Often these dovetailed well with unique physical design characteristics.

12. While some schools in new housing areas don’t appear to have geographically close competitors, most feel competition from local well-established government schools more keenly than competition from the private sector.

13. In this study the new schools tended to be sited in predominantly Anglo-Saxon communities experiencing significant population growth.

References


Dear John,

I have tried to call you a couple of times but without success. I have searched the files that Peter gave me. It appears that your article has been reviewed by one reviewer, with the other reviewer comments lost or not returned. I have read the paper and the concur with the reviewer comments below. The article is highly readable and interesting. With the changes suggested below it could be printed in Leading and Managing, although this will entail considerable work in providing additional material and re-shaping the article. I have two issues almost ready to go, another before December and one early in 2002. With the suggested changes it could be published in one either the December or 2002 issue. As it stands it may be of interest to Jarvis Fingar who edits The Practising Administrator.

Your work is of interest and needs to be distributed to a wide audience. I am happy to help with this in any way that I can. Let me know what you decide with the article. Again, apologies for the delay, especially as the reviewer comments are dated June 2000.

Regards, David.

PS. This email was found as I went through checking email of the past few weeks. I have been overseas twice in recent weeks on Faculty business and this has thrown my normal work behind considerably.

PPS. You may also want to consider writing an article for Hot Topics. These are short papers (1500 word maximum), designed to stimulate reader interest in an area by providing leading edge opinion. References and diagrams should be kept to a minimum.

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Publications Manager for the Australian Council for Educational Administration Editor of Leading and Managing and Hot Topics

The paper is well written and was a pleasure to read (some minor corrections are included on the manuscript). The descriptions of the individual schools are fascinating. The paper provides informative snapshots of nine 'new' schools with a focus on describing characteristics associated with culture, ethos and market niche.

For publishing in a scholarly journal there are areas that need to be strengthened.

The literature accessed is very small and limited in scope. For example, the paper is concerned with the market focus of new schools yet there is no discussion of associated literature on market orientation in schools (see for example the recent issue of Hot Topics by Lawrie Drysdale or the work of Linda Vining who regularly publishes with ACEA).

The description of the methodology is very brief and doesn’t give sufficient detail for a reader to make a judgment on the trustworthiness of the study. More detail needs to be given concerning:

- the selection of schools for the larger study - the selection of the nine schools reported in the paper and the exclusion of the other ten schools (I find this a particularly troubling aspect of the study because I am left wondering whether the findings would be the same if all the schools were included) - the construction of the questionnaire (eg. what was asked of the principals and what guided the inclusion of these questions?)
- the conduct of the site inspections (eg. was the same procedure followed in each school?)
- the analyses of the various sources of data
- methods used to establish trustworthiness

The description of the individual schools are informative. However, there is very little integration of the descriptions across the schools. Without this the reader is left to do the work of making sense of the descriptions. Table 1 is largely unhelpful as there is only superficial reference to it and no description or discussion of the criteria for the different categories used.

A different way to approach the information would be to organise it by themes rather than by schools. This would have the advantage of clearly identifying important similarities and differences. The disadvantage would be the loss of the individual descriptions, although this could be overcome by the modification of Table 1.

If the presentation of the information was by themes then the current small discussion section may be appropriate. However, as the paper currently stands, the discussion section does not adequately explore the information presented. In particular there is not sufficient attention to the areas mentioned in the title of the paper.
Thank you John for the quick reply. The article should be well received. I will send you copies when it is circulated - most likely in October. Regards, David.

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Editor of the Australian Council for Educational Administration
publications Leading and Managing and Hot Topics
A Manifesto for Christian Schools

John Collier

A Commissioned Paper in the Issues in Christian Education Series

Series Editor: Martin Dowson, Ph.D.
A MANIFESTO FOR CHRISTIAN SCHOOLS

My colleague, Dr Ted Boyce, Principal of Pacific Hills Christian School, argues that the essence of Christian education is found in Matthew 22: 36-40:

“You shall love the Lord your God with all your heart, and with all your soul and with all your mind. This is the great and first commandment. And a second is like it, you shall love your neighbour as yourself. On these two commandments depend all the law and the prophets.”

This is both a simple and a profound remark simple in its helpful encapsulation of Christian Education into a well-known Biblical injunction, profound in its clear incision through educational philosophies and debate to a sustaining Biblical foundation. In this chapter I argue that in Christian schooling, whether we speak of the efforts of Christian teachers in state schools, Christian schools or other private institutions, there is a critical and urgent need to capture the hearts and minds of Christian educators if they are to be in harmony with this central focus and engage their students in education which is comprehensively Christian.

This paper presents some proposals which, if implemented in schools, would require some radical adjustments. It argues for an approach by all of us which is comprehensively Christian. It struggles around the fringes of an issue identified by Laurie Davies, until recently Director of Education for the Anglican Education Commission of Sydney Diocese: the lack of a thorough Christian philosophy of education in this country. Do staff and parents really want to embrace a thorough-going vision? Often not. Parents, Christian and not, want their children educated on a secular model to get ahead in a secular world. They'd like some values taught along the way, but not ones which might interfere with the success paradigm. Staff, including many in my own school, often do not want to be troubled by difficult teasing out of Christian world view implications, they want to be left alone to teach their subjects. They believe that simply the presence of Christian teachers will generate useful spiritual activity, even though unplanned, by a form of osmosis. They believe that trying to model Christ (often reduced to being nice to the kids) and a little occasional witnessing ("nothing planned") is sufficient for their calling. How do we move teachers beyond this?

Currently, this task is constrained by a number of problems. The first is dualism or compartmentalism. Hill (1982) argued that Christian teachers are often ineffective in their calling because they have compartmentalized their minds; they have separated work and the practice of faith in such a way that the latter does not effectively influence the former. In over 30 years in schools, both state and Christian, I have found Brian Hill’s analysis unfortunately correct in both sectors:

Sherman and Hendricks (1987) also point out the reductionist capacity of some Christian people to view work and God as mutually exclusive. The tendency of Christians to retreat into piety, embracing a world of inner spiritual life which is disconnected from the real world, is unfortunately sub-Biblical. Ralph Martin (1994) in making the point, argues that the diligence and conscientiousness of the Christian in the tasks of daily work is as inherent to the practice of faith as the worship focus of Church services.
Some staff who manifest dualistic thinking choose to devote their real energies to church, ignoring the ministry field of schools and establishing a false dichotomy between the mission of Church and their employment. However, they are a very small minority. The greater problem, in my view, is Christian staff who have never grappled with the rigorous demands of being Christian in a educational context. Intellectual laziness also leads to laziness of the heart in not grasping the ministry opportunities afforded in schools. In short, many teachers, in the typology of Matthew 22 above, have worried more about their souls than their hearts and minds!

AN INTEGRATED CHRISTIAN APPROACH

This observation leads to the next issue. Romans 12:2 commands us

"Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind".

There is a call here to Christian educators in terms of their own thinking and the thinking they seek to engender in their students. Some schools use a world view primer with senior students, such as James Sire’s 1997, - The Universe Next Door. The secular knowledge bases and humanistic assumptions of the cognate areas Christians teach need to be critiqued in the light of God’s creative and redemptive work. This is particularly an issue in Christian schools. Such schools often marginalise their Christian education elements to Chapel, Devotions and Christian Studies classes. Beyond this, they teach a secular curriculum which undermines the world view propagated in the "religious" elements of school life. They aid and abet the dualisms of life referred to above and augment students’ natural ability to compartmentalise knowledge, “switching off” the minor religious incursions of the school into their thought life. Colossians 1:15-17 tells us:

“He is the image of the invisible God, the firstborn over all creation. For by him all things were created: things in heaven and on earth.... He is before all things, and in him all things hold together.”

The integrative nature of our theology, particularly the permeating of Christ through all things, needs to be reflected in the organic unity of our school practices.

The proposition that schools need to present a curriculum informed by Christian faith is not an argument for teachers harassing reluctant students by introducing God into every sentence they utter, nor for contrived or tokenistic responses such as using Biblical examples in student exercises. It is an argument for a comprehensive Christian world view underpinning the teaching of each subject, a reflection on what it teaches of God’s sovereignty. The school I lead has sought to equip teachers to deal effectively with these issues by obtaining licence to operate as a campus of Macquarie University in Sydney. Here in our own premises, lecturers from Macquarie Christian Studies Institute present rigorous tertiary courses in areas such as world view formation. As well as the inherent and instrumental benefit of such courses, they have the additional attraction of articulating towards a Certificate, Diploma or Master’s Degree.
Influenced by the critique of Christian schools offered by Thompson (2003), the school has sought to interleaf strong theological teaching into its staff (pupil-free) day and retreat programs. Thompson argues that many Christian schools are unable to deliver on their Christian mission because so many of their staff are, although Christian, almost theologically and Biblically illiterate. He maintains that too many schools operate within the self-handicap of a restricted Biblical canon, comprising exclusive concentration on a few favourite books of Scripture, and a limited Creation-Fall-Redemption schema.

For the Christian teacher in a state school or university, these issues need to be dealt with very tactfully. In a pluralistic society, Christian voices are but one amongst many, and often not very welcome.

STUDENT MATURATION AND QUESTIONING OF FAITH.

Twenty years ago, Bruce Wilson (1983), identified the link between scientific and technological expansion and the retraction of faith (a kind of diminishing "God of the gaps" theology). Pluralism and post-modernism are additional but complementary challenges to faith in age of advanced technology.

Trevor Cooling, in his fine work A Christian Vision for State Education (1994), acknowledges that education may inherently have a role in raising doubt with respect to the claims of religion. He identifies as a major issue that the enculturation into faith by home and church may directly clash with the school taught approach of critical and rational analysis, thereby forcing students to make a difficult choice between the two.

He goes on to say certain doctrines are considered to be no longer true because they are seen as inappropriate in a pluralist context, suggesting an overarching instrumentalist approach to the discernment of truth...

To make these points is not to try to retreat from or evade pluralism, nor to retreat into dogmatism. Amongst Cooling's most incisive contributions is his discussion of "bafflement". He argues that teachers and parents need to assist students through the normal processes of doubting of religious certainties, rather than close down discussion with authoritarian responses of certitude. He argues that students cope with bafflement by a process he terms 'cognitive bargaining', by which they adjust their beliefs in response to new ideas.

Cooling says, if being challenged by new and uncomfortable ideas that are not neatly accommodated within our belief system is to retract into an orthodoxy that shuts out rather than engages these ideas, religious beliefs cease to provide a credible explanation of our existence. Instead, religion has been relegated to a childhood fantasy remnant. Cooling argues that if children and teenagers are not helped to think through their bafflement with the interface of faith and an emerging understanding of the world, the options are retreat into ideologically maintained orthodoxy, or adult disillusionment with faith.
There is a message here for educators in institutions from all sectors. My goal as a Principal of a Christian school is to have staff handle these discussions so well that students who remain unconverted at their end of Year 12 are still open to the Gospel in later life, and have not closed down on the matter. This requires teachers to be sensitive to a certain dialectic in discussion, patient with student struggles and not remotely and austerely repeating formulaic answers. My school has sought training for staff from those who are theologically apt but also acute in dealing with evangelism of the young.

EVANGELICALS, INTELLECTUAL RIGOUR AND DUALISM

To make these points about the need for faith development to engage the real world takes us to another dilemma. If, to use Niebuhr’s famous categorisation, education in the hands of Christians aims to be transformational, as Romans 12:2 would appear to require, it must have a cognitive mind renewing capacity. It must reflect Christianly on knowledge bases. It must have a Christian consciousness. This is where the problem lies. Harry Blamires, as long ago as 1963, bemoaned the dearth of Christian thinking, asserting the lack of cogent Christian analysis in areas such as politics, social and cultural life. Blamires maintained the lack of thorough Christian thinking was reflected in a lack of adequate resultant Christian action.

Mark Noll (1994), takes up this theme, indicating the extent to which evangelicals have deserted a rich heritage of their forebears in engagement with and critique of culture, politics and the world of ideas, retreating instead into pietism, a focus on one’s personal holiness, sometimes defined in withdrawal from the world into a more ‘spiritual’ introspective practice of worship and the life of obedience. Hence, the scandal of the evangelical mind is that, essentially, there isn’t one. Evangelical Christianity is populist and pragmatic and in manner that is antithetical to deep intellectual effort. He argues that evangelicals have inadvertently damaged their mission by ceding the intellectual tasks of the age entirely to secular universities.

These propositions are a challenge for academics in the first instance, but also for primary and secondary educators, as we seek with integrity to be faithful to our calling.

A similar mantra is taken up by Walsh and Middleton (1984) issued by my school to all newly appointed teaching staff: that Christians in general fail to perceive the comprehensiveness of a Biblical worldview. In so far as they confine their Christian understanding to limited ‘religious’ aspects of life, they allow competing, non-Biblical worldviews to shape those aspects of their thinking. In short, dualism is rampant. They point out that Christians generally emphasise the doctrine of salvation to the almost exclusion of the doctrine of creation. So much of our world view should flow from the latter.

Walsh and Middleton argue that from the doctrine of creation come doctrines of the kingdom of God and stewardship within creation, both fertile areas for Christian education. They argue for a unity of Christian life which breaks down unbiblical sacred/secular dichotomies and sees all of life as religion.
Fowler (1996) takes this argument further. He disputes the notion that we can Christianise curriculum and teaching practice by grafting a Biblical perspective on a few Christian goals on top of secular practice. Rather, we need to critique the whole structure.

At the most foundational level, therefore, Christians must develop an integrative perspective in their studies. Jesus is Lord of all ... The Christian academic calling is then to "take captive every thought to make it obedient to Christ" (2 Corinthians 10:5) (p.167). As most schools staff vacancies by employing teachers who have been trained in secular institutions, commencing staff characteristically need assistance in developing this area of their thinking and teaching. My school has developed a weekly induction program, based around prior reading and discussion of carefully selected readings in Christian education.

'WHATEVER IS GOOD'

How then, in the light of this imperative, might the Christian teacher interrogate curriculum content, in deciding what is worthwhile to teach:

The templar may well be found in Philippians 4:8:

"Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable — if anything is excellent or praiseworthy — think about such things."

There is a charter here for the Christian teacher, of whatever sector, to teach those things which are wholesome and aesthetic, which are part of God's bounteous creation. But on several levels, it is not that simple. Life is not all beautiful and innocent. How will the Christian teacher deal with those aspects of life and culture which are unseemly and sordid? In my visits as Principal to Saturday sport, I am sometimes ambushed by parents clutching a copy of their child's current novel, with a rude word underlined, wanting the novel banned because of this word. Many parents, understandably wishing to protect their child, want to deal with ugliness and nastiness by hiding it away. Ultimately, with the incursions of television, pop lyrics on radio and CD, and cyberspace into our homes, this is impossible. This issue has been thoroughly explored by Dr Bill Andersen in terms of the nurture versus exposure argument, within the pages of the Journal of Christian Education. I do not intend to repeat the arguments here. Suffice to say that my view is that Christian schools do a disservice if they attempt to cocoon students. A tough minded consideration of the real issues of life, with a view to the readiness and maturity of the child, in a supporting environment, has great merit. Cultural texts should not be interrogated only or mainly in terms of offensive language — which misses the main point — but in terms of their world views, which can be very insidious for the young. Often "squeaky clean" texts are dangerous in this respect; not that they need censoring so much as Christian critiquing.
There are, however, other issues. What does the School, what does the teacher, actually teach in its formal and hidden curriculum? This is at least as much an issue for independent schools, which number largely amongst their clientele the rich and powerful, as for government and small Christian schools. Does the hidden curriculum teach the pleasures of consumerism, acquisitiveness, hedonistic lifestyle, materialism and getting ahead in the rat race through fierce competition? Is it an apologist for the excesses of capitalism? Tom Sine (1997) maintains that western Christianity has propounded a message of the lordship of Christ while in practice accommodating the primacy of material gain. Is there a disjunction between what the school says it stands for in terms of espoused philosophy and what it actually stands for in terms of its real curriculum? These are difficult issues, as any school which does not offer its students the prospect of real advancement in the world will be quickly deserted by parents, including Christian parents. Often schools try to offset this individualistic and somewhat self-serving student focus on academic results with community, compassionate programs. Dr Grant Maple (1997) argues that young people need clear teaching on the relationship of Christian faith to contemporary culture (p30), that concern for the poor and disadvantaged should lead schools to establish appropriate programs to reflect a Christian view on distributive justice.

At St Paul's Grammar School, values education has consciously been written into all courses, after faculty discussion on which values can be dealt with naturally and authentically within the subject matter dictated by the syllabus. Sitting atop this structure is a whole school identification of key Biblical values which arise from our mission statement

CHRISTIAN SOCIAL JUSTICE PROGRAMS

Harry van Brummelen (1988) argues that schools can easily equate traditional educational methodologies and social mores with Christian education, thereby unintentionally constituting themselves as shelters for the middle class. As an antidote, he recommends that schools structure into their curriculum some social action options which assist students to relate to, and show compassion for, the poor and underprivileged.

John Stott, (1984), has chronicled the disastrous effects on the credibility and connectedness of Christian faith in the twentieth century withdrawal of Christians from social engagement into private spirituality.

Walsh and Middleton have identified the structural problem: a disjunction between modern western notions of individualism and Biblical imperatives of community and service.

One can only endorse these perceptions, while surmising that schools' performance in these areas is, at best, mixed. My school, as part of its senior International Baccalaureate program (an alternative secondary exit credential to the NSW Higher School Certificate), teaches a Creativity / Action / Service program that requires students to make a positive contribution to society. This is good for Christian students in terms of Ephesians 2: 10 "For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do." It is good in terms of modelling the kingdom through Matthew 5 values "blessed are the meek, blessed are the poor," etc. Happily, these structures have enabled us to integrate service aspects, such as assisting World Vision, into our actual curriculum. A Cadet Unit of the Rural Fire Service established on campus is a further opportunity for service.
Christian parents and students are as much culturally imprisoned at this point as everyone else. There is, however, a strong biblical mandate and early church precedent to seek ministry opportunities as part of our educational framework. Bruce Winter (1994) has argued powerfully that it was normative in first century culture for Christians to play the role of benefactor towards their cities and communities. There was no dichotomy of church and state; rather, the early church taught a civic consciousness and an engagement with culture consistent with a Christian ethic. He argues his thesis by a close analysis of Pauline and Petrine texts. His analysis is provocative; arguing that the conspicuous Christian service to communities was part of the attractiveness of their evangelical message.

VALUES EDUCATION – REAL OR NOMINAL?

And what of spirituality education? Grant Maple (1993), argues for the need for multi-faceted approaches which are not just cognitive but sensory and experiential as well. He points out that liturgical forms, archane language and big metanarratives will not resonate with many (p. 85). He is critical of church schools which make such demands on student time as to mitigate against involvement in local parishes, developing an unbalanced faith which may not be sustained except in connection with the school. Michael Frost (1998) argues for the need to see God in the ordinary, not just the sacred and overtly religious.

Dr Tim McNaught, 1995 Churchill Fellow and Head of Religious Studies, Melbourne Grammar School, in his report on his Fellowship endorsed study tour reports that in Britain, Scandinavia and continental Europe he found that traditional spirituality had been supplanted amongst youth by adherence to materialism and individualism. Furthermore, the values of the market were dominating not just political ideology but educational thinking. Any attempt in such a society by teachers to inculcate moral teaching fell on deaf ears amongst students. This study, based on the United Kingdom and Europe / Scandinavia, one expects would produce similar results in Australia. It serves to show how difficult the ground of spirituality is to traverse for teachers. Mere intellectual assent does not necessarily transfer to actual behaviour.

McNaught’s report highlights the need for a specialised curriculum in ethical thinking with reflective, self-involving aspects that do not easily fit into an outcomes framework. Amongst the difficulties are the different mind-set of the young and their rejection of old modes: McNaught identifies the irony that, while postmodern youth resist transmission models of values education, they are very open to spiritual issues. Regular values inculcation fails due to the inability of teachers to engage students empathetically, cognitively or affectively with a vision for a better future. Youth prefer immediacy to critical analysis. There is a general rejection of religious foundations as irrelevant. The yearning for happiness amongst the young, he found, was pervasive but lacked ethical dimensions.
McNaught warns of the ease with which values education and spirituality are hijacked by other agendas. He found even Australian schools of Christian foundation to be dominated by commercial and instrumental values, with the spiritual relegated to the periphery and valued for its tokenist addition of a touch of class. He warns of the British reductionism where spiritual dimensions are “reduced to the conventional sentiments of civic religion promoting only values such as self-control and respect for property - the values that might domesticate the feral young and persuade them to submit to the invisible hand of the rational economic order” (p. 9). Too often, he says, private schooling in Australia limits values education to good grooming and uniform, courtesy and manners. Too often the school develops prospectus statements of values and mission while the school proceeds with its real values unchallenged (p.13).

McNaught refers approvingly to the mandatory nature of values curriculum in Britain, Europe and Scandinavia, all well ahead of Australia in this area. He cites curricula which aim to encounter a variety of world views, to encourage open reflection and the search for meaning in partnership with teachers, whose pedagogy is non-manipulative. This is far superior to a transmission model which fails to engage the hearts and minds of the young. He supports British critics of thematic religious studies that create a smorgasbord of religious options amidst a relativistic, even agnostic, stance. (p. 21), insisting that the truth claims of various religions be presented with integrity.

Newbigin, (1989), points out the contemporary opinion - widely held - that doubt is somehow more honest than faith, is a form of destructive dogmatism, maintaining that the quest for certainty through universal doubt is a blind alley).

Despite the potentially diverse territory of pluralism, McNaught’s study (and a Western Australian project by Tom Wallace and Brian Hill, amongst others), have shown that there can be consensus on basic values which underpin a curriculum. There is, ironically in one sense, concern that governments are showing increasing interest in the spiritual realm. The Common and Agreed Goals protocol issued for consultation in April 1998 by MCEETYA (Commonwealth and State Education Ministers) referred to education providing a foundation for, amongst other domains, spiritual and moral development. In England, this has been defined to mean a search for personal identify, transcending religious belief, and directed mainly inwards. Christians need to take care that the spiritual agenda is not hijacked in ways antithetical to faith.

I am not assuming that values education equals Christian instruction; rather, that the former is a sub-set of the latter and can provide a base for exploration of issues of spirituality within a Christian framework. At St. Paul’s Grammar School, all subjects in the secondary school and all Year groups in the Junior School have been required to identify which values they actively teach and which are subsumed, less intentionally perhaps, in their programs. We are also teaching an International Baccalaureate subject, Theory of Knowledge, which is introductory epistemology, with strong units on ethics and ways of knowing. It’s a start! Even here, staff sometimes have to be counselled into a pedagogy that smacks less of zealotry and allows students room to think for themselves. Trite answers convince few young people in this culture.
DISCIPLINE

How then should Christian schools, and Christian teachers in state schools, deal with children, particularly in the troubled area of discipline, where, in a society bombarded by humanistic media messages, discipline is increasingly confused with abuse? Some of my colleagues in Christian schools who allow a reduction of this issue to attempted reassertion of the right to inflict corporal punishment, do a disservice to both the appearances and complexity of the area.

In the first place, we must get our Christian anthropology right. Children, like adults, are given to sin and in need of correction, rebuke and guidance. Students need nurture as well as discipline. I urge my staff to deal with children as those made in the image of God, and therefore, in their dealings with them to preserve their dignity as God’s creatures, and to allow for rehabilitation. Van Brummelen, (1988), reminds us that reprimand children in a manner which is sarcastic, demeaning or belittling, has the potential to erode the self-worth they should feel as those made in the image of God.

Teachers who will never forgive children, never allow rapprochement or re-entry in to the learning community, are dangerous. Harro van Brummelen argues that discipline is a higher form than punishment in that the former addresses the future, while the latter only looks back. Structures should aim in the first instance for preventive rather than corrective discipline. Discipline of children should not constitute harsh retribution. It should set up boundaries, which are appropriate to the maturation stage of the child, breaches of which lead to consistently enforced consequences. The aim should be to move the child towards responsible self discipline where extrinsic reinforcement is no longer required. Fennema, (1997), argues that imposing punishment automatically on Christian students who have repented of their errant action may be unbiblical.

He takes up the troubled issue of self-esteem, pointing out that Christians are inclined to range from what he calls ‘worm’ theology of self-deprecation to equally inappropriate self-adoring postures. It might be added that the foundation of the self-esteem movement, particularly noticeable in government schools in the last decade, is very challengeable. Is it right to tell a child who is unrepentant, in open rebellion and often locked in self and socially destructive behaviour that s(he) should feel good about himself or herself? Surely this is empty pop-psychology / psychobabble. Any argument that students should feel good about themselves needs to be based on their creation in the image of God and redemption through a loving Saviour. The self-esteem issue has been well explored through the Journal of Christian Education in recent years.

LOVE OR LEGALISM?

If student welfare issues form a large part of the culture and ethos of a school, another important part is concerned with the manner in which staff conduct themselves. Do staff model Christ in their dealings with one another and with students? Are they relational as he was is, or bureaucratic, officious and remote? Do they generate a culture which is oppressively Christian, emphasising mechanical rule keeping and compulsory or pressured faith responses, or are their dealings characterised by love, nurturing and support for individuals and sub-communities within and beyond the school?:
Edlin (1999), maintains that teachers' lives should be winsome in advocating a Christian perspective, but teachers must refrain from attempting to coerce a personal commitment to Christianity from their students. Van Brummelen stresses that the development of Christian community is an important hallmark of the Christian school, where students are valued for their individual gifts and are encouraged to develop them. To him, it is important that classrooms be Christian communities where teachers are servant leaders, and learning programs allow students scope for their special giftedness and where all children feel accepted.

ASSESSMENT

Assignments will be differentiated to allow for differing abilities and not exasperate the child. Pedagogy will not be captive of Dewey-driven discovery learning methodology (not that it will eschew such techniques) or of behaviourist psychology, but will give due attention to fact as well as enquiry, to content as well as process (discussed exhaustively in Weeks (1988). Van Brummelen argues for the importance of teaching that creates “transcendence”, that teaches students personally, takes them beyond themselves and sensitises them to the Kingdom of God. He argues that catering for optimal individual development, rather than emphasising sorting and labelling students, mitigates against streaming.

Assessing student work is a potentially troubled area for the Christian teacher, particularly in view of the individualistic and highly competitive model in which student assessment has traditionally operated. The Christian teacher may well favour grading students against themselves and previous performance rather than against their peers and externally determined criteria.

Edlin (1999) argues that society’s competitive model is an inadequate basis for a Christian school. Instead of achievement only occurring at the expense of others, Edlin believes that Christian schools should foster sharing and promote community. In assessment, he says the Christian school should reward effort as well as achievement.

My own school gives more awards for effort than achievement in academic domains. Perhaps not surprisingly, valuing effort in any case seems to enhance achievement. There is a complementary recognition suite of awards for students who demonstrate a compassionate, servant heart.

STAFFING

For a Christian school to be truly Christian, all staff engaged need to be Christian. If this is not the case, the central mission of the school will be undermined or relegated to the periphery by the “fellow travellers” on staff.

The oft-quoted response from schools that staff, while not actually Christian, are supportive of the Christian ethos of the school, suggests a category unrecognised by our Lord.

‘He that is not with me is against me, and he who does not gather with me scatters.’
(Matthew 12:20)

It represents an over-confidence often on the part of representatives of churches and denominations associated with schools that small parts of the curriculum, such as Chapel and Biblical Studies, or small
proportions of staff, will prevail over the hearts and minds of students, against the tide of other
 tokenistic or privately opposed staff, secular curriculum, peer group, media and non-believing parents,
the latter often quite dismissive of the Christian anchors of the school.

Without a policy of employing only Christian staff, a Christian school will at best only add a Christian
veneer to secular education and confine Gospel values to the margins of the school. (Ireland 1996).

LEADERSHIP

And what of leadership? I believe this is a very troubled area. There is such respect in our culture for
aggression and power, which can often be seen as the hallmarks of the good leader, the ‘can do’
person who triumphs in task completion by sheer assertion. Is this a Biblical model? Often in private
schools there can be a tendency to advocate the “Fuhrer principle” of the strong, authoritative leader as
Principal or Head.

Yet in strange counterpoise to all this is an anti-authority streak running through our culture which
affects churches and schools. We all know that Romans 13 enjoins us to respect and obey the
authorities, yet Australian Christians tend to ignore this message. Teachers and Heads find it hard to
have followers by virtue of their legal authority above. There is also a democratising force in
contemporary theories of the importance of ‘ownership’ amongst the led, and the tendency in our
political leaders, which can manifest itself elsewhere in society, of ‘followership’, based on what is
popular, rather than leadership by belief. The latter is the antithesis of leadership.

Against all this, the Biblical model is one of servant leadership “He did not consider equality with God
something to be grasped, but made Himself nothing, taking the very nature of a servant .... He humbled
Himself.” (Philippians 2: 6-8). Do those of us in leadership positions care enough for our flock, do we
shepherd them sufficiently, do we “wash their feet”? All aspirants for the position of Prefect at St Paul’s
Grammar School are required to indicate, in writing, what instances of service they have provided to the
school and broader community.

The Biblical model of leadership does not give allegiance to the notion of dominant and domineering
personalities or one-dimensional models of engagement with people. It can certainly be authoritative
but finds it more difficult to justify being authoritarian. Rather than encouraging in schools the
combination of an Olympian and messianic leader, I believe we should pay more attention to leadership
density, the process of cultivating and empowering a significant number of leaders within the school,
and to the body image of 1 Corinthians 12:4-7:

“There are different kinds of gifts, but the same spirit. There are different kinds of service,
but the same Lord. Now to each one the manifestation of the Spirit is given for the
common good”: 
As a leader, I believe I am responsible for identifying and utilising, indeed, unleashing, the gifts of others, rather than seeking to dominate personally and exercise all functions myself. What are the qualities of leaders? Essentially they are the same as for deacons “above reproach… temperate… self-controlled… not quarrelsome… worthy of respect.” (1 Timothy 3:2-3). In this context, we’d also like them to know something about education!

What do I model for my staff? Overwork, over-employment, lack of family or recreational time, or time for church activities, high stress due to overload of tasks. There are some issues there, personal and systemic, in terms of the corporate style CEO expectations of educational leaders in this society.

This, indeed, is one of the challenges facing Christian Schools. We depend on the Lord to equip us all to do His work. In the last analysis, the work is the Lord’s, and we wait on Him to create workers for the harvest.
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APPENDIX BB
Publication information and commendation by Editor of *A Manifesto for Christian Schools*

From: Martin Dowson [mailto/mdowson@unisurf.com.au]
Sent: Thursday, 22 November 2007 3:54 PM
To: John Collier
Subject: FW: Publication Information

As requested, John

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From: Martin Dowson [mailto/mdowson@acom.edu.au]
Sent: Wednesday, 21 November 2007 2:27 PM
To: John Collier
Subject: Publication Information

Centre for Human Interaction, Learning and Development
PO Box 3561
Rhodes, NSW, 2138
AUSTRALIA

Dear John,

This e-mail is to inform you that your work *A Manifesto For Christian Schools* (ISBN: 1 74058 XXX X) will be published by *The Centre for Human Interaction Learning and Development* as a Commissioned Paper in the *Issues in Christian Education* Series (Series Editor: Professor Martin Dowson). This published work will be available from late November, 2007.

For your information (you may require this information in a declaration):

The Center for Human Interaction Learning and Development (CHILD) (ABN: 70 442 776 304; ISBN Organisation # 74058) is the publishing arm of the Australian College of Ministries (ACOM) (www.acom.edu.au) (A.B.N. 73 068 989 953). Publishing is not the core business of the Australian College of Ministries (ACOM). However, CHILD exists to enable ACOM to provide relevant materials for purchase relating to ACOM's key interests in education, human development, counselling and ministry. CHILD is devoted to the commercial publication of materials relevant to ACOM's interests, and CHILD's publications and publication activities are not paid for or subsidised by ACOM, or by a third party.

Kind regards,

22/11/2007
Hi John

Further to my e-mail of yesterday...

The specific ISBN assigned to your work will be 1 74058 008 7

Kind regards,

Martin ☺

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22/11/2007
John Collier

From: Martin Dowson [mdowson@unisurf.com.au]
Sent: Monday, 13 December 2004 11:22 AM
To: John Collier
Subject: chapter for edited volume [Scanned]

Greetings John,

I have now finished my first revision on your excellent chapter for the edited volume on Christian Education I am (somewhat slowly!!!) pulling together. Please find attached your chapter with my editorial comments embedded within.

Your chapter will make a fine contribution to the edited volume, and readers will benefit greatly from your insights and experience in Christian Education. I think the chapter has some very powerful things to say to the CE community.

However, I have made several suggestions in the chapter to make it more ‘user-friendly’. Particularly, I think you need to rework the chapter so that it reads more like your work and considered ideas, rather than like a collection of other people ideas. You can do this by dropping many of the direct quotes in the chapter and replacing them with your paraphrases of these quotes (still referenced appropriately) and your own commentary on, and synthesis of, the ideas raised in these quotes.

I think most of my comments and changes are self-explanatory. However, if you want any feedback or clarification don’t hesitate to ask. It would be great if you could have your revisions to me by (say) the end of February, 2005. However, if this timeline is impossible just let me know.

I look forward to seeing your revised chapter (please save it as “Collier Chapter3”) in due course. Also, all the changes I have made are in the “track changes” mode in Word. If you are unfamiliar with this mode, all you have to do is ‘right click’ on any comment or change to either ‘accept’ or ‘reject’ it. Just ‘reject’ my comments once you have read them, and they will disappear. Changes you ‘accept’ will automatically become part of the text.

All the very best, and thank you again for your hard work on this excellent contribution.

Martin ☺ <<...>>

********************************************************************

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13/12/2004
APPENDIX CC
(Lead author) Beyond transmissional models in Christian education: One school’s Recasting of Values Education

(REFEREED)
Beyond Transmissional Pedagogies in Christian Education:
One School’s Recasting of Values Education

Those who seek to implant religion in Australian culture have historically struggled to succeed. O’Farrell (cited in Piggin, 2001 p.12) says: “What is most significant historically about Australian religion is its weakness”. O’Farrell speaks of Christianity’s tenuous and intermittent hold on the minds and hearts of the Australian people and its peripheral or subordinate relation to their main concerns.

The introduction of Christianity to Australia, initially through the Church of England, was part of the infrastructure of a British Convict colony established just over two hundred years ago. As many early clergy were also magistrates, considerable alienation towards religion was felt by the convicts (Clark, 1969; Ward, 1970), many of whom were Irish Catholics or non-conformist Protestants. Further, the association of religion with the upper classes, who often cynically employed religion as an instrument of social oppression, deeply penetrated the Australian psyche (Clark, 1969; Ward, 1970). Thus, despite the considerable contribution to Australian society and culture by people of Christian faith, Australia has in fact always been a very secular nation (Clark, 1969).

This “tenuous hold” defines the central feature of the historico-spiritual context in which Christian Schools in Australia are located. Hence, Australian Christian teachers with a sense of Christian mission typically seek to communicate their message to a student and parent body that, in the main, reflects the long-held Australian suspicion of religion. A major challenge, then, confronting schools which seek to evangelise students and promote Christian values is finding a way to ensure that Christian teaching penetrates a culture largely devoid of manifestations of, or interest in, religion or spirituality (Brierley, 2001).

In the context of an essentially secularised society, and despite the best efforts and intentions of Christian educators, Christian education often appears to make little difference to the ‘real life’ attitudes and behaviours of students. One potential reason for this apparent lack of efficacy lies in the pedagogical approaches taken by at least
some Christian educators (Cooling, 1994c). Specifically, pedagogies which focus on the transmission of Christian beliefs rather than on more active and inductive approaches to Christian education fail to address underlying values, and hence typically fail to engage the allegiance of students within and beyond the walls of the classroom (Skillen, 2000). Moreover, trans missional models also fail to engage students in religious exploration and, hence, in the exploration of “real life” issues pertaining to faith and faithful values (Cooling, 2000).

An essential feature of trans missional models is the simple didactic impartation of ‘correct’ values through a largely conceptual and theoretical, rather than a participatory, pedagogy. This methodology does little to engage the student either cognitively or affectively, and so students remain the largely benign recipients of instruction. Similarly, trans missional models make little attempt to relate what are often seen by teachers or school authorities as immutable values to the complexities and ambiguities of contemporary society and culture, and the resultant complex thought-worlds of students (Maple, 1997). For these reasons we suggest that the pedagogical limitations of trans missional models of Christian education represent a central potential reason for the limited impact of Christian schools on the spiritual formation and reformation of their students.

The Present Study
This study explores the apparent pedagogical limitations of a trans missional model of Christian education in one school context. This study also explores some initial attempts by the school in question at developing an engaging alternative to the trans missional model. This ‘transformational’ model, which is in its initial stages of implementation, differs from the trans missional model in that it seeks the active participation of students in the process of belief and values formation. This alternative model also endeavours to form links between a Christian ethical framework and popular culture, assisting students to critique popular culture from the standpoint of a Christian worldview.

The (Lack of) Impact of Christian Schools
Astill (1998) indicates on the basis of extensive research surveys, that Christian schools in Australia have little impact on the values held by their students. His
research quantifies students’ responses across a range of beliefs and behaviours comprising their personal value systems. Astill indicates that the fundamental determinant of personal values is clearly the home, and that these home-values are the ones that students bring to the classroom. Interestingly, Astill found very little difference between the values of Christian students in Christian schools compared with those of Christian students in secular schools and, similarly, between the values of non-believers across both types of schools. This student similarity was replicated in the values held by Christian and non-believing parents, irrespective of the type of school attended by their child, and by believing and non-believing teachers, whether they taught in a Christian or secular school.

Perhaps most significantly, Astill’s study highlights the apparent inability of Christian schools to affect the values of their non-believing students over time, such that these values remained largely indistinguishable and unchanged from values held by non-believing students in secular schools. Across the sample of 374 non-believers in Christian schools, and 382 non-believers in secular schools in South Australia, Astill found the ‘value’ rated most highly by both groups was hedonism, followed by self-direction, benevolence, personal achievement and spirituality. Only in the case of the latter value was there a significant difference between groups. However both non-believing students from Christian schools and secular schools assigned spirituality a low position in their hierarchy of important values.

Possible Explanations
One likely explanation for the apparent lack of impact of Christian schools on the values of their students lies in the pedagogical approaches commonly used by teachers in Christian schools. Macnaught (1995) investigated the nature and status of transmissive pedagogical models commonly relied upon to teach values in Christian schools. Macnaught contends that the transmission model of faith enculturation, which has provided the pedagogical basis of religious education for generations in church- and faith-based schools, and wherein the values and tenets of Christianity are passed on by didactic classroom teaching, is demonstrably ineffective in contemporary, “post-modern” sociocultural contexts. In particular, he argues that: “post modern youth culture is highly resistant to transmission models of values education, but quite open to the spiritual dimensions of life” (p. 2). Amongst the most
important impediments preventing a transmission model from working effectively in a post-modern context are new ways of thinking about the world typically adopted by young people. These 'new' (typically non-linear and experiential) ways of thinking lead to the rejection of 'old' (typically linear and conceptual) modes of thinking in general, and old modes of thinking about values in particular. Thus, classroom processes that attempt to transmit values often fail because these models inhibit teachers from penetrating the underlying thought-worlds of the young.

In addition, the transmission model can fail to engage schools and teachers in deep values exploration. Macnaught (1995) argues that schools themselves are often tokenistic about their own values. Macnaught contends that in many church schools, religion is domesticated to support the 'real' values upheld by such schools (i.e., the values of the market place) with public religious values statements to the contrary being largely superficial and disingenuous.

If such a trenchant critique has substance, Macnaught provides one clear explanation as to why some schools with an apparent religious base fail to pass on Christian beliefs and values: they simply don't want to. However, this explanation doesn't account for the failure of schools that are genuine in wishing to inculcate Christian beliefs and values to reach that goal through transmissional models. Thus, a wider explanation is needed, and for Skillen (2000), the explanation is that a transmission model simply does not work at all in the values domain. Instead Nisan (2000) argues that moral values arise in the context of egalitarian relationships that foster reciprocity, and that young people shift their value positions in the light of these relationships. Thus, conceptualising students as passive recipients of moral instruction (as is the case with the transmissional model) is highly unlikely to result in values change.

Maple (1997), makes the same point from a cognitive rather than a social-relational perspective. Maple argues that transmission models do not offer a pedagogy that is likely to penetrate student thinking with respect to a student base which has little conceptual familiarity with Christian concepts. Maple (1997, see also Cooling, 1994, 2000) argues that where many young people are two generations away from the church and its associated Christian worldview, it is unrealistic to expect that anything
other than extended, purposeful contact can lead to enduring faith commitments. Superficial attempts by schools to effect real change in students will, therefore, be cognitively and conceptually ineffective – as well as being socially and relationally ineffective.

Cooling (2000) is similarly critical of the pedagogical failures of transmission models of religious education teaching which, in failing to make cognitive (and affective) connections between the study of religion and its values base, and the interests and experience of students, contributes to active *resistance* to learning about religion and the development of unnecessarily negative reactions towards Christianity. This alienation is often aided and abetted by a lack of progression in the cognitive sophistication of religious education as students move through their schooling. In so far as religious education fails to make *progressive* intellectual, personal or emotional demands, it also struggles to hold the interest of students.

Finally, Lambert (2001) adds that in order to substantially effect what students think and believe, teachers need to assist students to develop a faith perspective on popular culture that captures the imagination of students for a better future, embodies more than materialism and nihilistic play, and engages young people with a sense of belonging and community. Only under these circumstances, Lambert argues, will students be able to consistently frame real-world applications of otherwise abstracted Christian ideas and concepts. Similarly, Maple (1997), argues that young people need clear teaching concerning the relationship of faith to contemporary culture in order to equip them to critically evaluate cultural norms, and hence to form their own – yet Biblically based - values relevant to today’s society.

**The Research Context**

Despite the apparent ineffectiveness and inappropriateness of transmissional pedagogical models in Christian education, they are notoriously hard to dislodge. Three possible reasons for this intransigence are:

(a) transmissional models have been historically preferred in Australian Christianity (and in Christianity more widely),

(b) transmissional models are typical in Western education (despite recent moves towards more active and participatory educational models), and
(c) there are very few ‘concrete’ examples of alternatives to transmissive models extant in Christian education or education more widely.

This study does not address the first two points; however it does address the third. Specifically, this paper presents an example of one school that has:

(a) experienced difficulties transforming students’ attitudes and behaviour – despite the expressed Christian commitment of teachers and of many of the students involved;

(b) gathered evidence in the form of student evaluations that documents the apparent disjuncture between students’ expressed beliefs and their related values and reported behaviours;

(c) based on evidence gathered, begun to transform its approach to Christian education so that this approach reflects a much more active, applied and investigative educational philosophy and pedagogy.

With respect to Points (b) and (c), this paper is arranged around an empirical study and a description of the School’s educational response to data gathered from this study.

School Setting
St Paul’s Grammar School, Penrith, in its 25th year of existence, is an Independent, interdenominational, Kindergarten to Year 12 Christian school comprising 1350 students and located in the western suburbs of Sydney, New South Wales, Australia. These suburbs are largely dormitory suburbs for working and middle class families, many with strong aspirations towards an improved lifestyle for their children. Such families typically regard education as a key to achieving entry into careers which will deliver their children substantial material benefits and an improvement in social status.

St Paul’s student body is socio-economically diverse, but as a moderate fee-charging school, tends to draw mostly on families with a professional, trade or small business ownership background. School surveys indicate that approximately 25 per cent of enrolling families are regular church attenders, a figure well above the average four
per cent of Australians in Protestant churches each Sunday (National Christian Life Survey, 2007), but still a minority of the school’s enrolment base.

There is considerable denominational divergence amongst the families active in Christian churches, including evangelical Anglicans (the Australian form of the Church of England), Baptists, Presbyterians, Catholics and Anglo-Catholics, and Charismatics and Pentecostals. Developing a coherent Christian education program that resonates with these greatly varied traditions, and elicits support from parents with strong denominational loyalties, presents as a considerable challenge for the school.

While the school has no religious tests of entry for students, and accepts those of any or no faith, it expects its staff to be active members of a Christian faith community. The school is evangelistic in intent, seeking that students should “know Him in whom dwells all the fullness of God” (Colossians 1:19). However, the school’s intent has not always been fully realised in practice.

**Empirical Study**

**Purpose**
In response to anecdotal evidence that the school’s Christian Education programs were not having a substantial impact on students’ beliefs, values and subsequent actions, a decision was made at senior levels within the school to survey a sample of students in order to quantify students’ maintenance of ethical standards consistent with Christian beliefs, experience of positive affective states, and completion of behaviours that might reasonably be conceptualised as outcomes of students’ beliefs, standards and affect. The specific purpose of this survey was to generate empirical data relating to the ethics, related emotions and subsequent behaviours of students that, in turn, might provide a basis for further investigations of the impact of the school’s educational philosophy and practices on students’ faith development.

**Participants**
Participants in the study were 110 Year 8 students attending the school. The sample comprised 59 males, 50 females, and one student who did not specify their sex. Most students were 13 years of age and, in the context of the New South Wales schooling
system, were in their second year of High School. These students have entered elementary education in Kindergarten, aged approximately five years, and have experienced an education emphasising the development of literacy and numeracy. Some attention will also have been paid to the sciences, social sciences, creative arts, technology, physical and health education, and, depending on their particular school background, students will have received possibly limited exposure to foreign languages. Many would have experienced minimal exposure to religious education.

Of this sample, 90 students had attended the school for their two thus far completed years of high-school (i.e., Year 7 and Year 8). Almost all (n = 101) students were born in Australia with nine students born elsewhere. In their brief high school experience, students in the sample had experienced teaching in the same learning areas as noted above, with the addition of an introductory Christian Education program focussed around Jesus' parables. For the Core Subjects of English, Mathematics, Science, History, Geography and Christian Living, students had been taught by a generalist teacher in mixed gender classes, grouped according to ability, and utilising technology to deliver curriculum content. Specialist teachers had provided brief exposure to Music, Visual Arts, Drama, Food Technology, Textiles and Design, Wood and Metal Technics, Physical and Health Education and Languages Other Than English.

Forty-four students reportedly “never” attended church, while a further thirty-three attended “a few times a year” only. Ten students reported that they attended church once a month, a further seven almost every week, and fifteen were present at church on a weekly basis. One respondent did not answer this question. Clearly, for most students, school rather than church would appear to be a more likely source of formation of Christian knowledge and values.

**Measure**

The Attitudes and Values Questionnaire (AVS) designed by the Australian Council for Educational Research (ACER, 2002) was administered, with the permission of parents, to the entire Year 8 cohort present on the designated survey date. The AVS consists of six dimensions: conscience, compassion, emotional growth, social growth, service of others, and commitment to God. Each dimension (see Table 1 for a sample item representing each dimension) comprised seventeen to twenty propositions, to
which students were required to make a response across the range of strongly disagree, disagree, agree, strongly agree or not applicable. The survey has been pre-tested to establish its validity and reliability, and has been used to the extent that national benchmarks for the survey (which are incorporated in this study) are now available. The survey was administered to students in class groups with minimal assistance provided by teachers.

**Analyses**

*School Averages versus National Averages.* The average percentage of students “agreeing” or “strongly agreeing” to the items comprising each dimension of the AVS were computed for males, females and the total sample. Then, these School Average results for each dimension of the AVS were compared to the National Average results for each group (i.e., females, males and both sexes combined). Specifically, for each dimension, and across each group, the percentage *difference* between the School Average and the National Average was computed. This difference was then compared against the average difference between School Average and National Average results across all dimensions for the respective group. Finally, the statistical significance of the ratio of differences for each dimension to differences across all dimensions (for each group separately) was evaluated using a Chi-Square difference test. The statistical significance of these ratios was estimated at $p < .05, .01, \text{ and } .001$.

*School Females versus School Males.* The same procedures as above were used to compare School Male Averages with School Female Averages on each dimension of the AVS.

[Insert Table 1 about here.]

Results

Summary results of the study are reported in Table 2

[Insert Table 2 about here.]

Table 2 indicates that:
(a) Females at the school reported significantly greater agreement (in comparison to males at the school) with statements reflecting Conscience, Compassion, Service of Others, and Commitment to God. Males and females at the school were not significantly different with respect to levels of agreement on either Emotional or Social Growth.

(b) In comparison with the National Average for males, males at the school reported significantly less agreement with statements reflecting Social Growth and Service of Others, but significantly greater agreement with statements reflecting Commitment to God.

(c) In comparison with the Female National Average, females at the school reported significantly less agreement with statements reflecting Emotional Growth and Social Growth, but significantly greater agreement with statements reflecting Commitment to God.

(d) In comparison with the combined National Average for males and females, males and females at the school reported significantly less agreement on all dimensions except Compassion where there was no significant difference, and Commitment to God where there was a significant difference in agreement favouring the school.

Discussion

A central finding of Study 1 is that, despite students at the school reporting a “Commitment to God” that was significantly greater than the National Average across all groups (males, females and total), this Commitment to God did not appear to converge with superior Conscience, Emotional Growth, Social Growth, or Service of Others against National Averages. Thus, there appears to be an important disjuncture between students’ stated commitment to God and their apparent values in other domains. It is possible to speculate on the basis of this data that any deficits in the school’s Christian education programs would appear not to be in the realm of inspiring commitment to God per se, but lie rather in the articulation or translation of these faith commitments into ‘real life’ ethical commitments and into personal growth in the social and emotional domains. These findings correspond entirely with the studies reviewed earlier which cast doubt on the effectiveness of religious-based schools in general, and the transmissional model of education in particular, to
influence the application and articulation of Christian beliefs to values formation and subsequent behavioural and personal outcomes.

Study 1 indicates substantial commitment by students to Christian beliefs and (at least some) associated values. The reflection of National Benchmarks in Study 1 enabled this Study to closely quantify the extent to which Christian commitments were (in this case) not being translated (or at least not to the extent that might be expected) into reported values, affect and behaviours held by students and typically associated with Christian belief. The study, therefore, provides potential evidence that the Christian beliefs which may be induced by the school’s teaching programs were not translating to ethical positions consistent with those beliefs.

Responses to Empirical Study
Purpose
As a result of data gathered in the empirical study, the school introduced an innovative Christian education program designed to address the perceived deficits of previous teaching and learning strategies. This program was comprised of five key components (see Table 3). The purpose of these responses is to describe these components and, thus, to provide some concrete guidance to Christian educators who may be considering adjustments to their own teaching and learning programs.

Cognitive Scaffolding of Christian Education
The first component of the new program was the deliberate cognitive scaffolding of Christian education within the school (following Cooling 1996). A sequential curriculum in Christian education has been established from Years 7-10 that seeks to provide a sound and consistent theological framework within which students with little experience of Christianity can make sense of Christian concepts such as The Fall, redemption and the lordship of Christ. This program integrates the content of Christian education classes, fortnightly Chapel, and a daily Tutor time in home groups, such that an intentional, planned and systematic development of concepts occurs throughout the Years 7-10. Within this structure students gradually gain independence in the understanding and application of Christian beliefs and ideas – rather than the program making the assumption that students are already familiar with these beliefs and ideas and their applications (Cooling, 1994b).
Depth of Values Education

In an attempt to redress the superficiality with which much Christian values education has been conducted (Macnaught 1995), and the consequent lack of impact on students’ values (Astill 1998), the School has specifically written values education into every module of the teaching program. This strategy represents an attempt to achieve a greater level of integration and application of Christian values within student lives intentionally situating Christian values within the wider curriculum. In order to achieve this integration, staff are encouraged to critique values emanating from syllabus documents, and to support students’ critiques of values across all subject areas of the curriculum. These parallel critiques enhance students’ capacities to identify and apply Christian beliefs and perspectives within and beyond classroom environments – classroom environments that may, otherwise, be confined too narrowly to religious considerations (Cooling, 1997). Moreover, curriculum materials relating to values education have been deliberately chosen on the basis of their ability to facilitate and promote discussion and reflection whilst establishing ease of understanding. Within the scope of these materials a large number of ethical and moral issues are dealt with in ways that assist students and teachers to explore the life-application of the Christian faith and its associated values positions.

Critiquing Culture

In addition to provision of values-related curriculum resources, the School has introduced curriculum electives that examine and critique popular culture, often utilising teenage-related media such as rock music. These electives attempt to contextualise learning in ways that enable students to connect faith issues with their real world experiences (Dickson, 1997a and 1997b). Electives offered in the Middle School Years 9 and 10 are followed by a new school-devised Christian Studies program for Years 11 and 12, which has been deliberately designed to have more leverage with 16-18 year olds than the NSW State syllabus, which focuses on comparative religion and Australian church History. The school-based course has been constructed around elements of apologetics, ethics and evangelism. The ethics component, in particular, has been targeted at contemporary issues affecting teenagers, such as sexual morality, rather than more esoteric issues such as stem-cell
research. These Christian Studies courses also operate around a discussion-based pedagogy where honest interaction is both encouraged and respected.

Service-Based Education
Complementing the curriculum provisions outlined above, has been the insertion of practical community and service strands at various stages of the School’s curriculum. The absence of service-based options from many schools often enables students to focus on some of the cognitive aspects of Christian belief whilst avoiding the relational, attitudinal and behavioural domains (Maple 1997). The School’s facilitation of these service options seeks to expose students to real human needs, and hence to promote the development of compassionate, altruistic values (Winter, 1994). A related initiative has been a systematic attempt to break into male sporting culture - which is often antithetical to faith development. The school has employed a Christian Youth worker, who is an elite sportsman, with the twin charges of pastoring youth and coaching sport, thus bridging the perceived gap between faith and sport. The school’s strategy with respect to this appointment is to break down the tough, unrelenting, “winner-takes-all” values of a “macho” sporting culture through the agency of an elite Christian sportsman who, despite his sporting prowess, demonstrates a different set of values. The credibility afforded to him by his sporting prowess directly assists in the mediation and demonstration of these different values.

Church-School Partnerships
A final component of the overall program is to establish strategic alliances with local clergy of various denominations in order to develop school-church cooperation and a shared vision for Christian education. This latter area is critical because, anecdotally, few parish clergy appeared to exhibit any active desire to share the missional terrain with a school, nor any vision of what may be gained by school-church cooperation. Nonetheless, fostering faith communities that extend beyond the school is clearly important if the school is to avoid narrowness in students’ faith development – especially if this development occurs largely or entirely in a school environment with few links to the Christian community beyond the school grounds.

Evaluation
A future evaluation of the initiatives undertaken as responses to the empirical study will comprise administration of the same survey described in this research to a new group of Year 8 students. The same survey will also be administered to the present cohort of students in future years in order to assess whether any attitudinal changes have occurred, and which of these changes may be attributable to the school’s programs. Teacher evaluations of the school’s initiatives will also be sought as part of a overall program evaluation.

**Conclusion**

Research both here and elsewhere indicates that transmission pedagogies widely used in Christian education are typically unsuccessful in affecting students’ underlying values. In a post-Christian environment, where only a minority of students bring to school a pre-developed Christian framework, conceptual, emotional, relational and behavioural bridges need to be built by staff from the content of the curriculum to the world of the student.

The present research has provided data apparently supporting the ineffectiveness of a transmissional model in at least one setting, and has described an alternative, ‘transformational’ approach to Christian education. The outcomes of this latter approach remain to be fully evaluated. However, the initial description provided here may assist Christian educators to formulate their own, more participatory, approaches to Christian education.
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sample Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conscience</td>
<td>‘I try to make decisions based on what I believe to be right’</td>
</tr>
<tr>
<td>Compassion</td>
<td>‘I try to show kindness even when I don’t have to’</td>
</tr>
<tr>
<td>Emotional</td>
<td>‘I have strategies for dealing with my anger’</td>
</tr>
<tr>
<td>Growth</td>
<td></td>
</tr>
<tr>
<td>Social Growth</td>
<td>‘I think about how my actions will affect others’</td>
</tr>
<tr>
<td>Service of Others</td>
<td>‘I would be willing to join a service group to help others’</td>
</tr>
<tr>
<td>Commitment to</td>
<td>‘I believe that God cares about each of us’</td>
</tr>
<tr>
<td>God</td>
<td></td>
</tr>
</tbody>
</table>
Table 2  
Student Values

<table>
<thead>
<tr>
<th>Dimension</th>
<th>School Males</th>
<th>National Average (Males)</th>
<th>( \chi^2 )</th>
<th>School Females</th>
<th>National Average (Females)</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conscience</td>
<td>67.1</td>
<td>70.1</td>
<td>1.88</td>
<td>78.7**</td>
<td>82.8</td>
<td>2.59</td>
</tr>
<tr>
<td>Compassion</td>
<td>71.1</td>
<td>74.9</td>
<td>3.01</td>
<td>82.3**</td>
<td>86.1</td>
<td>2.23</td>
</tr>
<tr>
<td>Emotional Growth</td>
<td>71.5</td>
<td>74.1</td>
<td>1.41</td>
<td>70.9</td>
<td>77.0</td>
<td>5.74*</td>
</tr>
<tr>
<td>Social Growth</td>
<td>66.0</td>
<td>74.0</td>
<td>13.3***</td>
<td>70.8</td>
<td>80.3</td>
<td>13.93***</td>
</tr>
<tr>
<td>Service of Others</td>
<td>59.3</td>
<td>66.4</td>
<td>10.5***</td>
<td>74.7***</td>
<td>78.0</td>
<td>1.68</td>
</tr>
<tr>
<td>Commitment to God</td>
<td>60.7</td>
<td>56.4</td>
<td>3.85*</td>
<td>73.9**</td>
<td>61.8</td>
<td>22.49***</td>
</tr>
</tbody>
</table>

NB: * = p < 0.05; ** = p < .01; *** = p < .001. Significances under “School Females” refer to comparisons against “School Males”. All other significances refer to comparisons between the school and national averages for males, females and combined (Comb.) respectively.
<table>
<thead>
<tr>
<th>AREA</th>
<th>Prior to Empirical Study</th>
<th>Post Empirical Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theological Framework</td>
<td>Presentation of the narrative of Bible with little consideration of student prior-knowledge or the overarching structure of the program</td>
<td>Sequencing of key Christian concepts. Integration of content across curriculum areas, Chapel and daily Devotions in order to promote program coherence</td>
</tr>
<tr>
<td>Specific Values</td>
<td>Piecemeal; implied rather than purposefully taught.</td>
<td>Written into teaching programs. Staff encouraged to critique values emanating from syllabi. Curriculum materials introduced to facilitate values discussion.</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Relevance</td>
<td>Student access to teachers’ Christian ‘sub-culture’ was presumed and implied in pedagogical approaches.</td>
<td>Attempts to relate both curriculum and pedagogy to popular culture and issues of interest and concern to teenagers.</td>
</tr>
<tr>
<td>Faith in Action</td>
<td>Presentation of the faith was largely conceptual and unapplied.</td>
<td>Students are encouraged to apply faith in service, with service options provided. Deliberate attention paid to the provision of appropriate mentors and models of faith.</td>
</tr>
<tr>
<td>Faith Articulation</td>
<td>The school taught faith in isolation from other organisations. No model for continuation of the faith after graduation.</td>
<td>Strategic alliances established with local churches. Attention paid to shepherding students into sustaining faith communities post-graduation.</td>
</tr>
</tbody>
</table>
REFERENCES


specifically states them to be the views of any of the entities within St Paul's Grammar School. Except as required
at law, St Paul's Grammar School does not represent, warrant and/or guarantee that the integrity of this
communication has been maintained nor that the communication is free of errors, virus, interception or
interference.

From: Larry D Burton [mailto:burton@andrews.edu]
Sent: Saturday, 12 January 2008 6:59 AM
To: John Collier
Subject: Acceptance of Manuscript for Publication in JRCE
Importance: High

January 10, 2007

Dear Mr. Collier:

Thank you for recently submitting “Beyond Transmissional Pedagogies”. I have received feedback from
our review panel and would like to inform you that I can accept your manuscript for publication at this
time. Two of the reviewers have suggested some editing and rewriting. I am inviting you to do the
necessary revisions by May 1, 2008 so that I can include your manuscript in our Fall 2008 issue. As you
make your final changes, be sure to pay close attention to the comments of the reviewers, which I have
attached.

When you resubmit your final manuscript, please include a cover letter that clearly explains how you have
addressed the concerns of the reviewers in your manuscript revision. I wish you God’s blessings as you
continue in your ministry.

Sincerely,

Larry D. Burton, Editor
Journal of Research on Christian Education
#101 Information Services Building
Andrews University
Berrien Springs, 49104-1800

Fax: 269.471.6247
REMARKS TO THE AUTHOR(S):
(Please make general remarks, followed by comments on specific areas of the text, tables etc. Comment window will expand as needed.)

Reviewer 1:
I found the topic of the article very relevant and look forward to results of the change to the program. I have inserted a few comments. Nothing serious but some things you may wish to consider before final submission.

Reviewer 2:
This is an article that is written in a way that is easy to follow. It is written with obvious sincerity and commitment. However, there are serious questions about:
• Its contextualisation as the article opens with some wide generalisations about Australia and the position of Christianity within it. The article does not address, even very briefly, the particular social, religious and theological positions of the various Christian denominations. (Given the interdenominational nature of the school, what are ‘orthodox Christian beliefs’?) This could have relevance in terms the transmissional and transformational pedagogical models around which the study revolves.
• While the school in the case study is described as interdenominational, its readers are told very little about the school itself and the denominations involved, its background and history, the socio-economic background from which its students come. The latter is important, given the importance of the values in the home, as identified by the article itself. (Has the school been anonymised? If not, should it be?) Also important, are the gender differences that may have an impact on preferred and effective pedagogies.
• In the design of the study itself, there are issues around the relevance of the questions asked. Is the focus on Christian belief, knowledge or ethics – and how do the pre-categorised questions sit with “penetrating the underlying thoughtworlds of the young”?
• Additionally, very little is said about the students who were surveyed. For the non-Australian reader, how old are Year 8 students? What kind of primary education had they received? What pedagogies had they experienced there and in their two years of high school?
• The curriculum development described in Study 3 says little about the direct impact on how and to what Year 8 students are now exposed.

Reviewer 3:
The title is pretending someone going to change the world of Christian education. But in fact it is a report on an evaluative case study of a single school, measuring “beliefs” of only 113 students. Study 1 seems to be extremely poor in design and reflection of underlying theory. As fas as the evaluator does not even reflect on what he is measuring, having no idea about reliability and validity, I should recommend: remove this study from the manuscript. It is not even important in the conduct of arguing, but puzzling. The percent-numbers in the table 1 never come up to 100%. What makes the evaluator sure about not testing social desirability, or students’ preparedness to lie when he asks questions like those in the questionnaire?
Study 2 makes use of a pre-tested research instrument and fits better to the intended curriculum change. Study 3 should not be named a study because lack of empirical base. It is a description of a well developed program of curriculum change on Christian education as a result of the evaluation. The evaluation of program results in a follow up study would be extremely interesting. So my recommendation is: Remove what is said in study 1, reflect the methodological approach in study 2 a bit more, and describe the program of change. It might be interesting to give at least an idea about a
planned evaluation of the implemented program.
4th February, 2008

Professor Larry Burton  
e-mail: burton@andrews.edu

Dear Professor Burton,

Thank you very much for your e-mail of 12th January, 2008 indicating acceptance of our manuscript, “Beyond Transmissional Pedagogies” for the Journal of Research on Christian Education. Please find as an attachment our revised manuscript, accommodating the suggestions of the reviewers.

We have engaged with the reviewers’ comments as indicated below:

Reviewer 1:
  
  - The reviewer suggested the incorporation of details to support a statement about values of non-believing students in Christian schools viz a viz in secular schools. We have included these details from the relevant literature.

    Across the sample of 374 non-believers in Christian schools, and 382 non-believers in secular schools in South Australia, Astill found the ‘value’ rated most highly by both groups was hedonism, followed by self-direction, benevolence, personal achievement and spirituality. Only in the case of the latter value was there a significant difference between groups. However, both non-believing students from Christian schools and secular schools assigned spirituality a low position in their hierarchy of important values.

    This paragraph will now read:
    *Perhaps most significantly, Astill’s study highlights the apparent inability of Christian schools to affect the values of their non-believing students over time, such that these values remained largely indistinguishable and unchanged from values held by non-believing students in secular schools. Across the sample of 374 non-believers in Christian Schools, and 382 non-believers in Secular schools in South Australia, Astill found the ‘value’ rated most highly by both groups was hedonism, followed by self-direction, benevolence, personal achievement and spirituality. Only in the case of the latter value was there a significant difference between groups. However, both non-believing students from Christian schools and secular schools assigned spirituality a low position in their hierarchy of important values.*

  - The reviewer requests the insertion, where possible, of primary, rather than secondary sources. Where possible this has been done.

  - The reviewer requests the insertion of statistics relating to Study 1. Study 1 has now been deleted from the manuscript, as per the recommendation of Reviewer 3.

  - The reviewer suggests capitalizing “The Fall”. The first letter of each word is now capitalized.

Reviewer 2:
  
  - The reviewer comments that the article is well written and is easy to follow. We thank the reviewer for these comments.
The reviewer suggests that further contextualization should be provided in terms of the position of Christian faith within Australia. This has been done (see below).

The introduction of Christianity to Australia, initially through the Church of England, was part of the infrastructure of a British Convict colony established just over two hundred years ago. As many early clergy were also magistrates, considerable alienation towards religion was felt by the convicts (Clark, 1969; Ward, 1970), many of whom were Irish Catholics or non-conformist Protestants. Further, the association of religion with the upper classes, who often cynically employed religion as an instrument of social oppression, deeply penetrated the Australian psyche (Clark, 1969; Ward, 1970). Thus, despite the considerable contribution to Australian society and culture by people of Christian faith, Australia has in fact always been a very secular nation (Clark, 1969).

The whole paragraph will now read:

Those who seek to implant religion in Australian culture have historically struggled to succeed. O’Farrell (cited in Pigggin, 2001 p.12) says: “What is most significant historically about Australian religion is its weakness”. O’Farrell speaks of Christianity’s tenuous and intermittent hold on the minds and hearts of the Australian people and its peripheral or subordinate relation to their main concerns.

The introduction of Christianity to Australia, initially through the Church of England, was part of the infrastructure of a British Convict colony established just over two hundred years ago. As many early clergy were also magistrates, considerable alienation towards religion was felt by the convicts (Clark, 1969; Ward, 1970), many of whom were Irish Catholics or non-conformist Protestants. Further, the association of religion with the upper classes, who often cynically employed religion as an instrument of social oppression, deeply penetrated the Australian psyche (Clark, 1969; Ward, 1970). Thus, despite the considerable contribution to Australian society and culture by people of Christian faith, Australia has in fact always been a very secular nation (Clark, 1969).

The reviewer requests more information about the school itself. These requests have been addressed in the revised manuscript. (see below).

These suburbs are largely dormitory suburbs for working and middle class families, many with strong aspirations towards an improved lifestyle for their children. Such families typically regard education as a key to achieving entry into careers which will deliver their children substantial material benefits and an improvement in social status.

St Paul’s student body is socio-economically diverse, but as a moderate fee-charging school, tends to draw mostly on families with a professional, trade or small business ownership background. School surveys indicate that approximately 25 per cent of enrolling families are regular church attenders, a figure well above the average four per cent of Australians in Protestant churches each Sunday (National Christian Life Survey, 2007), but still a minority of the school’s enrolment base. There is considerable denominational divergence amongst the families active in Christian churches including evangelical Anglicans (the Australian form of the Church of England), Baptists, Presbyterians, Catholics and Anglo-Catholics, and Charismatics and Pentecostals. Developing a coherent Christian education program that resonates with these greatly varied traditions, and elicits support from parents with strong denominational loyalties, presents a considerable challenge for the school.

The reviewer asks if the school has been anonymised.
In this case there was no need to do so as the school is entirely independent, and has no systemic obligations. Moreover, the School Board are aware of, and are supportive of, the manuscript and associated research.

- The reviewer was concerned about the survey instrument in Study 1. This confusion has been removed with the elimination from the revised manuscript of the original Study 1.

- The reviewer requests additional information on Year 8 students in the Australian context. This information has been provided.

Most students were 13 years of age and, in the context of the New South Wales schooling system, were in their second year of High School. These students have entered elementary education in Kindergarten, aged approximately five years, and have experienced an education emphasising the development of literacy and numeracy. Some attention will also have been paid to the sciences, social sciences, creative arts, technology, physical and health education, and, depending on their particular school background, students will have received possibly limited exposure to foreign languages. Many would have experienced minimal exposure to religious education.

- Of this sample, 90 students had attended the school for their two thus far completed years of high-school (i.e., Year 7 and Year 8). Almost all (n = 101) students were born in Australia with nine students born elsewhere. In their brief high school experience, students in the sample had experienced teaching in the same learning areas as noted above, with the addition of an introductory Christian Education program focussed around Jesus' parables. For the Core Subjects of English, Mathematics, Science, History, Geography and Christian Living, students had been taught by a generalist teacher in mixed gender classes, grouped according to ability, and utilising technology to deliver curriculum content. Specialist teachers had provided brief exposure to Music, Visual Arts, Drama, Food Technology, Textiles and Design, Wood and Metal Technics, Physical and Health Education and Languages Other Than English.

The whole paragraph will now read:
Participants in the study were 110 Year 8 students attending the school. The sample comprised 59 males, 50 females, and one student who did not specify their sex. Most students were 13 years of age and, in the context of the New South Wales schooling system, were in their second year of High School. These students have entered elementary education in Kindergarten, aged approximately five years, and have experienced an education emphasising the development of literacy and numeracy. Some attention will also have been paid to the sciences, social sciences, creative arts, technology, physical and health education, and, depending on their particular school background, students will have received possibly limited exposure to foreign languages. Many would have experienced minimal exposure to religious education.

Of this sample, 90 students had attended the school for their two thus far completed years of high-school (i.e., Year 7 and Year 8). Almost all (n = 101) students were born in Australia with nine students born elsewhere. In their brief high school experience, students in the sample had experienced teaching in the same learning areas as noted above, with the addition of an introductory Christian Education program focussed around Jesus' parables. For the Core Subjects of English, Mathematics, Science, History, Geography and Christian Living, students had been taught by a generalist teacher in mixed gender classes, grouped according to ability, and utilising technology to deliver curriculum content. Specialist teachers had provided brief exposure to Music, Visual Arts,
Drama, Food Technology, Textiles and Design, Wood and Metal Technics, Physical and Health Education and Languages Other Than English.

- The reviewer suggests the provision of information on gender differences. Any such information available to us has been already been identified in the manuscript.

- The reviewer questions the effectiveness of pre-categorised questions in our surveys. We have largely dealt with this issue in part by excising Study 1 from the research. With respect to what is now the main study in the revised manuscript, all questions used have broad relevance to Australian school students as demonstrated by our use of a survey designed and validated with a large number of Australian school students by the peak body, the Australian Council of Educational Research (ACER). The ACER survey is deliberately designed to assess underlying variables such as conscience, compassion, and emotional growth.

- The reviewer requests information on the impact of the developments described as arising from the main study (developments titled as Study 3 in the original version of the manuscript). We have provided this information in the form of a Table (Table 3 in the revised manuscript), which provides more detail on the specificity of these developments.

<table>
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<tr>
<th>AREA</th>
<th>Prior to Empirical Study</th>
<th>Post Empirical Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theological Framework</td>
<td>Presentation of the narrative of Bible with little consideration of student prior-knowledge or the overarching structure of the program</td>
<td>Sequencing of key Christian concepts. Integration of content across curriculum areas, Chapel and daily Devotions in order to promote program coherence</td>
</tr>
<tr>
<td>Specific Values Education</td>
<td>Piecemeal; implied rather than purposefully taught.</td>
<td>Written into teaching programs. Staff encouraged to critique values emanating from syllabi. Curriculum materials introduced to facilitate values discussion</td>
</tr>
<tr>
<td>Cultural Relevance</td>
<td>Student access to teachers' Christian 'sub-culture' was presumed and implied in pedagogical approaches</td>
<td>Attempts to relate both curriculum and pedagogy to popular culture and issues of interest and concern to teenagers</td>
</tr>
<tr>
<td>Faith in Action</td>
<td>Presentation of the faith was largely conceptual and unapplied.</td>
<td>Students are encouraged to apply faith in service, with service options provided. Deliberate attention paid to the provision of appropriate mentors and models of faith</td>
</tr>
<tr>
<td>Faith Articulation</td>
<td>The school taught faith in isolation from other organisations. No model for continuation of the faith after graduation.</td>
<td>Strategic alliances established with local churches. Attention paid to shepherding students into sustaining faith communities post-graduation</td>
</tr>
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Reviewer 3:
- The reviewer suggests that the title is too ambitious. We have adjusted the title to better reflect the nature of the research.

- We accept the reviewer's comments on the methodological deficiencies of Study 1, and have withdrawn this Study from the manuscript.
• The reviewer suggests that Study 3 undergo a change of name. This change has been effected.

• The reviewer recommends better reflection of the methodological approach in Study 2, and more detail on the resultant program of change. More methodological and program detail has been added to the revised manuscript. See also our response to Reviewer 2.

• The reviewer suggests foreshadowing an evaluation of the program. This has been incorporated in the revised manuscript.

A future evaluation of the initiatives undertaken as responses to the empirical study will comprise administration of the same survey described in this research to a new group of Year 8 students. The same survey will also be administered to the present cohort of students in future years in order to assess whether any attitudinal changes have occurred, and which of these changes may be attributable to the school’s programs. Teacher evaluations of the school’s initiatives will also be sought as part of a overall program evaluation.

Thank you for the opportunity to contribute our research through the Journal of Research on Christian Education. It is an opportunity we value immensely.

Yours sincerely,

JOHN COLLIER and MARTIN DOWSON
John
Thanks for making the revisions and sending your manuscript back. Once I make my final formatting changes I’ll load it into the electronic system we use for the journal. Once the publisher does the copy editing (some time after August 26, 2008) they will send you instructions for reviewing your article proofs. You will have about 10 days to review the proofs and respond to any queries the publisher has. Thanks again for your hard work and solid scholarship. I hope you think of JRCE again in the future as you continue your writing.

Larry D Burton, PhD
Andrews University School of Education
Professor of Curriculum & Instruction
Editor, Journal of Research on Christian Education
President, Associates for Research on Private Education (ARPE)

From: Patsy Beckett [mailto:patsy.beckett@stpauls.nsw.edu.au] On Behalf Of John Collier
Sent: Tuesday, February 05, 2008 2:57 AM
To: Larry D Burton
Subject: Article for Publication in JRCE

Dear Professor Burton,

Please find attached:

*A response to the Reviewers' comments, and
*the revised article for publication.

As we are still having some difficulties with our IT, I would appreciate it if you could acknowledge that you have received this e-mail.

With sincere thanks.

JOHN COLLIER
Principal
St Paul's Grammar School
Locked Bag 16, Penrith NSW 2751
Phone: 4777 4888
Fax: 4777 5017

This message contains privileged and confidential information. If you are not the intended recipient of this message you are hereby notified that you are prohibited from disseminating, copying or taking any action in reliance on it. If you have received this message in error, please notify St Paul's Grammar School immediately. If you are the intended recipient of this communication you should not copy, disclose or distribute this communication to any party deficient of bona fide interest herein without the authority of St Paul's Grammar School. Any views expressed in this message are those of the individual sender, except where the sender specifically states them to be the views of any of the entities within St Paul's Grammar School. Except as required at law, St Paul's Grammar School does not represent, warrant and/or guarantee that the integrity of this communication has been maintained nor that the communication is free of errors, virus, interception or interference.
Hi John,

I have finished reviewing your article. I still think the article has an excellent contribution to make to the literature – and I personally would like to see us publish this work in more than just a “practitioners” type journal. Ideally, I would like to see the article published in one of the larger American CE research journals.

In any case, I have made extensive notes throughout the manuscript – and there is still some work to be done on the manuscript in order to make it ready for publication. I would encourage you to persevere with the work that still needs to be done on the article as there are precious few people in Christian Education who are publishing work of any real quality – and you have the potential to be among these people if you are prepared to put in the effort to refine your work to a high standard.

Anyway, let me know how I can help you. If you would like to spend some time face-to-face working on this article I am certainly open to that.

Many kind regards, and keep up the great work!!!!!!

Martin 😊

Associate Professor Martin Dowson
Dip.Teach., BA, MA, PhD, BTh, MAPA, MASSO
SELF Research Centre
University of Western Sydney
Locked Bag 1797
Penrith South DC 1797 NSW
Australia
ph: +61 2 9772 6558
fax: +61 2 9772 6432

-----Original Message-----
From: Patsy Beckett [mailto:patsy.beckett@stpauls.nsw.edu.au] On Behalf Of John Collier
Sent: Monday, March 06, 2006 3:03 PM
To: Martin
Subject: RE: Ed.D. articles[Scanned]
APPENDIX FF


The Spirit and the New Millennium

Christian Schooling in the Postmodern Era

Report of the 1998 and 1999 Western Sydney Christian Schools Conferences on the theme "The Spirit of the Age"

Edited by
Margaret Mears
FOREWORD

As our society moves further from its Christian moorings, Christian teachers struggle with new modes of thinking and responding in the children they teach. The challenges of secular humanism have been exacerbated and redefined in Generation X classrooms where issues of truth and absolutes have less currency than in the past. Teachers know they are confronted by post-modernism, even if they are rather less sure of what it is.

Amidst the pluralism of our society, spawning such a diversity of views, interpretations and images of reality, it is more important than ever that Christian educators develop discernment, that they think with a Christian mind. Against the relativist pressures to embrace the spirit of tolerance of all standpoints, the Apostle Paul issues a clarion call: ‘Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind’ (Romans 12:2). We urgently need teachers with a comprehensive Christian worldview who can relate their faith to a host of issues of relevance for students, who can help them think about ‘whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable... excellent or praiseworthy’ (Philippians 4:8).

The conference, which forms the basis of this publication, arose from this vision. St Paul's Grammar School, Penrith, as the largest Christian school in western Sydney, accepted the challenge of providing training for Christian educators in these vital areas of development. That St Paul's Grammar School should provide such leadership was the dream of our recently retired Director of Studies, Mrs Margaret Meers BSc MA (Ed.) Dip Ed. M.A.C.E. A.M.A.C.E.A., who undertook the bulk of organisation for the conference itself, in October 1998, and the ensuing publication. In the former task, she received wonderful assistance from our two Acting Assistant Principals, Mrs Christine Hill and Mrs Diane Longland. In the editing task, she has been well supported by Assistant Principal-Curriculum, Mrs Ruby Holland.

The conference, and its publication, would have been a sterile product without the clarity and incisive instruction of gifted speakers: Dr Stuart Piggin, Dr Mark Hutchison, Dr Ian Lambert, Rev. Dr Peter Jensen, Mr Bill Salier and Rev. David Cook. Those who heard them in situ benefited enormously from their teaching, as I trust those who read their articles will also.
I earnestly hope this publication will be a useful resource for Christian educators as they seek to discern the Spirit of the Age in bringing the Gospel to bear on their classrooms.

John Collier
Principal,
St Paul's Grammar School,
Penrith
October 2001
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APPENDIX GG1
(Lead author) Applying an action research model to improving the quality of Christian education – one school’s experience, (2007), The Journal of Christian Education (REFEREED)

PUBLISHED BY THE AUSTRALIAN CHRISTIAN FORUM ON EDUCATION • Vol. 50, No. 1, May 2007

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ISSN NO: 0021 9657
After fifteen years in its now familiar format, the *Journal of Christian Education* has undergone a redesign and an expansion. From this issue there will be additional articles, a new section called 'Insights from Practice' and an expanded book review section. These changes are in response to the increased interest from researchers and readers around the world. As academics and practitioners in developing nations add their voices to those from Western countries, a rich interchange of philosophies, pedagogies and educational experiences becomes possible.

Kapa Kelep-Malpo from Goroka, Papua New Guinea addresses the issue of the interplay of Christianity and gender roles on school leadership in Melanesian societies. Most studies from developed countries focus on individual qualities in school leaders, whereas those from non-Western countries are more likely to recognise and affirm the importance of collective identities and the beliefs, norms and practices that come from this different perspective. Kelep-Malpo seeks to advance the debate on the impact of cultural contexts of school organisation on the leadership of school principals in Papua New Guinea. The article is based on a comparative analysis of a sample of 76 primary and secondary principals across four provinces. It examines the interplay of Christianity and existing hereditary leadership patterns in patrilineal and matrilineal cultures on the attitudes, role and function of male and female head teachers. It is argued that the Christian religion has had a powerful impact on post-colonial Papua New Guinea in helping school leaders to solve problems, to introduce a greater measure of fairness in the delegation of tasks and in the treatment of staff members, and to promote respect in interpersonal relations and communication.

Terrence Gatfield from Brisbane in Queensland argues that Western modernity has overemphasised the quest for meaning at the expense of human spirituality and connectivity. Drawing on the work of Carl Jung, he examines how human horizons can be broadened from the current over-reliance on empirical rationality and logic. Gatfield’s focus is on how the Myers Briggs categories of sensation and intuition, based as they are on Jungian psychology, alert us to additional modes of reception of information. He argues that the arts, music, dance, drama, colour, shape, form and even silences are seldom given the focus to aid us in connecting to God. A short section looks at some implications for education. He invites further discussion of the value of various alternatives in educational settings.

John Collier and Martin Dowson from Sydney, Australia look at ways to avoid the problem of teachers in non-government schools, who are convinced of the correctness of the Christian message and the urgency for their students to hear and respond to it, tending toward poor pedagogical methods which act as an impediment to their students actually appreciating what the message has to offer. Three interrelated action-research studies at one independent Christian school over a six-year period, which focussed on students in their final year of secondary schooling, revealed the nature of the problem and pointed
to the ways in which it might be addressed. The authors advocate effective staff development to address the deficiencies among teachers from a variety of denominational backgrounds and faith experiences in order to move towards a more authentic, ethical and pedagogically sound Christian education program. The specific steps they took will be of interest to those who recognise the problem in their own school or college.

Hamid Reza Alavi from Kerman in Iran compares the positive points of agreement between Islamic and Christian teachings about values. This article is written from within the Arabic tradition of scholarship. Its method of argumentation may not be familiar to those trained in the Western approach. The value of the article lies in its delineation of values that are claimed to have an objective basis in both religions, its identification of points of potential agreement and the application of these to educational settings. Some may find the author too prescriptive in his application of these to the teaching and learning situation. Further discussion of points of agreement and difference, paying regard to the variety of Christian approaches to ethics, can only enhance inter-faith understanding.

Brian Hill from Perth in Western Australia revisits the question of chaplaincy in government and non-government schools in the light of the recent Commonwealth government initiative to fund new positions. Extending the previous discussion in this Journal between 1976 and 2006, he raises the question of whether religious chaplaincy is becoming secularised. His discussion looks at the separation of church and State in the Australian context, the parallel with Commonwealth funding of ‘values education’, the motivation for Commonwealth intervention into what is a state responsibility, and a number of ethical issues. In doing so, he challenges participants from all sides to evaluate their presuppositions and motives as well as the effectiveness of the delivery of religious chaplaincy services, especially in ‘secular’ government schools.

The two articles from the Insights from Practice section are markedly different. William Cox, Kirk Barnum and Nancy Hamclot from Regent University, Virginia Beach in the United States draw on their interest in programs for Christian schools to offer the 9P model of lesson plan format for Christian Education. The article outlines the 9P format before applying it to a week-long Bible lesson plan and a unit study in Mathematics. The model requires teachers to be more intentional as Christian educators, to make more specific their under girding philosophy of education and to exhibit greater fidelity to the Bible. Recognising that the model is not perfect, they invite comments for its improvement.

Doug Baker from Bloomington, Indiana teaches literature as well as being a writer. In ‘Tim’s Tears’ he presents a reflective piece about a first year teacher who struggles to manage his class of seventh grade students in a Christian school. They see him as the enemy who is to be resisted at every turn, while he sees them as young people in need of Christ. The outcome is that Mr Eekhoff was a better teacher than he ever imagined.

There is a good deal of food for thought in these articles. Not all will agree with the assumptions, methods, findings and conclusions that have been drawn by these researchers and practitioners. We encourage further discussion on these topics that are close to the heart of Christian education.

Grant Maple
Co-editor
APPLYING AN ACTION RESEARCH APPROACH TO IMPROVING THE QUALITY OF
CHRISTIAN EDUCATION – ONE SCHOOL’S EXPERIENCE

JOHN COLLIER
Principal, St Paul's Grammar School, Cronembrook, New South Wales

MARTIN DOWSON
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Christian schools habitually find difficulty in their presentation of their faith position to students. In their eagerness for students to embrace Christian faith, some teachers are inclined to adopt a methodology which is overly didactic and which creates boredom and resentment. This case study reports on an action research approach in one school. It examines how a change in teaching methodology has led to improved student attitudes to Christian faith. The data from the action research has been used to reposition the school's stance towards a more authentic pedagogy and less strident model. Initial evaluations have been encouraging.

Keywords: autonomy, cognitive space, didacticism, evangelism, indoctrination, staff development, worldview

INTRODUCTION
Christian schools by their very nature tend to be staffed by teachers who are keen for their students to embrace the Christian gospel. In their enthusiasm for this outcome, however, it is possible for some teachers to forget that their primary function is as educators and, in doing so, ardently advocate their own belief systems rather than assist students to explore and develop their own belief systems. A highly didactic method of evangelism may result both in poor pedagogy and ineffective advocacy of Christian belief.

Christian schools position themselves at various points with respect to the issue of evangelism. Some schools take a more aggressive approach, while others prefer a more ambassadorial approach. Moreover, within individual schools, there can be a wide divergence of views with respect to what represents an effective model of faith encouragement.
This paper is based on some underlying general assumptions about the nature of Christian Education – particularly with respect to the relationship between education and evangelism. These assumptions are:

1. Even in a Christian school teachers are paid to educate first and evangelise second. This order of priorities arises because the relationship between the school and the parent is framed primarily in educational terms i.e., parents send their children to a Christian school primarily to be educated – certainly within a certain ethos, but to be educated nevertheless.

2. Education and evangelism are, however, not necessarily mutually contradictory aims or activities if evangelism is defined and conducted in educational terms i.e., no contradiction necessarily exists if faith development occurs in the context of an active and open engagement with faith-related ideas drawn from a variety of sources and presented through authentic educational activities and experiences.

3. However, education and evangelism are mutually contradictory aims if evangelism implies “shutting down” debate, insulating students from engagement with the world, or forcing the gospel on students rather than gently inviting students to consider the gospel and particular aspects of it.

4. Anecdotally, a difficulty for some Christian teachers and schools is that their understanding and practice of evangelism is more closed than open. As a result, these Christian teachers can come into conflict with their students, their students’ parents, and with colleagues who have different ideas of what evangelism entails than they do. Moreover these teachers may falsely attribute conflicts relating to their understanding of evangelism to ‘spiritual warfare’ rather than to genuine differences of opinion concerning what evangelism means in educational contexts – perhaps especially educational contexts serving students and parents from non-Christian backgrounds. What some of these students need in the first instance is not ‘altar-call’ appeals for conversion, but pre-evangelistic conceptual development and world-view formative discussion.

INVESTIGATING THE SCHOOL’S MODEL OF EVANGELISM

The research reported in this paper comprises a longitudinal case study, and an associated intervention, investigating the limitations of recent practice to produce desired student outcomes in one Christian educational context. The study particularly explores students’ negative reactions to a strongly didactic model of Christian education. In contrast, the study also provides evidence that in order to develop a faith of their own students require cognitive and emotional ‘space’ in order to explore their developing understandings of faith and sense of themselves as faithful individuals. In particular, pedagogies that allow for controversy and dissent, that attempt to extend students’ horizons in a extensive exploration of reality, and that are respectful of divergent views were seen by students to be much more productive than approaches that were perceived by students to be intolerant of diverse opinions and perspectives, or that attempted to confine, limit and otherwise proscribe debate, discussion and an open exploration of the world and views of the world.

RESEARCH PROBLEM

By observation, at least some Christian schools are staffed by a proportion of teachers who lack
the ability to enter the thought-worlds or relate to the concerns of students less enamoured of the teachers’ faith position than the teachers themselves. Often, such teachers display a naïve confidence that simply asserting their faith position will be enough to persuade students to embrace it (Macnaght, 1995). Moreover, some schools assume that simply staffing schools with people of faith will lead to demonstrable faith-outcomes from Christian education (such as the adoption of the Christian faith by students), with little of no purposeful activity or planned structures put in place to effect such outcomes.

One of the reasons why such difficulties persist is that clear alternative models of Christian Education have not been widely articulated. In order to rectify this perceived deficit, this paper reports the results of targeted action research investigating one school’s attempt to implement an alternative model of Christian Education, based on an understanding that faith issues need to be explored in an open and meaningful way by students with the assistance of staff who are willing and able to facilitate and engage in such explorations.

CONTEXT
1. School Setting
The school involved in the study is an open, inclusive and interdenominational Christian school of 1350 students located in the western suburbs of Sydney, Australia. It seeks to follow a model of Christian Education based on enculturation and exploration rather than indoctrination and exploitation. While the school has no religious tests of entry for students, and indeed accepts those of any or no faith, it expects its staff to be active members of a Christian faith community. The school is evangelistic in intent, seeking that students should know Him in whom dwells all the fullness of God (Colossians 1:19). Having a majority of non-Christian parents and students in the school, however, somewhat problematic for this intent. Issues arising include the extent to which non-Christian parents will support or even tolerate an evangelistic outreach to their children, especially if this outreach is contrary or irrelevant to their understanding of a school’s role and purpose.

In addition, even where this evangelistic intent is supported and possible to realise in practice, it is nevertheless easier in conception than delivery. Immediately, critical questions arise. Questions relating to curriculum include: What is to be the school’s model for the enculturation of faith? How will this model (once defined) be made to actively engage and satisfy post-modern teenagers? Questions relating to staff include: How will staff be equipped to teach from a Christian worldview without this worldview becoming artificial or contrived, and without undermining the intellectual rigour of the disciplines they teach? To what extent will staff allow the processes of faith enquiry to be genuinely educational, making room for doubt and dissent? (Teachers, zealous for the Gospel to take root in the hearts of their students, can forget that their primary role as educators is to expand horizons, not to adopt a reductionist position that aims to indoctrinate students into their beliefs.) Will denominational diversity amongst staff cause disagreement about the purposes, processes and philosophy of Christian Education? Can unity around an essential core of beliefs be maintained between those who adhere to different expressions of faith?

Somewhat more widely, questions may be asked of the school community: Will the minority of actively involved Christian parents tolerate a
Christian school being so open about questions of faith as to allow dissent and unbelief amongst students, or will some parents, perhaps of more fundamentalist persuasion, seek the sureties of withdrawal into an unquestioning faith-based community offering a more restrictive model of Christian schooling? Finally, questions can be asked of the school itself: Will the school have the confidence to continue to interrogate its own model of Christian schooling and education? Is the school tacitly preparing students to enter and maintain particular church cultures, or to freely participate anywhere across the full spectrum of Christian faith organisations and activities? Is the school teaching a faith which is clearly the ‘main’ business of the school, and so is likely to be maintained by students in their post-school years? (Cooling, 1997). Is the school simply promoting religion as a means of maintaining a social status quo, or as a means of affecting compassionate social change?

2. SCHOOL PHILOSOPHY AND CURRICULUM
The school’s philosophy is that faith will be visible through the whole range of its activities. Inherent in this philosophy is an integrated view of the development of Christian faith. In terms of their stated aims, some Christian schools appear content with a very shallow penetration of Christian education teachings into the school curriculum, confining these teachings to distinctively ‘religious’ parts of the school structures (such as Chapel), whilst allowing a predominantly secular curricula to continue largely untroubled by religious considerations. In contrast, the present school aspires to integrate Christian understandings throughout the whole curriculum. Teachers are expected to link a Christian worldview to their academic disciplines, and to critique the worldviews that emerge from secular (and Christian) textbooks and syllabus documents. Such an approach aims to be transforming and renewing (Romans 12:1-2), equipping students to escape unquestioning compliance with cultural norms. Moreover, the cognitive aspects of curriculum taught from a Christian standpoint are supported and complemented by the Christian love shown by staff in their pastoral dealings with students. Thus, both the cognitive and affective elements of the Christian educational program of the school are designed to present a seamless commendation of the Christian message. In short, the ultimate goal is diligent, caring teachers providing quality learning experiences, and thus providing winsome examples of faith.

The school’s curriculum aims to be broad in scope and content and, in the best sense, ‘liberal’ - drawing on knowledge from all sources that can be labelled ‘true, noble, pure, lovely, admirable, excellent and praiseworthy’ (Philippians 4:6-8). Such a stance challenges sacred/secular dichotomies, wherein only subject matter which is principally about faith is regarded as sacred, and the rest of the ‘worldly’ curriculum is regarded as secular. Consistent with this stance, all subject matter is regarded as part of God’s world, fallen certainly but still created by God, and therefore sacred: ‘For everything God created is good’ (1 Timothy 4:4).

RESEARCH
Three interrelated studies comprised the present research program.

Study 1
Purpose
The purpose of Study 1 was to ascertain senior students’ perceptions regarding the nature of the curriculum to which they had been exposed during their schooling. In particular, the
perceived indoctrinative nature (or otherwise) of the curriculum was explored.

Participants
The first study elicited responses from Prefects, in a focus group conducted one term before completion of their matriculation studies. The Prefect group comprised twelve (12) students with approximately equal numbers of boys and girls. As student leaders in their final stage (Year 12) of secondary schooling, these students were considered to be able to reflect helpfully on the efficacy of Christian education approaches to which they had been exposed during their six years of experience.

Procedures
Open ended, free response oral questions were put to the group to ascertain their responses to aspects of the school’s Christian Education program. In particular, questions focussed on Biblical Studies (called ‘Christian Living’) classes and fortnightly Chapel. Questions elicited responses concerning the extent to which students felt specific aspects of the program were forced, indoctrinative or manipulative. Field notes were taken during a 40-minute discussion and amplified later. The data were later content analysed and categorised into key themes based on the operational categories emerging from the data.

Results
The key themes emerging from the data were hostility, boredom, and the quashing of dissent. The dominant theme in students’ responses was hostility, accompanied by a sense of being demeaned by the forceful nature of the presentation of Christian faith by some staff. Interestingly, objections were more about the forceful manner in which content was presented than about any particular aspect of the content as such. Moreover, both Christian and non-Christian students were highly critical of the approach taken in the programs, the former because they saw these methods as being more-or-less totally ineffective in bringing the latter to faith.

Students were also critical of the repetitious pedagogical structure and teaching methodologies of Christian Living lessons, which led to a palpable sense of boredom in, and with, the lessons. Students commenting on Chapel decried the lack of participation allowed, the similarity in style and background of presenters, and the stultifying, alienating effect of being constantly 'subjected' to the ‘gospel’ over many years, with little variation or development of key gospel themes over time.

Finally, students’ critique of Christian Living classes reacted strongly against the stridency of teacher opinions, often put ardemly and didactically with little opportunity for discussion, debate or dissent. The quashing of dissent also had negative impacts on students’ cognitive processing and emotional acceptance of the material presented. Some found teachers’ views too extreme to be compelling, some found demands on students to state their personal faith stance to be an invasion of privacy, and others found the teaching (however forceful) to be too theoretical and unapplied to be of relevance to their lives.

Study 2
Purpose and Participants
Following the trenchant critique of the school’s Christian Education program by the participants in Study 1, it was decided to survey all 120 Year 12 students the following year, to ascertain whether the views expressed in Study 1 were widely shared amongst the new senior cohort.
Procedures
A structured questionnaire was developed for Study 2, with students being invited to respond to four questions. These questions elicited responses concerning: (a) the best and worst features of the school’s program (two separate questions), (b) students’ advice on Christian Education within the school and, (c) open-ended comments about the school’s Christian Education program.

Analysis
The open-ended nature of the questionnaire meant that students were able to choose to answer any or all of the stated questions. As a result, not all students chose to answer all questions in the survey. Student responses that were provided (in the form of short written answers to the questions) were transcribed and collated in a qualitative data matrix. These data were then grouped according to apparent content themes emerging from the data. These content themes provided an embedded categorisation for the data, with the number of responses in each category used to provide an overview of trends in student responses.

Once constructed, the categorised data matrix was interrogated to identify:
1. response categories that were most heavily weighted by students; and
2. data rich responses (i.e., typically longer responses, but also those responses that identified particularly salient – and often latent – features of the Christian Education program).

Results
1. Best features of the program.
Students’ responses (with the number of responses comprising each category reported in brackets after each category label) to this question related mostly to:

- the value of presenting students with different perspectives about religion (9 responses),
- the opportunities provided for discussion (8),
- pastoral support for students (3),
- the diversity of experiences presented through musical and dramatic presentations (3), and
- the value of additional optional Bible study and Christian Fellowship groups (3).

Student responses acknowledged that the school’s Christian Education program had presented them with information about religion, in a context where some discussion was possible. Some students appreciated the variety in which the material was presented, and the optional extension activities provided.

2. Worst features of the program.
This question produced a larger number of responses than the first question, with some responses being very strongly worded. The most frequent responses were those concerning the:

- forced nature of presentations (12),
- repetitive structure of lessons (9),
- “boring” content of lessons (8),
- absence of opportunities for dissent, debate or disagreement (7),
- oppressive atmosphere of Christian educational classrooms (5), and
- the compulsory place of Christian Education lessons in the curriculum (3).

The most cited comment complained about religion being ‘forced down [students’] throats’, a comment that clearly reveals the lack of autonomy and volition provided to students in the context of Christian Education classes. A particularly perceptive comment by one student was ‘a lot of teachers have not thought about religion critically, so it is difficult to learn from them’.
3. Advice on Christian Education programs.
The question eliciting students’ advice on Christian Education at the school produced more temperate responses, although covering much the same conceptual space as for the previous question. The most frequent advice given was to:

- attempt to be more interesting and relevant (14),
- allow for more debate and discussion (6),
- be less forceful in the presentation of material (5),
- tolerate dissent and disagreement (5), and
- seek skilled external presenters (4).

General comments.
There was a diversity of remarks offered with respect to the ‘other comments’ component of the survey. However, a clearly emergent theme in student responses was the oppressive, forced and repetitious nature of the teaching methodologies and content of the school’s Christian Education program. One insightful summary comment which reflected this perspective was: ‘many people leave this school not convinced about Christianity, but sick of hearing about it’.

Summary
Overall, Studies 1 and 2 using two different samples (Prefects and all of Year 12) and two different methodologies (Focus Group and Open-Ended Questionnaire) provided general agreement, from both Christian and non-Christian students, that the Christian Education program followed at the school was, at best, largely ineffective and, at worst, counter-productive. In particular, opposition to the Christian message was apparently being generated by the forceful, repetitive nature of its presentation. Thus, there was a strong consensus that students had effectively been counter-evangelised by the school’s Christian Education program.

Study 3
The results Studies 1 and 2 indicated that the school’s Christian Education program was, for large numbers of students, not functioning as an effective program of either instruction or evangelism. In order to rectify perceived deficits in the program, the school developed a sequence of staff development initiatives and interventions designed to improve the quality of the School’s Christian Education programs. Specifically:

1. staff were trained to maintain student goodwill towards the Christian message such that those students departing at the end of Year 12 remained open to, if not yet convinced by, the Christian message.

2. staff were trained to provide cognitive space and metacognitive support to students in order to enable students to incorporate new perspectives into their views of reality. In the context of ‘space’ and ‘support’, debate, discussion and dissent were reconceptualised as processes necessary and helpful to the growth and development of faith, rather than as processes antithetical to faith development. Moreover, superficial, formulaic answers to complex issues and questions concerning faith were discouraged.

3. major conferences and staff retreats were organised in order to provide staff with extensive opportunities to reflect on their teaching philosophy and practices in the light of input from external speakers and presenters.

4. a new school-designed staff induction course was introduced so that new staff would understand the school’s pedagogical faith model from the beginning of their tenure. This course includes discussion based around prior readings, and resource and information sessions that indicated how Christian
education can best proceed in the context of particular disciplines.

5. a formal school-university partnership was formed so that teachers could study accredited courses in Christian Education taught on-site by university staff. These courses encouraged staff to explore issues of Christian education relevant to a school setting and to contemporary youth.

In addition to the above staff development initiatives, the school also committed to several important curriculum initiatives. The Christian Living curriculum, which according to the previous studies was problematic, was substantially reworked in order develop a clear sequence of study within the curriculum. This sequence provides for access to a greater variety of material, particularly material that engages popular culture and thus is more specifically targeted at the interests of teenagers. Moreover, teachers for the Christian Living classes have been selected on their ability both to teach effectively and to establish positive rapport with their students.

Finally, the school established a Christian Perspectives Committee, charged with the task of establishing benchmarks for course development in Christian Education. The Committee visited and hosted other schools in order to explore the features of good practice Christian education programs. The Committee also took advice from a core group of key stakeholders that formally audited the efficacy of the school's Christian Education programs on an annual basis.

**Evaluation**

The effectiveness of the intervention described above was evaluated in a survey which again sought students' perspectives concerning the interest and relevance of the school's Christian Education program.

**Participants**

All 130 Year 12 students were asked to respond in writing to a series of short answer questions that were essentially identical to those asked in the 1999 survey. Surveys were completed in class, collected by teachers and scored.

**Procedures**

A structured questionnaire asked students to respond to general questions about the main strengths and weaknesses of the school, in response to which some students wrote about aspects of the school's Christian Education program. Further questions asked students to identify whether the school's programs had led to a change in their view of the Christian faith, and whether they felt pressured to adopt Christian belief.

**Analysis**

Student responses provided in short written answers to the questions were transcribed and collated in a qualitative data matrix, which were then grouped according to themes and categorised. The categorised data matrix was then used to identify high frequency responses as well as those rich in data which commented in helpful detail on aspects of the program.

**Results**

The result was tested by re-administration of the survey to the 2005 Year 12 cohort. Of 99 respondents, 10 in the free response category listed the school's Christian teaching as the aspect of the school they most valued. Against this, asked to cite the worst features of the school, one listed Chapel, two listed the school's religious programs and one identified pressure to convert to Christianity. The survey found that
opposition to the school’s presentation of its Christian message had fallen from 70% of Year 12 (1999) to 30% (2004). This was interpreted as quite minimal opposition, particularly in the light of 1998 and 1999 survey results.

DISCUSSION
The comments by Year 12 students in Studies 1 & 2 consistently expressed resentment at the stedency with which some staff attempted to represent their Christian belief to students. Moreover, some teachers in their zeal to see students come to personal faith placed undue pressure on students, becoming overly forceful in the presentation of their Christian beliefs. The use of excessive force, however, produced exactly the opposite effect of that intended i.e., students were repelled from Christianity rather than drawn to it. This tended to confirm the findings in the literature (Hill, 2001; Cooling, 1994a). Considerable concern, however, did arise amongst the school’s teaching staff in response to the very strong reactions against the perceived stridently didactic approach to Christian education expressed in Studies 1 and 2.

Operationally, some staff appeared to compromise the integrity of the educational processes in which they were agents, in order to focus on faith-adoption by students. Thus, some teachers apparently saw their role as evangelist first and educator second. This role definition effectively challenged the fragile enrolment ‘contract’ between the school and the many largely unchurched parents choosing the school for reasons other than a desire to see their child ‘converted’. Moreover, the mix of ardent Christian staff with parents and students who did not share this ardour was volatile, threatening the relational equilibrium of this school.

The differing perceptions of parents, students and staff as to the location and method of evangelism implicated the clear need for a proper re-conceptualisation of evangelism in educational terms, followed by staff training indicating that an overly forceful approach to evangelism impeded staff and students’ relationships with each other. Further, these forceful approaches potentially led some staff to misinterpret student responses i.e., what appeared to be rejection of the Gospel was typically a rejection not of the Gospel but of strident methods of gospel presentation.

In response to the data provided by the first two studies, the school attempted to recast its Christian Education programs in genuinely educative terms. This required considerable attention to staff training (Thompson, 2003), and a reworking of curriculum. An initial evaluation of this initiative indicated considerably reduced hostility to both the content and the method of presentation of Christian Education within the school. This evaluation reflected improved student-teacher relationships. It appeared to indicate that building bridges to student culture and pre-knowledge was allowing connections to be made (Cooling, 1994b; Harkness 2003). The evaluation supported the literature (Thiessen 1998), in finding that Christian Education which was respectful of persons, had greater efficacy than that which was inherently overpowering in style.

CONCLUSION
Christian Education can tend towards poor pedagogical approaches in the hands of teachers who are convinced strongly by both the correctness of their message and the urgent need of hearers to receive it. This conviction becomes an issue in educational settings if such
teachers translate conviction into unhelpful, non-educative practices. Educative practices require a recognition of the integrity of students’ status as individuals growing towards full autonomy. Educative practices also require an open and supportive environment in which students can explore their developing beliefs and ideas as they endeavour to apply faith to a complex world. In this context, formulaic answers and attempts to suppress discussion will be counterproductive; exploration is a necessary part of the faith journey, especially if faith is to be sustained.

Staff from a variety of denominational backgrounds and faith experiences require effective staff development in order to become aware of the challenges of commending faith in a manner which is winsome to a new generation. In particular, staff need to understand not only the thinking patterns of the present generation of school students, but also the ethical issues implicated in their unique position of influence. For such skills to be developed, a purposeful and targeted staff development program will typically be necessary in order to ensure that a school’s Christian education program is authentic, ethical and pedagogically sound. A targeted action research approach in one school has shown that helpful progress can be made towards a less confrontational, more pedagogically sound method of evangelism which, in being less antagonistic, is more likely to be effective.

John Collier may be contacted at <john.collier@stpauls.nsw.edu.au> and Martin Dowson may be contacted at <mdowson@acom.edu.au>

REFERENCES


Dear John

I have just received the second reviewer's comments on your first article submitted to JCE.

After you have had time to reflect on them, would you let me know how you propose to proceed and when you think you might have a revised version of the article ready? This will help me in planning future editions of the journal.

Kind regards

Grant

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Christian Education: Authentic Ethical Pedagogy or Attempted Indoctrination: JCE Reviewer’s Comments

The strength of this article lies in its case study approach, using reflection on the teaching of the Christian Living programme in particular and, presumably, (although this is not stated explicitly) the Christian formation strategies of the case study school as a whole. This gives a fascinating insight into the manner in which a particular school has sought systematically to improve its Christian education programme through the use of targeted action research. It would therefore seem that this article will be of considerable interest to JCE readers.

However there are three weaknesses that throw doubt for this reviewer on whether publication of this material in its current form is appropriate.

1. The research methodology lacks the necessary rigour for it to carry weight as an academic study. For example, the reader needs more detail of the questions asked and the analysis methods used. Furthermore, different research tools are utilised in each of the three studies, which makes comparisons between the results from the three cohorts problematic.

2. The literature survey purports to deal with the difference between indoctrination and educational approaches to Christian formation. The author cites various scholars in support of a theoretical position which might be described as open Christian education. It is claimed that the action research is an experiment in moving staff from an indoctrinatory model towards this more open model. However, the research is actually focussed on examining how a change in teacher approach improves student attitude to Christianity. The desired outcome seems to remain the same; namely achieving a favourable attitude towards Christianity. It is a matter of persuading staff that this is achieved more effectively by the less didactic teaching methodology and a less intense attitude to faith formation in the pupils. In this reviewer’s opinion, critics will see this merely as research into how to make the school’s indoctrinatory goals more effective rather than into achieving a change of goals as exemplified in a new model of Christian education.

3. There are various points of detail that need attention. For example:

   - There are assertions about other Christian schools that begin with the phrase “by observation” (e.g. page 4). These need further substantiation to
ensure they stand up. More information on the "observation" involved is required.

➢ Reference to other authors needs to be more detailed in its sourcing. E.g. on page 3 reference is made to Thompson (2003), but no page reference is given so the reader cannot check the use of the source.

➢ Cracking concepts (page 3) should be concept cracking to be absolutely accurate.

➢ Cooling (1996) needs including in the bibliography (see page 3).

➢ In places the meaning of sentences is not clear. E.g. on page 5 the sentence beginning is the school teaching a faith... A careful edit is required.

This reviewer's conclusion is that there is valuable material here that warrants publication and will benefit others concerned to improve the quality of Christian education. However, as it stands, the piece lacks the rigour to survive academic scrutiny. I have two suggestions:

1. My first suggestion is that the article is redrafted as a case study illustrating a most helpful action research project that focuses on the relationship between teacher attitude to faith transmission and pupils' attitude to Christianity. This does not require the preliminary theoretical discussion of the literature which can therefore be dropped, thus overcoming the problem that it currently generates expectations that are not met by the research project itself. In my view this would offer an extremely helpful report that would be of great interest to Christian schools and could be influential in helping them to evaluate their own practice.

My second suggestion is to keep the current structure but to rewrite the literature survey with a change of emphasis with an eye to more academic rigour. I would recommend changing the focus from the education/indoctrination debate to the effectiveness of Christian formation strategies. This would mean taking Thiessen's concept of Education for Commitment as a given starting point and then using the article to tease out the features of teacher attitude and approach that promote the sort of education that Thiessen has argued for at great length. I counsel against getting involved in the indoctrination debate as it is philosophically complex. Our critics will still argue that faith formation is indoctrination, so I suggest the author bypasses the debate in the manner I have suggested. If this option were taken it would need emphasising that the action research is that, and not a full objective study. This is quite acceptable, but needs pointing out.
John Collier

From: Grant Maple [grantm@aec.edu.au]
Sent: Wednesday, 13 June 2007 3:55 PM
To: John Collier
Subject: RE: Journal for Christian Education

Dear John

One of the reviewers has excelled himself by getting back with comments almost immediately (see below). You can probably guess who it is.

My suggestion is to wait until the other report comes in and then see how you might address their concerns. I would be happy to talk with you about them. (I realize that you are probably pressed for time while school is in session.)

Kind regards

Grant

Referee Report: "Christian Education: Authentic, Ethical Pedagogy or Attempted Indoctrination"

1. This article provides an interesting case study of a Christian school which was not being very successful in its Christian education program, but which took definite steps to correct the problem. It also addresses an interesting problem that is not specifically and adequately dealt with in the literature on Christian schools - the problem of evangelism at such schools.

2. However, I believe there are several significant conceptual and structural problems with the article:
   a. The article is not clear on the notion of indoctrination. At times it seems that any kind of evangelism is indoctrination, and at other times, only "ardent advocating" may be indoctrination. But the "may be" in the introduction is vague. The author doesn't want to "advocate for any particular position with respect to the issue of indoctrination," and yet spends a good deal of time on it, though without apparently coming to a conclusion. If a definition of indoctrination is not needed, then why deal with it at all? In fact, the author does advocate for a concept of indoctrination, though overall, I believe the author confuses bad pedagogy with indoctrination. Stilted repetition and memorization is poor pedagogy, but need not be indoctrinatory, e.g. children are required to memorize and drill the multiplication table.
   b. The author frequently resorts to an either-or categorization, e.g. either the primary function of teachers in Christian schools is to educate or to evangelize. Why not both. Indeed, the author admits that education and evangelism are not necessarily mutually exclusive, and refers to Thiessen as justification for this. But, even here the waters are muddied by suggesting that Thiessen is examining the differences between teaching for commitment and teaching for indoctrination (the latter phrase is awkward). Thiessen actually argues that teaching for commitment need not be indoctrinatory. Yet, these two notions are often conflated in the article.
   c. The discussion of "Stimulating Faith Development in Educational Contexts" seems to include a rather arbitrary collection of items. See my earlier comment that relates to "catechetical" teaching. I'm not sure that cracking concepts is at all related to indoctrination, but rather to connecting with where kids are at.
   d. The introduction of the article made me expect a discussion of indoctrination vs. authentic liberal education. But, later in the article, when describing the actual study, the focus narrows to a discussion of the school's Christian education program - Bible classes and chapel. This focus requires a very different introduction and literature review, in my opinion. Books and articles on RE
need to be discussed (e.g. Groome, 1980; Astley 1994).

e. I also believe the particular study, while interesting, needs to be put into a broader context, e.g. a comparison with other studies of Christian schools (Peshkin 1986; Rose, 1988, Wagner, 1990, etc.).

f. There is an important feature of this school that deserves to be highlighted and that I believe is at the root of the problems faced with regard to the school's RE program. The majority of the students are non-Christian. This is very important, and I don't think this problem has been sufficiently recognized in the literature on Christian schools. Having taught in such a school at a higher education level, I am very conscious of the unique "problem" this poses for a Christian school and for teachers at such a school. It seems to me that evangelism in this context is really not that different than the kind of evangelism that a Christian teacher can do within a secular context. It must be subtle and indirect. But I can certainly empathize with the non-Christian students at this school - the Christian education program is quite inappropriate for such students. What is needed in such schools is the teaching of Christian "worldview theology" rather than bible teaching and appeals to be converted.

3. I realize that my comments are rather critical, and if the author were to respond to them, it would involve a major reworking of the article. However, I cannot recommend publication of the article as it stands. One approach might be to publish it as a shorter case study, which would then not require a theoretical contextualization. I found the study itself quite interesting, and I believe it could stand on its own.

-----Original Message-----
From: Patsy Beckett [mailto:patsy.beckett@stpauls.nsw.edu.au] On Behalf Of John Collier
Sent: Wednesday, 13 June 2007 11:11 AM
To: grantm@aec.edu.au
Subject: RE: Journal for Christian Education

Thanks Grant.

Regards,
JOHN

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Phone: 4777 4888
Fax: 4777 5017

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From: Grant Maple [mailto:grantm@aec.edu.au]
Sent: Wednesday, 13 June 2007 9:30 AM
To: John Collier

14/06/2007

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Christian perspectives

How can a school best express its life as a community of faith? John Collier, Principal of St Paul’s Grammar School in New South Wales describes his school’s approach.

One of the key issues which presents for a school serious about engaging its students with the Christian faith is the degree of penetration of its message. It is not enough to be satisfied with a minimal presentation only through chapel and formal Biblical Studies components of the curriculum, which together may aggregate to less than 3% of the total time. Moreover, secular syllabi and textbooks, by, at best, their silence, tend to militate powerfully against a Christian interpretation of reality because they dominate the contact time with students.

It will not be sufficient to assume that evangelistic preaching, combined with the provision of some, or even mostly, Christian staff, will carry the day; the former may not germinate without the long-term Christian modelling (where faith is “caught” not “taught”) and effective, evangelistic teaching which provides a conceptual structure otherwise lacking in a society which has often lost even basic familiarity with Christian doctrine. The latter will not be effective, unless it is purposeful, simply putting Christian teachers in front of students will not necessarily lead to a helpful process of osmosis of faith without an effective gospel strategy.

The following comments indicate something of the strategy that is being followed with good effect at St Paul’s Grammar School. It became apparent that the faith propagation style widely utilised by staff was creating considerable resentment and gratuitous opposition from students, who felt it was too aggressive - even belligerent; too imposing of formulaic answers and glib reassurances without meaningfully engaging with their doubts and questions and without affording any opportunity for respect or dissent. My reading of the literature uncovered invaluable insights by Dr Trevor Cooling, from the Stableford Centre in Nottingham, an evangelical Christian education scholar of international standing with links to Calvin College, Grand Rapids, Michigan, a Christian liberal arts university I visited on sabbatical leave in 2003. Cooling argues that all teenagers experience “bafflement” where the world does not make sense in terms of faith paradigms. Rather than attempt to close down the questions, Cooling believes, Christian educators need to acknowledge the pertinence of the questions and assist students to wrestle through the issues.

The alternative, he insists, is to drive them away from faith. An honest acceptance that the existence of pain and suffering is difficult to accommodate within Christian theology is more likely to maintain a helpful dialogue than a denial. This softer approach at St Paul’s has reduced opposition to the school’s teaching of Christian faith from 70% to 30% on the Year 12 exit surveys. More importantly, it has led to 25 Year 12 students in 2004 giving highly credible accounts of coming to faith through the school.

Cooling further argues that Christian schools often experience students shedding faith at the end of high school, much like removing an outer garment. He argues that schools should still strive to make Christian faith their students’ primary culture rather than an accessory, and link them into faith communities that will provide ongoing teaching and nurture after the school years have been completed. Maple (1998) has been very critical of church-based schools which so organise as to normalise students’ expression of Christian faith as largely through school-organised activity, such that there is a faith cessation at the end of Year 12. Accordingly, articulation into local churches, Christian groups on university campuses and para-church groups such as Crusaders, Scripture Union and Anglican Youthworks Camps are very important in building a sustainable faith. These connections need to be established during the school years with visiting speakers and joint activities. The Lord is richly blessing these initiatives, with several hundred current and recent St Paul’s students.
to be found in local congregations: the majority of these do not come from church families.

Cooling's idea of concept cracking, where bridges are built between known contacts and new, has helped the school sequence its Christian education program. My discussions with Dr Cooling now continue on a direct personal basis as I seek to continue to apply his very helpful perspective to building faith amongst students. They have led, in combination with the resources of the Anglican Education Commission, to an attempt to develop an integrated and sequenced Christian curriculum comprising Chapel and Biblical Studies. The alternative is a piecemeal repetition of graphic Old Testament stories and altar calls which, in fact, inoculate students against genuine understanding and consideration of the breadth of Christian faith.

It becomes immediately apparent that some age-appropriate strategies are necessary for senior students, who have both entered the sceptical phase of life and developed the cognitive capacity to make judgements about key life issues. The Board of Studies course in Studies of Religion, as a phenomenological comparative religion course, is not an appropriate vehicle through which to teach for Christian commitment. St Paul's has considered the Vardy Religious and Values Education course, promoted by Dialogue Australia, which has strong philosophical and ethical components, but lacks an evangelical theology. Instead, we have embraced some of this strength in designing our own alternative, which has elements of apologetics, ethics and evangelism.

If staff carriage of a Christian message is to permeate the school's operations, staff need training. Christian staff, who are imbued with the cognitions of secular universities and who may not relate faith to their professional discipline, need assistance in authentic, non-contrived ways to commend Christian faith in the fulfilment of their normal work. St Paul's Grammar School has encouraged Christian teachers to critique the world-views predominant in their subject area from a Christian standpoint. This has required the provision of exemplary Christian academic readings, the engagement of highly able speakers at staff Retreats and Christian Education conferences (the papers of which the school has itself funded in book form through the Open Book publishing house), and affiliation with the excellent Macquarie Christian Studies Institute, whose lecturers teach Master of Education courses on St Paul's campus to St Paul's staff (and others). The school has also been influenced by the recent work of Rev Dr Rod Thompson, a Presbyterian Minister working as a consultant in Christian schools in western Sydney, who has recently completed a PhD at Macquarie University on aspects of Christian schooling. Dr Thompson argues that such schools cannot fulfil their mission because, in these days when so many churches have forsaken expository preaching, even Christian teachers are often essentially Biblically and theologically illiterate.

Moreover, he argues, so many Christian schools work in a restricted canon of favourite Bible books and themes, which is a reductionist rendition of Christian faith, alienating children from the full counsel of God. Thompson's thesis emphasises the need for schools to provide appropriate training for Christian staff.
To gain the greatest purchase from the Christian message amongst the student body, some other faith-antithetical issues will need to be addressed. The first is the predilection amongst boys to see the cultures of faith and sport as being in opposition; the former soft, the latter hard and manly. St Paul's has managed to approach this successfully by employing a young Anglican Youthworks College graduate, who is at elite level in rugby and cricket, as both Youth Pastor and coach of the First XV and First XI. His artless and compelling combination of speaking the Gospel and high-level sports coaching, built on dazzling personal competence, has been very effective. The latter has given the former credibility, audience and attention within the peer groups.

Other issues to consider, alluded to in the above notes on personal philosophy, relate to a possible clash in ethos within the school between success and faith paradigms, and the opportunities through education for personal advancement, as opposed to service of others. An affluent school which values a comprehensive Christian approach will need a breadth to accommodate and service all these perspectives in a dynamic way. To deny faith and service is to lose Christian moorings; to fail to provide for success and advancement of students is to lose the school's clientele.

Inherent in these remarks is the assumption that the Principal himself will provide visible leadership to Christian programs.

This includes, of necessity, speaking and preaching a clear Christian message from time to time in Chapel and regularly at Assembly. It includes the Principal modelling a gracious, caring and engaging role with the staff, students, parents, old boys and other interested groups.

The above approaches to Christian perspectives have worked and continue to work wonderfully well at St Paul's Grammar School. It would be foolish to simply attempt to transpose them to a different context, but they would guide an attempt to analyse and strategise a new setting which one would expect to demonstrate some commonalities.

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19 September 2008

Mr J Collier
Principal
Locked Bag 16
PENRITH NSW 2751

Dear

Congratulations on your article in Independence on Christian Perspectives.

It is great to see the wonderful work of the school being written up for others to model.

Kind regards

Paul Rooney
Headmaster
National Awards for Quality Schooling

John Collier

In honour of your nomination in 2005 for an award for Excellence by a Principal

Gregor Ramsey
Chair, National Institute for Quality Teaching and School Leadership
November 2005

These awards celebrate the achievements of Australian teachers, principals, support staff and schools. The Australian Government funds the awards as a way of recognising the important contribution people in our schools make to young people, their families and the wider community.

NATIONAL INSTITUTE FOR QUALITY TEACHING AND SCHOOL LEADERSHIP

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APPENDIX JJ2
Credentialling from ACE (Australian College of Educators), and ACEL (Australian Council for Educational Leadership)

AUSTRALIAN
COLLEGE OF
EDUCATORS

John Collier

was admitted to the rank of

Fellow

in recognition of outstanding contributions in education

2005

Cheryl O'Connor
Chief Executive Officer

Geoff Masters
National President
John Collier

Mr John Collier has been the Principal of St Paul's Grammar School Penrith, NSW, since 1997. Under his leadership the School has expanded to a current enrolment of 1350 students, and undertaken extensive building and site development. St Paul's Grammar School has become the first school in NSW to introduce all three International Baccalaureate (IB) Programmes, the Primary Years Programme (PYP), Middle Years Programme (MYP) and the IB Diploma (Years 11 & 12). The extent of these programmes has placed St Paul's Grammar School currently as the largest International Baccalaureate candidature school in Australasia. This growth has been complemented by an expansion in the range of offerings of Higher School Certificate courses, notably to feature some 20 Vocational Education and Training subjects, many delivered off site. The School has expanded pre-existing links with Chinese schools to the level of now maintaining a sister-school relationship with ten Chinese schools, as well as one in Canada and one in India. These relationships, together with the International Baccalaureate courses, form part of the School's focus on internationalism.

As of 2005, Mr Collier has been elected as Chair of the AHISA Academic Committee, which represents the Independent Sector in NSW in liaison with the Board of Studies about curriculum and assessment issues.

From 1991-1997, Mr Collier was the Foundation Principal of Thomas Reddall High School, a new Government school in Campbelltown, in Sydney's south west. During this time he was convenor of the Principals' of New Secondary Schools Collegial Group. As a result of winning two Principals' Travelling Scholarship Grants to study other new schools in four Australian States, he produced a New Schools Kit for the Department of Education and Training. As a representative of the Department of Education and Training, Mr Collier co-wrote the University of Western Sydney Master of Teaching Degree course.

In recent years, Mr Collier has had twelve articles published in Australian and international journals of education, and is currently a Doctoral student at the University of Western Sydney. Previous professional involvement has included membership of the NSW Ancient History Syllabus Committee, and the role of Chair of the Liverpool Region History Curriculum Committee.
Dear John,

Congratulations on your award of a Fellow of the Australian College of Educators. The members of the NSW Branch Awards Committee join me in welcoming you to accept formally this honour at the function that has been arranged for recipients of all NSW Awards.

The occasion this year will be held at the Strathfield Golf Club, Centenary Drive, Strathfield on the evening of Friday 5 August, commencing with registrations at 6.30pm.

We do trust that you will be able to join us on this occasion as our guest, and that you will want to invite other interested participants to join you in this celebration. A registration form similar to the one enclosed will appear in the next Branch Newsletter which can be used for those in your party.

Please let me know by Monday 1 August of your ability to attend.

I look forward to welcoming you on 5 August.

Yours faithfully,

Allan Petersen FACE
New Fellow of the College

ACE has a special category for those who have made outstanding contributions to the education and the work of the college, and each year a few selected members become Fellows of the College (FACE). Congratulations to John Collier who has been the Principal of St Paul’s Grammar School Penrith, NSW, since 1997 who received the award at the end of last year. The extent of the Baccalaureate programmes he has introduced has placed St Paul’s Grammar School currently as the largest International Baccalaureate candidate school in Australasia. The School has also had a focus on Internationalism, with sister-school relationships with ten Chinese schools, as well as one in Canada and one in India.

From 1991-1997, John was the Foundation Principal of Thomas Reddall High School, a new Government school in Campbelltown, in Sydney’s south west. During this time he was convener of the Principals’ of New Secondary Schools Collegial Group. As a result of winning two Principals’ Scholarship Grants to study other new schools in four Australian States, he produced a New Schools Kit for the Department of Education and Training.

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Mentoring Conference

Planning is well underway for a NSW Branch ACE organised Mentoring Retreat where teachers in their first five years of teaching will meet with a group of experienced teachers. This will be held at the Mount Schoenstatt Conference and Retreat Centre in Mulgoa on 12-14 August. If you are a teacher who falls into this category, or know someone who is, please let me know as soon as possible, because places will be limited. I will keep you informed on developments, and information will soon be on the college website.

Teaching Reading: What the research says and what the Inquiry Found

Hills Parramatta Regional group have organized a dinner meeting on Monday 20 March with Dr Ken Rowe, Research Director of ACER and the Committee Chair, National Inquiry into the Teaching of Literacy. Cost $49.00 for ACE members and $75 for others. Bookings by Credit Card: St Andrews College, 9626 4006.

For more details, and to be included on their email list for future events, contact John DeCourcy, jsdec@zeta.org.au
22 August 2005

Mr J Collier
Principal
St Paul’s Grammar School
Locked Bag 16
Penrith, NSW, 2751

Dear John,

I am writing on behalf of the Board of Directors of the Australian Christian Forum on Education to congratulate you on your election as Fellow of the Australian Council of Educators.

It is a marvellous recognition of your contribution to education in Australia to receive such acknowledgement by the A.C.E. It is gratifying to members of the ACFE to note that one of its members has achieved such a distinction.

Well done and congratulations from the ACFE.

Yours in Christ

Graham Lee
Chairperson
ACFE
<table>
<thead>
<tr>
<th>ACFE man is FACE</th>
<th>Schools worker diary</th>
<th>Intelligent Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Collier, Principal of St Paul's Grammar School at Cranebrook, NSW, has been made a FACE. John is a member and strong supporter of the ACFE and we congratulate him on being admitted as a Fellow of the Australian College of Educators. The citation accompanying the award commends his extension of his school's International Baccalaureate curriculum to make St Paul's Grammar the largest IB school in Australasia.</td>
<td>I'll be joining a team of staff in late February of a three-day camp for all year 7 students. It will be held at Karuah north of Newcastle. As well as assisting the staff in the activities, I'll be using the time as a strategic relationship building opportunity. As well I'll be running an evangelistic dawn study for boys during the camp. AI</td>
<td>Last Nexus included a supplement consisting of two short papers on Intelligent Design. Your responses were invited. Keith Baker sent this comment: ‘Please could we have a more reasoned papers please - the paper by Allan Day was strong on abuse but gave little substance to back up his claims. Why did you choose to present one side of the argument when the Melbourne Anglican at least presented both sides.’</td>
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</table>

Also mentioned are his promotion of international education through the school and the introduction of a large range of Vocational Education and Training HSC subjects.

John has been Principal at St Paul’s for nearly a decade and was previously Principal of a government high school. At St Paul's he has sought to develop an approach to Christian education that is inclusive while nonetheless commending the Christian faith.

Bravo, John Collier!

<table>
<thead>
<tr>
<th>ACFE President in XPT drama</th>
<th>Backplay</th>
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<tbody>
<tr>
<td>Graham Lee was on his way to Sydney for the February Board meeting when the train he was on broke an axle and derailed near Harden near Young. Graham and the other passengers were forced to continue their trip by bus arriving in Sydney four hours later than their normal ETA. The NSW Opposition transport spokesman said passengers were lucky to be alive. Fortunately the train was travelling slowly at the time. All XPT trains were subsequently taken out of service for inspection.</td>
<td>Abstemious</td>
</tr>
</tbody>
</table>

Earning extra credit once in primary school (oh so long ago) for digging this word out of the dictionary. It is one of the few (I forget how few) English words that contains all of the vowels in alphabetical order. I've been fond of it ever since.

---

The views expressed in Nexus are the authors' alone and do not necessarily reflect the views of the Editors or ACFE Board.

Nexus is published four times a year by the Australian Christian Forum on Education. The ACFE aims to stimulate Christian thinking and to promote Christian values in the field of education at all levels.
This is to certify that

Mr John Collier

has been admitted to membership of the

AUSTRALIAN COUNCIL FOR EDUCATIONAL LEADERS

Date 1st August 2002
Signed

President
Mr J Collier  
31 Senta Road  
LONDONDERRY NSW 2753

Dear John,

I am pleased to advise you that your application for professional accreditation by the Australian Council for Educational Administration in the field of School Administration has been successful.

Please find enclosed an individual copy of your Testamur. An Organisational Testamur has been sent to the A.C.E.A. affiliate in your area and they will seek to arrange a mutually convenient time when that Testamur may be presented to you more formally.

Now that you are accredited, if you are also a financial member of A.C.E.A., you are entitled to use the post nominals M.A.C.E.A.

On behalf of A.C.E.A., I would congratulate you on your professional initiative in seeking accreditation, and I wish you well in your professional future.

Yours sincerely,

Dr John Schiller  
Acting Director  
ACEA National Accreditation Centre
APPENDIX KK

Documentation (where available) of participation in University of Western Sydney School of Education Research conferences

Schools of Education
School of Lifelong Learning and Educational Change
School of Teaching and Educational Studies
School of Learning, Development and Early Education

1998

Doctor of Education Annual Conference

22-24 July 1998

Clan Lakeside Lodge
Terrigal
Wednesday 22nd July

3:30 - 4:00 pm  Afternoon Tea and Registration

4:00 - 4:30 pm  Welcome
Associate Professor Ken Linfoot

4:30 - 6:00 pm  Keynote Address
Professor Reynold J.S. MacPherson
Director, Centre for Professional Development
University of Auckland

8:00 - 7:30 pm  Dinner

7:30 pm  Paper Session 1

ROOM 1

7:30 pm  Ms Kathryn Brennan
*Kite Flying Paper*
No title or abstract submitted.

8:00 pm  Mr Johnathon Collier
*Kite Flying Paper*
Recent System and Cultural Impediments to the Establishment of New Government School in Eastern Australia.

8:30 pm  Mr Paul Glew
*Full Paper*
Teaching and Learning in ESL: Verbal interaction and second language acquisition in classroom contexts.

ROOM 2

7:30 pm  Mr Bruno Gelonesi
*Full paper*
Student Performance and Retention

8:00 pm  Ms Maggie Clarke
*Full paper*
"Case Study: The teacher portfolio and the Department of Education and Training's School Leadership Strategy”.

8:30 pm  Ms Avril Llewellyn
*Full paper*
The Effectiveness of Teacher Librarians in the School Library.
University Of Western Sydney Nepean
School of Lifelong Learning and Educational Change
School of Teaching and Educational Studies
School of Learning, Development and Early Education

1999

Doctor of Education
Annual Conference

5th - 7th August 1999
at
The Carrington Hotel
Katoomba
4.00 - 5.30 pm  PAPER SESSION 5

BALLROOM
4.00 pm  Ms Debbie Clarke
Kite-flying paper
"New Millennium Personal Development, Health and Physical Education: An Ideological Tango?"

4.20 pm  Ms Lin Judd
Kite-flying paper
"Community Lawyering - some questions"

4.40 pm  Ms Margery Hertzberg
Full paper
"So we can learn something as well as doing something fun: Learning about reading through Readers Theatre"

5.00 pm  Mr Johnathon Collier
Kite-flying paper
"Establishing Direction, Culture and Market Niche in New Schools"

7.00 pm  Conference Dinner
University Of Western Sydney Nepean
School of Learning, Development and Early Education
School of Lifelong Learning and Educational Change
School of Teaching and Educational Studies

2000

Education Research Students' Conference

20th – 22nd July 2000
at
The Carrington Hotel
15 – 47 Katoomba Street, Katoomba
Friday 21st July

9.00 - 10.30 am  **PAPER SESSION 2**

**BALLROOM** *(data projector available)*

9.00 am  Mr David Mulford  
Kite-flying paper  
"Middle management in Secondary Schools - Professional Development Initiative"

9.30 am  Mr John Collier  
Kite-flying paper  
"The Work and Leadership Style of the Head of Department"

10.00 am  Mr Christopher Kelen  
Full paper  
"Teaching the Ethics of Writing: Prolegomena for an Intercultural Exploration"

**LIBRARY**

9.00 am  Ms Jennifer Miggins  
Full paper  
"Who REALLY Cares About Boys' Achievement at School?"

9.30 am  Ms Gabrielle Leigh  
Full paper  
"Creating School and Community Connections"

10.00 am  Ms Sharyn Jameson  
Full paper  
"They're all the same ... but different!" A study of intertextuality and its links with literacy in the kindergarten classroom"

10.30 - 11.00 am  Morning tea
UNIVERSITY OF WESTERN SYDNEY
College of Arts, Education & Social Sciences
School of Education & Early Childhood Studies

Annual Postgraduate Research Students Conference

UWS Parramatta Campus

12 – 13 October, 2002
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<thead>
<tr>
<th>Time</th>
<th>Panel</th>
<th>Title</th>
<th>Speaker(s)</th>
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<tr>
<td>10:00am</td>
<td>Panel A</td>
<td>Welcome to the Conference</td>
<td>Presenter</td>
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<tr>
<td>9:00am</td>
<td>Panel A</td>
<td>Key Note Presentation</td>
<td>Presenter Jane</td>
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<td>8:15am</td>
<td>Panel A</td>
<td>Introduction</td>
<td>Presenter Prof. Jane</td>
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<td>8:00am</td>
<td>Panel A</td>
<td>Poster Presentations - Please see included agendas for names and times</td>
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<td>11:00am</td>
<td>Panel B</td>
<td>Poster Presentations</td>
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<tr>
<td>10:15am</td>
<td>Panel C</td>
<td>Paper Presentations</td>
<td>Denise Fraser</td>
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<tr>
<td>EEG 39</td>
<td></td>
<td>Positive Interventions for Children with Chronic Illness: Teacher and Parent Concerns and Recommendations for a Preliminary Positive Intervention</td>
<td>Shiona Shiu</td>
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<td>Margaret Dowrick</td>
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College of Arts, Education, and Social Sciences
Inaugural Research Conference

Scholarship and Community

University of Western Sydney
Bankstown Campus

7 to 9 October 2005
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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:30</td>
<td>Morning tea served in Dining Room, First Floor, Building 1.</td>
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<tr>
<td>12:30</td>
<td>Lunch served in Dining Room, First Floor, Building 1.</td>
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<tr>
<td>14:00</td>
<td>Professor John Collier: &quot;Schooling, Sexuality, Gender, and the Media&quot;</td>
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<tr>
<td>15:00</td>
<td>Symposium</td>
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<tr>
<td>16:00</td>
<td>Dr. Sara Green: &quot;Sexuality, Gender, and the Media&quot;</td>
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Room: Lecture Theatre 1, building 1.

Introduced by Professor June Goodall

Professor John Collier: "Schooling, Sexuality, Gender, and the Media in Australia"

**Keynote Address:**

**Room:** Lecture Theatre 1, building 1

**Lunch:** Served in Dining Room, First Floor, Building 1

**Programme:**

**Venue:**

**Location:**

**Speakers:**

**Titles:**

- Dr. Sara Green: "Schooling, Sexuality, Gender, and the Media"
John Collier

From: David Gurr [d.gurr@unimelb.edu.au]
Sent: Monday, 12 July 2004 10:52 PM
To: John Collier
Subject: Re: "Leading and Managing" [Scanned]

John, I don't believe this! There must be a jinx on this paper. Why I wrote David I do not know as I use your article on new schools regularly for students interested in this area. I will change the electronic files again. I assume that the other details are correct. As you can tell, it was clearly time to give-up the editing. Sorry, David.

Dear David,

Thank you for the correction to the "Leading and Managing" article under Alan Deece's name as lead author, however, I am John Collier, not David Collier.

regards,

JOHN

This message contains privileged and confidential information. If you are not the intended recipient of this message you are hereby notified that you are prohibited from disseminating, copying or taking any action in reliance on it. If you have received this message in error, please notify St Paul's Grammar School immediately. If you are the intended recipient of this communication you should not copy, disclose or distribute this communication to any party deficient of bona fide interest herein without the authority of St Paul's Grammar School. Any views expressed in this message are those of the individual sender, except where the sender specifically states them to be the views of any of the entities within St Paul's Grammar School. Except as required at law, St Paul's Grammar School does not represent, warrant and/or guarantee that the integrity of this communication has been maintained nor that the communication is free of errors, virus, interception or interference.

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Overview of Research on Australian Educational Leadership 2001-2005

Professor Bill Mulford

Professor and Director,
Leadership for Learning Research Group,
Faculty of Education, University of Tasmania
that, although at an early stage of development, ICT had fundamentally changed their work. An example was the use of e-leadership meetings in digital space.

From extensive interviews with four novice principals in small, rural, WA government schools, Wildy and Clarke (2005) found the interviewee’s challenges included the smallness of the school in isolated, conservative communities; heavy teaching responsibilities; and beginning their first appointment as a principal with little preparation for leadership. Principals were found to manage the resulting workload complexity at the expense of the community. They struggled to make the transition to a leadership role. The researchers concluded that in a context of high accountability, limited resources and rapid change, there was a serious disjuncture between teaching and leadership roles in such schools that made the role less and less attractive. Through interviews and observation, Lester (2003) examined the situation faced by 12 teaching principals in remote rural Queensland communities. Leadership was found to be a juggling act involving a number of tensions and dilemmas. Tensions arose in exercising the management and leadership expected of a principal whilst still being teacher, and in differences between principal and community educational knowledge. Dilemmas were found in staff development versus dismissal for underperforming staff, and principal versus community educational vision. The school community and professional support mechanisms were found to play a central role in resolving these tensions and dilemmas.

In interviews with 31 metropolitan or outer metropolitan Victorian government school principals, Mongan and Ingvason (2001) found support for the idea of performance management. However, to be fully acceptable, any new model of performance management would need to have a strong focus on: the professional development and growth of the principal; school and organisational improvement; cooperation and teamwork rather than competition; emphasis on longer term as well as shorter term goals; regular constructive feedback; and transparent processes.

School marketing has been the focus of three studies. Drysdale’s (2001) research in seven Victorian government schools confirmed the importance of the commitment and interest of school leadership, including that of the principal, in adopting a focus on the market as a philosophy, function, strategy and/or set of relationships. Employing questionnaires, site visits, and documentation analysis in 19 new government schools in five states, Collier (2001) found a common need for new schools to quickly establish their credibility. Credibility was found to be closely linked to enrolment numbers, reputation and ongoing viability. Consultative principals, collaboratively developed foundational documents and establishing a distinctive identity through innovative practices, were all found to be important for establishing success. Wood’s (2005) case study of an outer metropolitan Catholic secondary college in South Australia found a number of key characteristics were as important as the school’s marketing strategies in moving the school from serious decline to strong success. These characteristics included, determined and planned improvement effort, which was shared and owned by stakeholders who had identified with and related the reform to their unchangeable core beliefs. The roles of the principal and leadership were found to be pivotal here, especially in the building of relationships and partnerships with the internal and external environments.

Research by Mulford and Grady (2001) examined perceptions of Australian schools as
APPENDIX L1
Extracts from University of Western Sydney Master of Teaching Degree course

I co-wrote

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Why do a Master of Teaching degree? 3
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A brief overview of subjects 4
Where will a Master of Teaching lead me? 5
Course program 6
How much will it cost? 7
Further information 7
How to apply 8
WHAT ARE THE PREREQUISITES?

If you are a four-year trained teacher and have a minimum of one-year full-time teaching experience, then you are eligible to apply. If you don't satisfy these criteria, but can demonstrate equivalent qualifications and/or experience, then you are also eligible to apply.

HOW WILL THE MASTER OF TEACHING BE PRESENTED?

The Master of Teaching will be offered as a one-year full-time, or a two-year part-time degree at the Bankstown campus. It consists of four compulsory year-long subjects (Study 1, 2, 3 and 4), two of which are undertaken in each year.

Each subject is one quarter of a year's work. There is great flexibility within each of the subjects which will allow students to pursue study directly related to, and based in, their own educational setting, in addition to campus-based activities.

A BRIEF OVERVIEW OF THE MASTER OF TEACHING SUBJECTS

Studies 1 and 2 introduce students to action research as a methodology, and to contemporary approaches to teaching, respectively. Studies 3 and 4 allow students to pursue programs related to their own professional and personal interests. Study 3 is seen as the study which brings together the skills acquired in Study 1 and Study 2, and applies them directly to a school-based or other educational setting task.

Its purpose is to apply research and pedagogical skills in the classroom or educational setting and to develop, implement or improve some aspect of professional practice. It is action research based and negotiated with peers and professional
mentors. Study 4 provides the opportunity for students to pursue a program of academic study at the Masters level in areas or disciplines which are directly relevant to their own professional and academic improvement. The overall structure is as follows:

**Study 1:** Classroom and Institutional Inquiry Methods  
**Study 2:** Contemporary Teaching Approaches: Theory and Practice  
**Study 3:** Professional Improvement Development Project  
**Study 4:** Personal Development Program

The Master of Teaching will be presented through a variety of innovative modes such as electronic networking, weekend seminars, day conferences, individual contracts, evening classes, and research in the workplace setting.

**WHERE WILL A MASTER OF TEACHING LEAD ME?**

While the Master of Teaching, degree is awarded on a Pass/Fail basis, those students achieving a “Credit” average across the whole course will be invited into the Honours program. Successful candidates from the Honours program may then progress to the Doctor of Education program.

What the Master of Teaching course sets out to do is to provide an alternative and appropriate professional pathway through Masters level study and to provide a bridge between initial teacher education and doctoral studies. The proposed Master of Teaching is designed to allow initially qualified teachers to gain post-graduate qualifications through the study and demonstration of excellence in professional practice. A schematic representation of an overall professional education program (of which the proposed Master of Teaching is part) is outlined on the next page.
Dear John

Thank you for your contribution as a member of the Committee of Cooperation between the University of Western Sydney, Macarthur and Metropolitan South West Region of the Department of School Education.

Both Don Williams, Dean of the Faculty of Education, and I have appreciated the advice and support you gave, even though the committee itself only met occasionally.

Given the current restructuring of the Department of School Education and the review of the federated structure of the University of Western Sydney, Don and I feel it is appropriate that the Committee of Cooperation cease until we are both clearer about the most appropriate ways for our institutions to set up formal committee-based links.

In the meantime, we will continue to work cooperatively on projects that bring benefits to both organisations such as the proposed Master of Teaching, the Visiting Teacher Program and the Macarthur Lecture Series.

I hope where appropriate, that you will continue to support and provide advice on these programs and proposals.

Again, our thanks and best wishes.

Yours sincerely

Gillian Shadwick
ASSISTANT DIRECTOR-GENERAL
19 August 1995
APPENDIX M1

Encouraging High Performance from the First Cohort in a New School, (2006),
*Australian College of Educators* publication
*(REFEREED)*

Paper No. 10

*Encouraging High Performance from the First Cohort in a New School*

*John Collier, Principal, St Paul’s Grammar School, Penrith, NSW*

**OCCASIONAL PAPER SERIES**

**AUSTRALIAN COLLEGE OF EDUCATORS**
Encouraging High Performance from the First Cohort in a New School

John Collier, Principal, St Paul's Grammar School, Penrith, NSW

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ISBN 1 920819 10 X

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Abstract

The first cohort in a new high school suffers from a range of cultural disadvantages. These tend to include lack of high academic aspirations or awareness of the application to learning tasks needed to achieve success. Such limitations are amplified by structural impediments, including a lack of student mentors or prior examples of successful negotiation of the demands of senior high school, and a small staff base. Schools need to develop a range of strategies to address these issues in order to enhance the life opportunities of a school’s initial group of students.

Introduction

Background to the project: The problem identified

This study arose out of the author’s experience as Foundation Principal of a new government high school in southern Sydney, in the state of New South Wales (NSW), Australia. An attempt to network with others in a similar situation, in order to establish some helpful context and perspective, led to the formation of a collegial group of Principals of new high schools, chaired by the author. The schools were at various stages of the establishment phase, some having just commenced, while in others the first group of students had proceeded through the junior high school years. A common problem shared by all Principals of schools whose initial cohorts had reached senior years was that of establishing academic rigour and a culture of striving for excellence. Without the opportunity to observe earlier cohorts, students had little grounding in what was required to achieve success. Anecdotal evidence from Principals who had recently seen the first few cohorts through to the end of Year 12 indicated that the public examination efforts of the first few cohorts were rarely very encouraging. In fact, it was not usually until the advent of the third cohort through the school that student performance appeared to be nearing potential. As it was on the basis of their results in this examination that students would proceed, or not proceed, to university, further training or employment, all stakeholders had considerable interest in boosting the results of students.
Literature on new schools

Studies of new schools have been surprisingly few in number. Evans and Lake (1988) found Principals very aware of the need to set a clear tone early in the school's existence which would sustain quality academic work. American research confirms this view. Lane (1991), for example, found that the initial stage of a school's existence produces a clear mindset in parents as to its quality. Pressley and Watson (1992) found that actively engaging staff and earning their loyalty were fundamental to success in the early years. Subsequent Australian research (Collier, 1994) found that energising the local community with a school philosophy they would find attractive and future directions they would support, was very important. This view was supported by Deece (1997) and Collier (2001) who found that establishing a quality culture at the outset of a school's existence was essential.

Hobson, Maxwell and Hansford (1992), in a study of a new school's philosophy, found students maintained a generally instrumental approach to education. The students in their study believed that things learned at school would help in adult life, 'will be of use to me when I leave school' and 'are good preparation for the future'. Other instrumental views of the value of education included: 'getting the marks needed', 'learning about jobs and careers' and 'basic skills of life'. (p.36). This limited mind set appeared to NSW Principals in the study to be typical of new schools, which tended to be founded in new urban working class housing areas in which, in the opinion of Principals in the collegial group, parents lacked an understanding of a liberal education or any discernible interest in the inherent value of learning. Similar difficulties are reflected in other more recent housing developments: a major trend in the demography of NSW is the flight from urban centres to the north, central and south coasts. This trend accounts for the location of most new state high schools in the years embraced by the study, and poses significant issues in terms of student culture for those schools.

*The Principal observed that one of the problems the school had to face in achieving its educational goals was the lack of an academic tradition to compete with the ethos of 'sun, sand and surf' that prevailed in some student quarters. This ethos tended to lead to a rather 'laid-back' attitude to educational goals and the Principal's view on this matter was supported in the data from the students. (Hobson et.al., 1992, p.37).*
The strategic importance of the expectations staff projected to students was also uncovered in Hobson et al.'s study.

Because staff exhibited such positive views of the students' characters and abilities it was anticipated that this would enhance the students' own images of themselves. The questionnaire data did in fact give general support for this assumption. (p.35).

Hobson et al.'s study also found that a further important indication of successful schooling in a new school is the promotion of inclusivity and positive social relationships.

'Getting on with others', 'understanding others' and 'accepting differences' were all perceived as very important to students themselves. Another key concept promoted by the school was the development of autonomy, both intellectual and moral. (p.35).

Hobson et al.'s (1992) study found a number of key factors which impacted on the success of student learning. All of these contained positive perceptions of the individual or 'self'. The items were about students knowing they can do well enough to be successful, achieve a satisfactory standard in their work, learn to get along with other people and get on well with others in their classes and know how to cope with the work.

Cummings and McCormack (1996) found consultation an effective process in motivating students, independent of the actual consultation findings, as students react so positively to their views being sought and valued. This view was confirmed by Sullivan and King (1998) who found that sharing ownership of classroom endeavours had an empowering effect on students.

From the literature it is evident that there are a range of problematic issues which characteristically beset new schools early in their existence. What is less evident is the nature of initiatives that might ameliorate some of these disadvantages. The present study attempts to identify a range of interventions that may lead to improved outcomes for the first cohort in a new school.
Methodology

This study has attempted to combine qualitative data gathered from Principals of new schools with quantitative data devised as in Hobson et al’s (1992) study, from questionnaires. The data is then compared with findings from the literature.

A workshop, led by the author and comprising Principals of the collegiate group of new Secondary State Schools, including schools from metropolitan Sydney (four schools), the Central Coast of NSW (one), the South Coast (two), and the North Coast (three) identified the major impediments to academic success experienced by the first cohort in the schools represented. The collegial group invited an experienced Principal who had founded two new schools to speak to a checklist of tasks regarded by him as necessary in moving the school into the senior years. This anecdotal and qualitative data from experienced practitioners was compared in the author’s own school with the author’s self-reflection and daily journal keeping over the six years of teaching experience with this first cohort. A quantitative complement to these qualitative data involved surveying, in class, over 100 students in this first cohort. Surveys administered by the author, aware, from slightly longer established schools, of the likely drift to off-task behaviour of the first cohort, sought to inform the school’s response by gathering student data about their lack of engagement with learning tasks. The survey was structured with a mixture of open ended questions and questions where students selected one or more possible responses to an issue. Administered towards the end of Year 9, the entire first cohort were asked to consider their own levels of diligence in homework completion and their summary impressions of the school. They were also asked to reflect on the relative importance of a range of possible academic inhibitors, including level of personal motivation, peer group norms, leisure industry distractions, a mismatch of preferred student and teacher learning styles, lack of family facilities or attitudes supporting education and a perceived irrelevance of school to life. Responses of like kind were scored on a standard frequency distribution.

A second survey the following year, when the initial group of students were in Year 10, sought to examine the degree of alignment of school academic focus and curriculum choices with current student academic and career pathways. All 104 students were surveyed with multiple-choice questions which were then coded according to category of response. The intent of the survey was twofold: to ascertain whether the school was fundamentally meeting the needs of its students,
and to align the school's provision of curriculum with student aspirations in order to limit attrition of students to other educational providers.

Results: Diagnosis of difficulties experienced by the first cohort: Principals' analyses

Some of the impediments to developing engaged, aware, focussed senior students in the first cohort were seen by Principals' workshop responses within the collegial group to include the following.

1. Prima donna behaviour. As the initial sole occupants of the school, and the student leaders for six years, these young people can quickly develop an exaggerated view of their own importance, academic quality and their centrality to the scheme of things. Resultant behaviour can include arrogance, resting on one's laurels and a servile view of teachers.

2. Lack of older mentors. The fact that the initial cohort of students have not experienced older students or seen them struggling hard with the academic requirements of the senior school can leave some of them unaware of the rigours of the HSC and unconfident of the need to exert themselves in their studies.

3. Staff/student relations. The initial small number of staff means that over the years students and foundation staff can become overexposed to one another and all too familiar with one another's weaknesses. In this situation, over time, each can bring out the worst in the other if the same teachers continue to teach this usually small group of students for year after year.

4. Territoriality. The initial cohort, as the original sole occupants, often come to believe that the school is theirs. They don't always take kindly to successive cohorts moving in and expecting rights of access – to canteen, basketball and handball courts, bus lines, etc. Exaggerated bullying can ensue.

5. Attrition. A new school struggling with resourcing its programs often does not have the lure in students' eyes of other local schools, whether comprehensive, selective, special focus or independent, with the traditions, track-records and
presentation possible after long years of establishment. It is potentially the best and most motivated who are likely to be whisked away.

Overall, Principals felt there were important deficits, both in student understanding and experience and in resources they could easily deploy in new schools.

**Results: Student reflection and self-diagnosis**

The most common response recorded on student surveys was an admission that, while students worked hard at school, little homework was completed (Figure 1) due to a combination of self-confessed 'laziness', boredom with the work, the distractions emanating from electronic media and sport, and the disruption of other students (Figure 2). This mixed response was tempered by a sense of the unique opportunity afforded by being the school's initial cohort, in new facilities and within a culture trying to augment an attempt at high standards with a commitment to maintaining order (Figure 3). Student aspirations, from survey responses, were fairly conservative and traditional, focussing on a desire for good academic results, a good reputation and access to advantageous career paths while maintaining strong peer friendships (Figure 4). Some resistance to the school's strong disciplinary stance and narrow suite of subjects (due to a small initial cohort) were also registered. The survey results, indicating a diversity of aspirations, led to the school establishment of dual pathways (traditional academic and trades related) articulating to university and vocational entry.
Figure 1. Student diligence \( n = 106 \)

![Bar graph showing effort with school work](image)

Figure 2. Demotivators \( n = 95 \)

![Bar graph showing reasons for academic disengagement](image)

Note: * Other reasons included lack of study facilities at home and a mismatch between teaching and student learning styles.
Figure 3. School strengths \( n = 160 \) (multiple responses were possible)

![Bar chart showing student identification of the best features of the school.]

Figure 4. Change imperatives \( n = 178 \) (multiple responses were possible)

![Bar chart showing areas of the school students would like to change.]

*Curriculum change:* Comprised request for greater subject choice, more excursions, more co-curricular activities, less homework.

*Teachers:* Included demands for better teaching and less directive teachers.

*Structures:* Consisted of requests for a shorter school day and week, more pupil-free days, longer lunchtimes, lunch passes to go home, a smaller school and smaller classes.

*Student welfare:* Featured requests for greater strictness with student behaviour, more consultation with students, more discos, more rewards for student attainment.

Figure 5. Student aspirations \( n = 159 \) (multiple responses possible)
Others included knowledge, high income, played lots of sports, skills and a good lifestyle.

**Specific intervention strategies:** Changes made as a result of the findings

The findings from the surveys clearly indicated a deficit in terms of student commitment to learning tasks. Therefore, the author’s school commissioned a search of the literature on student motivation as a means of equipping staff with techniques to better engage students who were seen to be floundering. This interaction was augmented by targeted in-service from the local district staff development officer in motivation through quality teaching. The literature on student alienation and disengagement (Cummings & McCormack, 1996) was also studied by the school executive and disseminated via meetings to teaching staff. Cummings and McCormack (1996) found that a raft of initiatives rather than discrete changes in limited areas was necessary to effect comprehensive improvements amongst the disengaged. This research finding supported the school’s determination to attempt multiple initiatives.

A clear impediment at this stage was the tendency of some staff members to blame students as the culprits due to lack of effort and therefore as bearing total culpability for the consequences. As an antidote to such reluctance to accept responsibility, staff were encouraged to see themselves as the mature party in the staff/student link, and the ones who were best placed to affect change. The key to such change was seen as embracing modes of quality teaching as identified by Departmental manuals aggregating samples and principles of highly effective classroom practice. This issue
became one of the key benchmark criteria of a systemic Quality Assurance Review undertaken at that time by the NSW Department of School Education, as well as the focus of a series of interactive and group focussed staff meetings, using Departmental Quality Assurance Best Practice publications as stimuli. Cuttance (1994a,b), who had written the Department documents, found that the schools which sought to be systematic in their focus on school development needed to concentrate on maximising student outcomes at the same time as striving for continuous assessment of the effectiveness of school practices in supporting academic goals. This sequence of initiatives was accompanied by a School Development Day inservice utilising the work of Atkin (2000) on whole-brain learning, learning styles and extension of gifted and talented students.

As the first cohort of students progressed towards Year 12 a two-day workshop for the whole school leadership team aimed to achieve an introspective appraisal of the school’s strengths and weaknesses. The group of attendees comprised Principal, Deputy Principal and Head of subject faculties. Sessions included an evaluation of the school’s directions, a prioritisation of current and possible future interventionist programs, the cultural adjustment from being a small to a large school, adjustments to the student welfare system, boys’ education initiatives, student work ethic, the school as a learning community, staff morale, appropriate assessment methodologies and reporting instruments. Each discussion was prefaced by sample readings from the relevant literature and focus questions, such as, ‘what has to change to accommodate the “big school”?’, ‘what can be done to improve student work ethic?’ This overview enabled the identification of some particular initiatives to take the school into its next phase as the first cohort reached the senior years.

Some specific strategies, adopted after staff discussion, were:

1. Temporarily import some seniors. The school executive decided to bring in some ‘good quality’ older students from other schools for meetings/seminars to share their experiences in doing the Higher School Certificate. It was important to make sure that these ‘models’ were not from the school down the road – one didn’t want one’s students attempting to solve their problems by going where the grass looks greener!

2. Study Skills Program. A need was identified to develop a program targeted to the perceived learning skills deficits of the students. Such a program should begin in Year 7 and be sequenced through until those students are in Year 12. The Principal
should present some units of this program to see 'where the kids are at' and get some feedback on what they are thinking about the school.

3. **Spend time talking informally to the first cohort.** It proved useful to visit them in lessons, chat to them when passing within the grounds and, particularly, while on bus duty. Comments received in the latter role were often a litmus test of what they were thinking, spoken cordially, in conversational manner at idle moments rather than the more guarded discourse of a formal interview.

4. **Allocations of classes to teachers.** It was clearly necessary to look carefully at these allocations, particularly with respect to the 'over-exposure' factor. It was also essential, since school reputations are made so much on public examination results, to have the Head Teacher (faculty or subject department leader), senior teacher or someone else with excellent classroom skills teach the top English, Maths and Science classes (as the school graded) for Year 9 and Year 10 for the first couple of years.

5. **Motivation.** In this school's community, the major difficulty presented by students was not outrageous behaviour but a languid, lazy approach to school work. This approach could easily be magnified in the first cohort. The corollary of working with staff was running motivation sessions for students within the Student Skills Program. Units from the 'Talk Sense to Yourself' and 'You Can Do It' kit (a motivational kit aimed at off-task teenagers and developed by Wragg (1989)), were helpful.

6. **In-Service.** It proved vital to develop the expertise of staff and make sure that experienced teachers did not lose expertise in a developing school through not being able to teach seniors for some time. Staff appointed when the school opened had to wait six years to teach a Higher School Certificate (matriculation) course. Conference attendance and particularly HSC marking experience, where this was available, was invaluable. Where local schools cooperated, short term teacher exchange programs within the district gave the staff of the developing school some contact with teaching seniors.

7. **Marketing Within.** Staff became aware that Year 10 students (the first cohort) regarded the end of Year 10 as a watershed and were looking around to find which local school would be the best for Years 11 and 12. This was very unsettling. Therefore, initiatives taken were:
a. The afore-mentioned Year 10 survey was developed where the then senior cohort were asked to comment on a wide range of positive and negative features of the school. The results were collected and talked through with each class in turn. Armed with this extensive feedback a staff meeting was conducted on this material, asking staff to re-orientate some aspects of their teaching in response to findings of boredom with much of the academic work.

b. The Principal met with each study skills workshop group to talk about their senior options and career path plans and what the school could offer them.

c. A glossy prospectus was developed with a printed insert listing staff degrees and qualifications (such listing seemed to be a good selling point for local independent schools). These were distributed to all Year 10 students and their parents, together with some verbal commendations at a senior information evening.

d. Positive exposure through the local media was stepped up.

e. The successes of the school were elaborated on in assemblies and newsletters and at parent meetings.

f. Programs for the talented were created to ensure that there was sufficient stimulus for the academically able. A number of outside mentor programs were accessed.

8. Student Leadership. Experience suggested it was necessary to meet regularly with student leaders to make sure that they have real input into decision making in the school, an enhanced sense of ownership and a knowledge that they would be consulted. The need to develop and rotate student leadership within this first cohort has been recognised by the NSW Department of School Education (Booth et al 1998).

9. Anti-Bullying. A program was developed through an anti-harassment committee led by an Advanced Skills Teacher with a specific brief. This program included parent and student meetings as well as posters and packages for identified offenders to work through. This approach toned down some of the more outrageous prima donna behaviour by challenging peer group legitimisation of bullying.
10. *Hold Head Teachers Accountable.* Annual internal monitoring of each faculty for some years explored what strategies were being implemented to motivate the senior cohort and to maximise their results.

**Outcomes of the changes**

In addition to implementing the above strategies, the school also decided to focus on eliciting superlative performance from the very top students, in order to create exemplary peer models worthy of emulation by other students. The outcomes were mixed. One of the two most able students succumbed to peer pressure to underachieve in order to gain acceptance from peers. The other, with a strong and determined personality and a great deal of self-confidence, was accelerated at age 15 (Year 10) to first year astro-physics at the local university, scoring above 90% in the course and subsequently winning the NSW Director-General of Education's Award for student excellence. She was living testimony to the possibility of success despite a coalescence of economic and social disadvantage.

The school also elected to very deliberately establish a senior culture, supported by distinctive structures. The administrative underpinning of this initiative was the creation of a flexible day pattern with seniors attending in the first of two overlapping shifts of each day (Collier, 2003, 2004). Not only would such an arrangement afford seniors the special privilege of early (12.30pm) dismissal (albeit by trading off an early start), it would allow them access to school and community libraries and staff tutorials during the early afternoon as well as quiet home study opportunities before the arrival home of noisy and disturbing siblings (and parents). The latter was seen as critical in physically small homes with few quiet study locations or facilities.

In practice, the outcomes of this initiative were mixed (Collier, 2003). The early beginning of the day was marred by a high level of structural lateness and morning comatose behaviour. The high hopes of afternoon study were too often overwhelmed by the opportunity students found for employment in fast-food outlets at times when their age competitors were still in class at other neighbouring schools. In fact, it quickly became apparent that some students were spending more hours at work than at school and owed more allegiance to the management of franchised food chains than to school authorities! The tension between delayed gratification, in the sense of
immediate income forgone for the sake of study to invest in a better future, and the lure of money now to spend on teenage lifestyle acquisitions, was a very real one in a working class community lacking family history of committed home study regimes. Some students, due to employed work exhaustion, lacked the time or energy to adequately complete school assessment tasks or study for examinations. Anecdotal evidence also suggested that some unsupervised students, aged 16-18, while not required to attend school during the afternoons, indulged, free from parental supervision, in self-harming behaviour of various kinds. It is a moot point as to whether such indulgence may have occurred in any case, at other times of the day, if a normal schooling pattern were in operation.

Discussion

Evans and Lake (1988) in Queensland, and Collier (2001) and Deece (1997) in NSW have identified the importance of proactive strategies to promote quality student learning early in a school's life. Aspects of these strategies included obtaining staff commitment to a quality learning culture (Collier 2001; Deece 1997) and establishing a strong school tone (Evans & Lake, 1988). American research (Lane, 1991; Pressley & Watson, 1992) confirms the critical nature of these early years in the life of a school. Hobson et al. (1992) found real student achievement in a new school proscribed by an instrumental view of the role of schooling and inhibitors based on a peer group culture of lifestyle lethargy. Failure to engender in the early years of the school a culture of engaging more actively with the learning tasks could prevent the development of quality exit outcomes for many or most students.

Surveys administered by the author and reflective remarks of Principals from the collegial group of new schools tended to confirm the findings of the literature, for example, in the author’s own school, education was largely seen as a means to secure employment rather than as inherently worthwhile. Further, quantitative data obtained from students indicated a similar lack of appreciation of the value of a broad education, with consequent lack of full application in pursuit of high achievement. Consistent with the findings of Cummings and McCormack (1996), a raft of initiatives was devised in the belief that single approaches would fail to address the broad spectrum of inhibitors of student performance. Initiatives were based on qualitative data obtained from the collegial group of Principals of new high schools in NSW, from the literature and from the suggestions of staff and students themselves. An ongoing
monitoring approach of students' work (Collier, 2004) was seen to be an essential element.

Neither the literature nor the initiative taken within the collegial group and the author's own school found single or aggregated measures able to dramatically minimise the tendency of the first cohort to underachieve. Nonetheless, there is evidence that a school-wide awareness of the issue, combined with multiple strategies pursued over time, can increase to some extent the academic output of this first group of students and move the school towards the creation of a quality academic culture. Such strategies can usefully include upskilling and motivating students, enhancing staff capacity through appropriate in-service training, and aligning student and staff expectations more closely.

It is not possible to make extravagant claims of success from the whole raft of initiatives attempted in the author's school. The marketing approaches were successful in preventing the attrition of any able students to competitor schools. The academic results of the first cohort judged by their TERs (Tertiary Entrance Ranks) at the end of Year 12, were moderate, followed, as experienced in other new schools, by improved results the next year with the school's second cohort.

**Conclusion**

New schools seeking to shepherd a first cohort through to successful completion of senior schooling face significant if not unique challenges. Students without older mentors are often blissfully unaware of the rigour required for senior academic work and not easily persuaded of the time commitment, focus or work output required for success. This apparent naivete is compounded in new housing communities by relative lack of parental experience of successful completion, or completion at all, of high school. The de-skilling of staff who, having taught in the new school for most of its first six years, have no recent senior teaching experience, and may not be practised in recently introduced syllabuses, adds a further dimension of structural disadvantage. The experience of Principals who have founded new State high schools in NSW in the 1990s tends to confirm the literature both in Australia and the USA that very deliberate early attempts need to be made in a new school to establish a strong culture which will sustain quality academic work.
The literature indicates that the initial stage in the foundation of a new school is absolutely critical for the establishment of stakeholder confidence and a shared sense of purpose. Previous studies have found that creation of high expectations amongst students, positive peer group relationships and a sense of inclusivity amongst the student body to be important preconditions for strong engagement with the learning goals of the school.

This study has sought to further analyse the variable nature of student achievement in the early years of a new school. Analysis of student responses has facilitated reflection on the degree of alignment between school curriculum and student aspirations and revealed a range of academic inhibitors exhibited by students. Enquiry has made it possible to discern a range of helpful intervention strategies that might minimise student self-handicapping behaviours.

Strategies have included extensive reference to quality teaching and student motivation literature, seeking to apply pedagogical practices which will better engage student interest and learning styles. Interventions have included the development of strong study skills programs for students, anti-bullying programs and student leadership initiatives, as well as targeted professional development programs for staff.

The application of a raft of initiatives appears capable of effecting some improvements in what might otherwise be quite ordinary academic outcomes for the first cohort of a new school.

Note:
1 In New South Wales, the most populous Australian State, students enter High School in Year 7, at about age 11-12 years old. Most students graduate at the conclusion of Year 12 at age 17 or 18, although some leave school between the minimum age of 14 years and nine months and this graduation point. The final year 12 assessment is the Higher School Certificate (HSC).

2 An experienced teacher granted, at that time in the NSW State system, a small salary increment in return for performing a particular role.
References


About the Author

From 1991-1997, John Collier was Foundation Principal of Thomas Reddall High School in Campbelltown, a southern suburb of Sydney. During this time he was also Convenor of the collegial group of Principals of New Government Secondary Schools in NSW. John also had the opportunity, during these years, of undertaking study tours of new secondary schools opened by the State systems in NSW, Queensland, Victoria and Tasmania. He was also involved, at this time, in the development of a kit for the NSW Department of Education and Training on establishing new schools. John is currently the Principal of St Paul's Grammar School in Penrith, NSW.
APPENDIX M2

Referees’ comments on (M1) above and notice of acceptance and publication

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From: Penny Cook [mailto:penny.cook@austcoiled.com.au]
Sent: Friday, 16 December 2005 3:27 PM
To: John Collier
Subject: Encouraging High Performance from the First Cohort in a New School[Scanned]

Hello John

I must apologise for not contacting you sooner about this paper. However, I am happy to tell you that I have now had a chance to read it and have found it to be a very interesting study that should be well received by our members, and educators generally.

I will now commence the referee process which may take a bit of extra time given the holiday season almost upon us. If the paper is approved by the referees (which I’m sure will be the case) then we will publish it as part of ACE’s Occasional Paper series.

Congratulations on an extremely useful piece of work and I will contact you in the new year when I have had responses from the referees.

All the best for Christmas and the New Year.

Cheers

Penny Cook
Programs Manager, Australian College of Educators
PO Box 323, DEAKIN WEST ACT 2600
P: 02-6281 1577
F: 02-6285 1262
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23/12/2005 163
Hello John

Both referees of your paper have now responded positively to publication providing that the following comments and suggested changes are noted and incorporated in the paper:

Referee 1
The content was very interesting albeit limited in that there would be few who would have the experience of opening a new school and experiencing students without mentors, superiors...

Personally, I found the paper reading more like a university course work item - very dry. But I realise that there are many within the ACE who like this style of writing.

Ideally it should relate the commonalities to all students in all schools, but that is for the author to consider rather than my own view on things educational.

Referee 2
A worthwhile study outlining the often unheard difficulties associated with the establishment of a new school. Project background, aims, problem and literature review clear.

The paper is generally speaking, written well. However, there exist a number of areas that are in need of further attention if publication is to occur.

i) Grammar in parts is poor e.g. the tenses often jump from past to present.

ii) It is evident in the section outlining ‘Specific strategies adopted after staff discussion’ that the author is writing to her staff, and not the audience of the paper.

iii) There is some irregularity in font – size 10 and 12.

iv) I would like to see more of a tentative approach when reporting results. Avoid using terms such as ‘may’ and ‘will’.

v) The conclusion is weak and does not conclude the paper well.

vi) Evans and Lake reference on pages 2 and 15 are cited as 1988, yet in references list is recorded as 1998.

vii) Collier dates chronologically listed incorrectly.

Before we go ahead and publish I will need to receive a revised copy of the paper in line with the suggestions above.

I look forward to hearing from you shortly.

Cheers

Penny Cook
Programs Manager, Australian College of Educators
PO Box 323, DEAKIN WEST ACT 2600
P: 02-6281 1677
F: 02-6285 1262
E: Penny.Cook@acol.edu

This email is intended for the use of the named individual or entity and may contain confidential and privileged information. Any dissemination,
Many thanks John. We will now go ahead with publishing and when complete I will send you a number of copies.

Cheers

Penny Cook
Programs Manager, Australian College of Educators
P: 02-6281 1677
E: penny.cook@auscolled.com.au

Dear Penny,

I have made the changes to the article suggested by the referees, and now re-submit.

Thank you very much for your interest in this material.

Kind regards,
JOHN COLLIER
Principal
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Fax: +61 2 4777 5017

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Interface at the International Society of Music Education (ISME) conference in Kuala Lumpur in July. Congratulations to Ivan who, at the wonderful age of 83, still flies himself around the music centres in WA to examine music students every August.

We'd love to hear more of your stories – most memorable education experiences, funniest students, innovative ways of teaching – it all adds to the collective knowledge of the ACE community of practice. Email items to Penny Cook.

Regional Group Round Up

The New England Regional Group (NSW) has a new president. He is Dr David Paterson who took over the reins from John Maurer at the Annual General Meeting held recently at the University of New England. Click here for further details.

Dr Duncan Bradley MACE, Tasmania Branch President warmly invites you to the first dinner seminar of 2006 on April 12. Guest Speaker Mr. John Smyth Secretary of the Department of Education. RSVP Friday 7 April 2006 Telephone: 62348243. Email: pfrancis@dodo.com.au

Albury/Wodonga Regional Group are having their inaugural meeting on April 6. For more details contact Robert Logan on 02-6043 1058.

On 27 March Brisbane Branch held a Monday Afternoon drinks and talk-fest where people could “Meet the Presidents” (National, Branch and Regional). In Term 2 they have a Breakfast with The Minister planned (date to be advised).

If you have any news or would like your event advertised, please let us know!

New College Publication

A new Occasional Paper has been published by the College. Written by John Collier, Principal of St Paul’s Grammar School, Penrith, NSW, it is entitled Encouraging High Performance from the First Cohort in a New School. John explores strategies to address the issues around enhancing the life opportunities of a school’s initial group of students. Its well worth a read and can be purchased at the discounted member’s price of $11 from the College website – www.australian.com.au

There are a number of potential new publications going through the peer review process at the moment, so keep your eye on future editions of College Conversations for details.

We are always looking for people interested in refereeing papers prior to publication. If you would like to be added to the list please contact Penny Cook.

New Release

Improving thinking in the classroom does not have to be difficult. Ralph Pirozzo’s new book titled Improving Thinking in the Classroom provides educators with useful and practical strategies that will enable them to provide all their students with the most engaging, exciting and challenging learning environment. You can order a copy of this book directly from Hawker Brownlow at www.hb.com.au

The English Handbook and Study Guide

This reference book for students and teachers can be used both at home and at school. It contains rules on every aspect taught and each topic is supported with an example. All the material is colour-coded which makes the book so much more user-friendly. Areas covered include: vocabulary, feature articles, expositions, visual literacy, poetry, figures of speech, public speaking, debating, text analysis and spelling. There is an additional vocabulary section for ESL students. Useful from year 5 through to HSC. Contact Denise Luboff for
APPENDIX N
Flexible Hours and Extended Days, (2003), The Practising Administrator

Practising Administrator

ARTICLES

What personal ICT skills do school leaders need?
Is it important for school leaders to be personally proficient users of ICT? If so, what personal ICT skills should leaders have? How do leaders gain or improve their ICT proficiency? This article reports the views of leaders, teachers and ICT experts.

ICT change at Midsuburbia: The importance of shared vision
This article reports on how a school’s shared vision created a common sense of direction for staff and maximised the efforts of the school community in the process of implementing an ICL program.

Flexible hours and extended days
Increasing numbers of schools throughout Australia are embracing a split-shift structure for the school day. This article explores the advantages and disadvantages of this system of school administration.

First year student attrition rate in universities: Implications for secondary schools
How successfully do secondary schools prepare their students for tertiary study? This article proposes a simple questionnaire to provide answers and enable schools to improve their support in this area.

REGULARS

News and Opinion
Recent news, happenings and events in education

Educational Indicators
The facts and figures of contemporary education

Management by Example
Taking the initiative: Making things happen

Clipsheet
What the editorials are saying about matters educational

Regular Contributors

Schools and the Law: Dr Keith Truc, Barrister-at-Law, Supreme Court of Queensland
Marketing Today’s Schools: Dr Linda Vining, Director of the Centre for Marketing Schools, Carlingford, New South Wales
Fingerprin, News & Opinion, File-Aways, Educational Indicators, Management by Example, and Clipsheet: Jarvis Fingers, Executive Editor, The Practising Administrator
Research Update: Dr John McCormick, Coordinator of Educational Administration, University of New South Wales
Into the Information Age: Mai Lee, Director, Schools Networking Consortium Pty Ltd

Off the Cuff
Principally Books
Fingerprint
Marketing Schools
Into the Information Age
Point of View
Creative Administrator
File-Aways
Research Update
Schools and the Law
ACEL Newsletter
Flexible hours and extended days

John Collier, Principal, St Paul’s Grammar School, Penrith, New South Wales

As increasing numbers of schools throughout Australia embrace the split-shift structure for the school day, the advantages and disadvantages of this system of school organisation become apparent. John Collier reflects upon his experience as a founding principal of a high school which adopted the flexible day...

Some years ago, Thomas Reddall High School embarked on a radical system of curriculum organisation.

The school day was, and remains, organised into two shifts of student population: Years 10, 11, and 12 – 7.40 am until 1.20 pm; and Years 7, 8 and 9 – 9.20 am until 3.30 pm.

Staff teach, in the main, across both shifts and, through their immediate supervisor, negotiate their hours on site. The hours include all face-to-face teaching hours and a standard apportionment of time for preparation, marking, and administration. Those who start early are compensated with blocks of time-off on other mornings, during afternoons, or occasionally in the middle of the day, the first two options being preferable as they allow late arrival and an early departure. Particularly requested blocks of time are considered as the timetable is constructed, but such considerations do not drive the timetable.

Each year, approximately 25 per cent of staff have had nine-day fortnights. Every attempt is made to offer this opportunity to a range of different staff over successive years, unless they specifically request otherwise.

Ancillary staff also work flexible hours, each shift being personally negotiated. In practice this has allowed the school office to be open from 7.15 am until 4.00 pm each working day.

Rationale

A variety of considerations led to the decision by the school to introduce flexible hours:

- The school is built on a small site, with very little room for expansion. Government policy in this State requires schools to enrol all students living within locally defined in-area boundaries. Extending the hours, and using the buildings for a broader band of time, provided a means for the school to accommodate burgeoning numbers in limited classroom space.
- Staff identified a need to confer a special status on our first Year 10 intake (Thomas Reddall is a developing school), as a means of assisting them to cope with the particular issues arising for a cohort which comprises our seniors each year for six years. As this group proceeded to Years 11 and 12, other cohorts have joined them in following the same time frame.
- We perceived a need to create a middle school, to provide an identity and leadership opportunities for juniors. A by-product was the possibility for the school to cordon off the juniors from the possible influence of poorer role models in the senior cohort.
- Difficulties of managing a large student population in a small playground area could be reduced through a flexible hours pattern which allowed seniors to leave the premises at the beginning of lunch.

Implementation

Introducing an innovation of this scale required the most delicate and extensive negotiations with all stakeholders, including teaching and ancillary staff, students, parents, senior management of the Department of School Education, the NSW Teachers Federation, bus companies and even local shopkeepers. A great deal of time was spent in conducting meetings and surveys. In the end, the response from all sectors was overwhelmingly in favour of the proposal. The real surprise was the favourable view of the bus company, which was very positive about an opportunity to service some of the needs of a school outside of the usual school peak hour when availability of buses is most stretched.

The positives

All of the issues identified in the rationale have been addressed
successfully through the introduction of flexible hours. The most crucial of these has been the school’s enhanced ability to accommodate students in both the classrooms and the playground. Initiatives of other kinds are probably required in our case to make more of the middle school opportunity.

Other advantages have been:

1. Joint secondary school-TAFE courses have been incorporated into our senior students’ patterns of study without any dislocation, since school finishes before TAFE courses commence.

2. Gifted and Talented extension activities have been offered during the afternoons for seniors, with no interruption to normal lessons.

3. Due to the late start of school for Years 7 - 9, junior clubs have been able to meet in the mornings before school.

4. Bullying situations which can result from overcrowding have been minimised.

5. Students partially supporting themselves financially have been able to gain part-time employment in the local fast food barns and retail outlets at a time in the afternoon when their peers in other local schools are in class.

7. Senior students can undertake independent learning in the library or senior study area in the afternoon.

8. Leisure, sporting and cultural interests can be more easily accommodated as a block of time exists for seniors in the afternoon.

9. Seniors are less inclined to take a day off to buy the proverbial pair of shoes as a full afternoon exists for shopping and appointments as required.

10. There is less lost time in the morning for early risers and ‘morning people’ who normally have to wait around for school to begin.

11. Better use is made of limited specialist classrooms.

12. Some senior excursions can occur after lunch, minimising disruption of normal lessons.

13. Year 10 can be given an encouraging status as seniors, which can help lift them above the disengagement and reversion to pernicious behaviour common at this stage.

14. Students who have moved out of area can still leave home at a comfortable time in the junior years.

15. Year 12 three-unit courses, and General Studies, can be timetabled in the afternoon after lunch, rather than at more difficult or exotic times. This, of course, has to be meshed with timetable demands for such teachers’ junior allocations.

16. Skills and extension seminars and tutorials can be scheduled for the afternoon.

---

**Marketing Education: Beyond the Brochure**

**THE FIRST MAJOR AUSTRALIAN CONFERENCE ON MARKETING OF SCHOOLS**

UQ’s School of Education will be hosting this important and timely conference on 14–16 March 2004, at the Surfers Paradise Marriott Resort, Gold Coast.

**Having difficulty understanding and setting in place a successful and appropriate approach to marketing your educational institution?**

The unique focus of this conference will cover current marketing issues pertaining to both individual, and across education sectors. It has been specifically developed for all school leaders and administrators responsible for marketing their institution in these times of diversity and strong competition.

The conference format will feature keynote addresses by international and Australian experts in the field of school marketing, as well as a wide range of elective sessions and best practice stories from schools.

**Don’t miss the earlybird deadline: 25 November 2003**

For a brochure and registration form visit [www.uq.edu.au/education/docs/BEYOND-THE-BROCH-03.pdf](http://www.uq.edu.au/education/docs/BEYOND-THE-BROCH-03.pdf), phone (07) 33867343 or email ros.capensos@uq.edu.au

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**THE PRACTISING ADMINISTRATOR 4 - 2003**

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**The negatives**

1. Some students, and a small number of staff, do not appear to have ever accepted that 7.40 am - 8.30 am is genuine lesson time, and are constantly late. Some seniors are regularly up to two hours late! The school’s resources are stretched to provide disincentives and sanctions.

2. Timetabling is complicated by the fact that one timetable committee member is required to spend extensive time negotiating an acceptable time zone for classes with each teacher. This becomes very complex where a whole line is tied together. Some teachers, with limited understanding of the constraints of timetabling, can be very demanding.

3. The early afternoon finish times and abets those students who wish to be employed part-time for massive hours per week. Indeed, often they spend more time in paid employment than they spend at school. By reducing available homework and study time, they impede their capacity to be effective students.

4. Students who party late into the night or work late shifts are barely functional at 7.40 am.

5. Juniors who are sometimes ‘on the loose’ before 9.20 am can create supervision problems for their parents. One also wonders what some of the unsupervised kids get up to in the afternoons.

6. With staff rostered on for a certain amount of time each
Opinions are divided on
the split-shift system

Narangba Valley State High School in Queensland has abandoned its controversial split-shift student timetable.

The timetable, introduced 18 months ago, brought in a 7.30am to 1.30pm start finish for senior students and a 10.30am to 4.00pm period for junior students.

From January 2004, the school will revert to a normal timetable for junior students but keep the early start for seniors.

Education Queensland said the split system had been disruptive for parents with children in both junior and seniors classes. And businesses in the area had experienced increased vandalism and petty crime during the day while students were out of school for long hours.

The local Parents and Citizens Association said it was happy to see the end of the junior school's split-shift system, which was once lauded as a model for other schools.

'It didn't work as well as we'd hoped,' P&C president Carmel Smith said. 'The problem was the late start for the juniors. A lot of parents work, and their children are left at home unsupervised. Parents will be happier.'

Kangaroo Bus Lines, which operates the school run, said it would be nearly $500000 out of pocket because of the decision. Manager Darren Webster said the company would have to buy five new buses to cope with the increased number of children starting and finishing at the same time, but would not receive any extra money through fares.

Caboolture-Morayfield Chamber of Commerce member Sue Burgess said businesses would welcome the decision.

'There were some trackies that were hurting from it,' she said. 'A lot of kids these days have two working parents, they're out early and they don't go home. They're hanging around in places they don't need to be. There might be one or two bad apples in the group and they get up to pranks. It affects the businesses in relation to graffiti and vandalism.'

Education Queensland said the changes were not a reaction to crime complaints, but were for the convenience of parents.

'These minor changes will provide a significant benefit to those parents who have children in both the junior and senior schools and who currently attend school almost three hours apart,' an EQ spokesman said.

'Junior school students will also be better off under the new arrangement, which give them more opportunities to be involved in outside sporting teams and club activities.

'Maintaining the early finish for senior students would allow them to continue part-time jobs or go to work placement positions,' he said.

Other schools, including Mountain Creek State High School and Kelvin Grove State College, continue to use the split-shift system.

Mountain Creek principal Greg Peach said his school's split timetable had been operating successfully for many years and had helped it grow to be the state's largest high school.

Joel Dullroy, The Courier Mail, 7 August 2003

two-week cycle, a culture of clock watching has been created in some quarters. Some staff who can go home feel that if they don't, they are surrendering their entitlements. Others can be heard to say 'I shouldn't be here'. A small proportion abuse the system by absentsing themselves when they should be present.

7. Communication is made more difficult by the passing parade of staff coming and going. Sometimes the staff one wishes to see at any given time are not on the premises. It is also difficult to find a time to convene meetings which mesh with the availability of all who need to attend.

8. Staff who teach nine-day fortnights find, with their lessons crowded into nine instead of ten days, that some days are very full, with little administrative time.

9. Truants are more difficult to catch; some seniors merge with the junior influx, while some juniors leave with the seniors.

10. Supervision and student welfare difficulties can arise where the Head Teacher of a faculty is out of the school. This is a greater or lesser problem depending upon the senior assistant's preparedness to carry some of this load.

11. The Canteen makes less profit because most seniors do not stay for lunch.

12. Some Juniors who arrive very early and some seniors who stay very late without the intention of studying can become a nuisance.

13. Students who move out of the local area (usually to somewhere perceived as more up-market) are disadvantaged in needing to make transport connections to arrive at school by 7.40 am. For some, this necessitates a very early departure from home.

14. Staff who live at long distances from the school are pressed to arrive on days when school begins for them at 7.40 am (rarely more than three days in a fortnight).

15. On those days when they teach heavily between 7.40 am and 3.30 pm, some staff can be exhausted by the end of the school day.

16. It is very difficult to cover period 1 (7.40 am - 8.30 am) with casuals in the event of staff absence; few casuals are prepared to arrive that early unless offered a block of teaching.

Conclusion

Flexible hours and extended days offer very real advantages, offset by a range of disadvantages. In an absolute sense, the balance sheet is almost even. In the case of our school, driven by the need to accommodate a large population in a physically middle-sized school with a dearth of specialist rooms, we appear to have little choice but to continue. After nearly three years of operation, the students and community are the most positive participants. The staff are, overall, positive and supportive, but with a real awareness of the drawbacks of the system.

This article reflects the experience of John Collier when founding Principal of Thomas Redcliffe High School in Campbelltown, Sydney, NSW. He is currently Principal of St Paul's Grammar School in Penrith. He can be contacted via e-mail: jcoll@apostle.stpauls.nsw.edu.au
International Studies in Educational Administration

Journal of the Commonwealth Council for Educational Administration & Management
Perceptions and Reality of the Work of the Secondary Head of Department

JOHN COLLIER, STEVE DINHAM, KATHRYN BRENNAN, ALAN DEECE, DAVID MULFORD

Note: This article reflects research carried out under the leadership of Associate Professor Steve Dinham, by four doctoral students at the University of Western Sydney.

Abstract: A recent interview study with 26 Heads of Department (HoD) at four NSW Secondary schools (two Government and two non-Government) sought to throw some light on an under-researched, yet vital position in education, that of the 'middle manager'.

The study investigated reasons for seeking the position of HoD, and preparation for assuming the role. The HoDs were also asked about their most and least valued aspects of the role, and the elements of their work, both actual and preferred. Origins of and influences on personal leadership style, level of involvement in whole school decision making and professional development needs of the HoDs were also explored.

A key finding of the study was that the realities of the position did not match initial expectations, and that those interviewed desired to redesign the role.

This paper examines key issues in relation to the work of the secondary Head of Department.

Research Leading to the Project

The Teacher 2000 Project

Since the mid-1990s, Dinham and Scott have conducted an international research project, attempting to explore and benchmark teacher and school executive satisfaction, motivation and mental stress in the context of the contemporary educational environment.

Key findings of this project relevant to the current study include the crucial role 'middle managers' in schools play in operationalising educational change (see also Ayres, Dinham & Sawyer, 1999), and the demands the position makes upon such leaders, commensurate with effects on performance and health.

Analyses of both quantitative and qualitative data highlighted the difficulties experienced by those occupying such crucial 'linking-pin positions' in meeting the demands of their own teaching (usually a 'full load' or almost so), and the various roles of staff supervision and development, curriculum leadership, pupil discipline and welfare, school administration, their

1Steve Dinham is now professor of teacher education, University of New England
own professional development, and other duties. This complex, often conflicting set of duties - i.e., being both supervisor and ‘coach’ to their staff - has to be juggled with the key role of initiating and responding to change in all areas. Overall, such middle managers - both secondary and primary - were found to be experiencing least satisfaction and most stress in each of Dinham and Scott's samples from Australia, New Zealand, the USA and England.

Research into the Role of the Secondary Head of Department
While there has been a growing amount of research into the role of school principals and for that matter, classroom teachers, the 'middle manager' level in schools has received far less attention. In considering the literature in this area, Conners (1999: 27) states:

Studies of the head of department as a middle manager date from the mid-1980s and emphasise that they are a driving force in a secondary school, are very much pre-occupied with routine administration and crisis management, have little time for strategic thinking, and are reluctant to monitor the teaching of their colleagues; that there are considerable differences in the ways departments operate in a school and from school to school, that the department is the crucial 'working unit' in the school, that school performance and departmental performance are not inextricably linked, that the key indicator of effective departments is their ability to effectively organise teaching, and that time is a key constraint for heads of department in carrying out their management and leadership roles. However, few studies in Australia or internationally have explored the importance and the dimensions of the head of department's role in a secondary school. (emphasis added)

What follows is a sample of the literature in the field, but what comes through strongly is the dual, intermediary function of the HoD who must provide leadership for a group of people under his or her supervision, while being part of the higher 'executive' of the school. There is also the well-documented dichotomy of 'people' and 'task' orientations with which middle managers must deal.

A Sample of the Literature on the HoD
Koehler (1993:11) states that: “Department chairs walk a tightrope between the maintenance and survival needs of the School and the human and professional needs of the people within it.” He also stresses the intermediary role of such a position noted above. Whilst recognising aspects of the HoD’s role, the demands of the former administrative-imposed demands tend to force the HoD into a reactive stance, compromising attempts to meet the professional needs of those within the department.

White and Rosenfield (1999:1) write about the notion that subject departments are seen as being “potentially highly influential sites”, with the HoD responsible for the development of a “motivated collegial team of workers united in direction and committed to the learning of their students”.

Brown and Rutherford (1998) argue that we do not yet understand the complexity of the HoDs role and that initiatives need to be taken and obstacles overcome in order to facilitate and improve teaching and learning in secondary departments. McLendon and Crowther (1998:14) also highlight the surprising lack of “specialised consideration” into this “unique leadership position”.

Brown and Rutherford (1998:75-88), in their phenomenological study of eight HoDs in the
UK (Catholic and state schools), attempted to look at department heads as "social actors". Their data gathering methods included examination of documentary evidence, shadowing of the HoDs, structured interviews, and interviews with the HoDs’ superiors. They used Murphy's (1992) typology, derived from analysis of the leadership and management of school principals in the United States. This typology comprises the HoD as:

1. Servant leader - ability to use their ability rather than their line of authority;
2. Organisational architect - ability to create a variety of innovative structures that facilitate the sharing of leadership;
3. Moral educator - motivation by a set of deep personal values and beliefs that demonstrates their care and valuing of staff and students;
4. Social architect - addressing the needs of students;
5. Leading professional - focus on improving teaching and learning, leadership by example.

Brown and Rutherford found their HoDs did address the five dimensions of the typology although the relative emphasis given to each varied according to the context of each school. Conners (1999:27, 17), in reviewing Brown and Rutherford’s findings, reported that there was little time left for HOD’s to facilitate improvement of teaching and learning and achievement. The major obstacles impeding HoD effectiveness as evident from Brown and Rutherford’s study were:

1. Lack of time to effectively carry out all dimensions of their role;
2. Lack of curriculum stability in the face of the demands for the National Curriculum;
3. Lack of professional development opportunities at the departmental level;
4. Lack of direction and vision from some senior executive members;
5. Often a lack of effective communication between HoD’s and senior management.

Aims of the Study
Secondary Heads of Department - termed Head Teachers in the NSW DET - occupy a crucial position, being 'linking pins' between their departments and the upper executive of the school. If educational change of a positive nature is to occur, the department head must guide and drive this both at the department and executive level. However, this position in schools has been relatively neglected in prior research, which has concentrated on other levels, especially principals and classroom teachers.

Recent research has, however, revealed that 'middle executive' in schools are finding their current responsibilities onerous and, at times contradictory, with the holders of these positions experiencing various facets of role conflict ambiguity and role overload, with resultant high levels of stress in some cases (Dinham & Scott, 1999).

The study was a pilot investigation designed to explore how heads of department are currently performing and in turn, being influenced by their roles. The following study questions guided the research design:

1. Why do HoDs aspire to the position?
2. How well are HoDs prepared for the role?
3. What are the elements of HoDs' workloads?
4. What do HoDs like most and least about their work?
5. How would HoDs prefer to allocate their time and effort?
6. How do HoDs develop/acquire their individual management/leadership style?
7. How do HoDs see their role contributing to educational change, leadership and decision making?
8. What are the professional development needs of HoDs and how are these addressed?
9. What are the future aspirations of HoDs?

Method
Because of the intended exploratory nature of the study, it was determined to utilise a structured, open-ended interview design with volunteer head teachers at four secondary schools (two government and two independent), with data to be analysed using content analysis.

Instrument
An interview schedule was developed comprising both closed demographic items and 12 open-ended questions closely reflecting the original study questions.

In framing the interview questions, there was an attempt to contrast the present experience and workload of the heads of department with how they would prefer to spend their time.

The Interviews
Two of the secondary schools where the study took place are in far Western Sydney, one is in the Blue Mountains, while the remaining school is in the Southern Highlands of NSW. Because of reasons of confidentiality and in facilitating free expression, it was decided that each of the participating principals would not interview any heads of department from his or her school.

Once heads of departments had contacted the chief investigator volunteering their involvement, each was allocated to the principal of another school who was to conduct the interview. No principal was informed of the heads of department participating or not as the case might be from his or her school and principals did not have access to the interview schedule data from their own school.

Telephone interviews were conducted with participants, both because of convenience given the geographic spread of teachers and schools, and because of the demonstrated advantages of this approach in facilitating thought and reflection (see Dinham, 1994b, for an examination of the method of the telephone interview).

Data Analysis
The method used in the analysis of data was that of content analysis and utilised elements of grounded theory as outlined by Strauss and Corbin (1990), although full application of the technique did not occur due to the exploratory nature of the study.

In this case, concepts were identified from transcripts by the researchers, these were then consolidated, categories or themes derived from these, and then spreadsheets utilised to record the frequency of concepts within categories and for the individual heads of departments.

The categories derived from the content analysis comprised:

1. Personal Orientation [to the position of head of department]
2. Major Influences [on becoming a HoD]
3. Preparation for the Role [of HoD]
4. Usefulness of Preparation
5. Matching Expectations [prior perceptions v actuality of the role]
6. Best Aspects [of the role of HoD]  
7. Worst Aspects [of the role of HoD]  
8. Workload Elements [of the role of HoD]  
9. Workload [proportion/percentage of total time]  
10. Preferred Workload  
11. Leadership Style  
12. Origins/Influences Leadership Style  
13. School Leadership Involvement  
14. Preferred School Leadership Involvement  
15. Professional Development Needs  
16. How Professional Development Needs Met  
17. Future in Education  

For each category, a spreadsheet was constructed with heads of department on the horizontal axis (HT1-HT26) and concepts identified as elements of this category on the vertical axis.  

The Sample  
From a potential population of 47 heads of department, 26 (55%) agreed to take part in the study and be interviewed. Response rates per school varied from 6 out of 13 (46%) at a government school, to 7 out of 8 (87%) at a non-government school.  

Of the 26 participants, 6 were female and 20 male (77%). The average age of those interviewed was 43 (range 29 to 54), with females (46) being older on average than males (42), possibly reflecting the tendency for females to be older when gaining promotion due to such matters as broken patterns of service.  

There were 12 participants from the two government schools (4 female) and 14 from the two non-government schools (2 female).  

Average length of teaching experience was 20 years (range 9 to 30 years), with average length of tenure at current school being 7 years.  

The average length of time in the position of head of department was 6 years (4 years at current school). On average, those surveyed had 14 years teaching experience before being promoted to head teacher, although some had experience as year coordinators, sports coordinators, and in relieving positions prior to their substantive appointment as a HoD. This may reflect the well-known phenomenon of promotion in education - with its few levels of hierarchy in schools - where teachers typically gain their first promotion later in their careers than members of the general workforce or those in comparable occupations.  

Findings  

Performing the Role  

**Best Aspects of Being a Secondary Head of Department**  
Clearly, the most popular aspect of the role amongst the heads of department interviewed in the study was working with staff. Seventeen respondents identified this area as being a highly rewarding aspect of their role.  

Comments such as 'working with staff in your own faculty area, developing a team, sharing decisions and responsibilities, ability to choose your own staff and gather competent, professional
people (having a role that makes a difference to how the school operates and its policies and directions of school), encapsulated the views of many.

Also seen as significant was the capacity to exert greater influence within the school and to initiate change (mentioned by 13 and 11 respondents respectively). One HoD described this as "the enjoyment of making changes and seeing them work". Another saw as important "Having responsibility to change things for the better and make a department where people feel they can make a contribution. Particularly enjoyable is being able to work with other people and negotiate solutions, come to consensus regarding getting around problems."

Allied responses covered the rewards of team leadership (9 responses), serving students and staff (7), and facilitating success (7, 5 from the Government sector), working with students (6), sharing one's love of a subject (5), and freedom and discretion (5).

Development of curriculum was mentioned as a 'best aspect' of the role by only five respondents. This relatively low rate for what appears to be a major aspect of the role may reflect current short-deadline driven pressures with the 'new HSC' in NSW, requiring rapid development of new teaching and learning programs. This interpretation seems to be borne out by the results of the next section on worst aspects of the role.

Managing finances and resources (3), choosing one's own staff (1), enjoying support from the school (1), and having a whole school focus (1), did not attract high ratings.

Women in the sample were over-represented in the areas of facilitating success and working with staff, whilst no women indicated developing curricula, choosing one's own staff or managing finances and resources as amongst the best aspects of the role for them.

Overall, the best aspects of being a HoD were clearly seen to revolve around working with, leading, and serving people. Contributing to change within the school through having a greater influence was also seen as being important positive aspects of the role.

Worst Aspects of Being a Secondary Head of Department

The most prominent negative aspect of being an HoD mentioned in the study was lack of time (14 respondents): "I take a lot of work home ... I cannot do any of my own class preparation or marking at school", (male, non-government), being a typical comment. A related concern was constant workload and pressure (9). Under-performing staff (9), and inter-personal conflicts and problems between staff (7) were also seen as significantly negative aspects of the role.

"Staff that take a lot of encouraging to see the big picture and work in the same direction", was seen as an issue. "Needling to say to a colleague that their performance is unsatisfactory or limited. No way it can happen nicely. It's difficult. It produces anxiety. One has to bite the bullet. It has to happen. Worst is recalcitrant, difficult staff" was the analysis of another.

"There is not nearly enough opportunity to arrange significant blocks of time when faculty get together to discuss pedagogy and curriculum - too much time is spent on keeping nuts and bolts going," was a further comment.

Tension between the faculty and the upper management of the school was mentioned by six respondents. One spoke of being "caught between your own staff and their expectations of you and the demands and responsibilities in terms of senior staff or administration".

Six HoDs mentioned the difficulty of dealing with parental complaints and demands. Four struggled with imposed change and five with enthusing unmotivated staff. A total of nine HoDs found that the pressures and workload of being a head of department detracted from their own teaching, and that the role compromised their own performance.

Three HoDs found imposed deadlines problematic, while three mentioned the difficulty of
disciplining students. Two each cited lack of personal space, staff/student issues and their work being reactive, not pro-active, while one HoD mentioned financial constraints and inability to plan for the longer term.

Constant workload and pressure, lack of time and parental complaints and demands produced approximately double the number of responses from the non-Government sector.

Women were over-represented in identifying workload pressure, dealing with under performing staff, and interpersonal conflicts/problems with, and between, staff as the worst aspects of the role.

**Workload of the Head of Department**

*Elements of the Workload of the Hod*

Most prominent elements of the work of the head of department were seen to be paperwork and other administrative requirements (22 responses), teaching (21), student discipline and conflict resolution (18) and chasing up matters with students (18). With the exception of teaching, these major elements of HoDs' workloads, along with others below, tend to arise from externally imposed demands and pressures.

On the next level of responsibility were curriculum development (13), assessment and marking (12), curriculum monitoring (10), facilitating the professional development of staff (11) and dealing with own staff (13). Meetings (6), other external requirements (5), whole school involvement (5), dealing with parents (7), organising activities (6), extra curricular activities (1) and dealing with non-department staff (1), round out the multi-faceted role of the secondary head of department today.

In the sample, men were more likely to mention organising activities, external requirements, and meetings, while HoDs in the non-government sector were over-represented in comments about teaching, assessment and marking, organising activities, meetings, and chasing up students.

A key feature of the comments made by HoDs about their responsibilities and tasks is that the vast majority are extraneous to teaching one's own classes (see below), a major part of the HoD's role in respect of time, given the modest time allowance - and salary - most HoDs receive in return for taking on the position.

*How Heads of Department Spend their Time*

It had been hoped that the HoDs might be able to specify in percentage or proportional terms how they spend their time. However, in most cases those interviewed found this too difficult. Most in fact, seemed to be faintly horrified when they realised the spread of their responsibilities, as noted above. What follows, then, is more proportional than exact.

In terms of time, most significant aspects of the workload of the head of the department were seen to be teaching one's own classes (14 responses), student discipline/conflict resolution (14) and paperwork/administration (14).

Curriculum development, with 12 responses, was also seen as very time consuming, as was facilitating professional development of staff, with 11 comments.

Assessment/marketing and curriculum monitoring, noted by nine and eight HoDs respectively, also rated highly. Dealing with faculty staff (seven), and whole school involvement (six), also occupied significant time for some.

Organising activities (two), and dealing with parents, maintenance and extra-curricula activities (one each) were less prominent in answers to this question.
In this section, women were over-represented in the areas of curriculum monitoring, assessment and marking, facilitating the professional development of their own staff, dealing with their own staff, paperwork and other administration and whole school involvement.

Redesigning the Role
Notions of redesigning the role of head of department centred on reducing their teaching load (13 respondents), thereby making more time available to spend with staff (13) and reducing administration (12). One head of department pointed out: “most free time currently goes in day-to-day running of the Department, with not enough time to sit down with individuals”. Another put it succinctly: “management of people requires time ... People are pushed by time”, while another HoD simply said: “shed administrative clutter”. “Less paperwork” was probably the essential summary.

One reflective comment noted that there is “not nearly enough opportunity to arrange significant blocks of time when faculty staff get together to discuss pedagogy and curriculum”. A related idea was more time on “core business” (nine replies), followed by more time with students (five). Reduced extra-curricula workloads on staff (two), and more whole school involvement (one) received some support.

Reducing administration was a more frequent response to this issue in the government sector. Men were more prominent in comments about spending more time with staff and more time on “core business”.

Discussion
These findings and their discussion need to be considered in the context of what has been a modest, though hopefully valuable, pilot study.

Those heads of department interviewed in the study found working with other staff the most enjoyable aspect of their role, although it also provided many of their problems.

The HoDs saw themselves primarily as more experienced curriculum or subject specialists and enjoyed leading teams and working collaboratively with others. Having a greater influence on educational outcomes at department and school levels was also seen as a positive aspect of the role of the head of department. In short, the study confirmed that the “core business” of the head of department was found to be highly satisfying (Dinham & Scott, 1998b).

Conversely, more external demands and pressures were seen to be the worst aspects of the role, often forcing the HoD into a reactive stance. These pressures and problems included having to compromise one’s own teaching; dealing with a complex and constant workload; problems arising from being caught in the middle between the needs of senior executive and the department; dealing with under-performing staff and staff conflict, parental demands and problems and imposed demands generally.

Overall, time was considered the enemy of the head of department, with too little time available to deal with the multiplicity of demands of the position. The head of department still has a substantial teaching load, and many felt that their own teaching and the professional development of their staff suffer because of more extraneous pressures and demands. Thus, they felt their ‘core business’ to be undermined and compromised, a confirmation of the findings of larger scale survey based findings on middle management in schools (Dinham & Scott 1998b).

To this end, half of those interviewed in the present study recognised the need to reduce their teaching load, so that they will be able to better perform their other responsibilities. Almost half of the HoDs in the study also noted the need to reduce the administrative aspects of the role to
provide more time for them to meet with staff and students and to engage in higher level tasks and responsibilities.

It is interesting that prior to assuming the position, many of the HoDs in the study spoke of wanting to be a 'subject leader', yet this was rarely mentioned once they had taken on the role. Thus, the conflicts currently inherent in the role, e.g., 'master teacher', curriculum overseer, people manager, administrator, conflict resolver, staff developer, etc., need to be reconciled.

There appears to be a strong need to rethink the current responsibilities of HoDs to enable them to spend more time on the 'professional' aspects of their role, which by their own admission, they are currently compromising and even neglecting. There is also a need to examine preparation, selection and support programs and practices for school executive.

More generally, there is a need to rethink leadership and administrative roles and structures in schools, some of which have been with us for decades (see Dinham & Scott, 1998b). This process has in fact begun in many schools and systems with new 'cross-school' leadership roles, such as directors of information technology, teaching and learning, pupil welfare, and so on — with other developments such as senior high schools and middle schools becoming more common. The traditional departmental structure found in many secondary schools may not be the most effective and efficient way of addressing the changing pressures and demands on schooling experienced during the 21st century.

References


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APPENDIX P2
Referees' comments on Appendix P1

X-Sender: iseaeduc@hkusua.hku.hk
Date: Mon, 22 Jul 2002 11:21:45 +0800
To: John Collier <jcoll@apostle.stpauls.nsw.edu.au>
From: "Cindy (I.S.E.A.)" <iseaeduc@hkusua.hku.hk>
Subject: Re: PERCEPTIONS AND REALITY OF THE WORK OF THE SECONDARY HEAD
OF DEPARTMENT
Mime-Version: 1.0
X-MailScanner: 0
Status:

Dear Mr Collier,

Thanks for your inquiry. Your paper is to appear in ISEA Volume 30, Number 2 of 2002. We sent back the final set of proofs to the publisher last month. I think the manuscript is at the printer right now but I trust the business manager of the CCEAK is send you a complimentary copy when the journal is ready for distribution. Regards and thanks again for contributing your paper to the ISEA,

Cindy

At 09:24 AM 2002/7/22 -0700, you wrote:
>Dear Cindy,
>
> I refer to your e-mail of 20th March, 02, and wonder where you are up to
> with publishing my article, "Perceptions and Reality of the Work of the
> Secondary Head of Department"? Could you please let me know. I understand
> it was to be published around Easter in the UK. If so, is it possible to
> have a hard copy of it. Could you please let me know.
>
> John Collier
>
>
Just a note to inform you that we have almost finished typing up the manuscript. If it happens that your paper is ready now, please can I have it before the proposed date March 21, 2002? Many thanks.

Cindy

Dear Dr Collier,

Re: Paper submitted to ISBA - Perceptions and Reality of the Work of the Secondary Head of Department.

Please find attached a referee’s comments concerning your paper, and his/her recommendations. We would appreciate your considering the suggestions offered, and take them into account when sending us the finalized version of your manuscript (in Word 6 or above, IBM PC file).

As we are typesetting papers for the forthcoming issues of the ISBA, your emailing us the finalised version by March 21, 2002 will be greatly appreciated. We are very sorry for asking you to do this at short notice.

Thank you for sending your paper to the International Studies in Educational Administration. We look forward to receiving further contributions from you in the future.

THE REFEREE’S COMMENTS:

Perceptions and Reality of the Work of the Secondary Head of Department

1b. 30.2

In reading the article I have the impression that the role of head of department is perceived as largely reactive which I would hope is not intended. This is a useful and interesting research project of international significance. There might be some comment about the dangers of generalising from 26 teachers in 4 schools.

F3 - I am not clear if the ‘least satisfaction and most stress’ refers to those four countries in comparison with others, or least satisfaction and most stress of all teachers in schools.

F3 - the quotation - is the reason the ‘routine administration and crisis management’ is a preoccupation with ‘little time for strategic thinking’ a weakness of the head of department; and is the ‘reluctance to monitor the teaching’ their own weakness? I know this is a quotation but this is unclear in the context of the article.

F4 - there is a similar issue. It is not clear why there is a ‘tightrope between the maintenance and survival needs of the school and the human and professional needs of the people within it’. It is not clear why these are not simply two complementary elements of the role.
The literature selected, from the vast amount available, is appropriately selected. The research process and results are strong — though there might be some recognition that the number of responses does not totally represent their significance. The redesigning of the role — I wonder whether ‘preferred workload’ is quite the right phrase — which means less teaching (there is an interesting authorial comment that the R & D ‘recognised the need to reduce their teaching load’ which suggests this is agreed by both unquestioningly), spending time with staff, and reducing administration is not really a redesign. There might be some management — better performance? of these elements — more effective use of time and more efficient administration. The teaching skills of the person who may be the most skilled teacher should not be too easily sacrificed.

I am not clear that the conclusions in the final two paragraphs follow strongly from the analysis. I am not sure it is an ‘admission’ that they are neglecting elements of their role. They may need to more effectively focus on their ‘professional’ responsibilities. There may be a need to look at preparation programmes but this does not follow from the analysis. It is not demonstrated how or indeed that the new school roles and new school organisation follow from the analysis. They may — but it could be that heads of department need to develop skills in carrying out their current role as well.

Yours faithfully,

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for the co-editors

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Perceptions and Reality of the Work of the Secondary Head of Department

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APPENDIX Q
(Co-author), The Leadership Capabilities and Decision Making of the Secondary Head of Department, (2003), Leading and Managing (REFEREED)

Leading & Managing

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The Leadership Capabilities and Decision Making of the Secondary Head of Department

ALAN DEECE, STEVE DINHAM, KATHRYN BRENNAN, JOHN COLLIER & DAVID MULFORD

ABSTRACT: The secondary Head of Department occupies a crucial 'linking position' in schools between specialist classroom teachers and the senior school executive (principals and deputy principal(s)). Recent international research has revealed that those occupying and performing such 'middle management' roles in schools are reporting lower levels of career satisfaction than those above and below in the school hierarchy. This paper reports on a study involving interviews with 26 heads of department at four secondary schools (two government and two non-government) in New South Wales, Australia. Matters explored include the origins and nature of leadership style and the extent of involvement in whole school decision making. Key issues raised include the way in which leadership style is acquired, the ambiguity of the role, and the issue of time.

Introduction

While much has been written about raising the leadership skills of principals, little has been written about raising the leadership skills of the middle managers in secondary schools – the Heads of Department (HoD). This is surprising, as much of the responsibility for achieving improvements in schools rests with these HoDs. Often, schemes to enhance improvement will be hindered by ignorance or neglect at the HoD level.

This is an exploratory study to examine how HoDs gain or acquire their leadership styles, what influences the development of these leadership styles and the preferred leadership involvement of HoDs. If the leadership of these crucial people in schools is to be enhanced, we need to know something about how they acquire their leadership styles as a first step in preparing HoDs for their roles in schools and their continued development.

Importance of HoDs

The 1990s has seen extensive, worldwide change in all types of organisations. Schools have not escaped this and change is now part of the operation of schools. Schools can no longer exist in a 'stable state' whilst change takes place around them. In New South Wales (NSW), Australia, there has been a movement towards school self-management, whilst at the same time a decentralisation of administrative functions and curriculum requirements.
Despite significant changes in the manner of governance, student outcomes and teacher practices, the general organisational structure of secondary schools has remained unchanged. Subject departments still dominate in most schools. These departments are generally co-ordinated by individuals known by a variety of titles, such as HoD or Head Teacher (HT) (Dinham, Brennan, Collier, Deece & Mulford, 2000). As schools change, the role of HoDs must also change (Harvey, 1998).

HoDs are central to school improvement. As they have to analyse needs and co-ordinate the delivery of curriculum at the classroom level, HoDs are crucial to influencing the factors that contribute to school improvement (White, 1999, p. 62).

**Literature Review**

While there has been a growing amount of research into the role of school principals, the 'middle manager' level in schools has received far less attention. Connors (1999, p. 27) states:

Studies of the Head of Department as a middle manager date from the mid-1980s and emphasise that they are a driving force in a secondary school, are very much pre-occupied with routine administration and crisis management, have little time for strategic thinking, and are reluctant to monitor the teaching of colleagues.

Chris Woodhead, the then Chief Inspector of Schools in the United Kingdom stated (1997, cited in Brown, Boyle & Boyle, 1998, p. 3):

The key role of (HoDs) with responsibility for other staff was often underdeveloped. Too many HoDs saw their role as managers of resources rather than people. The role of the HoD in monitoring the quality of teachers was often ill-defined.

While the importance of the HoDs has been noted, their role in secondary schools has received relatively little research interest. Turner (1996, p. 204) found only fragmented literature that was prescriptive and empirical, and which made little attempt to link with, or be informed by available theoretical ideas.

These ideas are arbitrary, overlapping and diverse in nature, e.g. theories about leadership and management.

The reason for the lack of research was due to the enormous complexity of different types of schools, in addition to the different types and size of departments which exist in schools (Turner, 1996, p. 204).

Dinham and Scott (1999), in their International Teacher 2000 Project, found that those in middle executive positions in schools had lower satisfaction and higher mental stress than principals and classroom teachers (Dinham & Scott, 1999, p. 10). Analysis of both quantitative and qualitative data highlighted the difficulties of the HoDs, who as well as undertaking their own teaching, also had to deal with staff development, leadership, pupil discipline issues and various administrative requirements. HoDs appeared to be bearing up poorly in the face of the pressures and challenges they were experiencing.

The leadership style of HoDs has been investigated. Findings by Harris (1998) and by Sammons (1995, cited in Turner & Bolam, 1998, p. 373) revealed significant factors that impacted on the effectiveness of HoDs. These included a central focus on teaching and
learning, high expectations, clear leadership by the HoDs and a pupil-centered approach to the delivery of curriculum.

Many models of leadership include terms such as: transformational leadership, which includes the elements of vision building; moral leadership concerning the values imposed; political leadership which includes the exercise of power; cultural leadership where leaders create and embed a culture; and, symbolic leadership where a HoD can act as a role model for other less experienced members of the department (Turner & Bolam, 1998, pp. 374-375). However, Imnegart (1988) reported that effective leaders also exhibit a repertoire of styles. Style is seen as relating both to context and task. The leadership style adopted by a leader should take into account the circumstances that pertain to the leader and staff in any given situation (Turner & Bolam, 1998, p. 375). Hamlin (1990) also supports the view that HoDs need to be able to exercise other leadership and management competencies specific to the education context. Fighting for more resources, organising departmental work fairly, establishing good referral processes, being able to liaise with outside agencies, run meetings, be constructive and setting high standards, are included amongst the required competencies.

Glover & Miller (1999, p. 332) found that the leadership style of the HoD was seen as important by both the senior managers and the staff they managed. Teachers who believe they are well led are more likely to be found in schools where HoDs are valued and supported. Work on departmental and school effectiveness by Hargreaves (1995), Harris (1995, 1998), and Lecsk and Terrell (1997) have all demonstrated that the role of HoDs in educational improvement and effectiveness is most likely to be positive if they move towards a consensual and visionary leadership style. With the increasing complexity evident in the role, Turner (2000) believes that the ad hoc nature of much of the training for HoDs will simply not be good enough if future HoDs are to lead their departments effectively. Earley and Fletcher-Campbell (1989) point out that given this increased complexity, it is not simply a matter of utilising only one leadership style, but more the ability to select an appropriate style for the context. Harris (1998), in reviewing the characteristics of ineffective HoDs, found that the maintenance of styles of leadership operating in the departments that were characterised as either laissez faire or authoritarian would make it hard to resurrect those departments.

Some HoDs believe that they have the innate qualities necessary to undertake the work (Huneryager & Heckmann, 1967). Others speak of their leadership style offering variants along a continuum from the autocratic to the democratic, but recognising a pre-disposition to one style (MacGregor Burns, 1978). Harris et al. (1995), in a study of successful subject departments in Great Britain, noted that there is a balance between managerialism and collegiality as subject leaders respond to a range of both internal and external constraints.

Turner (2000), in a study of 36 HoDs in Wales, found that 97% of HoDs had developed their leadership styles from lessons learned while working closely with previous HoDs who had acted as either a positive (56% of HoDs), or negative (47% of HoDs) role model (Turner, 2000, p. 303).

Eraut (1994, p. 84) reporting on research in the context of the training of principals and subject heads, found that much learning is unplanned, sub-conscious and haphazard. This implied that an over-reliance on the past experiences of HoDs could lead to uncritical acceptance of observable behaviour without necessarily subjective of those observations to any
kind of critical reflection and analysis.

In some studies of HoDs, the tension between the senior executive (typically principals and deputy principals) and the HoDs is apparent. Glover and Miller’s research in 24 secondary schools in Great Britain found that many HoDs, especially in schools which had a relatively long period of staffing stability, did not consider that their role extended beyond that of advocacy for their subject (Glover & Miller, 1999, p. 336). Conversely, most principals in the study felt that HoDs should be involved in whole school issues, suggesting that there is a tension between the way HoDs view their role and what principals expect of them.

Earley and Fletcher-Campbell’s study (1989) also reported a dilemma for HoDs who, on one hand are expected to adopt a whole-school perspective in determining curriculum and resource priorities on behalf of their departments, yet on the other hand are more highly regarded by the senior executive of the school if they demonstrate a willingness to compromise in the wider interests of the whole school.

Brown and Rutherford (1998, pp. 75-88) in their phenomenological study of eight HoDs used terms such as servant leader, organisational architect, social architect, moral educator and leading professional to characterise HoDs. They found HoDs addressed all these typologies, but the relative emphasis given to each varied according to the context of the school. Little time was left for the improvement of teaching and learning. However, Turner (1996) found that this would be a difficult role as HoDs see that this may conflict with notions of professional autonomy, which may damage professional relationships between colleagues in departments (Turner, 1996, p. 208). There seems to be a need not only for HoDs to have sufficient time to do their job, but also for HoDs to re-conceptualise their role.

The research described above provides a useful conceptual base for understanding the leadership styles and roles of the HoDs. However, much of the research tends to be identify typologies and desirable attributes, roles and characteristics of what an effective HoD might possess. They imply what the HoD should be like and what they should do. What is lacking is knowledge of how their leadership styles are acquired and how these styles are then applied in the school situation.

Methodology

This paper arises from an exploratory study of Heads of Department. The study was conducted with a group of 26 HoDs in two government and two non-government schools in NSW.

An interview schedule was developed comprising both closed demographic items and 12 open-ended questions. The open-ended questions were designed to encourage reflexivity, in that they were arranged largely chronologically and took the participant through his or her career from initial attraction and opinion of the role, to the present, and finished with questions about current professional development needs and the future. There was a slight refinement of the questions between the initial pilot of 12 interviews and the remainder, as it was found that interviewees found it difficult to specify percentages in the questions about
how they spent their time.

This study concentrated on the leadership style of the HoDs, how this style was acquired and the involvement of the HoDs in school leadership and decision making. In these areas, the HoDs were asked questions about what they thought their leadership style was, how this was developed, and what they saw as their preferred involvement in school leadership and decision making.

Telephone interviews were conducted with the participants, for convenience due to the geographic spread of teachers and schools, and because of the demonstrated advantages of this approach in facilitating thought and reflection (see Dinham, 1994, for an examination of the method of the telephone interview). Interviews were usually held in the evening and took from 45 minutes to 2 hours to conduct. The interviews were not taped. Rather, the interviewers made notes on the interview schedules, frequently reading back and clarifying responses. Direct quotes were recorded and typed as soon as possible after the interview. Interviewers were the principals of the schools involved. The interviewers did not interview anyone from their own school, nor did they have access to interview data provided by HoDs from their own school.

The data were analysed by using content analysis and elements of grounded theory as outlined by Strauss and Corbin (1990), although full application of this technique did not occur due to the exploratory nature of the study. Concepts were identified from the transcripts by the interviewers. These were then consolidated, categories or themes derived from these, and spreadsheets were utilised to record the frequency of the concepts within categories and for individual HoDs.

The categories derived from the content analysis relevant to this paper comprised:

- Leadership style
- Origins/influences on leadership style
- School leadership involvement
- Preferred school leadership involvement

For each category, a spreadsheet was constructed with the horizontal axis having the heads of department (HT1-HT26) and concepts identified as elements of this category on the vertical axis. For example, for first category, leadership style, there were 15 concepts identified from the transcripts including: communicative; team player; collaborative/consultative; democratic/consensual; empower others; servant leader; recognise/appreciate others; easy-going/laissez-faire; know when to be decisive; available/approachable; helpful; positive feedback/attitude; facilitator; keep people informed; and, inclusive. The frequency of occurrence of each concept was recorded against each HoD for each category. Totals for the sub-groups of male/female, government/non-government school were also calculated for each category.

Participants

All participants occupied a position equivalent to that of HoD in each of the four participating
schools. From a potential population of 47 heads of department, 26 (55%) agreed to take part in the survey. Response rates varied from 6 out of 13 at a government school, to 7 out of 8 at a non-government school. Whilst there can be no claims made about the representative nature of the sample, the choice of schools provided a diverse and rich selection of contexts. One government school was a well-established school in an area well served by a variety of education providers. The second government school was a new school in a growing suburban residential area. Both non-government schools were well established and served the Blue Mountain and western Sydney areas. Both had attached K-6 schools.

Of the 26 participants, six (23%) were female and 20 (77%) male. The average age of those interviewed was 43 years (range 29 to 54 years), with females (46) being older on average than males (42). There were 12 participants from the two government schools (4 female) and 14 from the two non-government schools (2 female). Average length of total teaching experience was 20 years (range 9 to 30 years), with the average length of tenure at the current school being 7 years.

The average length of time in the position of HoD was 6 years (average 4 years at current school). On average, those interviewed had had 14 years teaching experience before being promoted to a HoD position. Some had experience before this as a year level co-ordinator, sport organiser, or in a relieving position prior to their substantive appointment as a HoD. This reflects a typical promotion pattern in NSW education where teachers typically gain their first promotion far later in their careers than members of the general workforce or comparable occupations. Partly this is due to the flat organisational structure of schools, and, in recent times in NSW, the lack of movement of staff into or between schools.

One participant had completed a doctorate, whilst there were 7 HoDs who had completed coursework masters’ degrees. For six of those interviewed, their highest qualification was a post-graduate diploma, following the completion of an undergraduate degree. Nine gave a bachelor’s degree as their highest qualification, following an initial teaching qualification such as a diploma in teaching. Only two of those interviewed were currently engaged in higher degree study.

Those taking part were spread across the major curriculum areas (e.g. English, Mathematics, Science, Humanities, etc). Six HoDs had uncommon combinations or areas of responsibility. Five of these were working in non-government schools.

Results

Personal Leadership Style
Those HoDs interviewed clearly saw themselves as key members of a team. This role required them to be collaborative and to consult with others (17 responses), to be a team player (14) and to act in a democratic and consensual manner (13). It is important to note that these are self-perceptions that might, or might not be shared with others in the school.

Being a facilitator (7) was important, as was keeping people informed (5), being able to
Time attracting and appealing others (1) and being popular (9) were considered important.

Overall, the HoDs saw their leadership style as focussed on being able to work with and for others. That is, they stressed the interpersonal demands of the HoD role. The key link-pin role of bridging the gap between the department and its fields of operation, and the senior executive of the school was implicit in many of the comments made about being a conduit for information and communication. All six women interviewed mentioned being a team player, whilst most men made comments about being available and approachable as well as knowing when to be decisive. All but one HoD in the non-government schools made comments about being available and approachable. Comments about personal leadership style included:

I like to listen to people, both personally and professionally (male, non-government).

I lead by example...the buck stops with me, but we do it together (female, non-government).

I lean towards a democratic leadership style — a product of personality. Tend towards laissez-faire...easy going. I like to see everyone enjoy what they do and not be offside and work in a happy environment (male, non-government).

Consultative, consensus person. Not much point telling people (what to do) when I'm dealing with staff at least as bright, or brighter, who are able to evade what they don't want to do. Ownership is important...I'm not a great believer in meetings and formal minutes...I need to be up-front with people (male, government).

Origins and Influences of the Leadership Style of the HoD

Heads of Department considered the informal experiences of working with others, rather than attending formal in-service courses or undertaking higher study, to be the major influences on the leadership style they had developed. Specifically, there were eight comments by HoDs about the influence of previous HoDs with whom they had worked. Role models and mentors (9) and the observation of others (8) were also mentioned by HoDs as important influences, as were individual personality (7), an understanding of people (3), experience gained over time (8), leadership experiences outside education (5), the culture of the school (4), and influences such as colegial groups (2).

Little mention was made of more formal preparation programs such as higher degree study (1), in-service courses (2) or programs provided by professional associations (1). Professional reading was not mentioned as having influenced them in the acquisition of their leadership style.

Six HoDs mentioned negative role models and experiences as being important influences on the development of their leadership style. These were seen, again from experience, as examples of what not to do.

There was a sharp and interesting distinction between men and women as to how they acquired their leadership style. Men, overall, gave a much greater variety of sources for their
leadership style, with networking of various forms being important, while women appear to have utilised fewer avenues. The finding may reflect the under-representation of women in higher promotion positions, especially during the formative years of the professional lives of the women in this study, who could act as role models and mentors to other women. It might also be that men are more likely to network with, and assist, other men. To illustrate this point there were 8 men, and no women who mentioned previous HoDs having influenced the development of their style of leadership. There were 7 men but only 1 woman who mentioned the observation of others as having an important influence on their leadership style. Seven men saw their leadership as a rising naturally, or derived from their personality, whilst no woman mentioned this.

Differences between government and non-government HoDs were also observed. The observation of others as a source or influence on leadership style was mainly confined to non-government schools (6 from 8 comments), as was leadership experience outside education (4 from 5). Non-government HoDs were also more likely to mention the influence of role models and mentors (6 of 9 comments), although non-government HoDs were more likely to cite the examples of negative role models (4 of 6 comments).

Comments about the origins and influences on leadership style included:

It developed as I was going through my own experiences. I was given support and wanted to pass this on to other people (female, government).

I was influenced by a very good K-12 principal in the past who was a servant leader—he would never ask you to do something that he did not do, e.g., pick up rubbish. I’ve been influenced mainly by good leaders, not the poor ones that have been witnessed (male, non-government).

I think it’s innate. I’ve always been involved in a team situation...I’ve got no formal training. I’ve watched and listened to my parents [who were teachers]. I read and get feedback from my colleagues (male, government).

I’ve always been involved in the people side and my leadership style has been influenced by this. I’m very uncomfortable with a person who takes an authoritarian line, who is one-dimensional (female, non-government).

School Leadership and Decision Making Involvement

Those interviewed perceived their school leadership and decision making involvement in terms of their formal responsibilities rather than in more informal terms of intangible influences on school change. School executive meetings (22 of 26 interviewed), and meetings with other heads of department (10) were the principal means of involvement in decision making. Having and utilising access to senior executives (8), working with others in project teams (5) and being consulted by senior executives (7) were also given as examples of school leadership involvement.

Seventeen of the 26 HoDs interviewed commented that they had a say in decision making and considerable opportunity to influence school leadership. Four HoDs complained about lack of access to the senior executive, and of these, 3 were from government schools. One male HoD felt he had no more influence than ‘ordinary’ teachers in terms of his involvement
in school leadership and decision making.

Women were proportionately more likely to make comments about having access to the senior executive and to be consulted by senior executive about change. Men, however, were more likely to complain about top-down decision making (3, versus no women), not having a large influence (3, versus no women) and lack of access to senior executive (4, versus no women).

HoDs at non-government schools were more likely to mention meetings with other HoDs (8 of 10 comments), and having a say or influence (8 of 12 comments) in respect of their involvement in school leadership and decision making.

Seven of the 26 interviewed were in their first year as a HoD. They commonly mentioned 'finding one's feet' and getting to know the people and culture before becoming more heavily involved in school leadership and decision making.

Comments about involvement in school decision making included:

At this school, HoDs do have a say and influence. If it is not supported by HoDs it will not run (male, non-government).

I'm having no more input than before being a HoD...I'm a new HoD hence just finding my feet. The (department) team is very large, and hence it is difficult to have an impact...There is some sense of removal of the senior executive from the HoDs, a feeling that executive decisions are often made and then handed down, probably due to lack of time (male, non-government).

[senior] School executive has the decision making role. Head of school is usually ready to listen to ideas. I'm very aware that I am putting forward suggestions...but I am not in the driver's seat (female, non-government).

High involvement in a small (senior) executive, decision making spread over small number of people. A lot is delegated from above...heavy involvement in whole school planning, policy writing...exciting and new. Executive laid back but well supervised by Principal and Deputy (male, government).

Preferred School Leadership and Decision Making Involvement

A small majority of HoDs were happy with their current involvement in school leadership and decision making (14), citing better communication with the senior executive as the major problem area for improvement (8).

There were 4 HoDs who said that change should be slower and more evolutionary in their school, 2 that executive meetings needed to be restructured to allow greater discussion and input, while 2 HoDs thought that more project teams for specific projects should be established.

Although it was noted above that the women HoDs had improved access to the senior executives as a part of their involvement in school decision making, they were also more likely (3 out of 6 women interviewed) to cite the need for improved communication with the senior school executive.

However, overall, those interviewed recognised the constraints imposed on both themselves and experienced by the senior school executive, particularly with imposed change,
mandatory requirements and lack of time, and thus their responses tended to be philosophical. As the interviews were conducted at a time of considerable change in the Higher School Certificate (the last two years of secondary school), with HoDs responsible for much of the implementation of this change, this is probably not surprising. One comment was typical:

I wouldn’t choose to alter it – I have considerable scope in what I do and I’m consulted regarding changes (male, non-government).

**Discussion of Findings**

This was an exploratory study, part of which was to examine the leadership styles and decision making involvement of secondary heads of department. Hence, no claims are made concerning the representative nature of the sample of the HoDs. The intention was to provide a foundation for further research and understanding of the middle executive in secondary schools. What follows is a summary of the major findings of the study as they relate to leadership styles and involvement in school decision making, and possible implications and areas for further research.

**Acquisition of Leadership Capabilities**

The HoDs interviewed overwhelmingly saw their leadership style as involving team leadership, collaboration, facilitation and communication. Being democratic and able to reach consensus, being approachable, available and helpful, were all cited as aspects of leadership style. Being able to get on with others was seen as crucial. A key aspect of leadership style was being able to provide a link between the staff and the senior executive of the school.

In exploring the perceptions of HoDs concerning training, preparation and on-going development for their work, Turner (2000, p. 303) found that learning to be a HoD was predominantly an evolutionary on-the-job process, with 97% of HoDs having developed their leadership styles from working with and observing previous HoDs. Eraut (1994, p. 82) had also found that learning about management tended to be unplanned, sub-conscious and rather haphazard.

These findings were confirmed by the current study. Mostly informal, interpersonal processes, as opposed to more formal study, readings, in-service courses and professional associations, were responsible for leadership style. Having had a mentor, or a person who encouraged them early in their careers, seemed to be very important to many of the HoDs. Turner (2000), Marland and Hill (1981) and Glover et al. (1998) have all found that most HoDs have completed very few development courses. Learning-on-the-job was more common and valued than formal preparation programs. The HoDs interviewed saw working with, and observing other people, rather than attending formal in-service courses or undertaking higher study, to be the major influence on the leadership capabilities they had developed.

Lack of formal training for HoDs who assume a leadership role may be a determinant of their success or failure. The work of Schon (1983), in terms of the reflective practitioner
developing knowledge, understanding, skills and attitudes, is useful. Schon sees a potent mixture of reflection-on-action and reflection-in-action as necessary for professional leadership. While this study did not observe HoDs over a long period of time, it did ask them to reflect on their practices. If HoDs have little knowledge to reflect upon, then quite critical questions will remain unanswered. A few of the HoDs in this study found it quite difficult to articulate why they behaved and acted in the ways they did. However, when HoDs commence their positions they undergo a socialisation process at the particular school (Hart & Weindling, 1996). This is a process by which HoDs acquires the habits, beliefs and knowledge common to, and accepted by, staff that they must now lead. For some it will mean changing their management style to suit the context of working with fellow professionals in a specific school. At this time, in particular, they appear to use other HoDs as role models to develop their own knowledge and understanding. The current research pointed to role models perceived in both a positive sense and a more negative fashion. HoDs thus need an emphasis in their training on interpersonal skills and relationships, political power and teamwork. These factors are all embedded in the school context. Recognition of both course learning and on-the-job training are important.

It is of concern that those leadership capabilities and skills for being a HoD was acquired by a very random process. It seems to depend very much on the context in which a person works. The development of future leaders seems left too much to chance. An internship prior to taking up a formal appointment as a HoD could be required, so as well as acquiring theoretical knowledge and skills, these could be demonstrated and applied in a school situation. If this kind of a model is to be followed and collegiality developed, an internship that is unique for each person, confined to a setting, and which involves close supervision and examination could be of benefit to new or potential HoDs. If, as Beckner (1990) suggests, a program was developed to include both preservice and inservice experiences, to develop visionary and managerial leadership, to develop attitude as well as knowledge, and to focus upon skill development and roles and responsibilities, then the performance of HoDs could be enhanced.

Ambiguity of Role

As middle managers in a school, the HoDs sit between the senior executive and the members of staff who are being led. Work by Dinham and Scott (1999) has shown that the most stressed group in a school were the middle managers — the HoDs. Research on school effectiveness by Harris et al. (1995), Hargreaves (1995), Leask and Terrell (1997), and Harris (1998), have all demonstrated that the role of HoDs in enhancing educational improvement and effectiveness is most likely to be positive if they move towards a consensual and visionary leadership style. The current research highlighted the difficulties experienced by the HoDs in meeting the demands of their own teaching role (usually teaching only one class less than the staff they supervise), and the various roles of staff supervision and development, curriculum leadership, pupil discipline and welfare, school administration, their own professional development, and other duties. This complex, often conflicting set of duties — that is, being both formal staff supervisor and ‘coach’ — has to be juggle with the key role of
initiating and responding to change in all areas.

Whilst HoDs like to be collaborative, democratic and collegial, they are also supervisors. There was little mention in the study of HoDs actually supervising staff to improve student outcomes. A reason for this may relate to time constraints. What might be needed are more practical, operational programs, such as supervision of each other by all teachers within a subject department, to develop not only the skills of supervision, but also skills to continue to promote collegiality for the improvement of the learning process.

Research by Glover and Miller (1999, p. 334) has shown that a change in management structure from that based on isolationist HoDs, to one of HoDs as both subject specific organisers and a group of professional equals, involved in both whole school and subject leadership, results in greater satisfaction. The understanding by principals and deputy principals of the work of HoDs is also pivotal to their effectiveness. HoDs need training opportunities to enhance the basic skills that can help them to manage, involve, support, reward and lead others. If not, any success they may have is likely to be intuitive. Principals and deputy principals must also ensure that HoDs are involved in whole school as well as subject leadership including the establishment of aims, strategic planning, monitoring and evaluation.

The ability to be able to change their leadership style to suit changed conditions was recognised as being important by HoDs. MacGregor Burns (1978) found that HoDs described their leadership style on a continuum from the autocratic to the democratic. In designing staff development programs for HoDs, recognition needs to be made of the problems in transferring ideas from one context to another. A failure to recognise this could lead to conceptual knowledge being applied ineffectively. For example, learning about change and its management does not necessarily mean that the HoD will be able to manage it well in the context in which they operate.

**Issue of Time**

A crucial issue in the leadership and decision making of heads of department was having the time to carry out their role. Connors (1999, p. 27) identified that time was a key constraint in allowing HoDs to be effective organisers of teaching. Brown and Rutherford (1998, pp. 75-88), also cited the lack of time to effectively carry out all the dimensions of a HoDs’ role. In the current study, most HoDs interviewed in the current study carried almost a full teaching load. Of the five or six classes taken by most teachers, HoDs taught for only one fewer class. Thus, a HoD must spend a considerable time preparing and presenting lessons, marking work and carrying out assessment tasks. The time spent is not much less than that for a full teaching load. The nature of the role of HoD, with teaching, administrative and student welfare duties to perform, leaves little time in the school day to share ideas and experiences with colleagues in their department. Finding ways to combat this isolation is a major challenge confronting the HoD. The results of the HoDs’ efforts have critical implications for curriculum development in their subject field. Unless teachers are in the habit of communicating frequently and effectively with each other about their teaching, they will have little sense of common purpose underlying their efforts. If HoDs spend what little time they have after completing their
classroom responsibilities carrying out routine, but minor administrative tasks, their effectiveness as an educational leader of their subject is lessened.

The structure of a secondary school militates against effective communication, with vertical barriers between departments and horizontal barriers between teaching staff, heads of department and senior executive. There is a need to focus on improving formal and informal communication methods in schools. Despite this, those interviewed were largely satisfied with their involvement in whole school leadership and decision making. Where problems were noted in this area, these tended to centre on communication barriers and difficulties, particularly with senior executive in the school.

Conclusion

Previous work has identified the crucial importance of the HoD position and the toll it can take on those performing the role in terms of decreased career satisfaction and increased stress (Dinham & Scott, 1999). Those interviewed in the current study were able to articulate what they consider to be their leadership style, how this was developed and how they are involved in school leadership and decision making. However, there is a compelling need to review how HoDs leadership styles are acquired so that support mechanisms, effective training programs and selection procedures that capture all those with an interest in, and ability to succeed in the HoD position, are implemented. The NSW Department of Education and Training has now recognised the need for more effective professional development of head teachers by funding projects to address the induction of newly appointed head teachers and their continued development. Australian education is faced with an unprecedented exodus of experienced school executive due to the ageing of the Australian teaching profession, and there is a crucial need to provide for their effective replacement (Lacey, 2002, pp. 10-14). This major turnover provides both the opportunity and necessity for rethinking the current conceptualisation of leadership of the HoD.

References


DINHAM, S. & SCOTT, C. (1999) The relationship between context, type of school and position held in school and


NOTE: This article was originally published in the printed version of the journal with only Alan Deece as the author. This electronic version corrects this mistake. For further information on this research please contact Alan Deece at <alan.deece@det.nsw.edu.au>. At the time of this correction (June, 2004) Alan Deece is Principal at Banora Point High School (NSW), Steve Dinham is a Professor at the University of New England, Kathryn Brennan is Principal of Bowral High School, (NSW), John Collier is Principal of St Paul's Grammar Penrith (NSW), and David Mulford is Principal of Radford College (ACT).
Head role too hard: report

The role of subject leaders in schools or heads of department, has come under review in a new report that is likely to be far-reaching. Steve Dinham, associate professor in the school of teaching and educational studies at the University of Western Sydney, and four NSW high-school principals, Kathryn Brennan, John Collier, Alan Deese and Dr David Edge, have placed The World of Work of the Secondary Head of Department.

It is a document all secondary heads of department and their principals should read. The report was initially presented as a paper at the Australian College of Education International Conference, held in Wollongong, June 22. The Australian College of Education will have the Dinham research and other papers from the conference available in the Autumn issue of the A/CE journal.

The place of a head of department within a school can be invidious. On the one hand, the head is an intermediary between subject teachers and the administration of the school. On the other, he/she is a middle manager with the expectation that he/she will put into place the desires/decrees of the school executive within the subject area.

The report makes clear that: “There is a compelling need for a comprehensive review of selection, preparation and support mechanisms for heads of department, and indeed all school executive positions, and a rethinking of their duties.”

One of the critical roles for heads of department, the report concludes, is that they are the key people to implement change in schools. This makes sense. Change in pedagogy is delivered through individual teachers working within subject department structures. One of the head’s key roles is to oversee and manage this change. The report states: “It is impossible to restrain the greater majority of heads of department who were interviewed, feel they — as leaders — are ill-equipped to manage rapid curricular change.”

The research sample involved 28 heads of department in the four NSW principal’s schools. The schools were two government and two private. Each head was surveyed through an extensive interview. A copy of the interview questions are provided as an appendix to the report.

The participant’s results were examined for possible trends, ideas and common experiences. Out of those surveyed, six were female and 20 were male. The average age was 43 within a range of 25-64. The average length of time in a leadership position was six years.

It does not take long when reading the report to conclude that as much as heads of department might be key figures in the management of secondary schools, they are overworked, suffer from inadequate time and have become often preoccupied with routine administration and crisis management. What this effectively means is that the head does not have adequate time to be effective or strategic thinking at a department level, not to mention the time to work with individual teachers.

Moreover, the report found that: “Recent international research has revealed that those occupying and performing such middle-management roles in schools are reporting lower levels of career satisfaction and higher levels of mental stress than those above and below them.”

These findings are borne out in Britain where Prime Minister Tony Blair’s drive for the strengthening of the Teacher Training Agency’s subject leader standards are affecting the expectations on heads of department to the point where positions go unfilled in many schools. Much of the University of Western Sydney research correlates closely with the British findings.

Subject leaders or heads of department are usually leading teachers and, as such, normally have significantly high classroom-contact hours. This leads to a tendency to conflict as they try to balance teaching with such things as inducting new staff, supervision, mentoring new staff, administration, curriculum leadership and meeting their colleague’s professional development needs.

The research revealed that heads of department were — like their British counterparts — under constant pressure and, notwithstanding a decline in satisfaction of their role, the most popular aspect of the job was “working with staff”. It is ironic that the participants believed that the administrative elements of their duties worked against opportunities for them to be with their staff. What was the most often repeated issue (and this is also repeated in the British research) is a critical lack of time to manage the job.

Apart from the majority of the participants experiencing anxiety about not being adequately prepared for the heads of department role, the range of negative pressures was considerable. These included: “Problems involved with people management, understimating the workload, lacking conflict resolution skills, constant pressure, parental demands and imposed tasks and responsibilities.”

Considering the strategic role they have in the operation of the curriculum within schools, the report also found that there was considerable dissatisfaction with the inability of them to influence wider school decision-making. The resultant frustration they may feel in their powerlessness to effect wider change was a contributing factor in seeing their responsibilities as being largely administrative.

Where the value of the report lies is in not so much the profile of a head of department and what they do, but in timely recommendations as to what can be done to improve their effectiveness in schools.

The report lists eight key issues, including: “The need to find ways to better identify and nurture potential school leaders, the need for potential heads of department to better understand what the role entails, the need for training ... more time ... to meet their responsibilities, the need for support with school in the need for professional development on an individual needs basis.”

The report suggests that these key issues would make appropriate if not overdue agenda items for schools to discuss.

What the report makes unambiguously clear is that the heads of department role is “crucial to the functioning of secondary schools but it carries a heavy personal toll”. This is largely measured out in “decreased career satisfaction and increased stress”.

If schools can find ways of reducing the pressures on their middle management, then this should have flow-on benefits to staff within departments and in turn, the students in the classroom.

For more information on the report, contact the Australian College of Education on 6234 1677.
Role call for head teachers

PATRICK LAWNHAM

A SHAKE-up of how our schools operate is needed to cope with the coming exodus of senior teachers due to retirement.

This is the belief of the authors of a pioneering report that explores roles and experiences of heads of subject departments — the middle managers of high schools.

The authors, who include four principals, said their research pointed to the key role of head teachers in addition to teaching duties.

“The major turnover of school executive staff in Australian schools over the next decade provides the necessary for rethinking the current conceptualisation of leadership within our schools,” they said.

There is a compelling need for a comprehensive review of selection, preparation and support mechanisms for heads of department, and indeed all school executive positions, and a rethinking of their duties.”

The authors also recommended more flexible appointment and promotion procedures, including fixed-term appointments, an intermediate executive position in some departments and better transfer and exchange openings.

They noted the country was faced with “a major, unprecedented exodus of experienced school executive due to the ageing of the Australian teaching profession”.

Their study, titled The World of Work of the Secondary Head of Department, was presented at last month’s Education 2000 conference organised by the Australian College of Education — an association of professional educators. The full report and other papers will be available from the college later this month.

The authors are Stephen DINHAM, associate professor in the school of teaching and educational studies at the University of Western Sydney, and the four NSW high-school principals — Kathyn BRENAN, John COLLIER, Alan DEECE and David MILFORD — who are studying for doctor in education degrees at UWS.

Twenty-six head teachers were surveyed in confidence for the study at the four principals’ schools — two government and two private schools.

Of the 26 participants in the new study, six were female and 20 male. The average age was 43, with a range of 29 to 54 and an average time in the position of head of department of six years. Twelve heads were from government schools.

The new research party spins off a 1999 study, co-authored by Professor DINHAM, which showed “the crucial importance of the head of department position and the toll it can take on those performing it in terms of decreased career satisfaction and increased stress”.

The secondary head of department had a crucial “linking position” between specialist classroom teachers and senior school executives.

“Recent international research has revealed that those occupying and performing such ‘middle-management’ roles in schools are reporting lower levels of career satisfaction and higher levels of mental stress than those above and below them,” the report said.

Many reasons were given by surveyed teachers for wanting to become a head of department, including natural career progression, being asked to take on the role, wanting to lead in the subject area, or seeking a bigger say in school decision-making.

Seven heads said they had “just drifted into it”.

Most reported little or no formal preparation before becoming a head, and what preparation there was tended to be “on the job”.

“Clearly, the most popular aspect of the role among the heads of department interviewed in the study was working with staff,” the study said.

The outstanding negative aspect was lack of time.

One male head said: “I take a lot of work home. I cannot do any of my own class preparation or marking at school.”

Underperforming staff and inter-personal conflicts were also seen as negatives.

On leadership styles, seven men agreed their leadership “arose naturally or from their personality” but no women mentioned this as a factor.

The authors identified several main issues for reform, including “a need to find ways to better identify and nurture potential school leaders”.

Formal training programs should be designed for aspirants which contain an adequate range of relevant experiences, knowledge and skills,” the authors said.

More time should be available for heads “to redirect their expertise and energies to the higher level and more professional responsibilities of the position”.

The college can be contacted on 02 9811 1777.

Direct: South Korean my Paper

BRONWYN ALLEN

STUDENT teacher be taught religion? Australia’s history to pass on that aspect of citizenship, to a paper at the E 2000 Conference.

Alex Mills, a librarian on the north coast, said without an underlay religion may limit world views.

Education should ensure that religion is include in curriculum guides for teachers, Mr Mills paper, Religion in Education.
Hi everyone!

Finally back into the real swing of things following last term's unexpected leave, and what a frenetic term!!!

I thought I should update you on the DET side of things re. our research. A lot has been happening, with our research now underpinning major T&D reforms for 2000-2001. As leader of the NSWSPC Induction Reference Group (negotiate with the DET Directors etc re T&D programs/initiatives/directions; this group was formerly only involved with Principal Induction, but I've had our brief widened to encompass Teacher/HT/DEP/LV/Principal), I have been involved in a range of consultations this term. With respect to the HT area, it is now accepted that this is the critical area for reform/support if schools are to move forward; our research has stimulated consultations at all levels re the emergent issues. The outcome has been the announcement Thursday that $1mil has been allocated for 2000-2001 for HT T&D. There are now 4 T&D officers developing an implementation model which has been framed by a new HT working party: target areas Induction and Current HTs/MAIN CONCERN ENTRANCHED, LONG SERVING HTs (reps from DET, NSWSPC, HT associations ... if you want a copy of meeting working papers/design proposal email me your fax number).

IN LIGHT OF THIS, SHOULD WE BE REGROUPING FOR A FOLLOWUP STUDY IN OUR SCHOOLS, SPECIFICALLY TARGETTING HTs WHO HAVE BEEN IN THE POSITION SAY OVER 5 YEARS... would extremely relevant/timely in the DET context?

Our work has been featured a a 3 page article in the DET Inform publication 16/8/00 (let me know if you would like a copy).

At NSWSPC reference group meetings last Thursday the 2001 State Conference (next year CypressLakes -Hunter-Tues/wed/thurs following the June long weekend) planning came up; the focus is to be on leadership for effective teaching and learning; HT area a central concern; have been asked to alert our team to an invite to present.

I'll also 'keep my ear to the ground' re other current work/issues at the ASPA National Conference - Perth Sept (The Leadership of Learning). I'm delivering a paper, but not on our project.

By the way David how did your presentation go at the July IES conference?

Cheers

Kathryn
Dear Dr Dinham

Thank you for sending me a copy of your recent research report entitled *The Secondary Head of Department: Duties, Delights, Dangers, Directions and Development.*

As your study reveals, the roles of middle management in secondary education, in particular head teachers, are of critical importance in the delivery of effective educational services in schools. In a context of increasing pressure on government schools to compete with private education providers, the capacity of schools to change and adapt becomes paramount. Head teachers occupy key positions in the leadership and facilitation of educational change and development. Head teacher leadership in the successful implementation of new teaching and assessment practices associated with the new Higher School Certificate is but one example.

Key Issue 4 in the findings and implications section of the report highlights the imperative to re-conceptualise the role of head teachers in order to foster and enhance focused educational leadership in schools. Research undertaken by the Department's Training and Development Directorate supports your findings.

The study also highlights the critical importance of head teachers' professional development in sustaining and initiating effective change and development in schools. I have asked Mr Graham Dawson, Director of Training and Development, to contact you to discuss the findings from your research and their implications for the professional development of head teachers.

Yours sincerely

\[Signature\]

Dr Terry Burke
R/Managing Director of TAFE NSW
R/Director-General of Education and Training
9 June 2000
APPENDIX R4
Australian College of Educators

From: Stephen Dinham <s.dinham@uws.edu.au>
Subject: HoD Research

Folks, I took the liberty of sending Jim Cumming an advance copy of our ACE paper. As you can see, he very much wants to publish it. I'll discuss with Jim and yourselves the most appropriate vehicle.

SD

>From: "Jim Cumming" <jcumming@austcollad.com.au>
>To: "Steve Dinham" <s.dinham@uws.edu.au>
>Cc: "Pascoe Susan" <spascoe@ceo.melb.catholic.edu.au>
>Subject: HoD Research
>Date: Mon, 26 Jun 2000 10:06:03 +1000
>MIME-Version: 1.0
>X-Priority: 3
>X-MMSMail-Priority: Normal
>X-MIMEOLE: Produced By Microsoft MIMEOLE V5.00.2314.1300

>Dear Steve

>Congratulations on your paper The World of Work of the Secondary Head of Department. Many thanks for sending me an advance copy. I have a few comments about the implications arising from the paper.

>1. I am very interested in discussing how the College might work with you and your team to raise awareness of the contents and to generate further collaborative action.

>2. My view is that there is tremendous potential to think strategically about this research in ways that are mutually beneficial (i.e. for you, your team, ACE and UWS).

>3. I see that emerging from this research could be significant links with our initial work on professional teaching standards; possible professional development models/schools/programs for HoDs and aspiring HoDs; as well as new forms/models of accreditation, certification and recognition.

>4. In terms of specific suggestions, I would be interested in discussing with you:

>- national publication and promotion of your paper by the College (at a minimum level, this could be an on-line version of Unicorn, at a maximum level, it could be a hard copy of an occasional paper that we would market on a commercial basis);

>- development of training programs for HoDs and aspiring HoDs (e.g. based on a standards framework);

>- further research and development (e.g. ACE/UWS partnership with external funding support);

>- the targeting of HoDs as potential College members (e.g. a recruitment/promotional campaign) that might begin in NSW).

>5. While we can discuss all this in greater depth at Education 2000, I would like your initial response, if possible please. For example, if the College is to consider marketing this paper in a quasi-commercial way, then obviously I would be reluctant to see the full version uploaded to the Conference website immediately, or handed out indiscriminately.
Dr Stephen Dinham, 26/6/00 2:02 PM, HoD Research

> Let me know your thoughts at this stage.
> Regards
> JIM
>
>
> Jim Cumming
Executive Director
Australian College of Education
PO Box 323 Deakin West ACT 2600
Tel 61 2 6281 1677
Fax 61 2 6285 1262
jcumming@austcrolled.com.au

Associate Professor Steve Dinham

-School of Teaching and Educational Studies
-University of Western Sydney Nepean
-PO Box 10 KINGSWOOD 2747 NSW AUSTRALIA
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* FAX (02) 47360400 [International 61 247360400]
* EMAIL: s.dinham@uws.edu.au
* International Teacher 2000 Project:
* Master of Educational Leadership:
* UWS Compacts:
http://www.nepean.uws.edu.au/students/coreprogram/compacts.html
Dear John

My search to find citations of your writings are as follows


This article is cited in the following articles

1. Scott, Catherine & Dinham, Steve. 2002. The beatings will continue until quality improves: using carrots and sticks in the quest for educational improvement. Teacher Development, Volume 6, Number 1, March. pp. 15-32(18)


The Secondary head of Department, Duties, Delights, Dangers, Directions and development. UWS Nepean

This article cited in the following articles


Above article cited in
Chapter 3 - Leadership makes a difference


Accessible from the following link – click on the blue hyperlink to open a copy as a Word document

doc Leadership for Organisational Learning and Improved Student Outcomes--What Do We Know?
B MULFORD, H SILINS - decs.sa.gov.au
The Leadership for Organisational Learning and Student Outcomes (LOLSO) Research Project addresses the need to extend present understandings of school reform initiatives that aim to change school practices with the intention of ...

Many thanks. Please find attached:

1. Paper on the working life of a TAFE Institute Manager - publication details:


2. Paper on Head Teachers in TAFE. This was presented at the following conference:

2002 AVRTRA Conference
The fifth Australian VET Research Association Conference
'Making a World of Difference? Innovation, internationalisation, new technologies and VET
21-22 March 2002 Caulfield Victoria

I had a meeting with Margaret Vickers yesterday and feel a little more confident about where I go to from here!

Best wishes

Ann

-----Original Message-----
From: John Collier <jcoll@apostle.stpauls.nsw.edu.au>
Sent: Tuesday, 22 October 2002 10:24
To: r.martins@uws.edu.au; Rice, Ann; kbrennan@hinet.net.au
Subject:

Herewith, as promised.

Regards,

John Collier

Content-Type: application/rtf;
    name="EdD Paper - Im's in TAFE - for NCVER 2001.rtf"
Content-Disposition: attachment;
    filename="EdD Paper - Im's in TAFE - for NCVER 2001.rtf"

EdD Paper - Im's in TAFE - for N

The Working Life of a TAFE Head
The Working Life of a TAFE Institute Manager

Abstract

Change in vocational education and training organisations, as in other organisations, does not occur unless it has the support and commitment of management. In Technical and Further Education (TAFE) in New South Wales (NSW) the responsibility and accountability for change rests largely on middle managers. These managers must drive change if it is to be successful. This research was designed to explore how Institute Managers are managing within a change-focused environment by examining the reflections of a number of Institute Managers in one Institute of TAFE in NSW. The results of a content analysis of interview data are presented with the intention of better understanding the experiences of people in these positions within TAFE and the potential benefits that could derive from more effectively utilising the position to effect change within the system.

Introduction

The economic rationalist approach of Australian governments since the 1980s has dictated an increase in the flexibility, efficiency and responsiveness of the vocational educational and training sector. This sector, which includes Technical and Further Education (TAFE), ‘has been seen as central to achieving national policy goals such as economic competitiveness’ (Billett 1996, p.59) and has a critical role to play in implementing education and training initiatives that will meet the market demand for a more customer-focused training system.

In an effort to cope with the requirements of the new vocational education and training system TAFE has undergone a number of structural and cultural changes. TAFE colleges are becoming more entrepreneurial and more commercially oriented, budgets are driving the work of educational administrators and ‘much that has been traditional to the TAFE system is under constant change’ (Funnell 1996, p.2). Funnell argues, though, that little has been written to describe these aspects of change and more research should be done to shed light on how TAFE colleges are organised and what goes on within them.

TAFE NSW is divided into eleven Institutes. Each Institute comprises a number of geographically separate colleges and an Institute office that manages a number of centralised functions including staff learning and development, financial services and strategic planning. An Institute Director has overall responsibility for the operation of the Institute while College Directors have direct responsibility for the management of each of the colleges. Institutes are structurally organised according to different models. In the Institute in this study each college has one or two Deputy College Directors who are responsible for the management of college operations including human, physical and financial resources. The Institute also has a Business Development section located within the Institute office with a number of Directors, Business Development whose main purpose is to competitively and strategically lead the growth of the Institute’s education and training products and services. The title under the Award or Agreement of the
College Directors, Deputy College Directors and Directors, Business Development is ‘Institute Manager’

Responding to the changes occurring in TAFE is the responsibility of all staff and is especially relevant to Institute Managers. 'These challenges require senior and middle TAFE managers to provide real leadership within their institutes and colleges, frequently in situations of considerable uncertainty (Lundberg 1996, p.125)'. Their response could well determine whether TAFE remains a viable player in the vocational education and training sector or whether it becomes marginalised to play a minor role in the provision of workforce training. Leading change, though, is one of the most difficult leadership responsibilities (Yukl 1998, p.438) and, whilst it is recognised that change is an inevitable aspect of life in organisations, particularly educational organisations (Oliver 1996, p.6), it must also be recognised that leaders must learn how to manage change. In the public sector in particular ‘management is often in the hands of people who were never trained for it' (Fitzmaurice 1995, p.986) so leading the change process becomes very problematic.

Institute Managers are operating within a managerialist culture in TAFE that emphasises accountability for budgets, strategic planning, performance management, customer responsiveness and quality control within a competitive market while suggesting that ‘determined, clear sighted leadership ... can achieve fundamental changes and can give a new sense of purpose and achievement’ (Pollitt 1993, p.1) to the organisation. Managerialism, as a set of beliefs and practices, assumes that better management is the key to the success of an organisation (Considine & Painter 1997, p.6).

This new discourse of management conveys the message that managers have a right to manage (Gleson & Shain 1999b, p.465; Considine & Painter 1997, p.248) but that efficiency lies in private sector management practices. These practices emphasise the importance of managers as entrepreneurs and business managers and have been clearly evident in vocational education and training (VET) since the late 1980s (Anderson 1996; Kell 1993).

According to Anderson, though, the ‘introduction of market approaches to VET provision and funding are posing new challenges and demands on provider management and teaching staff. Prior qualifications and skills do not appear to have equipped them with the necessary knowledge and skills for planning, organising, marketing and delivering VET in a market environment’ (1996, p.62). Attention has been devoted to ‘developing and refining the managerial and financial infrastructure of the training market’ (Anderson 1996, p.67) with little heed paid to determining how managers within this market will actually manage and to the detriment of the process of teaching and learning (Kell 1993, p.223).

New skills and knowledge are needed by academics who now occupy these management positions. Managers are being created out of professionals (Exworthy & Halford 1999, p.13) – professionals whose philosophical basis is predicated on pedagogic values. Institute Managers in TAFE have typically been promoted from within the ranks of
teachers and originally entered an organisation that favoured social goals above economic considerations. The impact of economic rationalism and corporate managerialism has created a number of tensions for these managers. There is a tension between achieving dual economic and social goals and between defending pedagogic values while promoting the managerial bottom line (Randle & Brady 1997 cited in Gleeson & Shain 1999a, p.548; Elliott 1996, p.5).

The Karpin Report into management in Australia identified the massive changes that occurred in TAFE during the 1980s and 1990s and expressed concern that state-funding cutbacks had limited its 'capacity to effectively plan and update management and operational practices' (1995, p.214). This adversely affected, the report argued, TAFE's 'capacity to implement and cement further needed change' (1995, p.214). Pollitt (1993, p.172) argues that, unless managers in public sector organisations acquire basic managerial competencies, the system will be inhibited by the lack of these skills.

There is an obvious need in TAFE, then, to develop senior managers so that their skills, especially in change management, are leading edge and reflect best practice. Managers with the capacity to learn will contribute to the competitive advantage TAFE has as a provider of vocational education. Billett (1996, p.61), James (1996, p.122) and the Karpin Report (1995, p.216) contend that genuine educational change is only likely to occur with the provision of professional development to those involved in the change process. Personal development will be high on the agenda of successful managers 'who anticipate the direction of changes and prepare themselves for new roles and new ways of working' (Birchall 1995, p.77).

Project aim

This project arose from earlier research on the management styles of women in TAFE (Rice 2000) and from the work of Dinham, Brennan, Collier, Deece and Mulford (2000) on school Heads of Department. Both research studies identified a concern with the ability of educational leaders to perform their expected tasks when there is so little research into the role of 'middle management' in education. This research was, therefore, designed to gain an understanding of the 'world of work' of TAFE managers and to investigate how they are managing within their new environment.

The Institute Managers (IMs) in this study occupy positions of Deputy College Director or Director, Business Development and supervise, either directly or indirectly, teaching staff although they do not have a teaching role themselves. These Institute Managers, according to Bartol, Martin, Tein and Matthews (2000 p.15) are middle managers because they are 'managers beneath the top hierarchical levels and are directly responsible for the work of lower level managers' (Head Teachers).

The research design, following that devised by Dinham et al. (2000), was guided by the following questions:
1. Why do IMs aspire to the position?
2. How well are IMs prepared for the role?


Head Teachers and a Changing TAFE

Ann Rice
Nepean College of TAFE

Abstract

Change in Technical and Further Education (TAFE) is being driven by government initiatives that must be operationalised at the College level. Head Teachers are the frontline managers who have to ensure that their sections are responsive to the changes while also meeting the educational requirements of their traditional student base. This research was designed to explore how Head Teachers are managing within this change-focused environment by examining the reflections of a number of Head Teachers in one Institute of TAFE in NSW. The results of a content analysis of interview data are presented with the intention of better understanding the experiences of people in these positions within TAFE.

Introduction

Vocational Education and Training (VET) policy and practice is constantly changing in line with a new vocationalism that emphasises the contribution of all educational institutions to national economic imperatives. In this way it has become very closely aligned with microeconomic reforms aimed at addressing Australia’s balance of payments problems by enhancing the productivity and internal competitiveness of Australian industry (Billett, Cooper, Hayes and Parker, 1997).

Chappell (1999, p 11) has argued, though, that while TAFE staff can relate to the new discourses of vocationalism they “continue to identify with an institution constructed by the discourses of industry skills development, liberal education and public service”. Chappell (1999) also contends that the new discourses of economic rationalism, which construct a radically different organisation with different purposes, values and interests than those used to construct public sector institutions, have little meaning for teachers in their teaching lives. Randle and Brady (1997) and Elliott (1996) also recognised the tensions created for professionals whose philosophical basis is predicated on pedagogic values. They felt there was a tension between achieving dual economic and social goals and between defending pedagogic values while promoting the managerial bottom line. Head Teachers in TAFE have typically been promoted from within the ranks of teachers and originally entered an organisation that favoured social goals above economic considerations. New skills and knowledge, it is argued, are needed by teachers who now occupy management positions (Exworthy and Halford 1999; Khoo 2002).

The reforms to education necessitated by the moves to a new vocationalism, economic rationalism and corporate managerialism have resulted in educational change becoming almost a constant (Dinham and Scott, 1998, p 2). These rapid changes have meant that staff face more challenges than ever before (Harris, Simons, Hill, Smith, Pearce, Blakeley, Choy and Snewin, 2001, p 1). Some of the significant developments under vocational education and training’s direction include changes to the National Training Framework, the rollout of training packages, increasingly flexible delivery and the use of new technology. A survey, though, of the sector’s key stakeholders “suggests that only about half of the current VET workforce possess the skills to meet the challenges” (Harris et al 2001, p 2).

A study in the latter half of 2000 by the Australian Education Union found that “[f]unding cuts and constant change/restructure are two of the key changes that have had the most impact on the work of TAFE teachers” (Kronemann, 2001, p 1). Other changes highlighted by this study as impacting on the work of TAFE staff were reporting and accountability requirements, cuts to teaching staff,
changes in delivery modes, curriculum changes, reduced job security/greater casualisation, training packages, cuts to support staff, technological change, changing student clientele and workplace training and assessment. In fact, 86% of the 900 staff interviewed said their workload had increased or significantly increased and about the same number said that stress at work had increased or significantly increased.

Studies of school heads of department (Dinham, Brennan, Collier, Deece and Mulford, 2000; Connors, 1999; Brown and Rutherford, 1998), course leaders (Paterson, 1999), English school headteachers (Grace, 1995), subject leaders (Glover and Miller, 1999) and department and faculty heads (Earley and Fletcher-Campbell, 1989) found that, while these managers are a driving force in the successful implementation of change in their institutions, they are very much preoccupied with routine administration and have little time to deal with the demands on their position let alone reflect on the strategic importance of this position. Many managers also felt that their own teaching suffered because of extraneous pressures and demands thus undermining their ‘core business’. According to Stace and Dunphy (2001) the leadership of change is one of the key requirements of today’s managers. To be able to lead change successfully, though, requires the delegation of operational responsibilities and a commensurate shift from the bureaucratic role of an operational manager to the (often unfamiliar) role of change agent and change leader.

High quality leadership must be seen as critical in today’s vocational education and training sector given the major changes occurring in the sector. Some would argue (Mitchell, Young and Wood, 2001; Hopkins, Lambrecht, Moss and Finch, 1998) that, to respond to this rapidly changing environment, capable managers and quality leadership is even more important than at any time in the past. It is also imperative that a research agenda, which seeks to gain a knowledge of how managers are coping in this change-focused environment, involves an understanding of the work context of these managers.

**Project aim**

This project arose from earlier research on the management styles of women in TAFE (Rice, 2000), the world of work of TAFE Institute Managers (Rice, 2001) and from the work of Dinham et al (2000) on school Heads of Department. A lack of research into the role of middle and first line management in education prompted this research with the aim of discovering how these managers cope within their current change-focused environment.

The participants in the study are Head Teachers who are located in Colleges of TAFE within one Institute in NSW. These Head Teachers are responsible for the operation of a section that comprises one or more discipline areas. The role of the Head Teacher is both educational and administrative. Head Teachers in the Institute researched have two reporting lines – one to their Deputy College Director for all College matters and a functional line of control to their Director in the Business Development area of the Institute office for all matters related to both mainstream and commercial course delivery.

The research design was guided by the following questions:

1. Why do Head Teachers aspire to the position?
2. How well are Head Teachers prepared for the role?
3. What are the elements of Head Teacher workloads?
4. What do Head Teachers like most and least about their work?
5. How would Head Teachers prefer to allocate their time and effort?
6. How do Head Teachers develop their leadership style?
7. How do Head Teachers contribute to College and Institute decision-making?
APPENDIX R7
O’Neill, J., (2000), So that I can more or less get them to do things they don’t really want to! Capturing the ‘Situated Complexities’ of the Secondary School Head of Department, *Journal of Educational Enquiry*

*Journal of Educational Enquiry, Vol. 1, No. 1, 2000*

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‘So that I can more or less get them to do things they really don’t want to’.
Capturing the ‘Situated Complexities’ of the Secondary School Head of Department.

John O’Neill
*Massey University, Palmerston North, New Zealand*

Introduction
The growth of qualitative research traditions in education which attempt to document and analyse teachers’ experiences in ethnographic, narrative and discursive forms reflects a shift, as Andy Hargreaves (1994) puts it, from ‘scientific certainty’ to ‘situated certainty’ where greater attention is paid to the various ways in which teachers conceptualise, experience and organise their social worlds. In contrast, and rather ironically, many of the normative and bureaucratically driven taxonomies of educational leadership and management which have emerged as ‘lubricants’ for the ‘self managing school’ phenomenon continue to define the practice of leadership in terms of ‘scientific certainty’. These are often expressed as generic management competencies or abstract characteristics of school effectiveness.

Recent empirical studies of secondary schools have identified the subject department as an important and variable influence on both student effects (Nash & Hacker, 1998; Sammons, Thomas & Mortimore, 1997; Harris, Jamieson & Rush, 1995; Gray, Hopkins, Reynolds, Wilcox, Farrell & Jesson, 1999) and teaching contexts (McLaughlin, Talbert & Bascia, 1990; Little & McLaughlin, 1993; Siskin, 1994; Siskin & Little, 1995). Although working in quite different research traditions, and with disparate foci, what these studies have in common is the observation that departments, and their practices and effects, may vary as much or more within schools as they do across them. This implies that, just as headteachers

Submitted for publication May 12, 2000; final revision received June 13, 2000; accepted June 16, 2000.
Contact: J.G.O'Neill@massey.ac.nz
Citation: O’Neill, J. (2000) ‘So that I can more or less get them to do things they really don’t want to’. Capturing the ‘Situated Complexities’ of the Secondary School Head of Department. *Journal of Educational Enquiry*, Vol. 1, No. 1, pp. 13-34.
[URL: http://www.education.unisa.edu.au/JEE]
or principals are important for establishing a 'whole school culture', Heads of Department may fulfill a similarly important role in these smaller functional groups. Moreover, just as individual school cultures vary according to their history, traditions, student mix and staffing, departmental cultures are, we might assume, highly idiosyncratic in terms of curriculum subject and workgroup relationships. We remain, nevertheless, comparatively ignorant about the processes through which subject department cultures are created and maintained in particular localised settings. Little research attention has been devoted to the work of the Head of Department (Turner, 2000; Dinham, Brennan Collier, Deece & Mugford, 2000) despite the reality that these individuals routinely have formal responsibilities for developing, implementing and evaluating much of what takes place within the confines of the department. To complicate matters further, Heads of Department are also subject teachers and members of the departmental workgroup. Thus, like primary school principals, they both 'lead the team and belong to the group' (Yeomans, 1987).

In this paper, I identify the major features of secondary school subject departments as complex, socially constructed workgroups. I then examine how interview data might productively be used to depict and explore more realistically what I call these 'situated complexities', the idiosyncratic patterns of constraint and opportunity within which individuals conduct their work. Finally, some implications and possibilities of this form of analysis for the professional development of those with curriculum leadership responsibilities are considered.

The line of argument I wish to follow is simply this. What takes place day-in, day-out in subject departments has elements both of the predictable and the uncertain. Predictability is to be found in the tapestry of curriculum organisation, delivery and assessment which produces regular, seasonal patterns of work that are broadly recognisable from department to department, school to school, and system to system. The uncertain elements lie in the natural variation that occurs between particular groups of teachers, their students and locally developed programmes of work. The danger is that, in our haste to find more 'effective' magic bullets to 'improve' schooling 'outcomes', we may end up pursuing these more predictable, homogenous, generic and seemingly replicable aspects of practice and ignore the uncertain, the difficult to identify, the less easily understood, the idiosyncratic. Yet to my mind, if we want to better understand the 'situated complexities' of subject departments, and how they function and grow, it is precisely to the local and most parochial features of workgroup practice that we need to turn. On this view, the interest lies not so much in whether or not particular departments may have, for example, 'strong but flexible leadership' (Sammons, Thomas & Mottimore, 1997, p. 93) or 'a collegiate management style' (Harris, Jamieson & Rush, 1995, p. 297) — although these may serve well as triangulation points with which to locate our detailed map-making. Rather, our concern is how and why certain leadership and management 'choices' are identified and made. I suspect that we may profit more by taking into account the history, politics and culture of the department, the experiences, positions and aspirations of the various members of the workgroup, and the nature of the demands it faces from school, community and the education system.
JOHN O’NEILL


Pressure points: school executive and educational change

Steve Dinham & Catherine Scott
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Abstract

Recent international research has demonstrated a relationship between physical health and occupational status/level of appointment: people who hold higher level positions enjoy better physical health on average than those in lower positions. Researchers have speculated that this may be in part due to the lower levels of control exercised over pace and timetabling of work by those occupying lower positions. Poorer physical health is thus mediated by lower levels of mental wellbeing.

Worldwide, many working in school education have experienced ‘control’ being taken away from them by rapid and constant educational change imposed from ‘the outside’. The pace and extent of change has varied across nations, and it can be predicted that its effects will also vary according to its intensity.

The research reported here was conducted in four countries - Australia, New Zealand, England and the United States of America - and employed a sample of more than 2600 teachers and school executives at over 360 primary and secondary schools.

Context - in this case, country - was found to be the most powerful predictor of overall career satisfaction, change in satisfaction and mental health, as measured by the General Health Questionnaire. This result is discussed in the light of levels of educational change experienced at each of the four sites.

The level of position an individual held and type of school they worked in were found to be related to his/her satisfaction and mental wellbeing in some contexts, but not others. In this paper, we explore the reasons for these relationships, using insights gained from the general research on occupational status and health.
5. In both England and Australia, schools were over-supplied (5% or more) with surveys by mail, to enable casual/emergency and part-time staff to participate. The response rates for those two countries were deflated. In New Zealand, where response rates were highest, researchers were able to visit the sample schools to explain the project and procedures.

References


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APPENDIX R9

Dinham, S., (2007), The Dynamics of Creating and Sustaining Learning Communities, 
*Australian College of Educators*

Online Refereed Article No. 43
ISSN 1447 5111

The Dynamics of Creating and Sustaining Learning Communities

Author: Stephen Dinham
An early concentration on principal leadership has broadened to include other leaders such as deputy principals, faculty or department heads and teachers themselves (Busher & Harris, 2000; Ayres, Dinham & Sawyer, 2000; Dinham, Brennan, Collier, Decece & Mulford, 2000). The focus of attention has thus moved from the leader to leadership, with the importance of delegation, trust and empowerment being increasingly recognised. There has been a realisation that leadership has both formal and distributed/distributive aspects, with every teacher a potential leader (Spillane, Halverson & Diamond, 2001; Gronn, 2002; York-Barr & Duke, 2004; Spillane, 2006).

Notwithstanding the large scale work on school effectiveness and educational leadership, the common view now is that it is the classroom teacher who adds most to the learning equation, with the exception of that which each student "brings to the table" (Hattie, 2003: 1; see also Hattie, 2002; Rowe, 2003; Mulford, 2006). Hattie and his colleagues conducted a meta-analysis of over 500,000 studies and found that the student accounts for about 50 percent of the variance in achievement. Homes account for 5–10 per cent, schools 5–10 per cent, and peers 5–10 per cent. Teachers, however, account for about 30 per cent of the variance in student achievement (Hattie, 2003: 1–2).

Thus, while there has been ongoing interest in effective schools and effective school leadership from the mid-1960s, since the late 1980s there has been major emphasis placed upon researching, understanding and facilitating quality teaching in schools because of the growing recognition, supported by many empirical studies, that teachers make the major difference to student achievement, apart from students’ individual capacities. At the same time, the notion of organisations as learning systems or communities has come to the fore (Senge, 1990), along with related concepts such as lifelong learning, collaboration, partnerships, synergies, change and improvement.

In reviewing these developments, Kilpatrick, Barrett and Jones (2003: np) propose the following definition:

Learning communities are made up of people who share a common purpose. They collaborate to draw on individual strengths, respect a variety of perspectives, and actively promote learning opportunities. The outcomes are the creation of a vibrant, synergistic environment, enhanced potential for all members, and the possibility that new knowledge will be created.

In education, research into the performance of individual teachers has revealed the importance of learning communities in influencing individual teacher effectiveness. Building collaboration and community amongst teachers has been found to be effective in both promoting teacher professional development and enhancing educational outcomes for students (Watson & Steele, 2006).

Vouvalas and Sharpe (2005) note that the concept of the school as a learning community, while almost universally accepted as desirable (see Senge, Cambron-McCabe, Lucas, Smith, Dutton & Kleiner, 2000), is still vague and ambiguous, as with the concept of the learning community generally. This lack of clarity can make attempts to develop learning communities in education and elsewhere problematic. A key weakness is the failure to address the 'how' aspects of establishing and maintaining learning communities. Following a review of the literature and interviews with principals, Vouvalas and Sharpe (2005: 191) found that:

When all the definitions were pieced together the school as a learning community was perceived as a place where life-long learning takes place for all stakeholders for their own continuous growth and development, teachers act as exemplary learners, students are prepared adequately for the future, and mistakes become agents for further learning and improvement. Furthermore, it is a place where collaboration and mutual support is nurtured, clear shared visions for the future are built, and the physical environment contributes to learning.


Mulford, B. 2006 ‘Leadership for school and student Learning: What do we know?’, keynote address, Australian Centre for Educational Leadership, Fifth International Conference, University of Wollongong, 16th February.


ATTACHMENT R10

Dinham, S., (2006), The Secondary Head of Department and the Achievement of Exceptional Student Outcomes, *Journal of Educational Administration*

The secondary Head of Department and the achievement of exceptional student outcomes

Stephen Dinham

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**Abstract**

**Purpose** – The purpose of this paper is to explore the role of the secondary Head of Department (HoD) in leading teams producing exceptional education outcomes in Years 7-10 in New South Wales (NSW, Australia) government schools.

**Design/methodology/approach** – Sites where exceptional educational outcomes were believed to be occurring were selected using a variety of data including performance in standardised tests, public examinations, various value added measures and nominations from various stakeholders. Sites were of two types: subject departments responsible for teaching certain subjects and teams responsible for cross-school programmes in Years 7-10. Sites were selected to be broadly representative. Some schools had more than one site, e.g. Mathematics and Student Welfare. A total of 50 sites across NSW from 38 secondary schools were studied.

**Findings** – With both subject departments and teams responsible for cross-school programmes, leadership was found to be a key factor in the achievement of exceptional educational outcomes. Analysis of data revealed certain qualities, attributes and practices of the HoD of these schools, which are explored, central to which is a focus on students and their learning.

**Research limitations/implications** – HoDs were those of secondary schools from one state educational system.

**Practical implications** – Despite the pressures of the secondary HoD role, the HoDs studied had been able to lead and facilitate teams that were thriving when others struggled to perform. Whilst innate, personal qualities are important, much of what these HoDs possessed and demonstrated had also been learned from others.

**Originality/value** – Detailed case studies have provided an examination of HoD leadership effectiveness in a wide range of contexts, with much commonality revealed. Thus, the study can inform future professional learning for secondary HoDs and possibly other middle managers in education. It may also have value for HoD selection.

**Keywords** Teaching, Quality, Leadership, Secondary schools, Secondary education, Australia

**Paper type** Research paper

**Background to the study**

Pressure for educational change has increased greatly over the past few decades. These pressures and demands are often contradictory, with schools expected to take on a raft of social responsibilities while lifting student performance and meeting new accountabilities. Calls for continuous improvement, transformation

The ideas expressed in this paper are those of the author but they have been greatly influenced by the writings and ideas of the other investigators of the *AESOP* project: Geoff Barnes, Paul Brock, Bill Green, David Laird, John Pegg, Wayne Sawyer and Robert Stevens. The input of others involved with site visits and reports is also acknowledged.
and data-driven decision making have become constants for schools (Zmuda et al., 2004). Educational change needs to be considered in the wider socio-political context, where teacher status is tending to decline, social criticisms and expectations are rising and there are concerns with both attracting and retaining quality teachers and with leadership succession and sustainability (Dinham and Scott, 2000; Scott and Dinham, 2002).

Although much change is imposed from above and outside, there is also desire within schools for change and improvement to teaching and learning. Often, principals have responsibility for driving change and teachers have responsibility for implementing it. Middle managers such as secondary Heads of Department (HoD) – the term Head of Department (HoD) is used in this paper to avoid confusion, rather than Head Teacher or Faculty Head – occupy key linking positions between principals and classroom teachers.

The HoD has formal responsibilities and accountabilities and exerts influence horizontally and vertically within and beyond the department and school (Duke, 1987; Koehler, 1993; Dinham et al., 2000; Busher and Harris, 2000; Gunter, 2001).

With the trend towards greater school autonomy in certain areas such as management (Beare et al., 1989), yet greater centralisation, accountability and control through means such as outcomes based assessment, standardised testing and reporting of student and school performance, it can be argued that the workload of the secondary HoD has become more complex, intensive and challenging.

In addition, the HoD usually has a significant teaching load and in larger secondary schools, he or she can be responsible for ten or more staff and the teaching and learning of hundreds of students.

As a result of these and other responsibilities which as noted can be countervailing, the secondary HoD has been found to be a high pressure position, with those in the “middle” recording higher levels of mental stress and lower levels of occupational satisfaction (Dinham and Scott, 2002). An interview study involving 26 secondary HoDs at four government and non-government schools (Dinham et al., 2000) found that:

- HoDs took on the role for a variety of reasons;
- only half HoDs reported the role was what they had expected it to be;
- HoDs were under-prepared for the interpersonal aspects of the role, which are heavily dependent upon relationships;
- HoD preparation was largely ad hoc, with formal preparation little utilised and poorly regarded;
- HoDs reported that lack of time to perform the various aspects of the role was the worst aspect of the position;
- much of the role of the HoD was reactive with little room for discretionary action;
- HoDs felt the quality of their own teaching was compromised by the role;
- HoDs had a wide range of professional learning needs with only half reporting that these were being met;
- the HoD position was poorly rewarded for the breadth and depth of the tasks involved; and

Exceptional student outcomes
References


Three 'Forums' will be published each year. The purpose of 'Forums' is to raise current education issues and introduce expert researchers, commentators and practitioners to a broader audience of NSW teachers. The views contained in this article are solely those of the author.

The Importance of the New South Wales Institute of Teachers

BACKGROUND

There is a large amount of Australian and international research confirming that teacher quality is the major factor in student achievement, apart from what each student brings to the classroom. We know the elements of quality teaching and the attributes and actions of quality teachers. We also know how effective schools operate and the ways that educational leaders can create a climate where teachers can teach and students can learn. It is facilitating these things that is difficult.

If quality teaching is the desired outcome, then teacher learning, enhanced professionalism and authentic accreditation are important parts of the process.

In 1998 there was a failed attempt to introduce teacher registration to NSW. Despite the hard work that went into this and the disappointment at the time, it has been beneficial that this move was unsuccessful.

Since then, earlier work on identifying and applying professional teaching standards for NSW schools has been built upon in line with other developments in teacher registration and accreditation in Australia and overseas. We have had the benefit of others' as well as our own experience.

The Ramsey Review report in 2000 recommended amongst other things the establishment of a NSW Institute of Teachers, and to this end, an Interim Committee for a NSW Institute of Teachers was established in 2002.

What has been developed and is now being implemented in NSW is the most comprehensive system for teacher accreditation anywhere in the world, a scheme far more all encompassing and ambitious than that proposed in 1998.

While many look to the US National Board for Professional Teaching Standards as an exemplar, the fact is that only a tiny proportion of America's teachers - fewer than 1 per cent - have sought and gained National Board certification. Further, the NBPTS has been criticised for the under-representation of African-American and Hispanic teachers among those accredited and for its accreditation processes. It has also been criticised for its focus being more on successful completion of the process of accreditation. A consequence of this has been its need to continually justify the fact that teachers meeting its accreditation requirements are able to produce better learning outcomes for students.

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Sample and Coming Publications (refereed Articles):


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ARTICLES

Blackboard Jungle: The phenomenon of school violence
In recent decades, school violence has become more frequent and widespread throughout the world. In this article, Keith Tronc examines this violence as a three-level phenomenon and explores ways in which the disturbing trend is being tackled.

Towards high achievement in Year 12: A principal’s approach to monitoring and intervention
How effective is your school’s Year 12 program? How successfully do you prepare students for tertiary study? A school principal outlines a range of practical strategies which have worked in his school.

Ethical dilemmas faced by school leaders: Understanding the complexities
Recent research has revealed the complex nature of ethics in the workplace. In an attempt to assist school leaders meet the challenge of resolving ethical dilemmas in the school situation, the authors provide details of a model that can assist in a better understanding of the dynamics of tackling such ethical dilemmas and in reaching resolution.

Total school re-construction: Achieving a new level of inclusive education
This article outlines a primary school’s unique response to the cultural diversity within its student population, and to its community characterised by transience, unemployment, and differing family structures. The response involved a total re-construction of the school through the creative use of financial and human resources. The focus of the initiative was to improve outcomes by matching the diversity within the workforce with the diversity that existed within the student population.

REGULARS

Into the Information Age
Is it time to rethink your school’s ICT and education strategy?

Management by Example
A lesson for Ralph Waldo Emerson on motivation

Regular Contributors

Schoos and the Law: Dr Keith Tronc, Barrister-at-Law, Supreme Court of Queensland
Marketing Today’s Schools: Dr Linda Vining, Director of the Centre for Marketing Schools, Caringford, New South Wales
Fingerprint, News & Opinion, File-Aways, Educational Indicators, Management by Example, and Clipsheet: Jarvis Finger, Executive Editor, The Practising Administrator
Research Update: Dr John McCormick, Coordinator of Educational Administration, University of New South Wales
Into the Information Age: Mai Lee, Director, Schools Networking Consortium Pty Ltd

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Towards high achievement in Year 12
A principal's approach to monitoring and intervention

John Collier, Principal, St Paul's Grammar School, Penrith, NSW

In a recent issue of The Practising Administrator (4/2003), Anthony Chittenden raised important questions for secondary school leaders: Just how effective is your Year 12 program? How successfully do your school prepare students for tertiary study? In the following article, a school principal addresses the issue further by outlining a range of practical strategies which have worked for his school...

Included among the challenges facing secondary schools today are those which centre on motivating the unmotivated, focusing those students alienated and disengaged from the curriculum, and unlocking the talent and application of students distracted by the entertainment industry, part-time paid employment, and the societal and peer group pressures which impact so markedly on adolescents.

How, in the light of such challenges, can schools produce quality academic outcomes, particularly at the senior school level? I believe that, to produce the best results (for staff and students), a principal should focus on a range of simultaneous intervention strategies...

Monitor each faculty.

I have established a system of monitoring of each faculty on an annual basis. The process begins with an interview, usually over 2-3 periods, with a Head of Department.

In large combined KLA Departments, where there is a senior teacher with expertise not shared by the Head of Department, this person is also interviewed. An example would be where the Head of Creative Arts is a Music specialist, but supervises senior Drama and senior Visual Arts teachers.

Each year the school priorities for monitoring are established, e.g. attention to renewing teaching and learning programs, or differentiation of the curriculum. About four main foci appear appropriate for any particular year.

The interviews are conducted by the Principal and Assistant Principal – Curriculum (Director of Studies). A written report is compiled, and presented to the faculty in a meeting at the end of the exercise. In some years, part of the process might include observing some teachers in classrooms. Each annual exercise begins by enquiring about the implementation of the previous year's recommendations, so there is an accountability mechanism, and a sense of continuity.

To avoid industrial obstacles, it is important to proceed in a non-threatening manner, to use the process as a developmental rather than a punitive instrument, and to be very particular to affirm all strengths and commend as many staff as appropriate.

The process is demanding on the time of Senior Executive, but very rewarding in uncovering detailed information about the directions and performance of faculties within the school. Where teachers are observed in class, it is standard practice to write a lesson observation on school letterhead. Teachers prize these reports, as well as the overall Faculty Monitoring Report—such documents can used in career path processes.

Track public examination results.

Public examination results are tracked in an effort to identify value-added areas, as well as those areas where performance can be improved. Over time, one aim is to track individual student performances through Basic Skills Tests, Year 7 Literacy Tests, School Certificate and Higher School Certificate and, in the case of our school, the International Baccalaureate. Such long-term tracking can also provide feedback on the results obtained across some years by individual teachers, can inform the targeting of individual staff development, and can assist in the allocation of classes.

The tracking will be more precise and better informed if professional consultants are engaged to undertake ‘number crunching’ and to provide helpful analysis, although this obviously comes at some cost to the school.

Our procedure also requires that each Head of Department, as part of the Faculty Monitoring process, engage with their own results, conduct a Faculty meeting to review them, and submit a written analysis of the results, to include intended strategies for dealing with any identified shortcomings.

Currently, as an extension of this process, the school has engaged a retired Director of Studies to interrogate the results of individual students, whose efforts have clearly fallen away.
from Year 10 to Year 12. The intention is to identify patterns and, by providing early remedial intervention, to prevent any possible repetition with a new wave of students. The process involves telephone interviews with ex-students, across a range of indicators including: views of school climate, the appropriateness of pedagogy, the extent to which their academic efforts were impeded by their own extensive part-time employment, the degree of congruence between school education and their goals, the relevance of curriculum, etc. It also includes a very careful analysis of each student’s file, to identify such issues as chronic and avoidable absence, lateness to school, disciplinary issues, and academic disengagement. At St Paul’s, this process has been supplemented by attention to the research literature on student alienation and disengagement, and dissemination to staff of major research findings.

Tracking of individual students has identified the relationship between a high level of performance in the School Certificate Tests, and predictable outcomes in the Higher School Certificate and the International Baccalaureate examinations. This has led to two developments:

- The school has established prerequisites for entry into more difficult subjects, or courses. These include a necessary level of achievement in Year 10, and the study of subjects that support one another, as career path packages. For instance, students who study Physics are expected to be undertaking Extension Mathematics. An early focus on the end point, i.e. Year 12, and preparing for it over some years, will deliver better outcomes than suddenly focussing for the first time in Year 11.

- Very strong subject and course counselling procedures have been established at Year 10 level wherein, on the basis of what the school knows about each child, students and their parents are given focused advice on what is seen as appropriate subject and course selection. Where parents ignore the professional advice of staff, they are asked to sign a disclaimer, accepting responsibility.

Experience has shown that Heads of Department can be very defensive about discussion of their own results, and can be quick to develop a scaffold of mitigating factors and explanations, many of which, no doubt, have validity in part. In order to avoid minimisation of issues, it is necessary to indicate that the process is designed to be developmental and, therefore, helpful to students and staff, rather than be seen as an attempt to seek scapegoats. The process is not about blame, but about targeting assistance. My own research shows how difficult it is for Heads of Department to organise curriculum amidst a myriad of other pressures and demands on time. Our positive approach is supported by deliberate celebration of successes, including, for example, letters of commendation from the principal and Chairman of the School, and complimentary words to individual teachers.

Adhere to a system of performance appraisal.

Clinical performance appraisal of staff is an excellent adjunct to Faculty Monitoring. Staff members are formally appraised by their supervisor on a three-year rotational cycle. The appraisal system has been designed by an in-school committee, which included the Union Representative, and proceeds from individual job descriptions against which staff members’ performances can be appraised.

The process has been informed by our view of best practice elsewhere, and has been named the Development and Appraisal Process (DAS). It is quite separate from any disciplinary proceedings concerning any staff member who is felt to be under-performing. The process consists of lesson observations undertaken by the supervisor and a professional ‘buddy’. These observations are complemented by self-analysis, all completed on school-designed pro formas, and include the documentation of teaching artefacts, which can be lesson plans, work units, samples of students’ work, affirmations from supervisors, colleagues, parents and students. The presented portfolio includes a written self-analysis and a personal development plan, prepared in conjunction with the supervisor. Each member of staff has a large DAS file, which is gradually added to as this process proceeds.

The final stages of a DAS Appraisal consist of the appraisee presenting the completed portfolio to the principal, and undertaking a discussion of its contents in a summative interview. This is almost invariably an opportunity for the principal to commend and applaud the work of the teacher. The final interview is followed by a written end-of-DAS summative letter to the appraisee from the principal which, while having a pro forma structural component, is individualised to the successes and presentation of the actual candidate.

One helpful outcome of the process is that teachers not only receive written affirmations, but are assisted in maintaining a current curriculum vitae, and receive written testimonials from supervisors and principal. The process assists teachers to be self-reflective, and to actually make career path plans in a way that they would otherwise rarely do by themselves.

Install a staff development program.

A comprehensive training and development program needs to focus on key issues of teaching and learning. There needs to be a clear link between the School Plan and the priority areas for staff development. Inservice money can be disbursed to little effective value on marginal issues—which is why much can be
achieved ‘in-house’, for instance in afternoon workshops with dinner provided, or by marshalling in-house experts as mentors, trainers, and presenters in ‘show and tell’ situations.

Much training and development has failed to be effective because prevailing models have fostered one-off experiences. These often fail to build-in reflection time, or action plans, and often lack a forum for sharing gained knowledge.

School departments need to be encouraged to apply appropriate attention to developing very high quality teaching and learning programs. Such programs ought to provide a rich source of guidance to teachers new to the profession, or to the particular school context. Senior executive members need to monitor quality of faculty teaching programs and the timeliness of their completion. High quality programs will address issues of curriculum differentiation. They will relate appropriate assessment instruments to teaching itself, and direct teachers to appropriate resources.

Create Executive positions.

My approach to strengthening curriculum accountability has been to ensure that the person responsible for studies, traditionally in an Independent school, the Director of Studies, has the rank and status of Deputy Principal. In our school, this position, called Assistant Principal – Curriculum, is reminiscent of the Leading Teacher position in a Government high school as it existed through most of the 1990s. Anyone driving change in the curriculum accountability area, while desirably working collegially with staff, needs to proceed from a position of sufficient authority to maintain appropriate accountability. At St Paul’s, I have also been keen that the junior School Curriculum Coordinator has Executive status.

Focus on the Gifted and Talented.

Recent research on whole brain learning, multiple intelligences, gender-based education, and preferred learning styles must be assimilated by staff and reflected in their teaching practice. Such professional knowledge must lead to curriculum differentiation in preference to teaching all students as part of an amorphous whole. In our school, this has led to extensive resourcing of Gifted and Talented, and Learning Difficulties staff. At the end of the day, there needs to be the best possible compromise between the research literature into best practice on the one hand, and the resource base and politics of the school, on the other. This will relate to issues such as streaming, as against mixed-ability teaching and interface between the needs of the children, and the demands of the market.

The school has appointed a full-time Gifted and Talented Coordinator, who is free of her own class. She has post-graduate Qualifications in Gifted and Talented education and her role is diverse, comprising:

- case load management of all students formally on a Gifted and Talented program. This includes mentoring of such students, structuring of Gifted and Talented support groups, which aim to have such students encourage one another, and accountability mechanisms whereby academic reports are vetted, and underachieving gifted students interviewed.
- diagnostic testing to identify strengths and weaknesses in each student.
- team teaching to model best practice in extending Gifted and Talented students, and differentiating the curriculum.
- advice to staff on the pedagogy of extending able students.
- advocacy to staff and parents on behalf of students on the case load.
- management of the acceleration of most-able students including, potentially, articulation into Distinction courses.
- liaison with parents, including conducting meetings with potential speakers from the Gifted and Talented Association, and other specialists, in order to up-skill parents.

Ensure staff maintain high standards.

In eliciting outstanding results, it is important to ensure that staff maintain high standards and do not accept a culture where ‘second best’ is acceptable. The school is most vulnerable with seniors, where staff may well decide that at this advanced stage of the curriculum, students who are beginning to look like adults, have the freedom to decide whether or not they will work hard. Teachers who allow this licence are at odds with the expectations of parents who, in the main, would like their sons and daughters to be extended towards fulfilling their potential. Teachers will achieve the best results if they project high expectations, encourage students towards extension opportunities, and hold them accountable for work completion. The most successful teachers in our school maintain not only good rapport but strong discipline, and absolutely refuse to allow students to escape with non-completion of work.

A fascinating study which shadowed and observed teachers who consistently produced outstanding HSC results in their classes found teachers with the ability to promote a strong work ethic, a culture of expectation, and an attitude of successful engagement.

Ensure a rationalised curriculum.

Schools will achieve the best outcomes for students if the curriculum is sequential and rationalised to avoid unnecessary overlap. K-12 schools have a greater opportunity for curriculum mapping which can identify content and skills to be taught at various stages, as well as desired exit outcomes for those stages. This enables teachers to focus on those outcomes, rather than teacher-inputs, as a mechanism for structuring learning around student needs and mastery. K-12 Subject meetings can
be of enormous assistance to high school staff in understanding what parts of the curriculum have effectively been presented in infants and primary years. Such contact avoids the regular syndrome whereby teachers of first-year secondary students can regard students arriving from primary school as empty vessels, and hence wasting time reteaching quantities of work and skills which have already been mastered. Visits by high school staff to primary classes can familiarise high school teachers with the teaching and learning styles with which their incoming students are familiar. K-12 Subject meetings can also assist primary teachers in understanding the high school expectations as to what junior school graduates know, and can do, at the point of entry to high school. Curriculum mapping can also identify repetition, such as revealed in our own school, where we discovered ‘Rain Forests’ had been taught three times between Year 5 and Year 8. Obviously this may be a spiralling curriculum but, equally, it may be sheer repetition – in which case it is no wonder that junior high school students fail to be inspired by what they see as mere repetition of well-travelled ground. Similarly, one wonders whether it is useful to teach the ‘Water Cycle’ in Science and Geography and Agriculture.

Seek detailed transition information.

For effective Year 6 - Year 7 transition, it is important for high school staff to receive detailed profile information that will enable each child to be best assessed. K-12 schools, and high schools with excellent links with feeder primary schools, are best placed to achieve this wholesale transfer of information.

Develop an effective study skills program.

An effective study and information skills program, which operates at a level appropriate to a child’s stage, is essential across all high school years and, indeed, in primary years as well. Our school has elected to be purposeful about this area, by appointing a member of staff as Study Skills Coordinator, and by empowering and resourcing the Library very well, to actively teach information and research skills. Gradually empowering students as independent learners, and building this aim into the teaching programs, will help avoid the collapse from Year 10 to Year 11, when many students have, habitually, failed to make the transition from mainly dependent, to mainly independent learners.

Interview students twice annually.

A focus on staff, and staff issues, is one half of the domain of raising internal expectations. The other, of course, relates to students themselves. A number of initiatives to encourage student performance have been implemented in our school.

One of the key interventions is a formal interview of each Year 12 student by the Principal and Year Coordinator twice per year. These interviews, normally conducted in homogenous groups, follow student reports, and the stratification of these reports across a range from ‘excellent’ to ‘poor’. The intention is to interrogate, with each student, his or her own results, to

Continued on page 41.
Towards high achievement in Year 12

Continued from page 13.

distribute plaudits for excellent performance, and to focus on areas for improvement.

The essential issue is to develop with the student, an action plan for subjects where under-performance is occurring, and to direct the student towards resources that may be of assistance, such as the Careers Advisor, the Board of Studies’ website, past HSC Papers, the Head of Department, the School Counsellor, and so on. My experience is that most students are able to reflect quite sensibly on their performance. Most appreciate the individualised attention of the Principal; parents are grateful for the concern about individuals; and cases of students who are academically wayward or in danger of academic disaster, can quickly be identified, and brought to interview with the parents. Some students need to be encouraged to establish goals and career path preferences, to consult the Careers Advisor about entry requirements, and to motivate themselves by relating their own performance to a desired UAI entry benchmark. Students who are floundering can be given staff mentors who meet with them, semi-casually every couple of weeks, as an accountability check. This works best when there is a pre-existing positive relationship between teacher and student. One approach the school has taken to this issue is to make available to staff a list of students who need mentoring assistance, and have individual teachers ‘claim’ those with whom they would like to work.

Report regularly to parents.

Promoting best effort from students often requires the assistance of parents. In addition to early dispatch of the Board of Studies’ HSC ‘N’ Award letter, our school has developed easy pro formas that can be filled in by a teacher in a couple of minutes, and that will flag to the parents any problem with disengagement, and noncompletion of work. For ease of completion, these reports have tick boxes. Some have the status of interim reports that are intended to produce a response from parents, often to encourage that parent to attend an interview. Early warning to parents can sometimes prevent situations sliding towards an irretrievable level. Most parents want early warning when problems exist and judge schools harshly if they are tardy in this area.

Hold Year 12 parents’ meetings.

Input evenings for Year 12 parents are a helpful means of gaining their support as partners with the school. We’ve found useful ingredients of such evenings to be experienced parents of past Year 12 parents, speaking about how they managed the ‘Home Front’, and outstanding past students discussing how they organised their study patterns for success.

Celebrate successes.

Student academic performance will be enhanced by the celebrating of successes. Each year, the school is careful to take out paid advertising in the local press, to honour successful students. Each year, academic ‘stars’ from the previous Year 12 are invited back to Assembly, to be congratulated, in front of the whole school. A feature of such an assembly is an address by the Dux of the Higher School Certificate and the International Baccalaureate, as to what they have seen as the ‘ingredients’ of their success.

Consider school scholarships.

Where schools are able, through their governance and clientele, it is important to encourage highly-able students into the school. This can be done through the offering of academic entry scholarships. In order to develop high academic outcomes, a critical mass of very able students is critical. There needs to be sufficient number of such students to provide healthy competition in a manner that will extend able students, but also sufficient numbers to mandate effort and achievement in a manner which makes high performance acceptable to the peer sub-group. Isolated gifted and talented students, who lack emotional support from similar peers, may well seek to underachieve, in order to gain peer group acceptance.

Principals and senior staff need to be highly analytical, constantly interrogating their school’s performance, focused on continuous improvement, keen to improve quality assurance mechanisms, supportive of staff and student achievement, and generous in their distribution of accolades. These areas are too central to the future of schools and children within them to be delegated entirely to Directors of Studies and Year Coordinators, no matter how excellent such staff may be. Such matters require the individual attention, in ‘pulse reading’ mode, of the Principal, who must be sensitive to any shifts in the climate of the school and the individual cohort.

The issues intrinsic to high performance are too complex and elusive to be substantially affected by single initiatives. A comprehensive raft of initiatives, such as those listed, forming a coherent approach to developing internal and external accountability, will provide schools with the best prospects for raising internal expectations for improved teaching practice.

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ENHANCING ACADEMIC OUTCOMES IN SENIOR HIGH SCHOOL — THE RESPONSIBILITY OF THE STUDENT, TEACHER, PRINCIPAL OR HEADS OF DEPARTMENT?

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ABSTRACT
Educational research identifies the tendency of schools to maintain a professional culture which reinforces ineffective teaching. Students are apt to find schooling dull, engaging with it as part of the instrumental process of achieving examination success rather than due to inherent interest.

Approaches to promote deep learning have included emphasis on the application of knowledge, reasoning and independent thinking, distributing authority widely to practitioners and focusing on Heads of Department as key change agents.

This paper uses exemplars from the author’s career as a Principal to show that schools are likely to achieve the best outcomes from a diverse but coherent raft of initiatives. The bulk of this paper is a description of these initiatives, applied initially in a Government school led by the author, and subsequently further refined in an Independent school during his second Principalship.

INTRODUCTION
One of the biggest challenges facing schools today is variously characterised as: how to motivate the unmotivated, how to focus those alienated and disengaged from the curriculum, and how to unlock the talent and application of students distracted by the entertainment industry, part-time paid employment and societal and peer group pressures on later adolescents: how, in short, to harness students to produce quality academic outcomes? Part of the answer lies not directly with students, but with school staff.

Research has suggested the best opportunity to effect real improvements to student outcomes lies variously with the Principal and with the classroom teacher. This paper reviews the literature and suggests a range of interventions that may prove strategic in attaining such improvements. These initiatives include monitoring of
the work of faculties, complemented by appraisal of the performance of individual teachers within these faculties. They feature a complementary training and development program for staff, carefully targeted at needs emerging from the monitoring of faculties and their members. Intrinsic to the cycle of interventions is monitoring and mentoring of students, with the introduction of specific curriculum programs and differentiated assistance in response to perceived needs. The marshalling of parental assistance invites the informed participation of the other main stakeholder group in the education of senior students. The overriding contention of the article is that the leadership of the Principal can help elicit heightened teacher focus on quality academic outcomes for students.

THE LITERATURE

Motivation issues are often dealt with at a psychological level and this has some relevance to the present study. However, the major thrust of the intervention reported here deals with structural issues and it is on these that the literature review focuses. Dufour and Baker (1998) found that some schools inadvertently maintained a professional culture that reinforced bad teaching practice. This observation was confirmed by Fullan's (2003) research which found that, notwithstanding camaraderie and extensive exchange of ideas, the culture in some schools led to reinforcement of ineffective teaching. Stoll & Fink (1996) characterised such inability to change as an attribute of 'sinking' schools. Hargreaves (2000) makes a similar point: teachers need to not only engage with colleagues and watch other practitioners. In addition, they need to read professionally if they are not to be liabilities to their students. Hargreaves (2003) typifies professional learning communities as ones of continuous learning which are informed by evidence. Teachers who are part of such communities break the shackles of the past, learning to teach in ways they were not themselves taught and developing a capacity to promote deep cognitive learning. The touchstone of students' high academic achievement in Fullan's (2003) view is the extent to which the performance gap between high and low performers is effectively reduced. Such an achievement is indicative of good practice. It presumes a deliberate attempt by teachers to reach all the students rather than maintaining the stereotype of teaching to the front rows of the classroom, so often occupied by the more motivated students. It requires teachers to enter the students' world, which of necessity means innovating to engage low performing students. The reality that some teachers can and will do this while others will not and can not means that the variations in student achievement are often greater within than between schools, a finding confirmed in the Australian context by Ayers, Dinham, and Sawyer (1998). Similarly, New Zealand research by Hattie (2003) has identified that teachers account for about 30% of the variance in student learning outcomes. Export teachers,
he says, maximise student engagement with challenging, deep learning tasks.

Extensive English research has typified most teachers as 'tedious talkers' (Hargreaves, Earl, & Ryan, 1996), giving long monologues from the front of the room. Classroom life in such an environment for students has been compared to watching lots of old television re-runs or dull movie scenes like a haircut in progress (Hargreaves et al., 1996). Also identified was the predominance amongst students of learning as a cynical and instrumental process to meet the exigencies of an examination system rather than a recognition of the intrinsic interest and value of learning itself. Similarly, Australian research (Cummins & McCormack 1996) has identified teenage criticism of some of their schooling as 'routine, boring and uninteresting' (Vol. 1. p.6).

What then, are the characteristics of effective teaching that will produce outstanding academic outcomes? Are teachers focussed purely on examination success or do they aim to achieve deep learning in their students? Cuttance (1994a,b) found that an essential ingredient of whole school effectiveness was a tight focus on maximising student outcomes. Ayers, Dinham, and Sawyer (1998), studied a sample of teachers whose students consistently produced results, over some years, in the top 1% of New South Wales in the end of secondary school credential, the Higher School Certificate. Amongst these teachers' attributes were: a long incumbency, with the sense of being well established, in their current school; love of, and passion for their subject; mastery of its content; relating to students as whole people, including outside the classroom environment; teacher diligence, energy, enthusiasm and organisation; teacher approachability and availability to students; protection of learning time; and high expectations not only of, but from their students.

Interestingly, in the light of Hargreaves' and Fullan's research, such teachers were typically part of a strong faculty team which exhibited the positive attributes of Hargreaves et al.'s (2000) learning culture. They were professionally connected and networked within and beyond their schools, though, interestingly, not necessarily through formal in-service training courses and never, in the sample, through pursuit of higher degrees. Overwhelmingly, their emphasis was on practicality. Also notable in the light of their students' excellent academic results was their ambivalence towards the Higher School Certificate examination. While many enriched their teaching with their personal experience of Higher School Certificate marking, and often focussed whole lessons and teaching approaches on what will attract examination marks, teachers also tended to regard the examinations as a 'game' or an obstacle to be mastered. Most were not limited to the regimen of the examination, but taught in a sense beyond it, for deep understanding. They innovated,
developing their own material to augment, or even replace, textbooks, structuring their lessons around developing understanding rather than around low-order tasks of transcription. There was a strong emphasis on application of knowledge, reasoning and independent thinking. They incorporated into their teaching methodology effective ways of addressing with students the writing demands of their particular subject, including efficient note making techniques and developing and rehearsing essays which replicated the actual examination.

Further Australian Productive Pedagogy research by Gore and Ludwig (2001) identified, as critical aspects of quality teaching, the capacity by teachers to develop higher order thinking, deep knowledge, and understanding. Also fundamental were the ability of teachers to integrate knowledge across disciplines and connect with student background and real life contexts. Similarly important were the creation by teachers of a supportive classroom environment in which students were engaged and on-task. Such an environment attempted to be inclusive of a range of student backgrounds, to build a sense of community and to foster active citizenship.

How can Principals best promote this kind of teaching in their schools? For Sergiovanni (1999), the key is to combine a tight structure, with clear expectations representing core beliefs, with autonomy for gifted teachers to pursue this according to their own professional judgement. He characterises such leadership as transformative in its view that quality control is more about establishing culture than about maintaining a tight managerial regime. He quotes American research by Ashton and Webb (1986) which confirms the findings of Ayres, Dinham, and Sawyer (1998): that student achievement is maximised in an environment characterised by warmth, teacher enthusiasm and teacher interaction with students.

How might Principals and school authorities promote such an environment? Hargreaves and Fink (2003), argue that it will not be achieved by restricting leadership to a few. ‘Outstanding leadership is not just the province of individual icons and heroes. In a complex, fast-paced world, leadership cannot rest on the shoulders of a few. The burden is too great’ (p. 66). Rather, individual leadership must be replaced with a model that distributes authority to a network of people, if change and quality is to permeate deeply. Fullan (2003) sees the essence of such distributive leadership as networks of shared and complementary expertise.

Other Australian research (Dinham, Brennan, Collier, Deece, & Mulford, 2000), has indicated considerable impediments in schools, both Government and Independent, to the establishment of such a culture. Heads of Department, who might be thought to be in a pivotal position to advance or inhibit quality teaching in
their faculties, feel ill-prepared for curriculum development and monitoring, and too overwhelmed with managerial tasks to devote due attention to issues of student achievement. They find organising curriculum difficult amidst a myriad of other pressures and demands on time. Fullan (2003) comments inferentially on this issue. He regards effective leadership as including as its hallmarks a strong sense of moral purpose and a commitment to making and sharing new knowledge and coherence and the building of other leaders. Elsewhere, Fullan (2000) insists that authentic leadership is that which mobilises others to effect improvements, to make a difference, and to tackle tough problems. He maintains that the single most important factor in creating student fulfilment of performance goals is the leadership of the Principal, whose main task is the eliciting of instructional improvement.

CONTEXTS

The author held the position of Principal at a Government secondary school from 1991-1997 and at an Independent interdenominational K-12 school from 1997 to the present. Data for this paper are drawn from both contexts.

Government Secondary School

School A, of which the author was Founding Principal, is located in a southern suburb of Campbelltown in south-western Sydney. The school served mostly fairly recently developed housing estates, comprising public and private housing.

Independent School

School B, is a large school, commenced in the early 1980s and comprising some 1350 students, from Kindergarten to Year 12. Located in western Sydney at the foot of the Blue Mountains, it draws enrolments from the broad Hawkesbury-Nepean area and the lower mountains.

Aims of Interventions

The aims of the interventions described here were:

1. The enhancement of high outcomes in students
2. Empowering students
3. Faculty development
4. Enacting the positive support of parents.

NATURE OF INTERVENTIONS

Each of the interventions is described separately, even though many have been implemented concurrently. The faculty monitoring, student skills development programs, and tracking of public examination procedures developed at School A were continued and augmented with a full performance appraisal scheme for individual teachers at School B.
STAFF

Monitoring of each Faculty annually

Essentially, faculty monitoring is a tool to assist the Head of Department envision what can be done and to provide that person with some whole school imperatives that will assist in improving classroom practice. The onus is on the Head of Department to develop strategic initiatives. Each year the School priorities for monitoring are established, for instance, attention to renewing teaching and learning programs, differentiation of the curriculum. Each annual exercise begins by enquiring about the implementation of the previous year’s recommendations, so there is an accountability mechanism, and a sense of continuity.

The cycle proceeds by:

Establishing priorities (experience at School A, where the initial aims were too ambitious for the time available, suggests four at most can reasonably be accommodated in one year within the operations of a busy subject department). Priorities are devolved from and need to remain consistent with the school’s current strategic plan.

Interview of the Head of Department by the Principal and Deputy Principal responsible for Curriculum, ranging over the total work of the Faculty, including public examination results, staff development, initiatives undertaken, resource allocation and management.

Observation of classroom teaching within the Faculty (most common after substantial change of staff, as part of induction/enculturation of teachers new to the school, provision to them of professional support, and as part of quality assurance processes).

Compilation and presentation by the Principal of a Faculty report on the findings established by interview and observation. The report is delivered at a Faculty meeting after being vetted by the Head of Department with respect to its accuracy and fairness.

Experience has shown that Heads of Department can be very defensive about discussion of their own results, and can be quick to develop a scaffold of mitigating factors and explanations, many of which, no doubt, have some validity. In order to avoid minimisation of issues, it is necessary to indicate that the process is designed to be developmental for staff and, therefore, helpful to students, rather an attempt to seek scapegoats, and apportion blame. The process is not about blame, but about targeting assistance.

Performance Appraisal

At School B, a clinical performance appraisal of staff has been added as an excellent adjunct to Faculty Monitoring, in that performance appraisal focuses on the individual in a way which complements the Faculty Monitoring focus on a whole Faculty. Staff at the
school are formally appraised by their supervisor on a three-year rotational cycle. This timing is an easing of the initial annual appraisal, which proved to be too unwieldy for senior management who were thereby attempting to interview 100 teaching staff a year.

The appraisal system has been designed by an in-School committee, and proceeds from a tight job description for each member of staff against which their performance can be appraised. The process has been informed by a study of best practice in other schools, and has been named the Development and Appraisal Process (DAS). It is quite separate from any disciplinary proceedings concerning any staff who are felt to be under-performing.

The process consists of lesson observations undertaken by the supervisor and a professional “buddy” on the appraisee’s behalf and hence seeks to assist in the creation of collegial networks. These observations are complemented by self-analysis, all completed on school-designed pro formas. The assembled material includes the documentation of teaching artefacts, such as lesson plans, work units, samples of students’ work, photographs of students’ work, affirmations from supervisors, colleagues, parents and students. The portfolio thus assembled also includes a written self-analysis and a personal development plan, prepared in conjunction with the supervisor. Each member of staff has a large DAS file, which is gradually added to as this process continues.

The final stages of a DAS Appraisal consists of the appraisee presenting the completed portfolio to the Principal, and undertaking a discussion of its contents in a summative interview. This interview is almost invariably an opportunity for the Principal to commend and applaud the work of the teacher. The final interview is followed by a written end-of-DAS summative letter to the appraisee from the Principal which, while having a pro forma structural component, is individualised to the successes and presentation of the actual candidate. As required, this letter outlines any areas perceived as needing further development. By negotiation with the Head of Department, these are subsequently incorporated in staff development plans for the individual teacher. Progress is then monitored in the teacher’s next DAS cycle.

Training and Development Program

A comprehensive training and development program needs to focus on key issues of teaching and learning. There needs to be a clear link between the School Plan, and the priority areas for staff development focusing on supporting quality teaching. Much money can be disbursed to little value on marginal issues if schools are not careful to shepherd their resources. Much can be achieved ‘in-house’, for instance, in afternoon workshops with dinner provided, or by marshalling in-
house experts as mentors, trainees, and presenters in 'show and tell' situations. 'In-house' experts have the advantages of knowing the context and of credibility with peers.

Professional observation suggests that much training and development has failed to be effective because prevailing models have been one-off experiences, which failed to build in reflection time, or action plans, and often lacked a forum for sharing gained knowledge. Schools need to plan purposefully how to effect a positive relationship between training and development and desired change.

A whole body of research finding its genesis with Gardner (1983) on whole brain learning, multiple intelligences, gender-based education and preferred learning styles must be assimilated by staff and reflected in their teaching practice. Such professional knowledge must lead to curriculum differentiation in preference to teaching all students as part of an amorphous whole. At School B, this has led to extensive resourcing of Gifted and Talented, and Learning Difficulties staff. There needs to be the best possible compromise between the research literature into best practice on the one hand, and the resource base and politics of the school, on the other. Consequent decisions will relate to issues such as streaming versus mixed-ability teaching and the interface between the needs of the children and the demands of the market.

STUDENTS

Tracking of Public Examination Results

Such tracking is an effort to identify value-added areas, as well as areas of the School that are not performing so well. One aim over time, is to track individual student's performance through Basic Skills Tests, Year 7 Literacy Tests, School Certificate and Higher School Certificate and, in the case of School B, the International Baccalaureate.

Over time, such tracking also provides feedback on the results obtained across some years by individual teachers and, hence, can inform the targeting of individual staff development as well as advantageous allocation of classes. The tracking will be more precise and better informed if professional consultants are engaged to provide helpful analysis, although this obviously comes at some cost to the school. Consultancy fees of this order were beyond the budget of School A as a Government school, but sustainable over time in a well-resourced Independent school such as School B.

It has been each school's habit to require each Head of Department as part of the Faculty Monitoring process, to engage with their own results, to conduct a Faculty meeting to review them, and to submit a written analysis of the results, including intended strategies to deal with any identified shortcomings.
Monitoring of Students

One of the key interventions is a formal interview, twice per year, of each Year 12 student, by the Principal and Year Coordinator. These interviews, normally conducted in homogenous groups, follow student reports, and the stratification of these reports. The intention is to interrogate, with each student, his or her own results, to distribute plaudits for excellent performance, and to focus on areas for improvement.

The essential issue is to develop, with the student, an action plan for subjects where under performance is occurring, and to direct the student towards resources that may be of assistance, such as the Careers Advisor, the Board of Studies’ website, past HSC Papers, the Head of Department, the School Counsellor, etc. Experience indicates that most students can reflect quite sensibly on their performance. Most students appreciate the individualised attention of the Principal.

Parents are grateful for the concern about individuals, and cases of students who are academically wayward or in danger of academic disaster can quickly be identified, and brought to interview with the parents. Some students need to be encouraged to establish goals and career path preferences, to consult the Careers Advisor about entry requirements, and to motivate themselves by relating their own performance to a desired UAI entry benchmark. Students who are floundering can be given staff mentors who meet with them, semi-casually every couple of weeks, as an accountability check.

The appointment of mentors at School B is a result of a deficiency which was identified on reflection after the author departed from School A: often students need an adult mentor to hold them accountable to implement strategies which they know are required, but lack the self-discipline to follow. This works best when there is a pre-existing positive relationship between teacher and student. One approach my current school has taken to this issue is to make available to staff a list of students who need mentoring assistance, and have individual teachers ‘claim’ those with whom they would like to work. Happily, most ‘at risk’ students are so ‘claimed’.

Sometimes the converse applies where individual students select teachers with whom they would like to work.

High Expectations

In eliciting outstanding results, it is important to ensure that staff maintain high standards, and do not accept a culture where ‘second best’ is acceptable. The school is most vulnerable with seniors, where staff may well decide that at this advanced stage of the curriculum, students who are beginning to look like adults have the freedom to decide whether or not they will work hard. Teachers who allow this licence are at odds with the expectations of parents who, in the main, would like their sons and daughters to be extended towards fulfilling their potential. Teachers will achieve the best results if they project high expectations, encourage
students towards extension opportunities, and hold them accountable for work completion. The most successful teachers at School B maintain not only good rapport, but strong discipline, and absolutely refuse to allow students to escape with non-completion of work.

Student academic performance will be enhanced by celebrating successes. Schools A and B have attempted different ways of conducting celebration, the difference being related mostly to the greater age and tradition, and academic success, of the latter. Each year, School B is careful to take out paid advertising in the local Press, to honour successful students. Each year, academic ‘stars’ from the previous Year 12 are invited back to Assembly, to be congratulated, in front of the whole school. A feature of such an assembly is an address by the Dux of the Higher School Certificate and the International Baccalaureate, as to what they have seen as the ‘ingredients’ of their success. At School A, a full HSC graduation, in academic gowns and before the whole school, of all students, designated as scholars, who completed the HSC, assisted younger students to aspire to this recognition and status. In this way, success and striving for high outcomes is modelled and authenticated as mainstream.

Where schools are able, through their governance and clientele, it is certainly of huge importance to encourage highly-able students into the school, partly to raise the academic achievement ‘bar’. This can be done in School B as an Independent school through the offering of academic entry scholarships. In order to develop high academic outcomes, a critical mass of very able students is of huge importance. There needs to be a sufficient number of such students to provide healthy competition in a manner that will extend able students, but also sufficient numbers to mandate effort and achievement in a manner which makes high performance acceptable to the peer sub-group. Isolated gifted and talented students, who lack emotional support from similar peers, may well seek to underachieve, in order to gain peer group acceptance.

**CURRICULUM**

**Teaching and Learning Programs**

School Departments need to be encouraged to apply appropriate attention to developing very high quality teaching and learning programs. Such programs ought to provide a rich source of guidance to teachers new to the profession, or to the particular school context. Senior Executive need to monitor quality of Faculty teaching programs and the timeliness of their completion. High quality programs will address issues of curriculum differentiation, structuring curriculum delivery to accommodate a range of student performance stages and abilities. They will relate appropriate assessment instruments to teaching itself, and direct teachers to appropriate resources. School B’s approach to strengthening curriculum accountability has been to ensure that the person responsible for studies
has the rank and status of Deputy Principal, an unusual assignment in the Independent sector.

Curriculum Sequencing and Transition

The seeds of effective senior outcomes are sown well before the senior school, with quality teaching in the middle and junior schools. Schools will achieve the best outcomes for students if the curriculum is sequential and rationalised to avoid unnecessary overlap. K-12 schools, such as School B, have a greater opportunity for curriculum mapping which can identify content and skills to be taught at various stages, as well as desired exit outcomes for those stages, enabling teachers to focus on those outcomes, rather than teacher-inputs, as a mechanism for structuring learning around student needs and mastery. The opportunity of curriculum coherence has been valuable in the K-12 structure of School B. Without such structure, a high school to achieve such an aim would need to achieve an unusual degree of alignment with feeder primary schools under different leadership.

K-12 Subject meetings can be of enormous assistance to High School staff in understanding what parts of the curriculum have effectively been presented in Infants and Primary years. Such contact avoids the regular syndrome whereby Year 7 teachers can regard students arriving from Primary school as empty vessels, and hence waste time reteaching quantities of work and skills which have already been mastered. Visits by High School staff to Primary classes can familiarise High School teachers with the teaching and learning styles with which their incoming students are familiar. K-12 Subject meetings can also assist Primary teachers in understanding the High School expectations as to what Junior School graduates should know, and be able to do, at the point of entry to High School.

Curriculum mapping can also identify repetition, such as revealed at School B where investigation of the curriculum discovered ‘Rain Forests’ had been taught three times between Year 5 and Year 8. Obviously this may be a spiralling curriculum but equally it may be sheer repetition in which case it is no wonder that Junior High School students fail to be inspired by what they see as more repetition of well-travelled ground. Similarly, one wonders whether it is useful to teach the ‘Water Cycle’ in Science, Geography and Agriculture.

An effective Year 6 – Year 7 transition procedure is important in passing on to High School staff detailed profile information that will enable each child to be best assessed. K-12 schools, and high schools with excellent links with feeder primary schools, are best placed to achieve this wholesale transfer of information.

Specific Programs

An effective study and information skills program, which operates at a level appropriate to a child’s stage, is essential across all High School years and, indeed, at
least in Primary years as well. School B has elected to be purposeful about this area, by appointing a member of staff as Study Skills Coordinator, and by empowering and resourcing the Library very well, to actively teach information and research skills. Gradually empowering students as independent learners, and building this aim into the teaching programs, will help avoid the collapse from Year 10 to Year 11, where many students have, habitually, failed to make the transition from mainly dependent, to mainly independent learners.

An early focus on the end point, i.e. Year 12, and preparing for it over some years, will deliver better outcomes than suddenly focussing for the first time in Year 11. In an effort to upskill students for effective senior study, whether in the NSW Higher School Certificate or the International Baccalaureate Diploma, School B has introduced the Middle Years Program (MYP) of the International Baccalaureate, which was not available to School A, for Years 7-10. This course, with its learning methodology placing a premium on research skills and independent learning, assists in developing higher order thinking skills in students. School B has fused the School Certificate and MYP programs into a single set of learning programs, with, as far as possible, common assessment tasks marked against two assessment grids, one for each curriculum.

PARENTS

Parental Involvement

Promoting best effort from students often requires the assistance of parents. In addition to early dispatch of the Board of Studies' HSC "N" Award letter, (a letter warning that the student is in danger of receiving a "non-award", effectively a disqualification from being credentialed in the subject, due to non-submission of work), the school has developed easy proformas that can be filled in by a teacher in a couple of minutes, and that will flag to the parents a problem with disengagement and non-completion of work. Some of these completed proformas have the status of interim reports that are intended to produce a response from parents, often to encourage that parent to attend an interview. Early warning to parents can sometimes prevent situations sliding towards an irretrievable level. Experience suggests most parents want early warning when problems exist, and judge schools harshly if they are tardy in this area.

Input evenings for Year 12 parents, are a helpful means of gaining their support as partners with the school. Useful components can be experienced parents of past Year 12 students, speaking about how they managed the "Home Front", and outstanding past students discussing how they organised their study patterns for success.
RESULTS AND DISCUSSION

The range of interventions attempted in both schools have sought to implement Fullan’s (2001) and Hargreaves et al.’s (2000), ideas of distributive leadership and Sergiovanni’s (1999) concept of tight coupling around core beliefs with autonomy allowed for implementation. Both these elements are visible in the faculty monitoring approach, which seeks to share responsibility for creative and envisioning leadership with the middle management of the school. It follows Sergiovanni’s duality in helping Heads of Department focus on the core to implement issues of school culture and strategic plan, while allowing professional scope to make decisions on how best to implement these conditions within the context of their own faculty. It attempts to meet the gap identified by Dinham et al. (2000), in training of Heads of Department, by providing at-the-elbow assistance and guidance in the administration of their faculties. Part of the process is the collegial development of moral purpose which can so energise leaders (Fullan, 2003), and mobilise others (Fullan, 2000).

Results from Faculty Monitoring have included professional growth within the stated aim of faculty development:

- renewal of teaching and learning programs
- stronger ongoing planning at faculty level
- the development of individual teachers
- sharing of outstanding practice
- greater adherence at faculty level to whole school strategic plans
- the creation in larger faculties of a Deputy Head of Department position to help manage faculty workload.

Tracking of public examination results has been a conscious attempt, the need for which was identified by Fullan (2003), to reduce the gap between high and low achievers. Such tracking allows the development of interventions which narrows the variation between a school’s teachers identified by Ayers et al. (1998).

Results of Student Tracking and Monitoring

As software packages have developed, tracking of individual students has identified the relationship between a high level of performance in the School Certificate Tests, and predictable outcomes in the Higher School Certificate and the International Baccalaureate Diploma examinations. Gathering such longitudinal data has led to two developments.

Each school has established pre-requisites for entry into more difficult subjects, or courses. These include a necessary level of achievement in Year 10, and the study of subjects that support one another, as career path packages. For instance, students who study Physics, are expected to be doing Extension Mathematics. An important feature has been the shepherding of students towards more demanding
courses which provide challenges and present a more advantageous conversion to a Universities Admission Index. They have included HSC Extension and International Baccalaureate Diploma courses.

Very strong subject and course counselling procedures have been established at Year 10 level wherein, on the basis of what the school knows about each child, students and their parents are given very focused advice on what is seen as appropriate subject and course selection. After an unsatisfactory level of adoption of this advice by parents at School A, at School B a system has been instituted where parents who ignore the professional advice of staff, are asked to sign a disclaimer, accepting responsibility.

Performance Appraisal of staff provides further opportunity for teachers, through the professional experience of watching other teachers teach (Hargreaves et al., 2000), ascribe to a culture of continuous learning (Hargreaves, 2003). This helps build a rigorous school which is attentive to quality teaching and learning (Cuttance 1994b, Hattie 2003). Symbiotic relationships between teachers in a faculty as mentors/mentees and partners in learning build the faculty teamwork which Ayers et al. (1998) found to often underpinnned outstanding teaching. Teachers watching teachers allows observation of the relational strength between teachers and students which the same study also found present when outstanding academic results were achieved. Observation of others inherent in the performance appraisal approach assists teachers to develop the collaborative culture which Hargreaves et al. (2003) and Hargreaves (2000) found so important. It provides a platform for teachers to be talking about the craft of teaching (Gore and Ludwig, 2001). It enables newer, or less effective teachers to learn from exemplars such as those identified in the Ayers et al. (1998) study. Peer modelling of a range of effective teaching techniques, lifts the horizons of other staff beyond the numbing ‘tedious talking’ identified by Hargreaves et al. (1996) as a major impediment to student engagement with academic work.

Results of Performance Appraisal

One helpful outcome of the process is that teachers not only receive written affirmations, but are assisted in maintaining a current curriculum vitae, and receive written testimonials from supervisors and Principal. The process assists teachers in being self-reflective, and making professional growth and career path plans in a way that they would otherwise not do, because without a tool and a catalyst, people bury themselves with being consumed with the present. Individual teacher plans are aligned to the school’s strategic plan in helpful mutually reinforcing manner. Teachers, empowered with a personal growth plan which they have developed, have a sense of direction and professional growth over time and a tool with which to bid for an equitable share of training and development funding.
School B, in an effort to address some of the findings of individual performance appraisals, has engaged a highly effective teaching and learning consultant to work on contract with staff who are struggling to fulfill some of the demands of their role. Noticeable improvements have been achieved in the performance of a number of staff.

Redemptive work with students who appear disengaged in the two schools featured in the study acknowledges the research of Hargreaves et. al. (1996) in England, and Cummings et al. (1996) in Australia, on the need to address the boring nature of school for many students, and seek, if not intrinsic, at least instrumental motivation (Ayers et al., 1998) which might help students focus on academic performance.

Results of Redemptive Works and Specific Curriculum Programs
An increased system-wide emphasis on curriculum differentiation during the incumbency of the author at School B has led to the creation of specialist positions to serve the upper echelons of the academic spectrum, to assist boys, and to assist those experiencing specific learning difficulties.

School B has appointed a full-time Gifted and Talented Coordinator, who is free of her own class, and who has post-graduate qualifications in Gifted and Talented education. Her role is diverse, and comprises:

- caseload management of all students formally on a Gifted and Talented program. This includes mentoring of such students, structuring of Gifted and Talented support groups, which aim to have such students encourage one another, and accountability mechanisms whereby academic reports are vetted, and underachieving gifted students interviewed.

- diagnostic testing to identify strengths and weaknesses in each student.

- team teaching to model best practice in extending Gifted and Talented students, and differentiating the curriculum.

- advice to staff on the pedagogy of extending able students.

- advocacy to staff and parents on behalf of students on the caseload.

- management of the acceleration of most-able students including, potentially, articulation into Distinction courses, university level courses able to be accessed by HSC students who are able enough to have compressed the curriculum in a subject, and hence have completed it early as an accelerant.

- liaison with parents, including conducting meetings with potential speakers from the Gifted and Talented Association, and other specialists, in order to up-skill parents.
Establishing this position has been complemented by extensive staff development in areas of multiple intelligences and learning styles, in order to facilitate staff competence to deal with a range of learning needs.

School B has created the position of Boys’ Coordinator, resourcing with release time and a specific duties description a young male teacher able to establish rapport with boys. His role has included case load interventions as well as a brief to read and advise the staff on the literature on boys’ education and to design practical applications for implementation within the school.

The role of Learning Difficulties Support Manager at School B has carried a brief of implementing recent theories of best practice in teaching and learning, including a productive pedagogies approach. This occurs through team teaching which provides opportunity for demonstration and mentoring. Improvement of classroom pedagogy is a key strategy in ameliorating the demotivating boredom of much traditional and uninspiring teaching. The needs of students experiencing learning difficulties are further addressed by the ‘at the elbow’ assistance of Teachers Aides resourced through Government integration grants. Through these means, School B has sought to achieve the stated aim of empowering students.

Ayers et. al. (1998), also found the kind of metacognitive programs, monitoring of student work and projection of high expectations attempted in the two schools of this study were apparent precursors to high student performance. The twin approaches of targeting assistance to Gifted and Talented students and those experiencing learning difficulties has, in the last three years at School B, led to an upwards movement in the results of both groups. Currently 30% of Year 12 are performing in the top 10% of the State in the UAlIs derived from the Higher School Certificate and International Baccalaureate Diploma examinations. Simultaneously, the proportion of students comprising the ‘tail’ of the candidate, those habitually chronically disengaged, has dropped substantially. This has represented significant value-added growth for many from their results in the Year 10 School Certificate. Against state-wide trends, boys in Year 12 at School B have recently slightly outperformed girls in the Higher School Certificate.

These initiatives have been successful at School B in raising student performance to a consistent level over some three years where around 50% of Year 12 students achieve in the top 20% in the State, across the combined HSC and International Baccalaureate cohorts, on their UAlIs. At School A in the mid-1990s, such initiatives supported a performance by the first cohort which exceeded expectations in a new school, with the first
Dux receiving a Director-General’s State Award for Excellence.

CONCLUSION

Raising academic performance in senior high school is a complex process best attempted by a simultaneous raft of initiatives. The experience of a Principal leading two schools in succession tends to confirm the findings of the literature that indicates the importance of leadership being widely shared amongst staff, and which identifies many of the attributes of successful teaching. Teachers and Heads of Department need, the literature says, professional in-service training and support, adherence to a sustaining culture but also sufficient autonomy to creatively seek best practice solutions within their delegations and specific competence. An alliance of initiatives and a sharing of responsibility between students, parents, staff and senior leadership provides the dynamic couplings to best effect success. Research and the strategies outlined in this paper indicate the crucial role of the Principal in empowering curriculum leaders and providing coherence to the school which will allow individual students to thrive.
REFERENCES


John Collier

From: Patsy Beckett on behalf of John Collier
Sent: Friday, 17 March 2006 12:00 PM
To: Sue Bell
Subject: RE: Acceptance of paper
Attachments: 06 FINAL - ENHANCING ACADEMIC OUTCOMES IN SENIOR HIGH SCHOOL. 17.3.06.doc.doc

Dear Sue,

Please find as an attachment, the final draft of the article you have accepted for publication in the on-line journal. The article is entitled 'Enhancing Academic Outcomes in Senior High School'. In making corrections for the final draft, I have adopted the suggestions of the referees. Thank you very much for passing these on. Specifically, I have provided pseudonyms for the two schools, indicated in the Abstract and introduction that the bulk of the Paper is a description of interventions, and provided a list of these early in the Paper, strengthened the literature review by referring to recent research by Hattie, Gore and Cuttance, nuanced the analysis by showing learning carried forward from one school to the next, and reduced the reliance on dot points.

Thank you very much for your help throughout. I look forward to publication in the journal.

Kind regards,
John

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From: Sue Bell [mailto:S.Bell@uws.edu.au]
Sent: Wednesday, 1 March 2006 1:16 PM
To: John Collier
Subject: Acceptance of paper

Dear John,
On behalf of the Associate Dean (Research), I am writing to confirm that your paper presented at the College Conference in October 2005 has been accepted for publication.

Could you please send your final paper, electronically, to me by 24 March.

Regards, Sue

Sue Bell
Executive Assistant
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scott.campbell@unsw.edu.au
Collier, John

COLLEGE OF ARTS, EDUCATION, & SOCIAL SCIENCES
INAUGURAL RESEARCH CONFERENCE 2006:
SCHOLARSHIP & COMMUNITY

Paper Evaluation Form

Name of Reviewer: ____________________________

Title of paper: Enhancing academic outcomes in senior high school

Rating scale:  
0 to 7: Rejected; 
8 to 12: Uncertain; 
13 to 20: Accepted

Evaluation:  
1) Clarity of argument: 9/5  
2) Originality or novelty of the approach: 9/5  
3) Significance of the paper: 9/5  
4) Overall quality: 9/5

Total Score: 36/20

Recommendation:  
- Accept:  
- Uncertain:  
- Reject:

Comments to the Author(s):
(Please attach a separate statement if more space is needed).

This is an interesting paper that is well grounded in the existing literature. A more detailed explanation of the methods of data collection & analysis would have strengthened the claims. Stylistically the heavy use of dot points is undesirable.

Nevertheless, the paper offers a useful insight into the initiative in Z school that warrants publication in its current form.
Collier, John

University of Western Sydney

COLLEGE OF ARTS, EDUCATION, & SOCIAL SCIENCES
INAUGURAL RESEARCH CONFERENCE 2006:
SCHOLARSHIP & COMMUNITY

Paper Evaluation Form

Name of Reviewer: 

Title of paper: Enhancing academic outcomes in senior high school

Rating scale: 
0 to 7: Rejected;
8 to 12: Uncertain;
13 to 20: Accepted

Evaluation:
1) Clarity of argument  
2) Originality or novelty of the approach  
3) Significance of the paper  
4) Overall quality

Total Score: 14 /20

Recommendation:
- Accept:
- Uncertain:
- Reject:

Comments to the Author(s):
(Please attach a separate statement if more space is needed).

This is a sound report by an obviously skilled practitioner on practice in two schools of which s/he has been head. I would see it as more descriptive than scholarly or analytical, although the descriptions of practice are preceded by a useful literature review. It would no doubt be of interest to other practitioners.

If proceeding to publication the author may be advised to provide pseudonyms for the two schools.

The comments I make could improve an already sound paper if time permits.

1/ Both the abstract and introduction would be improved by indicating that the bulk of the paper is a description of interventions – and providing a list of these
Interventions early in the paper. These can then be explicitly justified in the lit review.

2/ The literature review could be strengthened by mentioning explicitly recent Australian/New Zealand work by authors like Hattie (meta-analysis of research on teacher impact on student outcomes), Gore et al (Quality Teaching), Crowther (IDEAS), Cuttance (National Quality Schools Framework) and the like.

3/ The paper places student outcomes at the very front of its title. I would have liked to see a broader and more nuanced analysis of these outcomes eg over time, as different interventions were brought into play, lessons learned in one school which can be shown to impact on other etc.
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John Collier

From: Sue Bell [S.Bell@uws.edu.au]
Sent: Tuesday, 4 April 2006 2:50 PM
Subject: Publication Details - CAESS Conference October 2005[Scanned]

Further to my email below, please note the following publication details for entry of the conference proceedings into the DEST publication website.

Publication title:
CAESS Conference: Scholarship & Community, UWS 2005
then name of your paper.

Article start page or URL, article end page:
As we are only publishing on CD, there are no page numbers. Please put 1 to however long your paper is.

Editor:
Professor Michael Atherton

Publisher:
UWS

Place published:
Sydney

ISBN:
1 74108 127 0

This is to let you know that the paper you presented at the College conference in October 2005 and submitted for publication is for the 2005 DEST collection.

Please ensure that you submit your data to the Research Office (or see your School Research Officer) before 31 April 2006.

A letter from the Conference committee outlining the proceedings will be sent directly to the Research Office where it will be collated with your paper.

For your information, publication of conference papers will be on CD only.

Sue Bell
Executive Assistant
Office of the Executive Dean
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Building 1, Bankstown Campus
Phone: 9772 6764
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S.Bell@uws.edu.au

4/04/2006
Eligibility

[4.7.1] To be included in this category the conference publication must meet the definition of research (see section 1.2, Definition of Research) as amplified in the key characteristics of research publications (see section 4.1, Key Characteristics) and must:

- be published. The papers may appear in a number of different formats, e.g. a volume of proceedings, a special edition of a journal, a normal issue of a journal, a book or a monograph, CD Rom or conference or organisational website
- be peer reviewed (see section 4.3.5, Peer Review)
- be presented at conferences, workshops or seminars of national or international significance.

The author must be affiliated with the claiming institution.

As meetings called 'workshops' or 'seminars' generally have lower status than meetings called 'conferences', universities must be able to demonstrate clearly that they have national or international significance and include the evidence with the verification materials, as for any conference.

Keynote addresses may be included where all other papers for the conference are peer reviewed, and evidence is provided both of the keynote status of the address (e.g. contents page) and of the other contributions to the conference being peer reviewed (e.g. a statement in the introduction to proceedings indicating this).

Exclusions

[4.7.1.1] The types of conference publications that are unlikely to meet the criteria include:

papers that appear only in a volume handed out to conference participants.

Verification Material

Developing internal and external accountability, (2002), The Principal’s School Leadership Program

**Day One: 24th June 2002**
*The Boulevard Hotel, Sydney*

0830 - Registration and Coffee on Arrival
0900 - Welcome and Introduction from the Chair
   Chair: Jeff Bromage, Principal, Fairvale High School

0905 - Session 1
If I Only Knew... Success Strategies for School Leadership and Managing the Principalship
As Principals we often talk of the role for our students and teachers to maintain a sense of balance in their lives. As a Principal I have attempted to take my own advice and maintain mine. Along the way I have encountered numerous challenges. In this session I’ll share some experiences and lessons learned. From how to change people’s perceptions to... determining exactly the components of the ‘Big Picture’

- Dealing successfully with change
- How ‘big’ is the Big Picture?
- Leadership or management?
- Boards - help or hindrance?
- Maximising the value of networking?
- Who controls your diary?
- How to be a Principal with a life?

**Frank Larkin**, Principal, Masada College

0950 - Session 2
Shared Vision and Shared Leadership - How to Rally Faculty Around a Single Vision That Drives Your School
The elements of good school leadership, countless researchers say, begin with the ability to rally faculty around a shared vision that drives the school. The challenge is to build that shared vision, to acknowledge your staff, their strengths and their weaknesses and how they relate to the vision. It is also a matter of being able to handle conflict when obstacles are placed in the way of the vision and... developing a sense of change and improvement in building a positive shared atmosphere within your school. This session looks at the process of establishing a shared vision and leading in such a way that every effort and every aspect of the school reinforces that vision. In particular the session will attempt to answer the key questions. What is a vision? How do you communicate your vision to your staff? How to listen to staff concerns and how to be supportive as you take them on the journey?

- Identifying the need for change
- Acknowledging strengths and weaknesses of staff
- Leadership and management challenges
- Issues of conflict - establishing open communication
- Developing a positive and shared atmosphere

**Margaret Mead**, Principal, Wahroonga Prep. School

1035 - Morning Coffee and Biscuits

1050 - Session 3
Developing Effective Pedagogy - Learning Experiences
Studies indicate that effective schools typically have focussed learners; are collaborative in culture and have developed communal structures that support learning. These schools recognise that all learning is multiple and due attention is given to the notion that wisdom is an attitudinal outcome of a sound knowledge and skills platform. Effective schools focus attention on the notion that both the individual and the community are important aspects of development. Such a view implies a need for the development of skills involving gathering, organising and utilising information as well as relating to others engaged in similar processes. Authentic pedagogy may now be defined as construction rather reproduction of knowledge; disciplined inquiry using a range of knowledge bases; substantive conversation and collaborative communication and application beyond the classroom. In this session these ideas will be shared through the case study of St Joseph’s Primary School which over the last seven years has transformed its curriculum and recreated itself

- Theoretical frameworks for the development of authentic pedagogy - sensory systems (VAK systems); whole brain (Alten); critical thinking (Bloom); Gardner (Multiple Intelligence); quality school development (Manmary)
- Enriching the learning experience and enhancing outcomes - critical reflection and co-operative endeavour

**Allan Gatenby**, Principal, St Josephs Primary School

1135 - Session 4
Providing Curricular Leadership - Keys to Successful Enrichment and Instructional Leadership
Improving your school cannot happen without a planned approach towards evaluating the effectiveness of the curriculum and the quality of school life. Through such a process, schools can measure the extent to which its vision has become a reality? This means developing a plan for self management which emphasises the importance of strategic planning particularly in relation to curriculum and learning. Central to the success of such a plan is the school leader who is concerned with empowerment and dispersed leadership. In this session Graham Kennedy shares his ideas on leadership and the influence it can have on curricular development.

**Graham Kennedy**, Principal, St Dominic’s College

1220 - Open Forum and Questions from the Floor

1230 - Lunch and Informal Networking

1330 - Session 5
Developing Internal and External Accountability - Raising Internal Expectations for Improved Teaching Practice
This session examines key methods of monitoring the performance of your school in order to raise internal expectations for improved teaching practice. It is based on the teachers’ experience through twelve years of Principalship, in endeavouring to raise the benchmarks to ensure quality teaching and learning across K-12.

A fundamental belief and central theme of this session is that a range of simultaneous intervention strategies are required

- Establishing a process for faculty monitoring
- Detailed tracking of individual students
- Performance appraisal of staff against job descriptions
- Designing an extensive in-service education program
- Developing high quality teaching programs
- Key strategies that provide strength to curriculum and quality teaching and learning initiatives
- Providing clarity on expected outcomes
- Resourcing of differentiated curriculum areas of Gifted and Talented, and Learning Difficulty Support
- Early warning to parents of students
- Celebration of success, with affirmation of students and staff
- Effective year 6 and 7 transition procedures

**John Collier**, Principal, St Paul’s Grammar School

TO REGISTER PLEASE CALL DERRA MUNDY IN SYDNEY ON (02) 9417 7577
Session 5

Developing Internal and External Accountability
Raising Internal Expectations for Improved Teaching Practice

Speaker: John Collier, Principal, St Paul’s Grammar School

This Paper will examine methods of monitoring the performance of the school in order to raise internal expectations for improved teaching practice. It is based on experience, through twelve years of Principalship, in endeavouring to raise the benchmarks to ensure quality teaching and learning across Kindergarten to Year 12.

A fundamental belief is that a range of simultaneous intervention strategies are required to produce the best outcome (for staff and students).

Major strategies include:

- Establishing a system of monitoring of each Faculty on an annual basis. The monitoring process proceeds by interview, usually over 2-3 periods, with a Head of Department, and in large combined KLA Departments, where there is a senior teacher with expertise not shared by the Head of Department, also with this person. An example would be where the Head of Creative Arts is a Music specialist, but supervises senior Drama and senior Visual Arts teachers. Each year the School priorities for monitoring are established, for instance, attention to renewing teaching and learning programs, differentiation of the curriculum. About four main foci appear appropriate for any particular year. The interviews are conducted by the Principal and Assistant Principal - Curriculum (Director of Studies). A written report is compiled, and presented to the Faculty in a meeting at the end of the exercise. In some years, observations of some teachers in classrooms is also part of the process. Each annual exercise begins by enquiring about the implementation of the previous year’s recommendations, so there is an accountability mechanism, and a sense of continuity.

This is exactly the same process I used as a Government school Principal, prior to my present context. In a K-12 Independent school, I have added the monitoring of the Junior School, by working with the Deputy Head of Primary, and Deputy Head of Infants.
In order to avoid industrial obstacles to the process, it is important to proceed in a non-threatening manner, to use the process as a developmental rather than a punitive instrument and to be very particular to affirm all strengths and commend as many staff as appropriately can be commended. The process is demanding on the time of Senior Executive, but very rewarding in uncovering detailed information about the directions and performance of Faculties within the School. Where teachers are observed in class, standard practice is to write a lesson observation on school letterhead. Teachers prize these reports as well as the overall Faculty Monitoring Report, as documents they can utilise in career path processes.

Detailed tracking of public examination results in an effort to identify value-added areas, as well as areas of the School that are not performing so well. One aim over time, is to track individual student’s performance through Basic Skills Tests, Year 7 Literacy Tests, School Certificate and Higher School Certificate and, in the case of my School, the International Baccalaureate. Over time, such tracking also provides feedback on the results obtained across some years by individual teachers and, hence, can inform the targeting of individual staff development as well as advantageous allocation of classes. The tracking will be more precise and better informed if professional consultants are engaged to undertake ‘number crunching’, and provide helpful analysis, although this obviously comes at some cost to the school. It is my habit to require each Head of Department as part of the Faculty Monitoring process, to engage with their own results, to conduct a Faculty meeting to review them, and to submit a written analysis of the results, which will include intended strategies to deal with any identified shortcomings. Currently, as an extension of this process, my School has engaged a retired Director of Studies to interrogate the results of individual students, whose efforts have clearly fallen away from Year 10 to Year 12. The intention is to identify patterns, and hence be aware of a possible repetition with a new wave of students, and to target early remedial intervention. The process involves telephone interviews with ex-students, to enquire across a range of indicators, including their views of School climate, the appropriateness of pedagogy, the extent to which their academic efforts were impeded by their own extensive part-time employment, the degree of congruence between school education and their goals, the relevance of curriculum, etc. It also includes a very careful analysis of each student’s file, to identify the importance of issues such as chronic and avoidable absence, lateness to school, disciplinary issues, and academic disengagement. At St Paul’s, this process has been supplemented by helpful attention to the research literature on student alienation and disengagement, and dissemination to staff, of major research findings.

Tracking of individual students has identified the relationship between a high level of performance in the School Certificate Tests, and predictable outcomes in the Higher School Certificate and the International Baccalaureate examinations. This has led to two developments:

- the school has established prerequisites for entry into more difficult subjects, or courses. These include a necessary level of achievement in Year 10, and the study of subjects that support one another, as career path packages. For instance, students who study Physics, are expected to be doing Extension Mathematics.
An early focus on the end point, i.e. Year 12, and preparing for it over some years, will deliver better outcomes than suddenly focussing for the first time in Year 11.

Very strong subject and course counselling procedures have been established at Year 10 level wherein, on the basis of what the school knows about each child, students and their parents are given very focused advice on what is seen as appropriate subject and course selection. Where parents ignore the professional advice of staff, they are asked to sign a disclaimer, accepting responsibility.

Experience has shown that Heads of Department can be very defensive about discussion of their own results, and can be quick to develop a scaffold of mitigating factors and explanations, many of which, no doubt, have validity in part. In order to avoid minimisation of issues, it is necessary to indicate that the process is designed to be developmental to staff and, therefore, helpful to students, rather an attempt to seek scapegoats, and apportion blame. The process is not about blame, but about targeting assistance. My own research (Dinham, Brennan, Collier, Deece & Mulford, The Secondary Head of Department: Key link in the Quality Teaching and Learning Chain, published by both the University of western Sydney and the Australian College of Education in 2000), shows how difficult Heads of Department find organising curriculum amidst a myriad of other pressures and demands on time. This attempt towards a positive tone is assisted by deliberate celebration of successes, including through letters of commendation from the Principal and Chairman of the School, and complimentary words to individual teachers.

A clinical performance appraisal of staff is an excellent adjunct to Faculty Monitoring, in that performance appraisal focuses on the individual in a way which complements the Faculty Monitoring focus on a whole Faculty. Staff at St Paul's Grammar School are formally appraised by their supervisor on a three-year rotational cycle. The appraisal system has been designed by an in-School committee, which included the Union Representative, and proceeds from a tight job description for each member of staff against which their performance can be appraised. The process has been informed by our view of best practice elsewhere, and has been named the Development and Appraisal Process (DAS). It is quite separate from any disciplinary proceedings concerning any staff who are felt to be under-performing. The process consists of lesson observations undertaken by the supervisor and a professional "buddy" on the appraisee's behalf. These observations are complemented by self-analysis, all completed on school-designed pro formas. They include the documentation of teaching artefacts, which can be lesson plans, work units, samples of students' work, photographs of students' work, affirmations from supervisors, colleagues, parents and students. The portfolio presented, includes a written self-analysis and a personal development plan, prepared in conjunction with the supervisor. Each member of staff has a large DAS file, which is gradually added to as this process proceeds. The final stages of a DAS Appraisal consists of the appraisee presenting the completed portfolio to the Principal, and undertaking a discussion of its contents in a summative interview. This is almost invariably an opportunity for the Principal to commend and applaud the work of the teacher. The final interview is followed by a written end-of-DAS summative letter to the appraisee from the Principal which, while having a pro forma structural component, is individualised to the successes and presentation of the actual candidate. One helpful outcome of the process is
that teachers not only receive written affirmations, but are assisted in maintaining a current curriculum vitae, and receive written testimonials from supervisors and Principal. The process assists teachers in being self-reflective, and actually make career path plans in a way that they would otherwise not do, because without a tool and a catalyst, people busy themselves by being consumed by the present. Summative interviewing and letters can be quite terse, on the rare occasions required.

A comprehensive training and development program needs to focus on key issues of teaching and learning. There needs to be a clear link between the School Plan, and the priority areas for staff development. Much money can be disbursed to little effective value on marginal issues if schools are not careful to shepherd their resources. Much can be achieved ‘in-house’, for instance, in afternoon workshops with dinner provided, or by marshalling in-house experts as mentors, trainees, and presenters in ‘show and tell’ situations. ‘In-house’ experts have advantage of knowing the context, and of credibility with peers.

Habitually, much training and development has failed to be effective because prevailing models have been one-off experiences, which failed to build in reflection time, or action plans, and often lacked a forum for sharing gained knowledge. Schools need to plan purposefully how to effect a positive relationship between training and development, and desired change.

School Departments need to be encouraged to apply appropriate attention to developing very high quality teaching and learning programs. Such programs ought to provide a rich source of guidance to teachers new to the profession, or to the particular school context. Senior Executive need to monitor quality of Faculty teaching programs and the timeliness of their completion. High quality programs will address issues of curriculum differentiation. They will relate appropriate assessment instruments to teaching itself, and direct teachers to appropriate resources. My approach to strengthening curriculum accountability, has been to ensure that the person responsible for studies, traditionally in an Independent school, the Director of Studies, has the rank and status of Deputy Principal. In my School, this position, which is called Assistant Principal - Curriculum, is reminiscent of the Leading Teacher position in a Government high school, as it existed through most of the 1990s. Anyone driving change in the curriculum accountability area, while desirably working collegially with staff, needs to proceed from a position of sufficient authority to maintain appropriate accountability. In my own school, I have also been keen that the Junior School Curriculum Coordinator has Executive status.

Recent research on whole brain learning, multiple intelligences, gender-based education and preferred learning styles must be assimilated by staff and reflected in their teaching practice. Such professional knowledge must lead to curriculum differentiation in preference to teaching all students as part of an amorphous whole. In my School, this has led to extensive resourcing of Gifted and Talented, and Learning Difficulties staff. At the end of the day, there needs to be the best possible compromise between the research literature into best practice on the one hand, and the resource base and politics of the school, on the other. This will relate to issues such as streaming, as against mixed-ability teaching and interface between the needs of the children, and the demands of the market.
- My own school has appointed a full-time Gifted and Talented Coordinator, who is free of her own class, and who has post-graduate qualifications in Gifted and Talented education. Her role is diverse, and comprises:

  - caseload management of all students formally on a Gifted and Talented program. This includes mentoring of such students, structuring of Gifted and Talented support groups, which aim to have such students encourage one another, and accountability mechanisms whereby academic reports are vetted, and underachieving gifted students interviewed.
  - diagnostic testing to identify strengths and weaknesses in each student.
  - team teaching to model best practice in extending Gifted and Talented students, and differentiating the curriculum.
  - advice to staff on the pedagogy of extending able students.
  - advocacy to staff and parents on behalf of students on the case load.
  - management of the acceleration of most-able students including, potentially, articulation into Distinction courses.
  - liaise with parents, including conducting meetings with potential speakers from the Gifted and Talented Association, and other specialists, in order to up-skill parents.

- In eliciting outstanding results, it is important to ensure that staff maintain high standards, and do not accept a culture where 'second best' is acceptable. The school is most vulnerable with seniors, where staff may well decide that at this advanced stage of the curriculum, students who are beginning to look like adults, have the freedom to decide whether or not they will work hard. Teachers who allow this licence are at odds with the expectations of parents who, in the main, would like their sons and daughters to be extended towards fulfilling their potential. Teachers will achieve the best results if they project high expectations, encourage students towards extension opportunities, and hold them accountable for work completion. The most successful teachers in my School maintain, not only good rapport, but strong discipline, and absolutely refuse to allow students to escape with non-completion of work. A fascinating study by Ayres, Dinham and Sawyer, Successful Teaching in the NSW Higher School Certificate, published by the University of Western Sydney, shadowed and observed teachers who consistently produced outstanding HSC results in their classes. The research findings included the ability of the teachers to promote a strong work ethic, a culture of expectation, and an attitude of successful engagement.

Schools will achieve the best outcomes for students if the curriculum is sequential and rationalised to avoid unnecessary overlap. K-12 schools have a greater opportunity for curriculum mapping which can identify content and skills to be taught at various stages, as well as desired exit outcomes for those stages, enabling teachers to focus on those outcomes, rather than teacher-inputs, as a mechanism for structuring learning around student needs and mastery. K-12 Subject meetings can be of enormous assistance to High School staff in understanding what parts of the curriculum have effectively been presented in Infants and Primary years. Such contact avoids the regular syndrome whereby Year 7 teachers can regard students arriving from Primary school as empty vessels, and hence wasting time reteaching quantities of work and skills which have already been mastered. Visits by High School staff to Primary classes can familiarise High School teachers with the teaching and learning styles with which their incoming students are familiar. K-12 Subject meetings can also assist Primary teachers in understanding the High School
expectations as to what Junior School graduates know, and can do, at the point of entry to High School. Curriculum mapping can also identify repetition, such as revealed in my own school, where we discovered ‘Rain Forests’ had been taught three times between Year 5 and Year 8. Obviously this may be a spiralling curriculum but equally it may be sheer repetition in which case, it is no wonder that Junior High School students fail to be inspired by what they see as more repetition of well-travelled ground. Similarly, one wonders whether it is useful to teach the “Water Cycle” in Science, Geography and Agriculture.

An effective Year 6 - Year 7 transition procedure is important in passing on to High School staff, detailed profile information that will enable each child to be best assessed. K-12 schools, and high schools with excellent links with feeder primary schools, are best placed to achieve this wholesale transfer of information.

An effective study and information skills program, which operates at a level appropriate to a child’s stage, is essential across all High School years and, indeed, at least in Primary years as well. My school has elected to be purposeful about this area, by appointing a member of staff as Study Skills Coordinator, and by empowering, and resourcing, the Library very well, to actively teach information and research skills. Gradually empowering students as independent learners, and building this aim into the teaching programs, will help avoid the collapse from Year 10 to Year 11, where many students have, habitually, failed to make the transition from mainly dependent, to mainly independent learners.

A focus on staff, and staff issues, is one half of the domain of raising internal expectations. The other, of course, relates to students themselves. In my own School, a number of initiatives relate to encouraging student performance. One of the key interventions is a formal interview, twice per year, of each Year 12 student, by the Principal and Year Coordinator. These interviews, normally conducted in homogenous groups, follow student reports, and the stratification of these reports across a range from ‘excellent’ to ‘poor’. The intention is to interrogate, with each student, his or her own results, to distribute plaudits for excellent performance, and to focus on areas for improvement. The essential issue is to develop with the student, an action plan for subjects where under performance is occurring, and to direct the student towards resources that may be of assistance, such as the Careers Advisor, the Board of Studies’ website, past HSC Papers, the Head of Department, the School Counsellor, etc. My experience is that most students can reflect quite sensibly on their performance. Most appreciate the individualised attention of the Principal; parents are grateful for the concern about individuals, and cases of students who are academically wayward or in danger of academic disaster, can quickly be identified, and brought to interview with the parents. Some students need to be encouraged to establish goals and career path preferences, to consult the Careers Advisor about entry requirements, and to motivate themselves by relating their own performance to a desired UAI entry benchmark. Students who are floundering, can be given staff mentors who meet with them, semi-casually every couple of weeks, as an accountability check. This works best when there is a pre-existing positive relationship between teacher and student. One approach my current school has taken to this issue, is to make available to staff, a list of students who need mentoring assistance, and have individual teachers ‘claim’ those with whom they would like to work.
• Promoting best effort from students often requires the assistance of parents. In addition to early dispatch of the Board of Studies' HSC "N" Award letter, my school has developed easy pro formas that can be filled in by a teacher in a couple of minutes, and that will flag to the parents, a problem with disengagement, and non-completion of work. For ease of completion these reports have tick boxes. Some of these have the status of interim reports that are intended to produce a response from parents, often to encourage that parent to attend an interview. Early warning to parents can sometimes prevent situations sliding towards an irretrievable level. Most parents want early warning when problems exist, and judge schools harshly if they are tardy in this area.

• Input evenings for Year 12 parents, are a helpful means of gaining their support as partners with the school. Useful components can be experienced parents of past Year 12 parents, speaking about how they managed the 'Home Front', and outstanding past students discussing how they organised their study patterns for success.

• Student academic performance will be enhanced by the celebrating of successes. Each year, my school is careful to take out paid advertising in the local Press, to honour successful students. Each year, academic 'stars' from the previous Year 12, are invited back to Assembly, to be congratulated, in front of the whole school. A feature of such an assembly is an address by the Dux of the Higher School Certificate and the International Baccalaureate, as to what they have seen as the 'ingredients' of their success.

• Where schools are able, through their governance and clientele, it is certainly of huge importance to encourage highly-able students into the school. This can be done through the offering of academic entry scholarships. In order to develop high academic outcomes, a critical mass of very able students is of huge importance. There needs to be sufficient number of such students to provide healthy competition in a manner that will extend able students, but also sufficient numbers to mandate effort and achievement in a manner which makes high performance acceptable to the peer sub-group. Isolated gifted and talented students, who lack emotional support from similar peers, may well seek to under achieve, in order to gain peer group acceptance.

 Principals and senior staff need to be highly analytical, constantly interrogating their school’s performance, focused on continuous improvement, keen to improve quality assurance mechanisms, but also supportive of staff and student achievement, and generous in their distribution of accolades. These areas are too central to the future of schools and children within them, to be delegated entirely to Directors of Studies and Year Coordinators, no matter how excellent such staff may be. They require the individual attention, in ‘pulse reading’ mode, of the Principal, who is sensitive to any shifts in the climate of the school and the individual cohort. The issues intrinsic to high performance are too complex and elusive to be substantially affected by single initiatives. A comprehensive raft of initiatives, forming a coherent approach to developing internal and external accountability, provides schools with the best prospects for raising internal expectations for improved teaching practice.
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A Different Option For University Matriculation

The International Baccalaureate is a global qualification and its popularity continues to grow each year.

By John Collier, principal, St. Paul’s Grammar School, Penrith

St. Paul’s Grammar School, Penrith, is located at the foot of the Blue Mountains. In 1998, St. Paul’s became the second school in NSW to offer the International Baccalaureate Diploma as an alternative to the NSW Higher School Certificate.

The IB was developed in Europe in the late 1950s as a rigorous university entry program which would have a common syllabus and examination in all countries where it was taught. Initially, the target audience was the children of highly mobile diplomatic and armed forces personnel, whose children were experiencing curriculum discontinuity as their families moved internationally.

Today, the IB is highly attractive because of its global and humanitarian outlook, its strong development of thinking, research, and independent learning skills, and its history of delivering wonderful academic results which embellish the opportunities of its graduates to proceed to preferred courses at preferred universities. Furthermore, unlike in the HSC, there has been no scaling. There is a direct conversion from International Baccalaureate scores to UAI equivalents.

At St. Paul’s Grammar School, slightly more than half the senior students choose the IB. In 2006, 40 of the 55 St. Paul’s graduates achieved an Universities Admission Index (UAI) above 90. Of these students, 28 achieved above 95, and seven above 98, with joint shares. Sarah Holloway and Anika Lees obtaining a UAI of 99.8. Based on their IB Diploma score of 44 out of a possible 45.

IB Diploma students must study six subjects from at least five subject areas, each subject being awarded a grade out of seven marks. The compulsory subject areas are the student’s native language, a foreign language, mathematics, a science, a humanities subject and either a creative arts subject or another from one of the earlier subject groupings. The additional three possible points are awarded from the combination of a student’s 4000-word extended essay in a subject of student choice, and performance in the compulsory Theory of Knowledge (TOK) subject. TOK is a curriculum integrator, an introduction to philosophy in the area of epistemology, on how we know what we know.

Creativity, Action and Service (CAS) is also compulsory for each student, who must undertake something creative, something active and contribute to the community in a service mode. The hours for these must be logged and authenticated. Students undertake such tasks as playing musical instruments, playing organised sport, undertaking the Duke of Edinburgh’s Award Scheme, and volunteering in compassionate missions. With respect to the service mode, some St. Paul’s students have made a substantial financial contribution through organised fundraising activity to school building construction in the Congo. Others have travelled to Tanzania to build school facilities with their own funds.

Due to the size of the IB candidate at St. Paul’s, the school is able to offer a large and diverse curriculum including subjects not available in the HSC, such as psychology and film studies.

St. Paul’s Grammar School has been so pleased with the academic and social growth achieved by its students through the International Baccalaureate Diploma, that in 2002 it introduced the IB Primary Years Program (PYP) and Middle Years Program (MYP), becoming the first and currently only school in NSW to offer a continuous IB curriculum from Kindergarten to Year 12. At St. Paul’s, the PYP and MYP are based on the NSW Board of Studies curriculum, which is that single course, meeting the outcomes of the State curriculum and the IB, is studied by all students from Kindergarten to Year 10.

Graduates of Year 10 at St. Paul’s receive the NSW School Certificate and the IB MYP. More importantly, they experience the richness and academic and social development of the joint curriculum, with the state syllabus augmented by the IB’s international outlook and emphasis on research and rigour. They gain themselves against an international candidate with a world benchmark. Becoming, our evidence suggests, better equipped to undertake either the HSC or IB Diploma in Years 11 and 12. There is also great comfort for parents who are transferred interstate or internationally, and whose children can continue the same IB curriculum and all the same exams as would have occurred if they were not mobile.

IB curriculum is currently studied in more than 180 countries worldwide. Its administrative centre is in Geneva, Switzerland, with a curriculum and assessment centre in Cardiff, Wales. Its current growth rate, in Australia and overseas, is about 15 per cent per year.

Former St. Paul’s student, 18-year-old Michael Norris (from right) completed his IB in 2005.

“I chose to do the IB over the HSC for two main reasons. Primarily, there is no scaling done in the IB, your result is what you achieve in each subject, irrelevant of everyone else’s result. This appealed to me because it meant I was not going to be scaled up or down according to the results of other students. Secondly, I chose the IB over the HSC because I have always been better at exams rather than assessments. Therefore, the IB was good for me due to the fact that a large majority of your final results, upwards of 50 per cent in each subject, were based on the final end-of-year exams. However, this proved to be a double-edged sword, as all the tension and anxiety was built up around those final tests.

“The IB was demanding in that its workload was massive — therefore the most important thing I think took away from the IB was how to work fast and efficiently. Also, it was easy to accomplish with most of my friends at school doing it, too — it brought us closer together.”

Michael studied English HL, Geography HL, Visual Arts HL, Maths SL, Biology SL, Ab Initio French and TOK (Theory of Knowledge). He received an IB result of 33, which equates to an overall UAI mark of 94.3 per cent.

“I am glad I chose the IB because of the amazing conversion rate. Even though there was a huge workload, all focusing on the last exams, it was still worth it.”

Rather than head straight to uni, Michael is living a little: “At the moment, I am working various jobs in order to save — primarily trekking in Nepal for a month with my dad in November this year. I deferred uni for a year, having been accepted into the University of Sydney’s Bachelor of Science course.”
Students can access their HSC results through an automated phone service, via the Internet, or by SMS. Results are also be posted in the mail and will arrive a couple of days after the other result access options.

- Grade B High Achievement — thorough knowledge, understanding and competence.
- Grade C Substantial Achievement — sound knowledge, understanding and competence.
- Grade D Satisfactory Achievement — acceptable knowledge and understanding, basic level of competence.
- Grade E Elementary Achievement — elementary knowledge and understanding, limited competence.

The International Baccalaureate — a global qualification

The HSC has long been the only option for students in the mainstream school system in NSW. Recently, there has been some growing discussion in Parliament of nationalising the HSC. This would go a long way in assisting universities in evaluating the school-leaving results of graduating students. How about, then, an internationalised course? The International Baccalaureate is just that and much more.

The International baccalaureate (IB) diploma program is a rigorous pre-university course of studies, leading to examinations, which meets the needs of highly motivated secondary school students in Years 11 and 12. For a number of students, it is an excellent alternative to the HSC. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country, but incorporates the best elements of many.

The curriculum involves six academic areas, which surround the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning — the humanities and the sciences.

It includes a compulsory study of a first language and second language, a humanities, a science, a mathematics subject, and either an elective subject or a creative arts subject. In addition, all students undertake a theory of knowledge course, an extended research-based essay and participate in a range of community service activities.

The IB is a life exam — the research project preparing the student for university and encouraging autonomous learning, the philosophy subject promoting love of learning, and the service aspect fostering the qualities of a true citizen of society.

For more information on the International Baccalaureate, see the article by John Collier on page 30.
Choosing A School For Your Child NSW

Choosing A School For Your Child NSW has brought back many memories of my own school years, which has been wonderful, as those years are certainly ones that I look back on fondly.

While ploughing my way through the lists of schools, what struck me is how different they are today. It’s not just in the classrooms, but also in the student body, and even the staff themselves. I remember starting Year 7, and my school was quite basic at the time—we thought we were special to have a small pool at the front of the playground, and two tennis courts! And then our grade changed, and we had great school in Years 8 and 9. We had our own centre, with a library, and study rooms in which to catch a few moments of sleep between classes. But as I visit my school each year at the annual fair, I see it has grown even more. And like many schools, the subject range has increased even more diverse and appealing to those who are keen to explore other avenues in their study, not only from universities, such as TAFE courses.

Like my parents years ago, if you’re reading this guide you are probably quite baffled by the choices. Public or private? Religious school? Single sex or co-ed? And in which area? And how much should you spend on educating your child?

In this issue, we aim to make it easier for you to decide. We have consulted numerous experts in the field for their opinions and have included contributions from the NSW Department of Education and Training, NSW Board of Studies, Julie Bishop (Minister for Education, Science and Training) and John Coffler, principal at St Paul’s Grammar, for his thoughts on the International Baccalaureate (see page 30).

The magazine is split into easy-to-follow chapters based on areas in Sydney, outside Sydney and in the ACT. Or if you’re looking to send your child to a boarding school, there’s boarding chapters for NSW, Victoria, and Queensland. The schools aren’t divided or compared, we simply pass on the information which the schools have provided.

Turning to the issue’s features, I hope you enjoy the ‘teenage’ feature we have included on page 51. Having lived in the country myself (Griffith, NSW) after growing up in Sydney, I have had a first-hand experience of this trend which is sweeping the nation and creating a wave of people to leave the big city for “greenery pastures”.

Another special feature is on page 26 regarding learning difficulties. If you are a parent or who has to deal with such an issue, hopefully the article by Haizi Bernhardt is helpful. The chapter on NSW special schools should also prove informative.

For those not quite choosing high schools yet but pondering prep schools, turn to page 41, where numerous prep schools have written in their own words about their schools and what they have to offer.

Plus, there’s a selection of innovative and inspirational teachers who share their successes in the classroom and their thoughts on teaching, and two students who have gone from strength to strength since leaving school.

Michelle McManus opens our eyes to the wondrous of the Schools Spectacular, on page 31. It certainly is a colourful event, and I now appreciate all the effort and organisation that goes into such an event — it is quite a feat!

Enjoy reading the issue with your son, daughter or other family members, and good luck in choosing a school.

Danielle Townsend

Editor
APPENDIX W

Extract from AHISA Chairman’s National Bulletin commenting on my role as Chair of Academic Committee of AHISA

Beth Blackwood

Excellence in School Improvement – Highly Commended; Camberwell Grammar Junior School, Victoria, AHISA Member Dr Paul Hicks

The awards provide greatly appreciated recognition for the recipients, a great professional development opportunity and valuable cash prizes. I urge all members to seriously consider nominating a beginning teacher, an experienced teacher, a member of their support staff, or some programme within their school for an award in 2008; there is also an award section for Principals. Applications will come shortly and nominations close in October. The nomination process requires a little bit of work, but it is well worth the effort.

In addition, the following staff from members’ schools were awarded NEITA Foundation Awards (National Excellence in Teaching Awards):

Kylie Booker of Immanuel College, South Australia (Member Kevin Richardson)

Geoffrey Wriedt of Strathcona Baptist Girls’ Grammar School, Victoria (Member Helen Hughes)

Foster Aden of Trinity Grammar School, Victoria (Member Richard Tudor)

G. G. Ryan

Branch Reports

New South Wales/Australian Capital Territory

Academic Committee Chair John O’Brien, Director of Curriculum at the Board of Studies, to address the May Branch meeting and also reported on the meeting with senior officers of the Board.

Also at the May meeting, arrangements for the August meeting on the far north coast of NSW were outlined. Chris Duncan, Peter Pembble and Ian Martin have done a wonderful job planning an interesting and relaxing weekend of activities for us on our country visit this year. Flying to Coolangatta on Saturday 18 August, we will be met by Chris and his staff to be taken by coach to the Salt Resort at Kingscliff, where we will be at leisure before an informal Branch dinner at the Resort on Saturday evening. On Sunday morning, Chris will host us at Lindowians for a Chapel Service before we travel again by coach to the delightful town of Bangalow for lunch and browsing through the many attractive shops and craft centres there, before continuing on to Trinity College at Lismore, where Br Peter Pembble will be waiting to host our afternoon meetings and dinner. We will meet at Trinity on Monday and then be transferred for flights back to Sydney.

Dr Rod Kefferd, Branch Chair

Queensland

Pat Mullins (Senior Partner from Mullins Law) led a workshop on staff management issues at the meeting in May at Coomera Anglican College. The previous March meeting saw the Executive Director of the Queensland Studies Authority deliver a presentation on developments at the state level.

In discussions at the May meeting, members expressed concern about the changing nature of the Headship and the increasing sense that the role was one of a significant CEO. At the same time, Heads must remain available for sta388d students, yet head a multimillion-dollar business. The challenge of Head v CEO and the sustainability of the role was discussed. Concern was expressed about declining numbers applying for the Headship. Advocacy by the National body was raised, both within our profession and to the wider community.

Our next meeting will focus on a discussion paper to be written by each of established Heads Norm Hunter, Paul Bland and Barrie Amison, considering the changing nature of Headship and consideration of a way forward.

Karen Spiller, Branch Chair

South Australia/Northern Territory

At the recent Branch meeting, members discussed the AHISA remuneration survey and how new Heads could be made aware of some of the practical issues relating to remuneration and conditions. The Branch reports that the Senior Staff Conference held recently at Westminster School was a great success and staff in our schools who attended reported favourably on the experience. Congratulations were extended to Brad Fenner and staff at Westminster.

Cheryl Hamilton, Branch Chair

Tasmania

The last Branch meeting of members had a presentation by the chairman of the Teachers’ Registration Board of Tasmania. This presentation led to a lively question and answer session.

Major concerns regarding the Tasmanian qualifications Authority, particularly in relation to Moderation and the process of development of changes in curriculum at Years 11 and 12, were raised at the meeting.

Potential changes to the legal status of our sports body, SATIS, were also discussed.

Recently, there was an excellent day in Launceston for Heads and aspiring school leaders, focusing on ‘Leadership Stories’. Jeremy Hurley, from APAPDC,
Message from the Chair

The proposed changes to the legal structure, Constitution and By-Laws of AHISA have now been discussed by all six State Branches. Each branch has indicated support for the proposals and the supporting documentation. At its May meeting, Standing Committee considered the matter a final time and formally voted to put the proposed changes before the business session of the Cairns Biennial Conference in October.

I would remind all members that we need 75% of the total membership to be present at this session in order to pass the necessary amendments which will enable the incoming Standing Committee to implement the proposal. Registrations for the conference are very strong, so it is hoped that the formalities will be able to be completed in Cairns.

These modifications basically mean a change in legal structure, which will move AHISA from an unincorporated body to an incorporated one. It makes sense in the light of current conditions, and mirrors many of the changes that have occurred in our own schools and school sporting associations in response to an increasingly litigious society and the need to safeguard both individual directors and organisational assets.

The changes to the existing Constitution and By-laws are minimal, and with two exceptions are those made necessary through the incorporation process. The alterations to existing practice will allow votes on major issues to be conducted by post or electronically, as opposed to the very restrictive current situation requiring 75% of the Association’s members to be present in one place at one time for ratification.

The other change sets out in greater detail the circumstances and procedures under which a member may lose AHISA membership. The former will make the process of change easier; the latter will provide greater clarity in an area which is currently very vague in the existing Constitution.

I am grateful for the feedback, input and support of members around Australia on this matter. I would also like to place on record the gratitude we owe to the work of our Chief Executive Allan Shaw in managing this process from start to finish.

The Biennial Conference in Cairns is shaping up as a very exciting event. The programme is a mixture of big picture and more practical sessions, and for the first time delegates will have the opportunity to explore the locale at first hand - an experience linked to the themes of the conference, ‘Sustainability and Growth’. Many of the familiar features of past AHISA Conferences such as the conference dinners, worship services and the opportunities for fellowship and networking will be unchanged. Some features such as Home Hospitality and Acta Diurna will be retained, albeit in a revised form. The Sustainability tours on the Tuesday of the Conference and the less formal dress standards will be entirely new. These changes will enable us to take advantage of the location and reinforce the relevance of our conference theme.

I have greatly enjoyed working with the Queensland Conference Committee, whose members have brought great energy and creativity to the task. I am confident they will deliver a conference which will be both satisfying and memorable.

It was good to see several current and former Principals receiving recognition in the recent Queen’s Birthday Honours List.

Mrs. Ruth Banyan AM
Mr. Malcolm Lamb AM
Dr. Ruth Shatford AM
Mr. Norman Hunter OAM
Mrs. Margaret Webb OAM

Although none of us undertakes the responsibility of this role for the glory, it is very pleasing and satisfying to see such well-deserved national recognition for the professional skills and public service of our colleagues.

Geoff Ryan
National Chair
John Collier

The large numbers of teachers in all systems, government and independent, who are active members of Christian congregations is obvious by observation, anecdotal evidence and census and survey data. To what extent do these teachers think Christianly about their work? How far do they consciously integrate their work into the rest of their lives in service to God? Where is their voice in the great educational debates of the moment? Why do Christians seem happy to be marginalised while less populous groups carry so much sway? Do they minister the gospel in their classrooms and staffrooms, or do they regard the schools in which they teach as a way of earning their bread so they can get on with real ministry, that is, what they do in association with their local church? In 25 years in schools, I have found Brian Hill’s analysis (“Faith at the Blackboard”, Eerdmans, 1982) to be correct:

“Sadly, many Christian teachers are failing to register an impact for Christ in the general world of education because they have compartmentalised their minds. In one compartment they think about lesson preparation and study the subjects they are teaching; in the other they explore the word of God and grow in worship. But they do not attempt to bring the two together in a way which is both intellectually tough minded and effective in transforming their professional style.” (p.5)

The dichotomy so many Christian teachers appear to have established between sacred and secular aspects of their lives has effectively rendered many full-time workers but only part-time Christians, too busy in the secular part of their lives to expend any thought or creative energy on the mission field that is school too, pressured in the secular part to bring Christian perspectives to bear on what they do.

Brian Hill, in his monograph “Servants or Subserviens” remarks:

“It is odd how often Christian teachers live a kind of half-life for many hours per week, secreting their faith away in theirinner being, because they are ‘at work’ ... they only come alive on Sunday!”

Sherman and Hendricks, in “Your Work Matters to God”, point out the capacity of:

“... some people (to) view their work in purely secular terms: work and God are mutually exclusive. Others have adopted a Two-Story view, in which work has no intrinsic value.”

Perhaps the preachers in our pulpits should accept some responsibility for this situation. When was the last time you heard a sermon which addressed, even tangentially, the issue of work in a paid employment sense? In encouraging private, individual piety, perhaps the transition factor to the Christian living in a pagan work situation has been lost. Grant Maple, in a recent issue of “Christian Studies”, argued

“In recent times we have succumbed to the tendency to regard the congregation as the focus for Christian endeavour and the meeting of individual needs as our primary responsibility. Rather than exercising our Christian vocation to end in the world, we look inwards. ... Our students need attractive and inspiring role models of Christian men and women who are living examples of friendship and service.”

Such conscious activity is not only dictated by Christian expediency, it is biblical, as Ralph Martin argues in “Worship in the Early Church”:

“In the New Testament ... every possible stress is placed on the need of diligence and conscientiousness in the Christian’s daily work (Eph 6:5ff, Col 3:22-24, Titus 2:1-10, 1 Peter 2:13ff). ... We worship God in the path of our daily tasks; and the offering to Him of all craftsmanship and dedicated skill, with the best output of mind and hand, is as much a part of our Christian cult as the hymn singing and devotion of our church services.”

I believe our schools, government and independent, desperately need teachers with a comprehensive Christian world view who seek to bring the mind of Christ to bear on all their work. We need teachers who see a dignity and wholeness in their work (Eccles 5:18-19), who undertake it in an attitude of service (Col 3:17, 1 Cor 10:31), and seek to do it well, who have a sense of unfolding God’s creation and truth to their students (1 Tim 4: 4-5, Phil 4:8). Such teachers will need to reflect deeply on how their curriculum areas contribute to, and connect with, the full counsel of God. In an age of relativism, they will need to establish what contribution they can make to values education within a Christian perspective. (Romans 12:2).

We need teachers who see their teaching as a full blown Christian ministry, not inferior to what they might do as an adjunct of membership of a particular congregation, nor inferior to what ordained clergy might do, and who will think deeply about their ministry at school. This will involve attempting to bring the content and processes of their teaching under His
Teaching: A Sacred or Secular Activity  Continued

lordship. It will involve lifestyle evangelism, where they endeavour to be salt and light in their workplace (Mt 5: 13-16). To be effective, they will need to teach well if they are to have credibility. This means they must be diligent in preparation and fair in their discipline, seeking to pastor students and preserve their dignity as persons made in the image of God. They will need to aspire to quality relationships with colleagues and be willing workers who give good service (Eph 6: 5-9). Amidst the moral torpor of our society, they will need to be people of dedication and integrity.

Christian teachers ought to be less cautious in acknowledging their faith, not in a proselytising manner, but in a low profile way as appropriate to circumstances; with gentleness and respect as Peter writes (1 Peter 3: 15-16). Purveyors of other belief systems are rarely cautious in acknowledging them in their schools; Christians, however, will be constrained by considerations of what is ethical in such disclosures, and particularly mindful not to subject students to pressure in seeking adhesion to their views.

Christian teachers can benefit greatly by congregating together to discuss educational issues from a Christian perspective. Teaching is so often a solo activity, in terms of being the only adult in the situation; Christian teachers who feel alienated from other staff because their faith is not shared can be doubly lonely. How rarely though do Christian teachers seek one another out on the double levels of profession and faith, whether in the same school or beyond. How many teachers read Christian educational literature to inform their opinions and practice? Many, sadly, would reply that they are too busy. How many get together to pray about the challenges, specific and general, facing them and others? How few bother to join TCF or ACFE! The way to commence such a group is simply to announce it - publicly - then you can’t be accused of being a ‘secret society’, and see what happens (it may be helpful to issue a few personal invitations to ensure something happens)

It is a curiosity that often the very people who are so busy and committed at church with leading youth fellowships and teaching Sunday School classes, all the while bemoaning the low attendance, appear blind to the masses presenting themselves in their classes every week day. This is not to suggest that every teacher ought to be involved in ISCF or Crusaders or its equivalent. It is to suggest that we need to be alive to opportunities to Christian word ministries in our classes and schools. One helpful initiative is to endeavour to network with local churches, youth groups and Christian organisations, including through ISCF and Scripture lessons, so that each activity feeds young people into the others, by mutual advertising and targeting. Share names of who in the school attends ISCF and who attends local youth groups and see if the clientele of each can be interested in the other.

Until and unless Christian teachers see the vision of what can be done in schools, until they break down the sacred/secular, church/work dichotomy and see the opportunities for ministry and integrated Christian lifestyle that exist in schools, much Christian witness will be ineffective. Until Christians caucus together to develop and present their views, Christian opinion will be marginalised in the debates which will shape the future of our schools.

Endnotes:
1 Brian Hill is Professor of Education at Murdoch University, W.A.
2 published by ACFE
3 Navpress 1987, p.23
4 Indeed, I have heard several clergy argue that work has only instrumental value. Its demands should be attended to with as little devotion of time as possible, so that the real work of saving souls (through the local church) can be pursued.
5 August 1996, Anglican Education Commission, Diocesan of Sydney - Grant Maple is Associate Director of the Commission.
6 p.81. Published by Eerdmans, 1987

John Collier is the Principal of Thomas Reddall High School, Campbelltown.

ACFE Members and Friends

WELCOME to the following new Members and Friends of ACFE. These Members/Friends were admitted by the Board in September, October and November. There are currently 193 Members and Friends of the Forum.

Mr B Clarke COOMBAH QLD
Mrs D J Russell ALICE SPRINGS NT
Mr P M Russell ALICE SPRINGS NT
Prof D R Sadler KENMORE QLD
Dr R L Shi HILL TOOWOOMBA QLD
Scripture Union of Western Australia Inc
MT HAWTHORN WA
Living Waters Lutheran Primary School ALICE SPRINGS NT
ICTE WENTWORTHVILLE NSW

The distribution of Members and Friends is as follows:

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The growth of the Forum has slowed to a trickle. Please encourage others, particularly parents and people not professionally involved in education, to join.

Contact the ACFE Office for Information Brochures and more copies of NEXUS to share around.

NEXUS Term 4, 1996
Editorial

Being Thoroughly Professional

"If we are to have a credible witness among our colleagues, we need to be very professional", said the deputy of a secondary school recently, in reflecting on his motivation to keep on teaching during those times when you wonder why on earth you're there.

Christian teachers may be very conscious of the need to care for and even evangelise their students but be inhibited about how to do so with their peers. Full-time scripture teachers often comment also on the valuable opportunities they have because they have the status and access of normal teachers within their schools, and are also identified publicly with the Christian faith. The above remark is pertinent when considering this issue.

To be professional is to accept full responsibility for one's work, to do it to the highest possible standard, and to feel an obligation to the group as a whole. It is to acknowledge the expertise of others and to work beside them on common goals. It entails willingness to take part in formulating policy, and in guiding and enriching decision-making, and as with doctors or lawyers, it means recognition of a certain code of ethics. At the grassroots level, professional consciousness for teachers means time spent growing in knowledge because of a commitment to improving their practice. And critical in this process is a commitment to go beyond individualism and to work with colleagues for the development of the school and the improvement of student experiences. If there is to be Christian professionalism, teachers will also be committed to growth in their Christian understanding.

The issue of competition to be addressed at the ACFE conference in April, 1996 should be seen in this context. To aim at co-operation with colleagues for the good of the students and for the greater effectiveness of the teaching profession is to enact an alternative to the competitive model that has dominated schooling. It demands an integration of the teacher with the staff, an end to competition, and a rejection of the isolation of doing one's own thing in one's own classroom. However the rewards can be great, and as the deputy explained, the possibilities for authentic Christian witness are very easy to grasp if we are willing to be open to our fellows. ACFE activities aim to equip Christians simultaneously to be both well-informed about education and also well-informed about Christianity so that we can be full-time Christians, whatever our occupation, by taking our Christianity out of our private world, and implementing it with the zeal of professional commitment. John Collier's article on pages 4 & 5 may help readers define what this means.

Ruth Edwards
APPENDIX Y
Following a Standard, (2001), Nexus

John Collier

Mr John Collier is Principal of St Paul's Grammar School, Penrith NSW. St. Paul's is an independent, interdenominational Christian school. Prior to his appointment in 1997 he had been Principal for over six years of a Government High School in Campbelltown, an outer suburb of Sydney.

He is a member of the Anglican Education Commission Issues in Education Committee. Mr Collier has been a member of the NSW Ancient History Syllabus Committee, president of the Liverpool Area History Curriculum Committee and a member of the Regional History Teachers’ Association. He chaired the Network of Principals of New Government High Schools 1992–1997. He co-wrote the Master of Teaching degree course of the University of Western Sydney (Macarthur). He teaches Theory of Knowledge to Year 11.

This paper was originally given as a keynote address at the 2000 RCFE Conference The Issue of Standards.

*Part 2 will be published with Nexus 34/4

My colleague, Dr Ted Boyce, Principal of Pacific Hills Christian School, argues that the essence of Christian education is found in Matthew 22:36-40:

You shall love the Lord your God with all your heart, and with all your soul and with all your mind. This is the great and first commandment. And a second is like it, you shall love your neighbour as yourself. On these two commandments depend all the law and the prophets.

In terms of following a standard, this is both a simple and a profound remark. In this paper I intend to argue that in Christian schooling, whether we speak of the efforts of Christian teachers in state schools, Christian schools or other private institutions, there is a critical and urgent need to capture the hearts and minds of Christian educators.

Currently, this territory suffers from a number of problems. The first is dualism or compartmentalism. In nearly 30 years in schools, both state and Christian, I have found Brian Hill’s analysis unfortunately correct in both sectors:

Sadly, many Christian teachers are failing to register an impact for Christ in the general world of education because they have compartmentalised their minds. In one compartment they think about lesson preparation and study the subjects they are teaching; in the other they explore the word of God and grow in worship. But they do not attempt to bring the two together in a way which is both intellectually tough minded and effective in transforming their professional style.

(Hill, 1982, p.5)

Sherman and Hendricks, American writers, point out the capacity of some Christian people to ‘view their work in purely secular terms; work and God are mutually exclusive. Others have adopted a two-story view, in which work has no intrinsic value.’ (Sherman and Hendricks, 1990, p.23) The tendency of Christians to retreat into pietism, embracing a world of inner spiritual life which is disconnected from the real world, is unfortunately sub-Biblical. Ralph Martin (1994) puts it thus:

In the New Testament... every possible stress is placed on the need of diligence and conscientiousness in the Christian’s daily vork (Ephesians 6:5ff; Colossians 3:22-24; Titus 2:1-10, 1 Peter 2:13ff). . . . We worship God in the path of our daily tasks and the offering to Him of all craftsmanship and dedicated skill, with the best output of mind and hand, is as much a part of our Christian cult as the hymn singing and devotion of our church services (p. 81).

This is the antidote to the laziness of some early Christians addressed in 2 Thessalonians 3:6-14. There are, of course, some lazy Christian educators who are in schools, particularly some Christian schools, for their sakes and not the students’, because life is easy. They choose to devote their real energies to church, ignoring the ministry field of schools and establishing a false dichotomy between the mission of Church and their employment. However, they are a very small minority. The greater problem, in my view, is Christian staff who are intellectually lazy at grappling with the rigorous demands of being Christian in an educational context. Intellectual laziness also leads to laziness of the heart. In short, many teachers have worried more about their souls than their hearts and minds.

This observation leads to the next issue. Romans 12:2 commands us ‘Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind’. There is a call here to Christian educators in terms of their own thinking and the thinking they seek to engender in their students. Some schools use a world view primer with senior students, such as James Sire’s, The Universe Next Door. The secular knowledge bases and humanistic assumptions of the cognitive areas they teach need to be critiqued in the light of God’s creation and redemptive work. This is particularly an issue in Christian schools. Such schools often marginalise their Christian education elements to Chapel, Devotions and Christian Studies classes. Beyond this, they teach a secular curriculum which undermines the world view propagated in the ‘religious’ elements of school life. They aid and abet the dualism of life referred to above and augment students’ natural ability to compartmentalise knowledge, ‘switching off’ the minor religious incursions of the school into their thought life. Colossians 1:15-17 tells us:
He is the image of the invisible God, the firstborn over all creation. For by him all things were created: things in heaven and on earth.... He is before all things, and in him all things hold together.

Tom Sine, ‘Shifting Education into the Future Tenue: Raising Our Hopes’ in Lambert and Mitchell, (1997), puts it thus:

We have sold them the western dream with a little Jesus overlay. And for all the talk about the Lordship of Christ, the real message to the Christian young is getting your house, agenda number one is getting your upscale lifestyle started and then with whatever is left over you can serve Jesus (p. 37).

This is not an argument for teachers harassing reluctant students by introducing God into every sentence they utter, nor for contrived or tokenistic responses such as using Biblical examples in student exercises. It is an argument for a comprehensive Christian world view underpinning the teaching of each subject, a reflection on what it teaches of God’s providence. Following a standard, the standard of Matthew 22, requires such comprehensive response.

For the Christian teacher in a state school or university, this domain needs to be dealt with very tactfully. In a pluralistic society, Christian voices are but one amongst many, and often not very welcome.

Twenty years ago, Bruce Wilson, in Can God Survive in Australia? identified the link between scientific and technological expansion and the retraction of faith (a kind of diminishing God of the gaps theology). Pluralism and post-modernism are additional but complementary challenges.

Trevor Cooling, in his fine work A Christian Vision for State Education, acknowledges that ‘education may be inexorably linked with promulgating doubt in relation to religion’ (p. 20). He identifies a major issue:

that the approach to religion encouraged by the home and the faith community is in direct conflict with the critical, rational approach advocated in school. They (the students) find themselves facing a stark choice between rationality and faith (p. 25).

He goes on to say certain doctrines are no longer true ‘because they are inappropriate in the modern, plural context. Therefore, clearly, religious doctrines are judged on an instrumental basis – the degree to which they promote pluralist attitudes.’ (p. 38)

In this context, the word in season of the Christian teacher, in a prevailing secular paradigm, can be very strategic.

To make these points is not to try to retreat from or evade pluralism, nor to retreat into dogmatism. Amongst Cooling’s most incisive contributions is his discussion of ‘belief’. He argues that teachers and parents need to assist students through the normal processes of doubt of religious certainties, rather than close down discussion with authoritarian responses of certitude. He argues that belief is accommodated by a process of ‘cognitive bargaining’, a learning process whereby changes are made in our belief system in response to new ideas (p.11).

Where the response is ‘to retreat into the safety of orthodoxy to protect one’s belief against decreasing plausibility, rather than to respond to the challenge of learning generated by living in the modern world... It drives underground the fact that we cannot match our religious beliefs with our experience of the modern world. In other words, we suppress the fact that we are baffled. This puts religion in the romantic categories of childhood’ (p. 11). ‘In our modern, plural world, challenges to faith cannot be escaped... If children are not helped to face them in their formative years, the dangers of either a retreat into ideological enclosure, or radical disillusionment as adults, are very real’ (p. 97). There is a message here for educators in institutions from all sectors. My goal as a Principal of a Christian school is to have staff handle these discussions so well that students who remain unconverted at their end of Year 12 are still open to the Gospel in later life, and have not closed down on the matter. This requires teachers to be sensitive to a certain dialectic in discussion, patient with student struggles and not remotely and austereely repeating formula answers.

To make these points takes us to another dilemma. If, to use Niebuhr’s famous categorisation, education in the hands of Christians is to aim to be transformational, as Romans 12.2 would appear to require, it must have a cognitive mind renewing capacity. It must reflect Christianly on knowledge bases. It must have a Christian consciousness. This is where the problem lies. Harry Blamires, as long ago as 1963, bemoaned the dearth of Christian thinking:

In contrast distinction to the secular mind, no vital Christian mind plays fruitfully, as a coherent and recognisable influence, upon our social, political and cultural life... there is no packed contemporary field of discourse in which writers are reflecting Christianity on the modern world and modern man. (Blamires, 1986, p. 47).

Again, ‘the Christian mind is the prerequisite of Christian thinking. And Christian thinking is the prerequisite of Christian action’ (p. 45).
Mark Noll, in *The Scandal of the Evangelical Mind*, takes up this theme, indicating the extent to which evangelicals have deserted a rich heritage of their forebears in engagement with and critique of culture, politics and the world of ideas, retreating instead into pietism. Hence, the scandal of the evangelical mind is that, essentially, there isn’t one.

‘Failure to exercise the mind for Christ in these areas (physical world, character of social structures, artistic creation, the meaning of the past, the world outside ourselves) has become acute in the twentieth century. That failure is the scandal of the evangelical mind’ (p. 7). Noll complains that ‘the evangelical ethos is atavistic, populist, pragmatic and utilitarian. It allows little space for broader or deeper intellectual effort because it is dominated by the urgencies of the moment’ (p. 12). He asserts that ‘for an entire Christian community to neglect, generation after generation, serious attention to the mind, nature, society, the arts – all spheres created by God and sustained for his own glory – may be, in fact, sinful’ (p. 23).

Again, ‘Evangelicals who think that the basic intellectual operations performed by the modern research universities can be conceded to ‘the world’ without doing fundamental damage to the cause of Christ may think of themselves as orthodox Christians. In reality, however, they are Manicheans, Gnostics or Docetists (p. 51).

These propositions are a challenge for academics in the first instance, but also for primary and secondary educators, as we seek with integrity to be faithful to our calling, to follow a standard.

A similar mantra is taken up by Walsh and Middleton, *The Transforming Vision. Shaping a Christian World View*, issued by my school to all newly appointed teaching staff. They assert ‘to adopt Christianity with authenticity is to be a person of faith who endorses that biblical world view .... Christians in general fail to perceive the radical comprehensiveness of the biblical world view. They assume that its formative impact does not reach beyond some religious corner of life .... Accordingly some other, competing world view and some other, competing, faith shape their public lives. Christians, in short, are dualistic’ (p.10).

They argue that ‘Christians often hold a world view at variance with their confession of Christ. At issue here is the internal coherence of our world view. Is it consistent with its faith commitment?’ (p. 39). They point out that Christians generally emphasise the doctrine of salvation to the almost exclusion of the doctrine of creation. So much of our world view should flow from the latter.

‘This covenantal bond between God and creation, this model of God’s sovereign and loving relationship to the world, corresponds to the Biblical theme of the kingdom of God’ (p. 50). From creation comes stewardship. Obedience ushers in shalom. There are no sacred/secular compartments here. Our service to God is not something we do alongside our ordinary human life. The Bible knows no such dichotomy. In the biblical world view all of life, in all of its dimensions, is constituted as religion’ (p. 67). The implications are clear: ‘We must struggle together in discussing how to respond as authentic Christians to the secular culture in which we live’ (p. 86). This is essentially an eductive issue.


We do not achieve this critical testing of our educational practices by appending a ‘Biblical perspective’ to our curriculum documents or by including one or more explicitly Christian goals in every list of learning goals. While these have their place, in themselves they may do no more than add words of faith to practices that are shaped by beliefs that are inconsistent with that faith. Critical testing of educational foundations requires us to test the educational practices themselves for their consistency with the faith we possess.

At the most foundational level, therefore, Christians must develop an integrative perspective in their studies. Jesus is Lord of all … The Christian academic calling is then to ‘take captive every thought to make it obedient to Christ’ (2 Corinthians 10:5) (p.167).

But what then do we teach? The templar may well be found in Philippians 4:8:

*Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable — if anything is excellent or praiseworthy — think about such things.*

There is a charter here for the Christian teacher, of whatever sector, to teach those things which are wholesome and aesthetic, which are part of God’s bounteous creation. But on several levels, it is not that simple. Life is not all beautiful and innocent. How will the Christian teacher deal with those aspects of life and culture which are unseemly and sordid? In my visits as Principal to Saturday sport, I am sometimes ambushed by parents clutching a copy of their child’s current novel, with a rude work underlined, wanting the novel banned because of this word. Many parents, understandably wishing to protect their child, want to deal with ugliness and nastiness by hiding it away. Ultimately, with the incursions of television, pop lyrics on radio and CD, and cyberspace into our homes, this is impossible. This
issue has been thoroughly explored by Dr Bill Andersen in terms of the nurture versus exposure argument, within the pages of the Journal of Christian Education. I do not intend to repeat the arguments here. Suffice to say that my view is that Christian schools do a disservice if they attempt to cocoon students. A tough minded consideration of the real issues of life, with a view to the readiness and maturity of the child, in a supportive environment, has great merit. Cultural texts should not be interrogated only or mainly in terms of offensive language – which misses the main point – but in terms of their world views, which can be very insidious for the young. Often ‘squeaky clean’ texts are dangerous in this respect; not that they need censoring so much as Christian critiquing.

There are, however, other issues. What does the School, what does the teacher, actually teach in its formal and hidden curriculum? This is at least as much an issue for independent schools, which number largely amongst their clientele the rich and powerful, as for government and small Christian schools. Does it teach the pleasures of consumerism, acquisitiveness, hedonistic lifestyle, materialism and getting ahead in the rat race through fierce competition? Is it an apologist for the excesses of capitalism? Is there a disjuncture between what the school says it stands for in terms of espoused philosophy and what it actually stands for in terms of its real curriculum? These are difficult issues, as any school which does not offer its students the prospect of real advancement in the world will be quickly deserted by parents, including Christian parents. Often schools try to offset this individualism and somewhat self-serving student focus on academic results with community, compassionate programs. Dr Grant Maple, in Growing Up Without God. A Report of the Anglican Archbishop of Sydney’s Working Group on Children’s and Youth Ministries, argues that young people need clear teaching on the relationship of Christian faith to contemporary culture (p. 30), that concern for the poor and disadvantaged should lead schools to establish appropriate programs to reflect a Christian view on distributive justice.

Harry van Brummelen, Walking with God in the Classroom, says:

Schools easily equate traditional education with a Christian approach, rather than searching out the radical implications of the gospel for education. Christian schools may become hothouse shelters for the middle class. Therefore, they need to plan socialisation experiences that help students relate to the poor and underprivileged in society in the way Christ commanded. (p. 14)

One can only endorse these perceptions, while surmising that school’s performance in these areas is, at best, mixed. My school, as part of its senior International Baccalaureate program (an alternative secondary exit credential to the NSW Higher School Certificate), teaches a Creativity / Action/Service program that requires students to make a positive contribution to society. This is good for Christian students in terms of Ephesians 2: 10 ‘For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.’ It is good in terms of modelling the kingdom through Matthew 5 values ‘blessed are the meek, blessed are the poor,’ etc.

Walsh and Middleton have revealed the structural problem:

the individualism of the Western world view is contrary to the biblical notions of community, service and the body of Christ (p. 21).

Christian parents and students are as much culturally imprisoned at this point as everyone else. There is, however, a strong biblical mandate and early church precedent to seek ministry opportunities as part of our educational framework. Bruce Winter, in Seek the Welfare of the City, Christians as Benefactors and Citizens, has argued powerfully that it was normative in first century culture for Christians to play the role of benefactor towards their cities and communities. There was no dichotomy of church and state; rather, the early church taught a civic consciousness and an engagement with culture consistent with a Christian ethic. He argues his thesis by a close analysis of Pauline and Petrine texts. His analysis is provocative:

Paul was concerned that as an ‘association’ they live in a way that was worthy of the gospel. This involved securing concord in their midst to be a gospel witness in politics where discord could be the rule rather than the exception. To live in a manner worthy of the gospel proscribed its members struggling for ‘priority’ in their Christian community. It also required them to abandon their use of vacatia litigation ... Christians were not to be a ‘withdrawn’ community. They were taught to participate in public life ... The unholy scramble for secular status was proscribed for Christians (pp 201-202)

Christian conduct in the politeia of their present cities was seen as a ‘selling point’ for the Christian message (p. 206). They ‘belonged’ to their early city and sought its welfare (p. 204).

John Stott, Issues Facing Christians Today, has chronicled the disastrous effects on the credibility and connectedness of Christian faith in the twentieth century withdrawal of Christians from social engagement into private spirituality.

(To be continued)
And what of spirituality education?
Grant Maple argues for the need for multi-faceted approaches which are not just cognitive but sensory and experiential as well.

He points out that liturgical forms, archane language and big metanarratives will not resonate with many (p. 85). He is critical of church schools which make such demands on student time as to mitigate against involvement in local parishes, developing an unbalanced faith which may not be sustained except in connection with the school. Michael Frost, *Eyes Wide Open*, argues for the need to see God in the ordinary, not just the sacred and overtly religious.

Dr Tim McNaught, 1995 Churchill Fellow and Head of Religious Studies, Melbourne Grammar School, in his report on his Fellowship endorsed study tour, writes: 'the all-pervasiveness of individualism and the money culture has replaced traditional spirituality; while exchange values have permeated not only youth culture but political ideology and educational thinking at all levels.' There follows 'a trivialisation of ethical issues in classrooms' (p. 1). 'Students everywhere are 'teacher deaf' to the first hint of direct moral incultication'. This study, based on the United Kingdom and Europe/Scandinavia, one expects would produce similar results in Australia. It serves to show how difficult the ground of spirituality is to traverse for teachers. Mere intellectual assent does not necessarily transfer to actual behaviour.

McNaught's report highlights the need for a specialised curriculum in ethical thinking with reflective, self-involving aspects that do not easily fit into an outcomes framework.

McNaught argues that 'post modern youth culture is highly resistant to transmission models of values education, but quite open to the spiritual dimensions of life' (p. 2). Classroom processes that attempt to inculcate values fail because of the inability of teachers to get alongside the real world the young inhabit and then to engage their imaginations with visions of better futures' (p.1). Amongst the difficulties are the different mind-set of the young and their rejection of old modes:

> there is a strong preference for immediate feelings and experience rather than analytical critique, a rejection of general moral norms, and indifference to history. It is assumed that religious traditions are unable to offer anything worthwhile for real living. . . . Not having an answer is simply accepted as fate' (p. 5). There is 'a strong yearning for happiness exhibiting a near total lack of ethical dimensions' (p. 7).

McNaught warns of the ease with which values education and spirituality are hijacked by other agendas. 'Even in Australian schools of Christian foundation, sheer pragmatism and the thought - world of commerce dominate most proceedings, with the spiritual valued for that touch of gloss, or class, like the photo of stained glass in the prospectus... Students in most church schools are conditioned by instrumental values' (p. 11). He warns of the British reductionism where spiritual dimensions are 'reduced to the conventional sentiments of civic religion promoting only values such as self-control and respect for property - the values that might domesticate the feral young and persuade them to submit to the invisible hand of the rational economic order' (p. 9). Too often, he says, private schooling in Australia limits values education to 'good grooming and uniform, courtesy and manners' (p.12). Too often the school develops prospectus statements of values and mission 'while the school proceeds with its real values unchallenged' (p.13). 'God's economy, in any reading of the tradition, is not one of rampant individualism and unfettered market forces. Christians have good reason to fear that the equation of conservatism with Christianity will do great damage to the latter without salvaging the former' (p.14).

McNaught refers approvingly to the mandatory nature of values curriculum in Britain, Europe and Scandinavia, all well ahead of Australia in this area. He cites curricula which aim to encounter a variety of world views, to encourage open reflection and the search for meaning in partnership with teachers, whose pedagogy is non-manipulative. This is far superior to a transmission model which fails to engage the hearts and minds of the young. He supports British critics of thematic religious studies that create a 'mish-mash' of . . . religious exotica' and impart 'a comfortably agnostic and relativistic stance' (p. 21), insisting that the truth claims of various religions be presented with integrity.

Leslie Newbigin, *The Gospel in a Pluralist Society*, says the contemporary opinion - very widely held - that doubt is somewhat more honest than faith, is an entirely irrational prejudice. It is a form of dogmatism which is entirely destructive .... The quest for certainty through universal doubt is a blind alley (p. 20).

Despite the potentially diverse territory of pluralism, McNaught's study (and a Western Australian project by Tom Wallace and Brian Hill, amongst others), have shown that there can be consensus on basic values which underpin a curriculum. There is, ironically in one sense, concern that governments are showing increasing interest in the spiritual realm. The Common and Agreed Goals protocol for consultation in April 1998 by MCEETYA (Com.
monwealth and State Education Ministers) referred to education providing a foundation for, amongst other domains, spiritual and moral development. In England, this has been defined to mean a search for personal identity, transcending religious belief, and directed mainly inwards. Christians need to take care that the spiritual agenda is not hijacked in ways antithetical to faith.

I am not assuming that values education equals Christian instruction; rather, that the former is a sub-set of the latter and can provide a base for exploration of issues of spirituality within a Christian framework. At St. Paul’s Grammar School, all subjects in the secondary school and all Year groups in the Junior School have been required to identify which values they actively teach and which are subsumed, less intentionally perhaps, in their programs. We are also teaching an International Baccalaureate subject, Theory of Knowledge, which is introductory epistemology, with strong units on ethics and ways of knowing. It’s a start! Even here, staff sometimes have to be counselled into a pedagogy that smacks less of zealotry and allows students room to think for themselves. Trite answers convince few young people in this culture.

How then should Christian schools, and Christian teachers in state schools, deal with children, particularly in the troubled areas of discipline, when, in a society bombarded by humanistic media messages, discipline is increasingly confused with abuse? Some of my colleagues in Christian schools who allow a reduction of this issue to attempted reassertion of the right to inflict corporal punishment, do a disservice to both the appearances and complexity of the area.

In the first place, we must get our Christian anthropology right. Children, like adults, are given to sin and in need of correction, rebuke and guidance. What does ‘following a standard’ mean in these terms in 2000? Students need nurture as well as punishment. I urge my staff to deal with children as those made in the image of God, and therefore, in their dealings with them to preserve their dignity as God’s creatures, and to allow for rehabilitation. Van Brummelen Walking with God in the Classroom, Alta Vista, 1988, puts it thus:

> when children need to be reprimanded, avoid doing so in a demeaning, belittling or sarcastic manner that could strip from them the self-worth they are entitled to as God’s image bearers (p. 71).

Teachers who will never forgive children, never allow re-approachment on re-entry in to the learning community, are dangerous. Harro van Brummelen argues that discipline is a higher form than punishment, in that the former addresses the future, while the latter only looks back. Structures should aim in the first instance for preventive rather than corrective discipline (p. 69). Discipline of children should not constitute harsh retribution. It should set up boundaries, which are appropriate to the maturation stage of the child, breaches of which lead to consistently enforced consequences (p. 70). The aim should be to move the child towards responsible self discipline where extrinsic reinforcement is no longer required (p. 73). Fennisma, (in Lambert and Mitchell, 1997), argues that imposing punishment automatically on Christian students who have repented of their errant action may be un biblical (p.116).

He takes up the troubled issue of self-esteem, pointing out that Christians ‘tend to vacillate from “worm” theology on one hand to “feel good” and “self-love” positions on the other. The first view is reductionistic and pays little attention to image-bearing qualities. The latter view tends to be triumphalist and pays little attention to human finiteness and sin’ (p. 114). It might be added that the foundation of the self-esteem movement, particularly noticeable in government schools in the last decade, is very challengeable. Is it right to tell a child who is unrepentant, in open rebellion and often locked in self and socially destructive behaviour that s/he should feel good about himself or herself? Surely this is empty pop-psychology/psychohobble. Any argument that students should feel good about themselves needs to be based on their creation in the image of God and redemption through a loving Saviour. The self-esteem issue has been well explored through the Journal of Christian Education in recent years.

If student welfare issues form a large part of the culture and ethos of a school, another important part is concerned with the manner in which staff conduct themselves. Do staff model Christ in their dealings with one another and with students? Are they relational as he was/is, or bureaucratic, officious and remote? Do they generate a culture which is oppressively Christian, emphasising mechanical rule keeping and compulsory or pressured faith responses, or are their dealings characterised by love, nurturing and support for individuals and sub-communities within and beyond the school? ‘Love is the undergirding characteristic that all teachers must possess. Biblical love is not wishy-washy sentimentality. Rather, Biblical love seeks to understand students and to do what is best for them. That calls for empathy and patience’ (van Brummelen, p. 25). Richard Edlin, The Cause of Christian Education, p. 127, puts it nicely:

> The winsomeness of a Christian perspective should also be evident in teachers’ lives, but teachers must not attempt to coerce a personal commitment to Christianity from their students.

The development of Christian community is an important
hallmark of the Christian school, where students are valued for their individual gifts and are encouraged to develop them (p.13).

‘Classrooms must strive to be Christian communities where teachers are servant leaders. Learning programs must allow students to experience their special giftedness and to respond in their own unique way’ (p. 9). ‘Schools must... establish supportive learning communities where all children can contribute and feel accepted’ (p. 13). ‘Students must serve each other’ (p. 13). Teachers who seek to be faithful to their calling will seek to expand their pedagogy.

Assignments will be differentiated to allow for differing abilities and not exasperate the child (p.41). Pedagogy will not be captive of Dewey-driven discovering learning methodology (not that it will eschew such techniques) or of behaviourist psychology, but will give due attention to fact as well as enquiry, to content as well as process (discussed exhaustively in Weeks, 1988). Van Brummelen argues for the importance of teaching that creates ‘transcendence’, that teaches students personally, takes them beyond themselves and sensitises them to the Kingdom of God’ (pp. 56-57).

He argues that catering for optimal individual development, rather than emphasising sorting and labelling students, mitigates against streaming (p. 81).

Assessing student work is a potentially troubled area for the Christian teacher, particularly in view of the individualistic and highly competitive model in which student assessment has foundationally operated. The Christian teacher may well favour grading students against themselves and previous performance rather than against their peers and externally determined criteria.

Edlin argues that ‘individualistic competitiveness where education occurs always in comparison with others and achievement occurs only at the expense of others is an inadequate evaluative foundation for a Christian school where Christ-like qualities of a sharing and responsive Community should also be fostered.... The competitive ‘dog eat dog’ mentality should not be allowed to provide us with the essential underpinning of our evaluation systems. ... The Biblical model of evaluation highlights effort rather than achievement. We need to examine the procedures and practices in our Christian schools to ensure that we conform to this Biblical model.’ (p. 169, 174)

It follows from this discussion that for a Christian school to be truly Christian, all staff engaged need to be Christian. If this is not the case, the central mission of the school will be undermined or relegated to the periphery by the ‘fellow travellers’ on staff.

_The radical reformation of world views from a Christian perspective is a very different goal from adding a Christian veneer to a secular education. Gospel values need to be the energy at the centre of the school, not a decoration at the edges._ Ireland, ‘A New School’s Perspective’, (in Lambert and Mitchell, 1996, p. 22).

The oft-quoted response from schools that staff, while not actually Christian, are supportive of the Christian ethos of the school, suggests a category unrecognised by our Lord.

_He that is not with me is against me, and he who does not gather with me scatters._ (Matthew 12:20)

It represents an over-confidence often on the part of representatives of churches and denominations associated with schools that small parts of the curriculum, such as Chapel and Biblical Studies, or small proportions of staff, will prevail over the hearts and minds of students against the tide of other tokenistic or privately opposed stuff, secular curriculum, peer group, media and non-believing parents, the latter often quite dismissive of the Christian anchors of the school.

And what of leadership? How should Christians in leadership positions in education seek to ‘follow the standard’? I believe this is a very troubled area. There is such respect in our culture for aggression and power, which can often be seen as the hallmarks of the good leader, the ‘can do’ person who triumphs in task completion by sheer assertion. Is this a Biblical model? Often in private schools there can be a tendency to advocate the total dominance of the strong, authoritative leader as Principal or Head.

Yet in strange counterpoise to all this is an anti-authority streak running through our culture which affects churches and schools. We all know that Romans 13 enjoins us to respect and obey the authorities, yet Australian Christians tend to ignore this message. Teachers find it hard to have followers by virtue of their legal authority above. There is also a democratising force in contemporary theories of the importance of ‘ownership’ amongst the led, and the tendency in our political leaders, which can manifest itself elsewhere in society, of ‘followership’, based on what is popular, rather than leadership by habit. This is the antithesis of leadership.

Against all this, the Biblical model is one of servant leadership ‘He did not consider equality with God something to be grasped, but made Himself nothing, taking the very nature of a servant .... He humbled Himself.’ (Philippians 2: 6-8). Do those of us in leadership positions care enough for our flock, do we shepherd them sufficiently, do we ‘wash their feet’?
The Biblical model of leadership does not give allegiance to the notion of dominant and domineering personalities or one-dimensional models of engagement with people. It can certainly be authoritative but finds it more difficult to justify being authoritarian. Rather than encouraging in schools the combination of an Olympian and messianic leader, I believe we should pay more attention to leadership density and to the body image of 1 Corinthians 12:4-7:

There are different kinds of gifts, but the same spirit. There are different kinds of service, but the same Lord. Now to each one the manifestation of the Spirit is given for the common good.

As a leader, I believe I am responsible for identifying and utilising, indeed, unleashing, the gifts of others, rather than seeking to dominate personally and exercise all functions myself. What are the qualities of leaders? Essentially they are the same as for deacons ‘above reproach... temperate... self-controlled... not quarrelsome... worthy of respect’ (1 Timothy 3:2-3). In this context, we’d also like them to know something about education!

What do I model for my staff? Overwork, over-employment, lack of family or recreational time, or time for church activities, high stress due to overload of tasks. There are some issues there, personally and systematic, in terms of the corporate style CEO expectations of educational leaders in this society.

This paper presents some views, which, if implemented in schools, would require some radical adjustments. It argues for an approach by all of us which is comprehensively Christian. It struggles around the fringes of an issue identified by Laurie Davies, until recently Director of Education for the Anglican Education Commission of Sydney Diocese: the lack of a thorough Christian philosophy of education in this country. Do staff and parents really want to embrace a thorough-going vision? Largely not. Parents, Christian and not, want their Children educated on a secular model to get ahead in a secular world. They’d like some values taught along the way, but not ones which might interfere with the success paradigm. Staff, including many in my own school, do not want to be troubled by difficult teasing out of Christian world view implications, they want to be left alone to teach their subjects. They believe that simply the presence of Christian teachers will generate useful spiritual activity, even though unplanned, by a form of osmosis.

They believe that trying to model Christ (often reduced to being nice to the kids) and a little occasional witnessing (‘nothing planned’) is sufficient for their calling. How do we move teachers beyond this? I am indebted to my colleague Margaret Mears, formerly Director of Studies at St. Paul’s Grammar School, for some very helpful thoughts on this matter, which I include in an attachment.

I am also indebted to my colleague, Assistant Principal Curriculum at St. Paul’s Grammar School, Ruby Holland, for her summary of the School’s Christian philosophical stance, Foundations. The original, longer version of Foundations was drafted by my predecessor, Principal, Dr Stephen Codrington. Foundations, in precis form, is available from the ACFE office.

In the last analysis, the work is the Lord’s, and we wait on Him to create workers for the harvest.

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I am reminded that as part of an analysis of contemporary culture, Dr Gordon Preece, Lecturer in Ethics at Ridley College, likes to go on a ‘walking exegesis’ of shaping malls, the new cathedrals of society.

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Dear John,

The article really is excellent. I hope that it can be published in a place where it will be read widely. My first suggestion, however, is a journal that I suspect you know well. (These are in order of my own preference.)

1. "Journal of Education and Christian Belief". My colleague, David Smith, is in the German Department here and he and John Shortt from England are the editors. David's e-mail address is: dsmith@calvin.edu. The website is: http://www.christian-teachers.org/helps/educate.html

2. You also might try the "Journal of Research on Christian Education" Andrews university, Berrien Springs, MI. (I think you will find the zip code if you search for their website.)

3. "Christian Educators Journal" is published by teachers from the Reformed parent-controlled schools (CST) here and is read by teachers from Canada and the U.S. Bert Witvoet, the journal editor, will like your article but might think it is not suitable for that journal. But it is certainly worth trying. Bert's e-mail is: bert.witvoet@sympatico.ca

4. The Association of Christian Schools International (ACSI) is a much larger group than CST. Their journal is increasingly publishing thoughtful articles. Yours might be too heavy for them. Christian School Education The managing editor is Christina Nichols, whom I don't know. Perhaps it would be better if you would contact Steve Babbitt. His e-mail address is: steve_babbitt@acsi.org

With any of these journals it would be fine if you want to say that I suggested you contact them. I hope you find a publisher that pleases you.

Best wishes,

Gloria Stronks
APPENDIX Z2
Commendation of *A Manifesto for Christian Schools* by Anglican Archbishop of Sydney

**Anglican Church Diocese of Sydney**

FROM ARCHDEACON PETER SMART
PERSONAL ASSISTANT TO THE ARCHBISHOP

27 December 2001

Mr J Collier
Principal
St Paul’s Grammar School
Locked Bag 16
PENRITH NSW 2751

Dear John,

Archbishop Jensen has asked me to thank you for sending him a copy of your keynote address to the National Christian Forum last year.

You certainly are making some significant and important points in your address and the Archbishop asked me to congratulate you upon an important contribution to the debate.

He sends his warm greetings as do I!

Yours sincerely,

/P J R Smart/
Dear John

Many thanks for the copy of your address to the ACFE Conference. I really enjoyed reading it and appreciated in particular the very clear way you set out your thoughts. I concur with all you say and that is why I think it is important for us to continue to have dialogue.

As you mention in the paper, the greatest challenge for our Schools is to get all our staff to believe in Christian Education of the sort you set out here and to be willing to commit to the hard work of re-thinking their own views.

At PHCS I am increasingly concerned at the number of senior staff who do not think things through Biblically and who seem to not wish to do so either. As Christian Schools it is imperative that we work together on these issues to ensure that our Schools make a real impact on the lives of young people and indeed on the education sector in our country.

I look forward to speaking with you further on these issues and sharing more fellowship with you too. I trust the term break has given you some breathing space and rest and that the new Term is rewarding in every way.

Regards

Phillip Nash
**IN BRIEF**


"There is an urgent need for national-level data on school infrastructure to inform a proper assessment of the impact of the Commonwealth Programme and to provide a sound basis for future funding decisions".

- All secondary Christian schools should have received from DETYA a kit entitled "New Apprenticeships - New Approach - New Opportunities". The kit includes brochures and posters explaining the scheme. For further information, contact Sandra Parker, 02 6240 9223.

- Schools should have received the DETYA January/February 2000 newsletter, 'schoolinsight'. This issue highlights vocational education and indigenous education particularly in rural and remote communities.

- The Higher Education Council of the National Board of Employment, Education and Training have also released their report on "Rural and Isolated School Students and their Higher Education Choices" - A re-examination of student location, socioeconomic background and educational advantage and disadvantage. The report reveals that rural students are far less likely to attend university after school than their urban counterparts. While the reasons are complex, low socio-economic status seems to be a contributing factor.

- DETYA have just released the 'States Grants (Primary and Secondary Education Assistance) Act 1996. Report on financial assistance granted to each State in respect of 1998'. One interesting statistic for the Christian school sector is the number of students with disabilities in non-Government schools (16,982).

- The Commonwealth Parliament has revised its guidelines for funding support to schools arranging student visits to Parliament House, Canberra. Previously, some remote schools with composite upper primary classes could not qualify for funding because they included students in their final year of primary school. This clause has been deleted and these schools are now eligible for funding.

- The Australian Student Traineeship Foundation (ASTF) have had their funding extended to the 2001 school year so that they can continue to support the programme co-ordination of VET in schools. ASTF have asked AACS to indicate where there may be geographical gaps across Australia in supporting the programme co-ordination of vocational education and training in schools. Please advise AACS as soon as possible.

**CONFERENCES OF INTEREST**

- The Australian Christian Forum on Education (ACFE) is sponsoring a national conference at New College, University of NSW, 26-29 April 2000. The theme is "The Issue of Standards". Speakers include John Collier, Chris Sidoti and Danna Vale, Federal Member for Hughes. For further information, telephone 02 9764 2084.

- The Christian Schools Association of QLD (CSAQ) is holding its biennial teachers conference, 12-14 July 2000 at COC, Brisbane. The theme for this conference is "Meeting the needs of a Hurting Generation". The Keynote Speaker is Michael Frost from Morling College, Sydney. For further enquiries, please telephone 07 3228 1534.

- The NCISA National Conference, "Enduring Values and Changing Structures", is to be held 14-16 July 2000 in Adelaide. For further information, telephone 08 8373 0755 or visit www.isb.sa.edu.au.

"He is the Mediator of the new covenant, by means of death " Hebrews 9:15
to creative and critical works and precious manuscripts. For further information, go to: www.austlit.edu.au or for inquiries, 'phone 02 9922 5600 or e-mail: ess-au@ebsco.com.

- Schools will have received the DEST publication, 'School Insight'. Included with 'School Insight' is a Quality Teacher Programme newsletter entitled, 'QTP News'. Also included is a message from Commonwealth Ministers for Education and Science, Dr Brendan Nelson and Peter McGauran entitled, 'Supporting Science Teachers'.

- 'Nexus' is a quarterly bulletin published by the Australian Christian Forum on Education (ACFE). In the most recent issue, John Collier, Principal of St Paul's Grammar School at Penrith in Sydney, addresses, "The Issue of Standards". This article will challenge teachers in Christian as well as Government schools on how they go about their business of educating young Australians. For further information, e-mail: acfe@bigpond.net.au.

- ACFE press are advertising the publication of "Teaching Personal Development Courses – a Christian perspective." This book has been co-authored by Rod Braine, High School Co-ordinator, Oxford Falls Grammar School. The text focuses on interpersonal relationships and considers strategies for handling controversial issues in the classroom from a Christian perspective. Cost: $9.00 plus P & H. For further information or to order, fasimile ACFE on 02 9868 6644.

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**EXPLORING DIFFERENCES: Australian & Asian Education**

The Congress will have approximately 100 registrations from Asia and the Pacific.

Principals, Marketing Managers, Overseas Student Co-ordinators and Teachers in independent schools, private providers and universities may find the networking opportunity very useful.

For information and registration, please visit our website: www.PAPEConference.com or 'phone Ramon Peachey, conference organiser, on (07) 4750 3400.

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"For the eyes of the Lord range throughout the earth to strengthen those whose hearts are fully committed to him." 2 Chronicles 16:9

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**TEACHERS**

Applications are invited from enthusiastic and committed Christian teachers of reformed persuasion, for the following six full-time positions which are available either immediately or from 1st term 2003. Curriculum is well developed in all of the areas.

**SCIENCE CO-ORDINATOR**

**Physics/Chemistry**

The Physics and Chemistry positions involve teaching Science in the junior secondary and Physics or Chemistry in the senior secondary. Either of these positions could be the Co-ordinator. There are a total of three full-time teachers of Science.

**MATHEMATICS**

The Mathematics position is available immediately. There are two other full-time Mathematics teachers. Another Mathematics teaching position may be available due to rearrangement of teaching loads within the school.

**HSIE**

(3 Temporary Positions)

Three HSIE temporary teaching positions are available from the start of 2003 – one for the full school year, one for Term 1 and 2 and one for Term 1 to allow existing staff to take extended leave. Human Society in its Environment (HSIE) at Sutherland includes History, Geography, Australian Studies, Commerce and Legal Studies. There is one other full-time teacher in the HSIE area. Teachers interested in a permanent position should also apply.

Sutherland is a Christian parent controlled, Kindergarten to HSC, Protestant, co-educational school with enrolment in 2002 of 750 students and a staff of over 70. Buildings and facilities are all modern and well equipped. In 2001, we celebrated our 25th year of operation. The school is located at Barden Ridge in a delightful bushland setting 25km south of Sydney.

Interested teachers should write (with full details of teacher training and teaching experience) to:

The Business Manager

Sutherland Shire Christian School

PO Box 390, Sutherland NSW 1499

Enquiries are welcome by telephone on 02 9543 2133
Or by e-mail: ssca@ssca.nsw.edu.au
Or visit our website: www.scca.nsw.edu.au
APPENDIX 01
(Co-author), *The Secondary Head of Department. Key Link in the Quality Teaching and Learning Chain*, (2000), Australian College of Educators
(REFEREED)

**PAPER No.2**

*The Secondary Head of Department*

*Key link in the quality teaching and learning chain*

Steve Dinham, Kathryn Brennan, John Collier, Alan Deece and David Mulford
Quality Teaching Series — Paper No. 2

The Secondary Head of Department: Key link in the quality teaching and learning chain

Steve Dinham, Kathryn Brennan, John Collier, Alan Deece and David Mulford

The Quality Teaching Series is published by the Australian College of Education with a view to enhancing teacher professionalism. Papers in this series are designed to provide information and practical advice on ways of making learning and teaching more effective. In general, the papers will be research-based and draw on the wisdom and expertise of accomplished teachers in a range of settings including early childhood, school, TAFE and tertiary education. Authors who are interested in contributing to this series should contact Jim Cumming, Executive Director.

ISBN 0 909587 91 4
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The views expressed are those of the authors and do not necessarily represent the views of the Australian College of Education.

ACKNOWLEDGMENT

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ABSTRACT

The secondary Head of Department — along with other ‘middle managers’ in schools — occupies a crucial ‘linking position’ between specialist classroom teachers and senior school executive, yet has received comparatively little attention from educational researchers and those devising and providing professional development programs.

Recent international research has revealed that those occupying and performing such ‘middle management’ roles in schools are reporting lower levels of career satisfaction and higher levels of mental stress than those above and below them in the school hierarchy.

This paper reports on an interview study involving 26 heads of department at four large NSW secondary schools, two government and two non-government. Matters explored include reasons for and influences on seeking the position, positive and negative aspects of the role, elements of workload, origins and nature of leadership style, involvement in whole-school decision making, professional development needs and redesigning the role.

Key issues raised by the pilot study are presented for consideration.

BACKGROUND TO THE STUDY

The Context of Teaching

Despite widespread impressions to the contrary, there has never been a ‘golden age’ when the world of education was largely static and change itself unknown, or at worst, leisurely.

The reality is, “people are always wanting teachers to change” (Hargreaves, 1994: 5) and, for as long as there have been students and schools, there has been pressure on teachers from various quarters to ‘improve’ and ‘change’ what they do. However, it is equally true that the pressure for and pace of educational change have increased considerably since the late 1980s — the ‘restructuring decade’ — partly due to what some have referred to as a worldwide ‘educational reform movement’ (Beare, 1989).

As a result, education systems have experienced change in the areas of teaching practice and curricula; greater involvement of stakeholders in education; attempts to streamline educational bureaucracies with a greater emphasis upon accountability, rationality and self-management; and the increased politicisation and ‘reform’ of educational systems (Bourke, 1994).

With global recession, the restructuring of national economies in the hope of greater international competitiveness, and unresolved social problems of unemployment, family break-up, crime, poverty and poor health for many, schools have been looked to for solutions, with the result that they have, in many respects, become the “wastebaskets of society” (Halsey, cited by Hargreaves, 1994: 5), being expected to solve the problems that society appears unwilling or unable to deal with (Dinham, 1994a).

To compound matters, in many ‘western’ nations, demographic changes are occurring due to the twin effects of longer life expectancy and falling birth rates. In Australia, for example, the average age of the teaching service is now in the high 40s. Resignation rates have fallen to the lowest levels since World War II, while retirement rates are expected to rise considerably in the years ahead. Projected growth in student numbers is ‘flat’ over the next decade, despite immigration of around 90,000 per annum, with the result that there are actually fewer students of high school age in Australia than 20 years previously.

A result of this situation is that it is currently difficult for ‘new blood’ — younger, more recently trained teachers — to enter teaching, yet there is likely to be considerable demand for teachers with rising retirements of older teachers and school executive in the near future. Teacher shortages, for both permanent and casual staff, are already becoming critical in some areas, with systems both in Australia and overseas now attempting to attract trained teachers to meet shortfalls. In addition, teacher mobility in educational systems has declined markedly, fewer males are entering teaching, and there is concern over teacher status and the ‘quality’ of those entering teacher training (New South Wales Department of School Education, 1994; Dinham, 1996; Senate Employment, Education and Training References Committee, 1998).
RESEARCH LEADING TO THE PROJECT

The International Teacher 2000 Project

Since the mid-1990s, Dinham and Scott have conducted an international research project which has attempted to explore and benchmark teacher and school executive satisfaction, motivation and mental stress in the context of contemporary educational environments. As part of this study, staff at a variety of schools in Australia, New Zealand, England and the USA have been surveyed, with work continuing in these and other nations.

Key findings of this project relevant to the current study include the crucial role 'middle managers' in schools play in operationalising educational change (see also Ayres, Dinham & Sawyer, 1999), and the demands the position makes upon such leaders, with commensurate effects on performance and health.

Position Held and Health

Recent international research has demonstrated a relationship between physical health and occupational status/level of appointment, that is, that those persons who hold higher level positions in organisations enjoy better physical health on average than those in lower positions. Researchers have speculated that this may in part be due to the lower levels of control over work exercised by those occupying lower promotions positions (see Marmot & Therorell, 1988; Marmot & Feeney, 1996; Marmot, Bosma, Hemingway et al., 1997).

However, work by Dinham and Scott referred to above found a distortion of this 'normal' pattern (Dinham & Scott, 1999). In their samples of teachers from Australia, New Zealand, the USA and England, it was found, as predicted, that principals, on average, were least stressed and most satisfied, followed by the next level, deputy heads.

However, overall, the most stressed group did not comprise those at the 'bottom', classroom teachers, but those in 'middle management' positions such as secondary Heads of Department (HoDs) and primary executive below the rank of deputy.2

Analysis of both quantitative and qualitative data highlighted the difficulties experienced by those occupying such crucial 'linking-pin positions' in meeting the demands of their own teaching (usually a 'full load' or almost so), and the various roles of staff supervision and development, curriculum leadership, pupil discipline and welfare, school administration, their own professional development, and other duties. This complex, often conflicting set of duties — that is, being both formal staff supervisor and 'coach' — has to be juggled with the key role of initiating and responding to change in all areas.

Classroom teachers by comparison — although less satisfied and more stressed than principals and deputys overall — experienced less of the role conflict, work overload and ambiguity experienced by their supervisors.

RESEARCH INTO THE ROLE OF THE SECONDARY HEAD OF DEPARTMENT

While there has been a growing amount of research into the role of school principals and, for that matter, classroom teachers, the 'middle manager' level in schools has received far less attention. In considering the literature in this area, Conners (1999:27) states:

Studies of the Head of Department as a middle manager date from the mid-1980s and emphasise that they are a driving force in a secondary school, are very much pre-occupied with routine administration and crisis management, have little time for strategic thinking, and are reluctant to monitor the teaching of their colleagues; that there are considerable differences in the ways departments operate in a school and from school to school, that the department is the crucial 'working unit' in the school, that school performance and departmental performance are not inextricably linked, that the key indicator of effective departments is their ability to effectively organise teaching, and that time is a key constraint for heads of department in carrying out their
management and leadership roles. However, few studies in Australia or internationally have explored the importance and the dimensions of the Head of Department's role in a secondary school. [Emphasis added.]

What follows is a sample of the literature in the field, but what comes through strongly is the dual, intermediary function of the Head of Department, who must provide leadership for a group of people under his or her supervision, while being part of the higher 'executive' of the school. There is also the well-documented dichotomy of 'people' and 'task' orientations with which middle managers must deal.

A Sample of the Literature on the Head of Department

Koehe (1993:11) states that: "Department chairs walk a tightrope between the maintenance and survival needs of the School and the human and professional needs of the people within it". He also stresses the intermediary role of such a position noted above.

White and Rosenfield (1999:1) write about the notion that subject departments are seen as being "potentially highly influential sites", with the HoD responsible for the development of a "motivated collegial team of workers united in direction and committed to the learning of their students". They emphasise the huge impact that educational change is having on school-based management systems, especially due to "growing demands for increased effectiveness, greater efficiency and accountability".

Brown and Rutherford (1998) argue that we do not yet understand the complexity of the HoD's role and that initiatives need to be taken and obstacles overcome in order to facilitate and improve teaching and learning in secondary departments. McLendon and Crowther (1998:14) also highlight the surprising lack of "specialised consideration" into this "unique leadership position".

Brown and Rutherford (1998:75–88), in their phenomenological study of eight HoDs in the United Kingdom (Catholic and state schools), attempted to look at department heads as "social actors". Their data-gathering methods included examination of documentary evidence, shadowing of the HoDs, structured interviews and interviews with the HoDs' superiors. They used Murphy's (1992) typology derived from analysis of the leadership and management of school principals in the United States. This typology comprises the HoD as:

1. Servant leader — ability to use their ability rather than their line of authority
2. Organisational architect — ability to create a variety of innovative structures that facilitate the sharing of leadership
3. Moral educator — motivation by a set of deep personal values and beliefs that demonstrates their care and valuing of staff and students
4. Social architect — addressing the needs of students
5. Leading professional — focus on improving teaching and learning, leadership by example.

Brown and Rutherford found their HoDs did address the five dimensions of the typology although the relative emphasis given to each varied according to the context of each school. Connors (1999:27, 17), in reviewing Brown and Rutherford's findings, reported that there was little time left for HoDs to facilitate improvement of teaching and learning and achievement. The major obstacles impeding HoD effectiveness as evident from Brown and Rutherford's study were:

1. Lack of time to effectively carry out all dimensions of their role
2. Lack of curriculum stability in the face of the demands for the National Curriculum
3. Lack of professional development opportunities at the departmental level
4. Lack of direction and vision from some senior executive members
5. Often a lack of effective communication between HoDs and senior management.

LEADERSHIP AND THE HEAD OF DEPARTMENT

Much has been written about educational leadership in recent decades, although most focuses on the principal. However, as noted, HoDs are in a potentially powerful and influential leadership role. McLendon and Crowther (1998:14), in a study entitled 'Project HoD' conducted in Queensland, reviewed five action learning projects based around an initiative of a Head of Department. In their review they stated that the projects "provided a clear connection with leadership competencies". The following table outlines the qualities that were evident in the projects.
TABLE 1    BEST PRACTICE IN HOD LEADERSHIP

Best practice in HOD leadership is:

<table>
<thead>
<tr>
<th></th>
<th>Transformational</th>
<th>Strategic</th>
<th>Educative</th>
<th>Organisation Wide</th>
<th>Pedagogical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leithwood (1994)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inspiring, risk-taking, empowering, enervating.</td>
<td>Linked to systems imperatives, co-ordinating, facilitating, measuring, benchmarking.</td>
<td>Challenging unjust practices, appreciative of local community values and identity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beare, Caldwell and Milikan (1989), in their popular book *Creating an Excellent School*, comment on two key leadership behaviour dimensions which they describe as a “concern for accomplishing the tasks of the organisation and a concern for the relationships among people in the organisation” (106–116). They outline ten generalisations about what shapes leadership in schools where excellence is valued:

1. Emphasis should be given to transforming rather than transactional leadership
2. Outstanding leaders have a vision for their organisations
3. Vision must be communicated in a way which secures commitment amongst members of the organisation
4. Communication of vision requires communication of meaning
5. Issues of value — what ought to be — are central to leadership
6. The leader has an important role in developing the culture of an organisation
7. Studies of outstanding schools provide strong support for school-based management and collaborative decision making
8. There are many kinds of leadership — technical, human, educational, symbolic and cultural
9. Attention should be given to institutionalising vision if leadership of the transforming kind is to be successful
10. Both ‘masculine’ and ‘feminine’ stereotype qualities are important in leadership, regardless of the gender of the leader

Duke (1987:81–84) suggests seven “key situations” with which the educational leader must deal:

1. Teacher supervision
2. Teacher evaluation
3. Instructional management
4. Resource management
5. Quality control
6. Co-ordination
7. Trouble shooting.
As Duke states, "handling of these situations well requires far more than a particular skill or set of competencies. The situations constitute complex configurations of intentions, activities, people and interrelationships".

Hannay and Schmalz (1995:2) carried out a research project into the role of the Head of Department in an education district in Ontario, Canada. Data was collected from six schools over the course of three separate interview sessions and analysed to create a description of the current and changing role of the HoD. The push for more site-based management systems was found to be creating new power relationships in schools. Their study suggested, however, that the departmental structure still provides "meaningful sub-groupings within the larger, complex structures of secondary Schools".

CONCLUSION TO THE LITERATURE ON THE HEAD OF DEPARTMENT

The various studies and writings outlined above give a useful conceptual basis for understanding the work of the contemporary secondary Head of Department. However, like earlier work on the principalship, what tends to be provided are typologies and lists of desirable attributes, roles and characteristics, which by their very nature imply prescription of what the Head of Department should be like, and what he or she should do. What is lacking at this juncture is sufficient understanding of how this range of responsibilities is to be carried out and indeed balanced, something of fundamental concern to all those interested in improving teaching and learning in schools.

Finally, there is an increasing body of empirical evidence to support the contention that it is departments, and individuals and groups within these, that contribute or ‘add value’ most to student outcomes (see Darling-Hammond, 2000, for a comprehensive review of the literature to date). It is timely, then, that attention is given to the role of the secondary Head of Department.

HOW THE PROJECT AROSE

As noted, the project arose from earlier work of Dinham and Scott, which had highlighted some of the difficulties currently experienced by ‘middle managers’ in schools, and from the general dearth of research into this level of leadership in the field of education.

Concern over the extent to which these crucial educational leaders are able to perform their intended functions led the researchers to explore the ‘world of work’ of the contemporary secondary Head of Department.

Kathryn Brennan, John Collier, Alan Deece and David Mulford are experienced secondary principals who recognised both the importance of and difficulties faced by secondary Heads of Department. Each is enrolled in the Doctor of Education program at University of Western Sydney, Nepean, and it was decided to utilise Head Teachers at their schools — two government and two non-government — as a sample for a pilot study to validate and extend some of the findings of earlier work and to explore the area further.

Telephone interviews with volunteer Heads of Department were conducted in the latter part of 1999, concluding in early 2000 (see Method, below). Analysis of data took place in late 1999 — early 2000, with formulation of a report of the study being completed in April 2000 for dissemination to various stakeholders (Dinham, Brennan, Collier, Deece & Mulford, 2000a).

PROJECT AIMS

The study was a pilot investigation designed to explore how Heads of Department are currently performing and, in turn, being influenced by their roles. The following study questions guided the research design:

1. Why do HoDs aspire to the position?
2. How well are HoDs prepared for the role?
3. What are the elements of HoDs’ workloads?
4. What do HoDs like most and least about their work?
5. How would HoDs prefer to allocate their time and effort?
6. How do HoDs develop/acquire their individual management/leadership style?
7. How do HoDs see their role contributing to educational change, leadership and decision making?

8. What are the professional development needs of HoDs and how are these addressed?

9. What are the future aspirations of HoDs?

It was thought that if the above questions could be answered, this would facilitate more effective performance of the role in schools and systems and provide valuable understanding to help meet the needs of HoDs through provision of effective training and development programs by schools, systems, professional associations and tertiary institutions.

**METHOD**

**Introduction**

Because of the exploratory nature of the study, it was decided to utilise a structured, open-ended interview design with volunteer Head Teachers at four secondary schools, with data to be analysed using content analysis.

It is hoped that the findings of the present study will have immediate application while serving as a basis for follow-up work with larger groups of Heads of Department in the future.

**Instrument**

An interview schedule was developed comprising demographic items and twelve open-ended questions derived from the original study questions (see Appendix).

The open-ended questions were designed to encourage reflexivity, in that they were arranged chronologically and took the participant through his or her career from initial attraction and opinion of the role to the present, finishing with questions about current professional development needs and the future. There was a slight refinement of the questions between the initial pilot of twelve interviews and the remainder, in that it was found that interviewees found it difficult to specify percentages in questions 6 and 7.

In framing the interview questions, there was an attempt to contrast the present experience and workload of the Heads of Department with how they would prefer to spend their time.

**The Interviews**

Two of the secondary schools where the study took place are in far Western Sydney, one is in the Blue Mountains, while the remaining school is in the Southern Highlands of New South Wales. Because of ethical reasons of confidentiality and facilitation of free expression, it was decided that each participating principal would not interview Heads of Department nor see transcripts from his or her school.

Telephone interviews were conducted with participants, both because of convenience given the geographic spread of teachers and schools, and because of the demonstrated advantages of this approach in facilitating thought and reflection (see Dinham, 1994b).

Interviews occurred at an agreed time and place, usually out of school hours, so as to avoid distraction and disruption, and took from 40 minutes to two hours to conduct, with 50 minutes being typical.

Interviews were not audio-taped, as is sometimes the case with this method. Rather, the interviewers made notes on an interview schedule, frequently reading back and clarifying responses with the interview subjects. This technique requires 'active listening' and appears to have some advantages over audio-recording in that the interviewer — and interviewee — is more engaged in the process. It is, however, demanding and not more than one interview per day is recommended.

Pertinent direct quotations were recorded on the interview schedule, and notes typed up as soon as possible afterwards to assist in recall and understanding of what had been said.

It is important in this process that the interviewer possesses the “theoretical sensitivity” (Strauss & Corbin, 1990, 41–47) needed to converse with the interviewee and to fully understand the context within which those who are being interviewed operate — in this case, contemporary secondary education.
In line with previous experience with the method (Dinham, 1992, 1994b, 1995), the process of the telephone interview was found to be enjoyable by all parties and even cathartic in some cases, some of those interviewed stating that they had not thought deeply about an issue before or that they found the process of talking through an issue with a fellow experienced ‘anonymous’ professional beneficial.

Data Analysis

The method used in the analysis of data was that of content analysis and utilised elements of grounded theory as outlined by Strauss and Corbin (1990), although full application of the technique did not occur due to the exploratory nature of the study.

In this case, concepts were identified from the transcripts by the researchers, these were then 'workshopped' and consolidated, categories or themes derived from these, and then spreadsheets utilised to record the frequency of concepts within categories and for individual Heads of Departments and main sub-groups.

Categories derived from the content analysis comprised:
1. Personal orientation [to the position of Head of Department]
2. Major influences [on becoming a HoD]
3. Preparation for the role [of HoD]
4. Usefulness of preparation
5. Matching expectations [prior perceptions vs actuality of the role]
6. Best aspects [of the role of HoD]
7. Worst aspects [of the role of HoD]
8. Workload elements [of the role of HoD]
9. Workload [proportion/percentage of total time]^3
10. Preferred workload
11. Leadership style
12. Origins/influences leadership style
13. School leadership involvement
14. Preferred school leadership involvement
15. Professional development needs
16. How professional development needs met
17. Future in education

For each category, a spreadsheet was constructed with Heads of Department on the horizontal axis (HT1–HT26) and concepts identified as elements of this category on the vertical axis (Table 3). For example, for Category 1: Personal orientation [FO] to the position of HoD, there were 14 concepts identified by the researchers from the transcripts:
TABLE 2  SAMPLE CATEGORY AND CONCEPTS

Personal Orientation To Position [PO]

<table>
<thead>
<tr>
<th>PO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1</td>
<td>Natural career progression</td>
</tr>
<tr>
<td>PO 2</td>
<td>Greater involvement in decision making</td>
</tr>
<tr>
<td>PO 3</td>
<td>To lead a team/be a leader</td>
</tr>
<tr>
<td>PO 4</td>
<td>To do something different from teaching</td>
</tr>
<tr>
<td>PO 5</td>
<td>To make a difference</td>
</tr>
<tr>
<td>PO 6</td>
<td>Greater involvement in school change</td>
</tr>
<tr>
<td>PO 7</td>
<td>Enjoy responsibility</td>
</tr>
<tr>
<td>PO 8</td>
<td>Asked/encouraged to take on role</td>
</tr>
<tr>
<td>PO 9</td>
<td>To be a leader in subject area/love of subject</td>
</tr>
<tr>
<td>PO 10</td>
<td>Challenge of role</td>
</tr>
<tr>
<td>PO 11</td>
<td>Drifted into it, circumstances</td>
</tr>
<tr>
<td>PO 12</td>
<td>Power and influence</td>
</tr>
<tr>
<td>PO 13</td>
<td>Increased salary</td>
</tr>
<tr>
<td>PO 14</td>
<td>Personal ambition</td>
</tr>
</tbody>
</table>

Totals for the sub-groups of male/female, government/non-government school were also calculated for each category (see Table 4).

Overall trends and results for each category were thus discerned (see 'Results').
### TABLE 3  
SAMPLE INTERVIEW RESULTS

**Personal Orientation To Position [PO]**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | **Tot** |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| PO 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| PO 2 | 1 | 1 | 1 | 1 | 1 | 1 | 3 |
| PO 3 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| PO 5 | 1 | 1 | 1 | 1 | 1 | 1 | 8 |
| PO 6 | 1 | 1 | 1 |
| PO 7 | 1 | 1 | 1 | 1 |
| PO 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 9 |
| PO 9 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| PO 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 8 |
| PO 11 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| PO 12 | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| PO 13 | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| PO 14 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
TABLE 4 SAMPLE SUB-GROUPS

Personal Orientation To Position [PO]

<table>
<thead>
<tr>
<th>PO</th>
<th>M</th>
<th>F</th>
<th>GOV</th>
<th>NON</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>PO 2</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>PO 3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PO 4</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>PO 5</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>PO 6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PO 7</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>PO 8</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>PO 9</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>PO 10</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PO 11</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>PO 12</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>PO 13</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>PO 14</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

PARTICIPANTS

Sampling

It was determined that all those occupying positions equivalent to Head of Department/Head Teacher in each of the four schools would be approached in writing by the chief investigator.

Anonymity was assured and no principal knew the identity of participants or non-participants at his or her school. Each principal did, however, promote the study with his or her staff to encourage involvement.

From a potential population of 47 Heads of Department, 26 (55%) agreed to take part in the study and be interviewed. Response rates per school varied from 6 out of 13 (46%) at a government school, to 7 out of 8 (87%) at a non-government school.

No claims are made about the representative nature of the sample, nor of the schools.

SAMPLE DESCRIPTION

Age, Sex and Teaching Experience

Of the 26 participants, 6 were female and 20 male (77%). The average age of those interviewed was 43 (range 29 to 54), with females (46) being older on average than males (42), possibly reflecting the tendency for females to be older when gaining promotion due to such matters as broken patterns of service.
There were 12 participants from the two government schools (4 female) and 14 from the two non-government schools (2 female).

Average length of teaching experience was 20 years (range 9 to 30 years), with average length of tenure at current school being 7 years.

The average length of time in the position of Head of Department was 6 years (4 years as HoD at current school). On average, those surveyed had 14 years’ teaching experience before being promoted to Head Teacher, although some had experience as year coordinators, sports coordinators, and in relieving positions prior to their substantive appointment as a HoD. This reflects the well-known phenomenon of promotion in education — with its few levels of hierarchy in schools — where teachers typically gain their first promotion far later in their careers than members of the general workforce or those in comparable occupations.

**Highest Level of Qualification and Area of Responsibility**

One participant at a non-government school possessed a PhD, while 7 HoDs had completed coursework Masters degrees. For 6 of those interviewed, their highest qualification was a Graduate Diploma, which followed the completion of an undergraduate degree. Nine gave a Bachelors degree as their highest qualification, which in most cases had followed an initial teaching qualification such as a diploma in teaching.

Only two of the 26 interviewed were currently engaged in higher degree study, both undertaking coursework Masters degrees.

Those taking part in the study were fairly well spread across Key Learning Areas, although there were 6 HoDs who had uncommon combinations or areas of responsibility, 5 of whom were working in non-government secondary schools.

**RESULTS**

**Introduction**

Results are organised around the themes and categories emerging from the content analysis of the interview data. This structure closely follows the original organisation of the open-ended interview questions.4

**Becoming a Head of Department**

**REASONS FOR WANTING TO BE A HEAD OF DEPARTMENT**

There was a diversity of reasons given for wanting to be a Head of Department, with some of those interviewed giving more than one reason. In rank order, the main reasons were given as:

- A natural career progression (10 HoDs from 26)
- Being asked or encouraged to take on the role (9)
- Wanting to make a difference (8)
- Attracted by the challenge of the role (8)
- Desire to be a leader in subject area (7)
- Wanting greater involvement in decision making (7)
- Just drifted into it (7).

As noted, 10 of the 26 interviewed said they saw becoming a HoD as being part of a natural career progression, while 6 described becoming a HoD as a personal ambition. On the other hand, 7 HoDs stated that circumstances led them to just ‘drift into the job’ (5 non-government).
A large proportion saw themselves as curriculum specialists and wanted to be a leader (7) and to make a difference in their subject area (8).

Other reasons given for becoming a HoD included 9 who said they were asked and encouraged to take on the role, while 7 HoDs wanted a greater role in decision making. Eight HoDs said they wanted the challenge of the role.

Increased salary flowing from promotion to HoD was mentioned by only 4 of those interviewed, while an equal number gave the desire for power and influence as a motivation for seeking the position. No woman gave either salary or power and influence as a reason for taking on the role of HoD.

Overall, implicit in many of the answers to this question was a feeling of reaching a stage in one's professional development where greater responsibility and influence over teaching, learning and decision making were now sought, although there was a minority who found 'greatness thrust upon them'.

Comments about becoming a Head of Department included:

"It's a natural progression. I like control over my own destiny" (male, government).

"I've had a personal interest and enthusiasm in my faculty. I want to have more power in organising the development of my faculty" (male, non-government).

"Originally I was encouraged by a senior teacher. I worked towards it from my second year. They [other HoDs] were all positive and encouraging" (male, government).

"It's mostly innate. It comes from within. It eats at you when you hear about others who have gained promotion and you don't think much of them" (male, government).

"The position gives you credibility" (female, government).

INFLUENCES ON SEEKING THE POSITION

Major influences on those interviewed seeking to be a HoD were, in rank order:

- other HoDs (11)
- senior school staff, including principals (10)
- mentors and role models (9).

Overall, other people engaged in the educational profession, usually at a higher level, were the major influence on becoming a HoD for those interviewed in the study. Sometime this took the form of encouragement, networking, role modelling and/or mentoring. Clearly, the judgment of a more experienced colleague was important in making the decision to put oneself forward for promotion, the reverse side of the coin being that senior staff often act as 'talent spotters' in their schools and for their subject areas.

Of the 26 HoDs interviewed, 21 saw other people in their schools as being the major external influence on them seeking promotion.

Ten saw encouragement from a principal or senior staff as being a major influence and 11 mentioned other HoDs (8 from non-government schools). Nine mentioned the importance of a mentor, mostly from within their school.

For 5 of those interviewed, a negative role model was a major influence in that the person concerned felt he or she could do a better job than HoDs they had worked with. In the words of one HoD, "They treated me like an idiot" (male, non-government).

Other comments included:

"Originally I was encouraged by a senior teacher — a 'de facto Head Teacher' in my first school. There were only three of us in the department and from my second year onwards I worked towards it. They were all positive and encouraging" (male, government).

"I had lots of encouragement in my first year of teaching by the HoD ... indicating that I had the talent ... current deputy principal really encouraged me in my previous school" (male, government).

"The music inspector [pre- 'merit selection'] contacted me re a Head Teacher music position that was coming up and encouraged me to apply" (female, government).
PREPARATION FOR THE ROLE

A majority of those interviewed (17 out of 26) reported little or no formal preparation provided for or undertaken by them before becoming a Head of Department (10 in non-government schools).

What preparation there was tended to be informal and 'on the job', and was either self-initiated (11), or consisted of periods of time as an acting HoD (10, including 7 from non-government schools). The experience gained in other school leadership roles was given as a form of preparation for the role by 8 HoDs.

Formal preparation programs such as higher degree study (4), professional associations (2) and school or system in-service (5) were in the minority of sources of leadership preparation cited by those interviewed.

One HoD stated: "Studying for my Masters gave me an insight into being a HoD" (male, non-government). Two cited leadership experience outside the school, while, as noted, only 5 said their system or school provided formal in-service for the role.

It should be noted that women were under-represented in the areas of being an acting HoD or other school leadership experience (1, versus 9 men), while no women mentioned leadership experience outside school (2 men), professional associations (2 men) or school or system in-service (5 men). Women were, however, over-represented in the area of self-initiated preparation (4, versus 7 men).

Comments about the preparation for the role included:

"Not much really. I saw many HoDs at my school. I saw a variety of ways they functioned. I asked questions. No training was provided by my employer" (male, non-government).

"I've never received any training for the job apart from on-the-job training" (male, government).

"Very easy — none was received. Technically no formal DET in-service. What I had was two supportive principals who allowed me to coordinate my subject and attend executive meetings and be part of the wider organisation of the school" (female, government).

"I did a course with the Leading Teacher for three months. We met weekly after school and talked about the requirements for a Head of Department and what was needed. The LT developed this course. At the time I had a really bad HoD and I asked the LT to help" (male, government).

PERCEPTIONS OF THE USEFULNESS OF PREPARATION FOR THE ROLE

There were largely opposing views in response to the question about usefulness of preparation undertaken for the role of HoD.

Twelve of the 26 felt unprepared, 8 felt adequately prepared and 8 felt well prepared. Of the latter, two stated they were unprepared in some important areas of their role. More respondents from non-government schools (8 out of 12) felt unprepared for the HoD role.

Men and women were fairly evenly split on this issue relative to their respective numbers, although women were less represented in comments about feeling well prepared (1, versus 7 men).

Comments about the preparation for the role included:

"I wasn't well prepared. I felt I battled through it" (male, non-government).

"In some ways I was well prepared, but in conflict management I was not prepared" (male, non-government).

"I was fairly well prepared ... I think I had knowledge about my subject area, organisational skills and technical skills" (male, government).

"From my perspective fairly well. I had a wide-ranging experience over a period of time" (female, government).

EXPECTATIONS FOR THE ROLE

Only half (13 of 26) of the respondents felt that the actual job of being a Head of Department matched their initial expectations, with 8 of these being from government schools.

There were 2 HoDs who said they were enjoying the role more than they expected they would, but, on the whole, those interviewed encountered a range of negative pressures and experiences they neither anticipated nor believed they had the skills to deal with. These included:
- problems involved with 'people management' (mentioned by 8 HoDs)
- underestimating the workload (7)
- lacking conflict resolution skills (6)
- dealing with constant pressure (5)
- interpersonal demands and pressures (5)
- lack of awareness of aspects of the role (4)
- parental demands and pressures (3)
- imposed tasks and responsibilities (2)
- impacts of a whole-school role (1)

As noted, 7 of the 26 said they had underestimated the workload of the HoD (5 non-government). One HoD (male, non-government) commented that the ‘Workload was much more than I expected ... there are not enough hours in the day’. The theme of lack of time came through in answers to other questions, including the ‘worst aspects’ of the role, to be examined shortly.

Women were over-represented in the group saying the role had matched their expectations (5 of the 6 women interviewed), whilst no women mentioned problems with imposed responsibilities, parental demands, lack of awareness of aspects of the HoD position, or impact of having a whole-school role.

**Performing the Role**

**BEST ASPECTS OF BEING A SECONDARY HEAD OF DEPARTMENT**

Clearly, the most popular aspect of the role amongst the Heads of Department interviewed in the study was working with staff. Seventeen respondents identified this area as being a highly rewarding aspect of their role.

Comments such as “working with staff in your own faculty area and developing a team, sharing decisions and responsibilities ... and gathering competent, professional people is gratifying” encapsulated the views of many.

Also seen as significant was the capacity to exert greater influence within the school and to initiate change (mentioned by 13 and 11 respondents respectively). One HoD described this as “the enjoyment of making changes and seeing them work”.

Allied responses covered the rewards of team leadership (9 responses), serving students and staff (7), and facilitating success (7, 5 from the government sector), working with students (6), sharing one’s love of a subject (5), and freedom and discretion (5).

Development of curriculum was mentioned as a ‘best aspect’ of the role by only 5 respondents. This relatively low rate for what appears to be a major aspect of the role may reflect current short-deadline-driven pressures with the ‘new HSC’ in NSW, requiring rapid development of new teaching and learning programs. This interpretation seems to be borne out by the results of the next section on worst aspects of the role.

Managing finances and resources (3), choosing one’s own staff (1), enjoying support from the school (1) and having a whole-school focus (1) did not attract high ratings.

Women in the sample were over-represented in the areas of facilitating success and working with staff, whilst no women indicated developing curricula, choosing one’s own staff or managing finances and resources were amongst the best aspects of the role for them.

Overall, the best aspects of being a HoD were clearly seen to revolve around working with, leading and serving people, with contributing to change within the school through having a greater influence also seen as being important positive aspects of the role.

**WORST ASPECTS OF BEING A SECONDARY HEAD OF DEPARTMENT**

The most prominent negative aspect of being a HoD mentioned in the study was lack of time (14 respondents): “I take a lot of work home ... I cannot do any of my own class preparation or marking at school” (male, non-government), being a typical comment. A related concern was constant workload and
pressure (9). Under-performing staff (9) and interpersonal conflicts and problems between staff (7) were also seen as significantly negative aspects of the role.

Tension between the faculty and the upper management of the school was mentioned by 6 respondents. One spoke of being "caught between your own staff and their expectations of you and the demands and responsibilities in terms of senior staff or administration".

Six HoDs mentioned the difficulty of dealing with parental complaints and demands. Four struggled with imposed change and 5 with enthusing unmotivated staff. A total of 9 HoDs found that the pressures and workload of being a Head of Department detracted from their own teaching, and that the role compromised their own performance.

Three HoDs found imposed deadlines problematic, while 3 mentioned the difficulty of disciplining students. Two cited lack of personal space, staff/student issues, and their work being reactive, not proactive, while 1 HoD mentioned financial constraints and inability to plan for the longer term.

Constant workload and pressure, lack of time, and parental complaints and demands produced approximately double the number of responses from the non-government sector.

Women were over-represented in identifying workload pressure, dealing with under-performing staff, and interpersonal conflicts/problems with, and between, staff as the worst aspects of the role.

**Workload of the Head of Department**

**ELEMENTS OF THE WORKLOAD OF THE HEAD OF DEPARTMENT**

Most prominent elements of the work of the Head of Department were seen to be paperwork and other administrative requirements (22 responses), teaching (21), student discipline and conflict resolution (18) and chasing up matters with students (18). With the exception of teaching, these major elements of HoDs' workloads, along with others below, tend to arise from externally imposed demands and pressures.

On the next level of responsibility were curriculum development (13), assessment and marking (12), curriculum monitoring (10), facilitating the professional development of staff (11) and dealing with own staff (13). Meetings (6), other external requirements (5), whole-school involvement (5), dealing with parents (7), organising activities (6), extra-curricular activities (1) and dealing with non-department staff (1) round out the multi-faceted role of the secondary Head of Department today.

In the sample, men were more likely to mention organising activities, external requirements and meetings, while HoDs in the non-government sector were over-represented in comments about teaching, assessment and marking, organising activities, meetings and chasing up students.

A key feature of the comments made by HoDs about their responsibilities and tasks is that the vast majority are extraneous to teaching one's own classes (see below), a major part of the HoD's role in respect of time, given the modest time allowance — and salary — most HoDs receive in return for taking on the position.

**HOW HEADS OF DEPARTMENT SPEND THEIR TIME**

As noted earlier, it had been hoped that the HoDs might be able to specify in percentage terms how they spend their time. However, in most cases those interviewed found this too difficult. Most, in fact, seemed to be faintly horrified when they realised the spread of their responsibilities, as noted above. What follows, then, is more proportional than exact.

Most significant aspects of the workload of the Head of Department were seen to be teaching one's own classes (14 responses), student discipline/conflict resolution (14) and paperwork/administration (14).

Curriculum development, with 12 responses, was also seen as very time-consuming, as was facilitating professional development of staff, with 11 comments.

Assessment/marketing and curriculum monitoring, noted by 9 and 8 HoDs respectively, also rated highly. Dealing with faculty staff (7) and whole-school involvement (6) also occupied significant time for some.

Organising activities (2) and dealing with parents, maintenance and extra-curricular activities (1 each) were less prominent in answers to this question.
In this section, women were strongly represented in the areas of curriculum monitoring, assessment and marking, facilitating the professional development of their own staff, dealing with their own staff, paperwork and other administration and whole-school involvement.

PREFERRED WORKLOAD — REDESIGNING THE ROLE

Notions of redesigning the role of Head of Department centred on reducing the teaching load of HoDs (13 respondents), making more time available to spend with staff (13) and reducing administration (12). One Head of Department pointed out: "most free time currently goes in day-to-day running of the department, with not enough time to sit down with individuals". Another put it succinctly: "management of people requires time ... People are pushed by time", while another HoD simply said: "shed administrative clutter". "Less paperwork" was probably the essential summary.

One reflective comment noted that there is "not nearly enough opportunity to arrange significant blocks of time when faculty staff get together to discuss pedagogy and curriculum". A related idea was more time on 'core business' (9 replies), followed by more time with students (5). Reduced extra-curricular workloads on staff (2) and more whole-school involvement (1) received some support.

Reducing administration was a more frequent response to this issue in the government sector. Men were more prominent in comments about spending more time with staff and more time on 'core business'.

Management/Leadership Style

PERSONAL LEADERSHIP STYLE

When describing their leadership style, those interviewed clearly saw themselves as key members of a team. This role required them to be collaborative and to consult with others (17 responses), to be a team player (14), and to act in a democratic and consensual manner (13). It is important to note that these are self-perceptions that might or might not be shared by others in the school, something we were not able to ascertain due to the limitations of the study with interviews confined to the HoDs themselves.

Being a facilitator was considered important (7), although there was a need to know when to be decisive (7).

Keeping people informed and being communicative (11), being available and approachable (7), and being helpful (3) were also mentioned as aspects of the leadership style of those interviewed.

Empowering others and being inclusive (7), while recognising others and providing positive feedback to staff (10), were also considered important aspects of the leadership role of the Head of Department.

Overall, the HoDs saw their leadership style as dependent on being able to work with and for others, that is, they stressed the interpersonal demands — and rewards — of the role of HoD. The key 'linking pin' role of bridging the gap between the department and its field of operations and the higher executive of the school was implicit in many of the comments made about being a conduit for information and communication.

Women were over-represented in comments about being a team player, recognising and appreciating others, and providing positive feedback.

Men were over-represented in comments about being available and approachable, and in knowing when to be decisive.

Heads of Department in non-government schools were over-represented in comments about being available and approachable.

Comments concerning personal leadership style included:

"I like to listen to people, both personally and professionally" (male, non-government).

"... consensus, teamwork, staff having confidence in me and I in them" (female, non-government).

"... lead by example ... the buck stops with me, but we do it together" (female, non-government).

"I lean towards a democratic leadership style — a product of personality. Tends towards laisser-faire ... easygoing. I like to see everyone enjoy what they do and not be offside and work in a happy environment" (male, non-government).
“Consultative, consensus person. Not much point telling people [what to do] as I’m dealing with staff at least as bright, or brighter, who are able to evade what they don’t want to do. Ownership is important … I’m not a great believer in meetings and formal minutes … need to be up-front with people” (male, government).

“I try to be as accessible as possible and lead by example. I try to involve staff in every aspect of the organisation — give time in faculty meetings to inform them of what is required and I want their input … staff can specialise in an area and I give them as much self-determination as possible … open leadership … people can feel they can speak and be respected as professional people” (female, government).

ORIGINS OF AND INFLUENCES ON THE LEADERSHIP STYLE OF THE HEAD OF DEPARTMENT

Overall, experience working with and observing other people — rather than attending formal in-service courses or undertaking higher study — was considered by those interviewed to be the major influence on the leadership style they had developed.

There were 8 comments by HoDs about the influence of previous Heads of Department they had worked with, while role models and mentors (9) and observation of others (8) were mentioned by HoDs as important influences on their leadership style.

Individual personality (7) and an understanding of people (3), along with experience over time (8), were also mentioned as origins of and influences on leadership style.

In reflecting the dominance of more informal, experiential and interpersonal factors in this matter, professional associations (1), formal study (1) and in-service (2) were infrequently mentioned as contributing to leadership style.

Additional informal and intangible influences such as collegial groups (2), the culture of the school (4) and leadership experience outside education (5) received higher prominence in comments about origins of personal leadership style than formally structured leadership preparation activities.

As noted previously, there were some who mentioned negative role models and experiences (6) as being important influences on the development of their leadership style, that is, lessons — again from experience — on what not to do.

There was a sharp and very interesting distinction between men and women in answers to this question. Men, overall, gave a much greater variety of sources of their leadership style, with networking of various forms being important, while women appeared to have utilised fewer avenues to develop their individual leadership style. This finding may reflect the under-representation of women in higher promotion positions in schools who can act as role models and mentors to other women — at least at the time those interviewed were in their ‘formative years’ as educational professionals — and the fact that men might be more likely to network with and assist other men.

To illustrate this distinction between men and women, there were 8 men, and no women, who mentioned previous HoDs as being influences on the development of their style of leadership. There were 7 men who mentioned the observation of others as being important, while only 1 woman gave this as a source of or influence on her leadership style.

Leadership experience outside education was mentioned by 5 men and no women as being an influence on leadership style, while women relied much more on experience over time in schools than did men (8 women, 3 men).

There were 7 men who said their leadership arose naturally or from their personality, whilst no women mentioned this as a factor in their leadership.

Finally, observation of others as a source of or influence on leadership style was mainly confined to non-government schools (6 from 8 comments), as was leadership experience outside education (4 from 5). Non-government HoDs were also more likely to mention the influence of role models and mentors (6 of 9 comments), although non-government HoDs were also more likely to cite the influence of negative role models (4 of 6 comments).

Comments concerning the question of origins and influences on leadership style included:

“Influenced by a very good K–12 principal in the past who was a servant leader — never would ask you to do something that he did not do, for example, pick up rubbish. I've been influenced mainly by good leaders, not the poor ones that have been witnessed” (male, non-government).

“It developed as I was going through my own experiences. I was given support and wanted to pass this on to other people” (female, government).
"I have gone through all sorts of leadership-type things — I was SRC President at school and involved at uni and these developed my skills ... all sorts of committees. I've sought to do more than others" (male, government).

"I think it's innate. I've always been involved in a team situation ... I've got no formal training. I've watched and listened to my parents [both teachers]. I read and get feedback from my colleagues" (male, government).

"I've always been involved in the people side ... year adviser (state system) ... leadership style influenced by this ... It's very uncomfortable with a person who takes an authoritarian line, that is, one-dimensional" (female, non-government).

"The influence came from past experience. I've learnt what will work and what won't work ... I also like to experiment" (male, non-government).

Involvement in Whole-School Decision Making

SCHOOL LEADERSHIP AND DECISION-MAKING INVOLVEMENT

Those interviewed perceived their school leadership and decision-making involvement in formal terms overall, that is, through official channels and responsibilities, rather than in terms of more informal or intangible influences on school change.

School executive meetings were seen as the major involvement (22 of 26 interviewed), while meetings with other heads (10) were also seen as avenues for school leadership and decision making.

Having and utilising access to senior executive (8), working with other executive (5), being consulted by other executive over change (7) and being involved in school project teams (5) were also given as examples of school leadership involvement.

There were 12 HoDs who mentioned in favourable terms their opportunity to contribute to and influence school decision making, with some noting their considerable opportunity for influence and involvement (5). However, this view was not universally shared, with some HoDs noting they did not have a large influence (3), and that top-down decision making was the order of the day in their school (3).

Four HoDs complained of a lack of access to senior executive, while 1 HoD said he had no more influence than the "average teacher" in terms of his involvement in school leadership and decision making.

Women were proportionately more likely to make comments about access to senior executive and to be consulted by senior executive about change. Men, however, were more likely to complain about top-down decision making (3, versus no women), not having a large influence (3, versus no women) and lack of access to senior executive (4, versus no women).

HoDs at non-government schools were more likely to mention meetings with other HoDs (8, versus 2 HoDs at government schools), and having a say or influence (8, versus 4 government HoDs) in respect of their involvement in school leadership and decision making. HoDs at government schools were more likely to mention involvement in project teams (4, versus 1 non-government).

A common approach mentioned by newly appointed HoDs (7 were in their first year) was "finding one's feet" and getting to know the people and culture before becoming more heavily involved.

Comments about involvement in school decision making included:

"At this school, HoDs do have a say and influence — if it is not supported by HoDs then it will not run" (male, non-government).

"I'm having no more input than before being a HoD ... I'm a new HoD, hence just finding my feet. The [department] team is very large, hence difficult to have an impact ... There is some sense of removal of the senior executive from the HoDs — a feeling that executive decisions are often made and then handed down, probably due to lack of time" (male, non-government).

"[Senior] school executive has the decision-making roles. Head of school is usually ready to listen to ideas ... I'm very aware that I am putting forward suggestions ... not in the driver's seat" (female, non-government).

"Hard to say at the moment because I'm so new ... I am part of the HoDs' meeting in which every voice is heard ... changes have occurred smoothly because of this" (female, non-government).
"High involvement in small [senior] executive, decision making spread over small number of people. A lot is delegated from above … Heavy involvement in whole-school planning, policy writing … exciting and new. Executive laid-back but well supervised by principal and deputy" (male, government).

"The HoDs are a cohesive group. There is a strong network … You can be involved at all levels. The principal utilises the process of the HoD being the intermediary between principal and staff. You’re asked to report to staff and come back with a decision" (female, government).

PREFERRED SCHOOL LEADERSHIP AND DECISION-MAKING INVOLVEMENT

A slight majority of HoDs were happy (14 of 26) with their current involvement in school leadership and decision making, with better communication with senior executive perceived as the major problem area for improvement (8).

There were 4 HoDs who said that change should be slower and more evolutionary in their school, 2 said that executive meetings needed to be restructured to allow greater discussion and input, while 2 HoDs thought sub-committees or project teams for specific purposes should be introduced at their school.

Despite the fact that women had previously noted access to senior executive as a part of their involvement in school decision making, women were also more likely (3 of 6 women interviewed) to cite the need for improved communication with senior school executive.

However, overall, those interviewed realised the constraints on both themselves and their superiors, particularly in the areas of imposed change, mandatory requirements and lack of time, and thus the usual tone of response tended to be philosophical.

One comment is typical:

"I wouldn’t choose to alter it — I have considerable scope in what I want to do and I’m consulted re changes" (male, non-government).

Professional Development of the Head of Department

PRESENT PROFESSIONAL DEVELOPMENT NEEDS

The most obvious feature of the perceived professional development needs noted by those interviewed was actually the diversity of responses.

The main professional development needs noted by the 26 Heads of Department were in the areas of people management (7), meeting with HoDs from other schools (7), conflict resolution (6), dealing with the diverse demands of the job (6), time management (5) and better use of technology (4).

Issues in the area of people management were dominated by frustration arising from dealing with difficult or incompetent staff, with 6 comments from the non-government sector and 1 from a government school HoD. Comments included: “One of the worst things is trying to deal with unprofessional staff … yet many just need coping strategies”. Another Head of Department stated that one of the worst things was when "you had a teacher who was not trying".

Problems associated with dealing with complaints and demands of parents were also noted: “I did not expect the intensity of some of the parent complaints. It is difficult to balance support for staff and dealing with the issues … you get caught between the two”. As noted, the related area of conflict resolution was seen as an area of professional development need by 6 Heads of Department. Comments in this area included references to being the “meat in the sandwich” in interpersonal disputes and the fact that some staff tend to “personalise complaints” that might be made about their practice. Another Head of Department stated: “you can’t walk away from problems — you must work through them to create a resolution”.

As noted, the opportunity to meet with Heads of Department from other schools was given as a professional need by 7 of those interviewed (6 males and 1 female). The general theme here was that some “benchmarking” and sharing of ideas with other HoDs, especially of the same discipline background, would be very useful.

The next two problem areas of dealing with diverse demands (6) and time management (5) are obviously related. Comments were made about “left-field agenda items” and “paperwork generated internally and externally” that caused problems.
One HoD commented that he learnt early that he couldn’t “do all the job description” and hence had to “learn to prioritise”. A frequent issue was “not enough hours in the day” and that the school day is taken up (apart from teaching) with “full-on administration” and “crisis management”. One Head of Department said: “Major initiatives can only be thought about in holiday periods”. Another was concerned that he were a poor delegator: “I sometimes think I do too much for staff ... but staff are pulling their weight ... they are under stress”.

As noted, there were 4 responses regarding the need for better use of technology. Usually, these comments were about a perceived need to “keep up to date” with technological developments.

Other concepts that received between 1 and 3 responses for professional development needs were student welfare (3), enhancing staff performance (2), outcomes-based assessment (2), experience of higher levels of management (1), stress management (1), career path advice (1), budgeting (1), leadership (1), curriculum (1), change management (1) and current educational trends (1).

As noted, there was a diversity of responses to this issue, with many professional development needs being noted by only 1 or 2 HoDs. However, non-government HoDs were more likely to cite the professional needs of people management and conflict resolution, while government HoDs were more likely to mention dealing with diverse demands as a need.

**HOW ARE THESE PROFESSIONAL DEVELOPMENT NEEDS BEING MET?**

The Heads of Department were equally divided on the question of whether they felt their professional development needs were currently being met (11 responses), or not (11).

Many commented on the concept of “learning on the job” and the rapid externally driven changes that were occurring in education. The need to keep up to date with educational change was seen to take priority over other professional development needs — both one’s own and other staff — due to shortage of time. The role of Head of Department was seen as becoming more complex, with 1 HoD noting “the diversity of skills needed ... this point has really come home to me this year”.

External in-service courses were the most popular (7) form of obtaining required professional development. This was particularly so for males (5) and non-government HoDs (5 of 7). Several (3) from the state system commented favourably about specialist Head Teacher in-service courses for people new to the role offered by the NSW Department of Education and Training.

Other avenues for professional development utilised by those taking part in the study were professional associations (3), school/internal in-service (2), formal study (2), higher executive at school (2), subject meetings with staff (1) and own external networks (1).

On a different tack to more formal means of meeting professional development needs, there were also comments about a need for greater recognition of the role of the Head of Department from senior school executive and external bodies or systems, HoDs commenting on the “lack of recognition for the role”. Also mentioned was the fact that “more support is needed for this pivotal position”, and the need for greater feedback on performance: “I did not know what the boss [principal] thought until I asked for a reference”. The view was also given that “the Matherell” years are still taking their toll ... a feeling of everything is dumped on middle management is still around ... or anything the principal does not want to do”.

Overall, there was a feeling that the Head of Department position is “where the real work gets done”, to use the words of one of those interviewed, but that it is also a “pressure position”.

**Perceived Future in Education**

The largest group of those interviewed saw themselves as staying in the Head of Department role in the future. There were 4 Heads of Department who wanted to stay at their present level and at their present school, while there were 10 HoDs who wanted to move to another school. Only 2 of the 10 who wanted to move elsewhere desired a promotion to either deputy or principal.

Overall, 11 HoDs saw themselves as staying at the Head of Department level. Of those desiring promotion, 7 aspired to deputy principal and 3 to the position of principal. There were 4 who saw their preferred future in higher education, whilst 3 intended to leave teaching.

On the issue of career advancement, 1 female HoD at a government school had very strong views on the negative bias towards females, stating: “females not only have to equal men, they have to be better”. Two others (male, government) were very unhappy with the trends within the Department of Education and Training. One stated: “most want to be loyal but the Department has lost it”.

**ACE Quality Teaching Series**

ACE Quality Teaching Series
Two HoDs (male, non-government and government) commented on the new workload of the deputy principal. One said he had wanted to be a deputy but “not now due to the workload, stress, burden and pay”.

One HoD (male, non-government) commented that he was on the “cusp of decision making ... either promotion to deputy, stay a HoD, retire early or get out”.

Two HoDs said they desired voluntary demotion, while commencing higher degree study and moving into a consultancy role were mentioned by 2 HoDs as their preferred option for the future.

Men tended to mention a wider range of career options than women. For example, there were 4 men who saw themselves taking on increased management responsibilities, 3 men who saw themselves leaving teaching, 2 men who mentioned voluntary demotion, and 2 men who intended to pursue higher degree study. None of these options were mentioned by the 8 female HoDs interviewed.

These findings beg the question of where the next generation of senior school leaders is to come from, if so few of those HoDs interviewed expressed a desire for promotion to deputy or principal.

Other Comments about the Role of the Head of Department

Often this final section of an interview schedule elicits the deepest, most thoughtful responses, following the reflection that earlier structured questions promote. Below is a varied selection of thoughts and views which throw further light on the world of work of the secondary Head of Department today.

“The main reason for going into the job was financial but really the financial security is not there!” (male, government).

“The fact is I believe we’re very much ‘over cooked’ where we are now ... a lot of pressures coming up from below ... teachers coming into the system with low-level teaching and management skills and minimal subject knowledge. The school’s overburdened now ... pressure coming from the top ... I enjoy everyone of these experiences, but don’t enjoy not being able to give major time to specific projects ... It is important as a HoD I need to be able to do something different otherwise I’d go crazy ... need new challenges, for example, new syllabuses” (male, government).

“I’m feeling a little insecure re the position of HoD [following release of DET salary award proposal] ... wondering how schools can adapt to possible changes ... imagining more multi-skilled HoDs ... multi-campuses ... How will I fit into the pattern ... how will schools cope?” (female, government).

“I think we work too hard and fast ... don’t stop to reflect ... perhaps there should be a development program for HoDs ... very onerous position” (female, non-government).

“I have strong feelings about male versus female management opportunities ... still male-dominated ... females not only have to equal men, they have to be better ... promotion to HoD is the best thing I could have done, but I didn’t do it for the money ... I am starting to encourage other females” (female, government).

“The diversity of skills needed really staggered me the more I thought about it ... More support is needed for this pivotal position. The [senior] executive can tend to be too removed from the classroom — the HoD is a good position to be a conduit between the classroom and the executive. This continuum between the classroom and the executive could be very powerful. At present it is not being exploited enough” (male, non-government).

“I try to actively encourage others to do the HoD job. It’s a critical job in the school. I find that as you move up the rung you seem to have less support. The senior executive can tend to feel isolated” (male, government).

“I think the HoD job is worthwhile. I’m only new and I come into contact with a lot of cynical HoDs — not just at this school but elsewhere. They don’t believe this, but I do” (male, government).

“It’s a challenge. It is different. The amount of work is overwhelming and it’s not seen as hard ... I find in a private school I have to take work home. You have to consider both staff needs and school needs at the one time and this is difficult” (male, non-government).

“I think days when you can step back and see others doing things are great. The most difficult thing is being interrupted and trying to do other things. I feel I give the job my best — to my personal detriment. I feel I have to adhere to a high level to achieve” (female, government).
"Do it if you get the chance. Don’t think you’re not capable. Have a go. That’s how I started, admittedly with a helpful principal. Most people could do it if they have people skills and can interact with a range of stakeholders. I figured I could always go back to classroom teaching if it didn’t work” (male, government).

“The job has changed enormously. When I started, the job was running a department ... not expected to do all other peripheral things. In a short time that became more difficult ... staff ageing makes it more difficult to introduce change. I once came at 8am and planned lessons. Today I still come at 8am but can’t get through my pigeon hole by the start of the day, so much more to read. Everything in schools is in a rush — the kids are not getting a fair go out of this. Classes are as large now as when I started teaching, which makes a big influence on discipline” (male, government).

“The headmaster reckons this is a high stress position. It’s different for me because money is not an issue and I have no goals to go further. Sometimes it’s hard to think what I’m doing this for. You can’t win all the problems. It can be both rewarding and depressing. You get caught between two levels. You’re always on a hiding to nothing but when you’re right it feels good. We’ve got a crowded curriculum and little flexibility. It’s good to recognise talent and encourage it” (male, non-government).

“Basically the job is very enjoyable but it can be frustrating when you have deadlines and have others you work with to depend on ... Sometimes I have to cover up for others. It’s stressful at times but rewarding working with staff and students. It’s good to have a role in major decision making” (male, non-government).

“It is an opportunity I wouldn’t have missed. You see things in an interesting way as an HoD ... part of life’s rich tapestry but not one I would have wanted to stay in permanently” (male, non-government).

“It’s the most enjoyable position in the school. Senior executives work under a lot of pressure. HoDs are less pressured as they deal with kids. Higher up are very emotional issues, especially for the deputy headmaster. As HoD, you can still know the kids. I’ve done acting positions — including acting deputy in a government school for two terms. Too pressured” (male, non-government).

“It’s an area not easily defined re parameters and limits, it depends very much on the school and its culture, which can have significant influences on the position. There are aspects of the job which go beyond normal expectations and especially in terms of time ... has to be balanced against personal life. Demands can be enormous and can fluctuate at different times of the year. There never seems enough time to administer everything ... many constraints and complications” (male, non-government).

“... a balancing act, frustration, stress attached with this all the time ... sense of responsibility ... demanding content [in subject], to take higher level classes others don’t want to do ... two courses [the HSC and IB] ... I didn’t like the question on percentage of time [spent on aspects of role] ... it was a frightening thought-provoker ... I was confronted with the necessity to cut back teaching” (male, non-government).

“I’m settling in more now as two terms ago I was a raw recruit ... I like to be organised and am not as much as I’d like to be because I’m in a different environment ... I don’t seem to be moving ... not quickly enough ... seem to be going around and around in circles ... the nature of changing positions ... At this stage each day is still a new day ... until I’ve been in the school 12 months getting a grip, getting a handle on ‘authority’ that comes with the position” (female, non-government).
DISCUSSION OF FINDINGS

Introduction

As noted previously, this is an exploratory study, and no claims are made concerning the representative nature or otherwise of those taking part.

Our intention is to provide a foundation for further research and enhanced understanding of the work of the Head of Department and, more generally, 'middle executive' in education.

Having said that, we feel there are insights and findings within the study that can be taken up by those interested in the area.

What follows is a summary of the major findings of study, possible implications and areas requiring further thought, study and attention.

Major Findings of the Study and Possible Implications

ASPIRING TO BECOME A HEAD OF DEPARTMENT

Those interviewed tended to view promotion to Head of Department as a logical "next step" in their professional development. For many, there was the desire to be a leader in one's curriculum area or field, rather than viewing leadership in more general terms. A majority, in fact, saw themselves staying at this level of the school hierarchy.

Around a third of those interviewed in the study said they had been encouraged by others to take on the role, while another third said they "just drifted" into the position.

It would seem beneficial that all classroom teachers engage in discussions with more experienced colleagues from quite an early stage so that career goals and directions can be explored and clarified. This happens in many cases, but seemingly on an ad hoc basis overall. Initiatives such as portfolios and mentoring have the potential to facilitate this process.

A related issue is that of 'talent spotting' and nurturing. A common comment from more experienced Heads of Department — not just in this study but from other research and discussion — was that, in the past, inspectors of schools often identified potential school leaders, encouraged them to think about and work towards promotion, and kept a friendly 'eye' on their progress. On the other hand, comments have also been made by executive and classroom teachers (Dinham & Scott, 1998) that the introduction of 'merit' promotion into government schools in New South Wales led to a competitive environment where others are seen as potential rivals, with a culture of not sharing or encouraging arising from this.

Thus, the need for identifying and nurturing the next generation of educational leaders arises. Formal courses and processes can play a part in this, but it has been seen from the present study that more informal interpersonal processes such as networking, mentoring and encouraging others are also very important. A key question with the use of mentors is who should perform this role. In some cases this could be a Head of Department at the same school, a more senior executive at the school, a Head of Department or senior executive at another school, or an educational official of some sort. Flexibility is needed to ensure the best interests of all concerned are served by such arrangements.

Key Issue 1: There is a need to find ways to better identify and nurture potential school leaders. Preparation for the role

Over half of those interviewed in the study reported receiving little or no preparation for assuming the role of Head of Department. 'On-the-job' preparation such as observation of other HoDs, other school leadership roles, 'negative' role models or acting in a higher position were the major forms of preparation noted by those in the study. Women, in particular, were less likely to have experienced such preparation.

Almost half of those interviewed stated they felt unprepared for taking on the role of HoD, whilst only half said the job matched their initial expectations of what it would be like.
Key Issue 2: There is a need to find ways to assist potential Heads of Department to better understand the role and to clarify their own reasons for aspiring to it.

There was a wide range of problems experienced by the HoDs on appointment and beyond, including 'people management', underestimating the workload and its effects, lack of conflict resolution skills, dealing with constant pressure, interpersonal conflict and pressures, lack of awareness of aspects of the role, parental demands and problems, imposed tasks and responsibilities, and problems with assuming a whole-school role.

Thus, we have a situation where 'rich' but informal and unstructured experiences are the dominant form of preparation — and highly valued by those who receive them — but that formal preparation, where available, is not highly regarded.

The challenge then is to design formal preparation programs for school leadership which 'build in' rich experiences such as observation of other HoDs and experience of other leadership roles, while addressing the diverse areas of individual need noted above. Such programs should build upon the outcomes flowing from addressing the first issue outlined above and be 'tailor made' for the individual based upon his or her needs and present capabilities.

Key Issue 3: There is a need to design and make available to aspiring school leaders formal programs which contain an adequate range of 'rich', relevant experiences, knowledge and skills to meet the demands and challenges they will face in schools.

PERFORMING AND REDESIGNING THE ROLE

Those interviewed in the study found working with other staff the most enjoyable aspect of their role.

They saw themselves primarily as experienced curriculum specialists and enjoyed leading teams and working collaboratively with others. Having a greater influence on educational outcomes at department and school levels was also seen as a positive aspect of the role of the Head of Department. In short, the study confirmed that the 'core business' of the Head of Department was highly satisfying (Dinham & Scott, 1998b).

Conversely, external demands and pressures were seen to be the worst aspects of the role of the HoD. These pressures and problems included having to compromise one's own teaching, dealing with a complex and constant workload, problems arising from being 'caught in the middle' between the needs of senior executive and the department, dealing with under-performing staff, staff conflict, parental demands and problems, and imposed demands generally.

Overall, time was considered the enemy of the Head of Department, with too little time to deal with the multiplicity of demands of the position. The Head of Department still has a substantial teaching load, and many felt that their own teaching and the professional development of their staff suffer because of extraneous pressures and demands. Thus, they felt their 'core business' to be undermined and compromised, a confirmation of the findings of larger scale survey-based findings on middle management in schools (Dinham & Scott, 1998b).

In response, half of those interviewed in the present study recognised the need to reduce their teaching load in order to better perform their other responsibilities. Almost half of the HoDs also noted the need to reduce the administrative aspects of the role to provide more time to meet with staff and students and to engage in higher level tasks and responsibilities.

It is interesting that, prior to assuming the position, many of the HoDs spoke of wanting to be a curriculum leader, yet this was rarely mentioned once they had taken on the role. Thus, the conflicts currently inherent in the role, for example, 'master teacher', curriculum overseer, people manager and supervisor, administrator, conflict resolver, staff developer, etc., need to be reconciled.

At the current time, there is a growing groundswell of support for the formulation and application of frameworks of professional standards for teachers (see Australian College of Education, 2000). These standards, where devised, need to begin with the realities of the present work of those such as teachers and HoDs in schools, and to consider how these roles might be redefined. These roles then need to be accurately depicted in job descriptions which are presently lacking in many cases.
Key Issue 4: There is a need to rethink and reconceptualise the work expected of the Head of Department in schools to make more time available to enable them to redirect their expertise and energies to the higher level and more ‘professional’ responsibilities of the position.

This reconceptualisation needs to be part of an overall rethinking of teachers’ work and accurately reflected and recognised in professional standards and job descriptions.

DEVELOPMENT OF LEADERSHIP CAPACITIES OF THE HEAD OF DEPARTMENT

The HoDs interviewed overwhelmingly saw their leadership style as involving team leadership, collaboration, facilitation and communication. Being democratic and able to reach consensus, being approachable, available and helpful were all cited as aspects of leadership style.

Empowering and recognising others and being able to ‘get on’ with a range of individuals and groups were also seen as important. A key aspect of leadership style was the capacity to provide a bridge between the department and the rest of the school, particularly the senior executive.

The leadership qualities and ‘style’ of those interviewed were seen to derive partly from individual personality, but more importantly were believed to come from the influence and example of people such as other HoDs, role models and mentors, and from previous leadership experience, including leadership experience outside education.

Previous mention has been made of the vital importance of such informal, ad hoc interpersonal influences on the development of the Head of Department. Because the availability of assistance from others is so variable, there is thus the need to provide processes and avenues, both within and across schools, to enable discussion, networking, encouragement, collegiality, support and the transfer of professional knowledge and skills between more experienced executive and aspiring and beginning Heads of Department.

The value of the role of mentor or ‘critical friend’ is increasingly being recognised and such roles need to be incorporated into formal programs of in-service and staff development, and into the official duties of more senior executive. If this is not to result in an increased workload for those involved in such activities, the reconceptualisation of responsibilities for HoDs mentioned earlier needs to take place, in the context of an overall review of teacher and executive roles and responsibilities in schools.

Many of the HoDs interviewed strongly endorsed initiatives such as mentoring, where they occur, as being greatly satisfying and rewarding for all parties.

Key Issue 5: We need to provide support and encouragement to enable networking to occur within and across schools to link aspiring and beginning school executive with more experienced, supportive colleagues.

INVOLVEMENT IN WHOLE-SCHOOL LEADERSHIP AND DECISION MAKING

Those interviewed were largely satisfied with their involvement in whole-school leadership and decision making. Where problems were noted in this area, these tended to centre on communication barriers and difficulties, particularly with senior executive of the school.

The structure of the modern secondary school militates against effective communication, with vertical barriers between departments and horizontal barriers between teaching staff, Heads of Department and senior school executive.

In the day-to-day activity of the school, effective communication can suffer and problems arise because of this. Principals may not be able to make themselves as accessible and available as they or their staff might wish, and Heads of Department report the same difficulties in respect of being able to find time to communicate with members of their departments.

Key Issue 6: There is a need to focus on improving formal and informal communication methods in today’s secondary schools.

PRESENT PROFESSIONAL DEVELOPMENT NEEDS OF THE HEAD OF DEPARTMENT

As noted in the Results section, there was a diversity of perceived professional development needs noted by Heads of Department. The needs cited — people management, meeting with HoDs from other
schools, conflict resolution, time management, dealing with diverse demands, better use of technology, student welfare, enhancing staff performance, outcomes-based assessment, and other areas of perceived need — underline the complexities of the demands and responsibilities of the position.

A worrying finding was that only a minority of HoDs felt that their professional development needs were currently being met through formal avenues open to them.

### Key Issue 7: There is a need to build upon the programs advocated for aspiring Heads of Department to provide individually tailored and packaged professional development programs for practising Heads of Department which recognise both the diverse demands of the position and individual need. Such programs need to be grounded in an experiential problem-solving framework and utilise other measures already advocated, such as networking with more experienced school executive and specialist staff. Professional development, where successfully undertaken, needs to be supported, formally recognised, linked to salary and, where relevant, accredited towards higher degree study.

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### THE FUTURE OF THE HEAD OF DEPARTMENT

The hierarchical structure of the secondary school means that it is not possible for all Heads of Department to be promoted to higher levels. As has been seen, many HoDs wish to remain at their present level because of the vital and satisfying contribution it makes to teaching and learning or, in some cases, because of their negative perceptions of higher positions.

The problem then arises that a person can be promoted to Head of Department and be faced with 20 or more years in the same position, even at the same school. To relinquish the position is costly, both financially and in terms of status.

It is important that the position of Head of Department not be construed as a ‘dead end’. There is thus the need to explore more flexible promotion and appointment procedures. For example, the notion of serving a fixed period as Head of Department before ‘returning to the fold’ is long-established in higher education. This can give those entrusted with such positions a finite timeframe to work energetically within, knowing that the position can be relinquished at the end of the term or, if desired, another term can be sought. This also has the benefit of shifting responsibility around, developing and utilising leadership expertise and experience in a wider group of people, and enhancing greater understanding of the complexities of running a school.

Facilitating short and longer term exchanges between Heads of Department, including across systems and even internationally, could also serve vital rejuvenation and professional development functions, although it is frequently the case that those who would benefit most from such initiatives are least likely to utilise them, which raises the question of mandating such activities.

There is also an argument in the research findings for an intermediate position to bridge the gap between classroom teacher and the Head of Department, particularly with larger teams of teachers. The Advanced Skills Teacher was expected to bring with it some of the benefits flowing from such a position, but has been widely regarded as not meeting its intended functions (see Dinhm & Scott, 1997).

A new ‘stepping stone’ in what is already a fairly flat career structure could serve as recognition for talented staff, spread the load of the Head of Department and act as valuable professional development for those involved. Such positions could also be on a fixed-term, rotating basis.

Finally, as part of the formal professional programs already advocated, there is a need to provide career counselling for Heads of Department to assist them both to clarify their needs and goals and to continue to be rewarded and satisfied in their profession. It is of concern that so few of those interviewed in the study aspired to the position of principal or deputy principal. Where, then, will the next generation of such leaders come from if the experience of being a Head of Department dissuades such people from seeking further promotion?

### Key Issue 8: There is a need to consider and adopt more flexible appointment and promotion procedures for executive in secondary schools, including fixed-term appointments, the introduction of an intermediate executive position in some departments and schools, and enhanced transfer and exchange opportunities.
CONCLUDING REMARKS

Previous work has identified both the crucial importance of the Head of Department position and the toll it can take on those performing it in terms of decreased career satisfaction and increased stress (Dinham & Scott, 1999).

The Head of Department occupies a key position in secondary schools, with diverse and demanding responsibilities above and below them, alongside his or her own teaching duties.

Those interviewed in the study articulated both the 'delights' and 'dangers' of the position, along with thoughts on their current duties and professional development needs.

New leadership preparation programs are currently being introduced in systems and a rethinking of executive positions in schools has begun, partly as a result of industrial award negotiations. These initiatives need to continue.

However, there is a compelling need for a comprehensive review of selection, preparation and support mechanisms for Heads of Department — and indeed all school executive positions — and a rethinking of their duties, if for no other reason than we are faced with a major unprecedented exodus of experienced school executive due to the ageing of the Australian teaching profession.

The major turnover of school executive staff in Australian schools over the next decade provides both the opportunity and the necessity for rethinking the current conceptualisation of leadership within our schools.

1 See http://www.nepean.uws.edu.au/teaching/staff/sd.html

2 The term 'Head of Department' and its abbreviation HoD are used in this paper, rather than the NSW Department of Education and Training specific term Head Teacher (HT), which means principal in some countries. For consistency, HoD replaces HT in direct quotes and other places.

3 Data from category 9 was not fully utilised due to difficulties in calculation/specification of how the HoDs spend their time, a telling point in itself.

4 Where sub-groups are compared, it is useful to note that 20 men and 6 women took part in the study, with 12 HoDs from government schools and 14 from non-government schools. Thus, patterns of responses need to be compared with these overall ratios of participants.

5 Former NSW Minister for Education.
REFERENCES


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APPENDIX

DUTIES, DELIGHTS, DANGERS, DIRECTIONS AND DEVELOPMENT
OF THE SECONDARY HEAD OF DEPARTMENT
INTERVIEW SCHEDULE

CODE NUMBER: ...................... TIME TAKEN: ............ mins

INTERVIEWER: .......................... DATE: ........................

1. Closed Respondent Data
   a) Age..........................
   
   b) Sex..........................
   
   c) Years of Teaching Experience (this school, total). ........../........
   
   d) Years as HOD (this school, total). ........../........
   
   e) Qualifications (highest held, currently undertaking). ........../........
   
   f) Department/Major Responsibility (e.g., Maths). ......................

2. Open-Ended Questions

1. Why did you want to be a Head of Department? What/who were the major influences on your seeking to become a HoD?

2. What preparation did you receive for becoming a HoD, including that initiated by yourself and provided by your employer/system?

3. With hindsight, how well prepared were you for your (first) appointment as a HoD? Did it match your expectations of what you thought it would be like?

4. What are the best things now about being a HoD?

5. What are the worst things now about being a HoD?

6. What are the major elements of your workload as a HoD? What percentage of your time would you typically spend on each?

7. If you could redesign your job, how would you prefer to spend your time (give percentages, if possible)?

8. Describe your management/leadership style. What are the influences on this, and how did it develop?

9. What is your involvement with overall school decision making, leadership and change? Would you alter this if you could? If so, in what ways?

10. What are your major professional development needs at the present time? Are these being met? How?

11. How do you see your future in education? Is this your preferred future?

12. Is there anything else you would like to say about being a HoD?
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"... While teachers used a wide range of teaching strategies to build student understanding, a key common factor was an emphasis on having students think, solve problems and apply knowledge. Simply reporting back knowledge or practising formulae outside of the context of application was unusual. Teachers strongly saw their role in the classroom as challenging students, rather than 'spoon-feeding' information ..." (p.18).

No. 2  The Secondary Head of Department: Key link in the quality teaching and learning chain
Steve Dinham, Kathryn Brennan, John Collier, Alan Deese and David Mulford
$22.00 retail  $16.50 for members (prices include postage & handling in Australia, plus GST)

The secondary Head of Department — along with other 'middle managers' in schools — occupies a crucial 'linking position' between specialist classroom teachers and senior school executive, yet has received comparatively little attention from educational researchers and those devising and providing professional development programs. Recent international research has revealed that those occupying and performing such 'middle management' roles in schools are reporting lower levels of career satisfaction and higher levels of mental stress than those above and below them in the school hierarchy.

This paper reports on an interview study involving 26 heads of department at four large NSW secondary schools, two government and two non-government. Matters explored include reasons for and influences on seeking the position, positive and negative aspects of the role, elements of workload, origins and nature of leadership style, involvement in whole-school decision making, professional development needs and redesigning the role. Key issues raised by the pilot study are presented for consideration.

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(Co-author), The Secondary Head of Department: Duties, Delights, Dangers, Directions and Development, (2000), University of Western Sydney

THE SECONDARY HEAD OF DEPARTMENT:
DUTIES, DELIGHTS, DANGERS, DIRECTIONS AND DEVELOPMENT

A Pilot Study of Four
NSW Secondary Schools

Stephen Dinham, Kathryn Brennan, John Collier, Alan Deece, David Mulford

School of Teaching and Educational Studies,
University of Western Sydney, Nepean

APRIL 2000

ISBN 1863418520
ACKNOWLEDGEMENTS

We would like to express our gratitude to the 26 secondary heads of department who made themselves available and gave of their time to participate in our study.

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THE SECONDARY HEAD OF DEPARTMENT:
DUTIES, DELIGHTS, DANGERS, DIRECTIONS AND
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A Pilot Study of Four
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SCHOOL OF TEACHING AND EDUCATIONAL STUDIES
UNIVERSITY OF WESTERN SYDNEY, NEPEAN
APRIL 2000
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BACKGROUND TO THE RESEARCH PROJECT

THE CONTEXT OF TEACHING

Despite impressions to the contrary held by many, there has never been a ‘golden age’ when things in education were largely static and change itself unknown or at worst, leisurely.

The reality is, ‘people are always wanting teachers to change’ (Hargreaves, 1994: 5) and as long as there have been students and schools, there has been pressure placed on teachers from various quarters to ‘improve’ and ‘change’ what they do. However, it is equally true that the pressure for and pace of educational change have increased considerably since the 1980s, partly due to what some have referred to as a worldwide ‘educational reform movement’ (Beare, 1989).

As a result, education systems have experienced change in the areas of teaching practice and curricula; greater involvement of stakeholders in education; attempts to streamline educational bureaucracies with a greater emphasis upon accountability, rationality and self-management; and the increased politicisation and ‘reform’ of educational systems, with the implicit criticism that the word connotes (Bourke, 1994).

With global recession, the restructuring of national economies in the hope of greater international competitiveness, and unresolved social problems of unemployment, family break-up, crime, poverty, and poor health for many, schools have been looked to for solutions, with the result that they have, in many respects, become the ‘wastebaskets of society’ (Halsey, cited by Hargreaves, 1994: 5), being expected to solve the problems that society appears unwilling or unable to deal with (Dinham, 1994a).

To compound matters, in many ‘western’ nations, demographic changes are occurring due to the twin effects of longer life expectancy and falling birth rates. In Australia for example, the average age of the teaching service is now in the late 40s. Resignation rates have fallen to the lowest levels since World War II, while retirement rates are expected to rise considerably over the next decade. Projected growth in student numbers is ‘flat’ over the next decade, despite immigration of around 90,000 per annum, with the result that there are actually fewer students of high school age in Australia than 20 years previously (New South Wales Department of School Education, 1994).

A result of this situation is that it is currently difficult for ‘new blood’ or younger, more recently trained teachers to enter teaching, yet there is likely to be considerable demand for teachers with rising retirements of older teachers and school executive in the near future. Teacher shortages, both for permanent and casual staff, are already becoming critical in some areas such as the western parts of New South Wales. In addition, teacher mobility in educational systems has declined markedly, fewer males are entering teaching, and there is concern over teacher status and the ‘quality’ of those entering teacher training (Dinham, 1996; Senate Employment, Education and Training References Committee, 1998).
RESEARCH LEADING TO THE PROJECT

The Teacher 2000 Project

Since the mid-1990s, Dinham and Scott from the University of Western Sydney have been conducting an international research project which has attempted to explore and benchmark teacher and school executive satisfaction, motivation and mental stress in the context of the contemporary educational environment. As part of this study, staff at a variety of schools in Australia, New Zealand, England and the USA have been surveyed, with work continuing in such nations as Malta, Morocco, Israel, France and Romania.

Key findings of this project relevant to the current study include both the crucial importance 'middle managers' in schools play in operationalising educational change (see also Ayres, Dinham & Sawyer, 1999), and the demands the position makes upon such leaders.

Position Held and Health

Recent international research has demonstrated a relationship between physical health and occupational status/level of appointment, that is, that those persons who hold higher level positions in organisations enjoy better physical health on average than those in lower positions. Researchers have speculated that this may in part be due to the lower levels of control exercised over pace and timetabling of work by those occupying lower promotions positions (see Marmot & Therorell, 1988; Marmot & Feeney, 1996; Marmot, Bosma, Hemingway, et al., 1997).

However, the work by Dinham and Scott referred to above has found a distortion of this 'normal' pattern in their samples of school executive and classroom teachers (Dinham & Scott, 1999). In the samples of teachers from Australia, New Zealand the USA and England, it was found, as predicted, that Principals were least stressed and most satisfied, followed by the next level, deputy Heads.

However overall, the most stressed group did not comprise classroom teachers, but those in 'middle management' positions such as secondary Heads of Department and primary executive below the rank of deputy.²

Analysis of both quantitative and qualitative data highlighted the difficulties experienced by those occupying such crucial 'linking-pin positions' in meeting the demands of their own teaching (usually a 'full load' or almost so), and the various roles of staff supervision and development, leadership, pupil discipline and welfare, school administration and other duties. This complex, often conflicting set of duties has to be juggled with the key role of initiating and responding to change in all areas.

Classroom teachers by comparison - although less satisfied and more stressed than Principals and deputys overall - experienced less of the role conflict, overload and ambiguity experienced by their supervisors.

Research Into the Role of the Secondary Head of Department

While there has been a significant amount of research into the role of school principals and for that matter, classroom teachers, the 'middle manager' level in

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¹ See http://www.nepean.uws.edu.au/teaching/staff/sd.html
² The term 'Head of Department' and its abbreviation HoD is used in this report, rather than the DET specific term Head Teacher (HT), which means principal in some countries. For consistency, HoD replaces HT in direct quotes and other places.
schools has received far less attention. In considering the literature in this area, Conners (1999: 27) states that:

Studies of the head of department as a middle manager date from the mid-1980s and emphasise that they are a driving force in a secondary school, are very much pre-occupied with routine administration and crisis management, have little time for strategic thinking, and are reluctant to monitor the teaching of their colleagues; that there are considerable differences in the ways departments operate in a school and from school to school, that the department is the crucial 'working unit' in the school, that school performance and departmental performance are not inextricably linked, that the key indicator of effective departments is their ability to effectively organise teaching, and that time is a key constraint for heads of department in carrying out their management and leadership roles. However, few studies in Australia or internationally have explored the importance and the dimensions of the head of department's role in a secondary school. (emphasis added)

The following is a sample of the literature in the field, but what comes through strongly is the dual, intermediary function of the Head of Department, who must provide leadership for a group of people under his or her supervision, while being part of a higher 'executive' of the school. There is also the well documented dichotomy of 'people' and 'task' orientations which middle managers must deal with.

Koehler (1993:11) states that 'Department chairs walk a tightrope between the maintenance and survival needs of the School and the human and professional needs of the people within it'. He also stresses the intermediary role of such a position noted above.

White and Rosenfield (1999:1) write about the notion that subject departments are seen as being 'potentially highly influential sites', with the HOD responsible for the development of a 'motivated collegial team of workers united in direction and committed to the learning of their students'. They emphasise the huge impact that educational change is having on school based management systems, especially due to 'growing demands for increased effectiveness, greater efficiency and accountability'.

Brown and Rutherford (1998) argue that we do not yet understand the complexity of the HOD's role and that initiatives need to be taken and obstacles overcome in order to facilitate and improve teaching and learning in secondary departments. McLendon and Crowther (1998:14) also highlight the surprising lack of 'specialised consideration' into this 'unique leadership position'.

Brown and Rutherford (1998:75-88) in their phenomenological study of eight HOD's in the UK (Catholic and State Schools) attempted to look at department heads as 'social actors'. Their data gathering methods included examination of documentary evidence, shadowing of the Heads of Departments, a series of structured interviews, and interviews with the HODs' superiors. They used Murphy's (1992) typology derived from analysis of the leadership and management of School Principals in the United States. This typology comprises the:

1. HOD as servant leader - ability to use their ability rather than their line of authority
2. HOD as organisational architect - ability to create a variety of innovative structures that facilitate the sharing of leadership
3. HOD as a moral educator - motivation by a set of deep personal values and beliefs that demonstrates their care and valuing of staff and students
4. HOD as social architect - addressing the needs of students
5. HOD as leading professional - focus on improving teaching and learning, leadership by example

Brown and Rutherford found that HOD's did address the five dimensions of the typology although the relative emphasis given to each varied according to the context of school. Conners (1999:27, 17), in reviewing Brown and Rutherford's research findings, reported that there was little time left for HOD's to facilitate the improvement of teaching and learning and achievement. The major obstacles impeding HOD effectiveness as evident from Brown and Rutherford's study were:

6. Lack of time to effectively carry out all dimensions of their role;
7. Lack of curriculum stability in the face of the demands for the National Curriculum;
8. Lack of professional development opportunities at the departmental level;
9. Lack of direction and vision from some senior executive members;
10. Often a lack of effective communication between HOD's and senior management.

Leadership and the Head of Department

Much has been written about educational leadership in recent decades, although most focuses on the Principal at the expense of middle management.

However, Heads of Department are in a potentially powerful and influential leadership role. McLendon and Crowther (1998:14), in a study conducted a study in Queensland, reviewed five action learning projects based around an initiative of a Head of Department. Entitled Project HOD, in their review they stated that the projects 'provided a clear connection with leadership competencies'. The following table outlines the qualities that were evident in the projects.

**TABLE 1  Best Practice in HoD Leadership**

<table>
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<th>Best Practice in HOD leadership is:</th>
<th>Inspiring, risk taking, empowering, enervating.</th>
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Beare, Caldwell and Milikan (1989) in their very popular book 'Creating an Excellent School', comment on two key leadership behaviour dimensions which they describe as a concern for accomplishing the tasks of the organisation and a concern for the relationships among people in the organisation' (106-116). They outline ten generalisations about what shapes leadership in Schools where excellence is valued:

1. Emphasis should be given to transforming rather than transactional leadership
2. Outstanding leaders have a vision for their organisations
3. Vision must be communicated in a way which secures commitment amongst its members of the organisation
4. Communication of vision requires communication of meaning
5. Issues of value - what ought to be - are central to leadership
6. The leader has an important role in developing culture of an organisation
7. Studies of outstanding Schools provide strong support for School based management and collaborative decision making
8. There are many kinds of leadership - technical, human, educational, symbolic and cultural
9. Attention should be given to institutionalising vision if leadership of the transforming kind is to be successful
10. Both 'masculine' and 'feminine' stereotype qualities are important in leadership, regardless of the gender of the leader

Duke (1987:81-4) suggests seven 'key situations' with which the educational leader must deal:

1. Teacher supervision
2. Teacher evaluation
3. Instructional management
4. Resource management
5. Quality control
6. Co-ordination
7. Trouble shooting

As Duke states 'handling of these situations well requires far more than a particular skill or set of competencies. The situations constitute complex configurations of intentions, activities, people and interrelationships'.

Hannay and Schmalz (1995:2) carried out a research project into the role of a Head of Department in an education district in Ontario, Canada. Data was collected over the course of three separate interview sessions from six Schools and was analysed to create a description of the current and changing role of the HOD. The push for more site based management systems was found to be creating new power relationships in schools. Their study suggested that the departmental structure still provided 'meaningful sub-groupings within the larger, complex structures of secondary Schools'.

Conclusion to the Literature on the Head of Department

The various studies and writings outlined above provide a useful conceptual base for understanding the work of the contemporary secondary Head of Department. However, like earlier work on the principalsip, what tends to be provided are typologies and lists of desirable attributes, roles and characteristics which by their very nature imply prescription of 'what' the head of department 'should' be like, and what he or she should 'do'. What is lacking at this juncture is the question and issue
of 'how' this range of responsibilities is to be carried out and indeed balanced, something of fundamental concern to all those interested in improving teaching and learning in schools.

There is an increasing body of empirical evidence to support the contention that it is the department and individuals and groups within these that contribute or 'add value' most to student outcomes (see Darling-Hammond, 2000, for a comprehensive review of the literature to date). It is timely then, that attention is given to the role of the secondary Head of Department.

HOW THE PROJECT AROSE

As noted, the project arose from earlier work of Dinham and Scott which had highlighted some of the difficulties currently experienced by 'middle managers' in schools, and the general dearth of research into this level of leadership in the field of education.

Concern over the extent to which these crucial educational leaders are able to perform their intended functions led the researchers to want to explore the 'world of work' of the contemporary secondary head of department.

Kathryn Brennan, John Collier, Alan Deece and and David Mulford are experienced secondary principals who recognised both the importance of and difficulties faced by secondary heads of department. Each is enrolled in the Doctor of Education program at UWS, Nepean and it was decided to utilise head teachers at their schools - two government and two independent - as a sample for a pilot study to validate and extend some of the findings of earlier work and to further explore the area.

Once a project proposal had been formulated, it was necessary to secure approval to conduct the research both from the University of Western Sydney, Nepean and the New South Wales Department of Education and Training.

Telephone interviews with volunteer heads of department were conducted in the latter part of 1999, concluding in early 2000 (see below under description of methodology). Analysis of data took place in late 1999-2000, with formulation of this report of the study being completed in April 2000 for dissemination to various stakeholders.

PROJECT AIMS

Secondary Heads of Department - termed Head Teachers in the NSW DET - occupy a crucial position, being the 'linking pins' between their departments and the upper executive of the school. If educational change of a positive nature is to occur, the Department Head must guide and drive this both at the department and executive level. However, this position in schools has been relatively neglected in prior research, which has concentrated on other levels, especially principals and classroom teachers.

Recent research has however revealed that 'middle executive' in schools are finding their current responsibilities onerous and, at times contradictory, with the holders of these positions experiencing various facets of role conflict ambiguity and role overload, with resultant high levels of stress in some cases (Dinham & Scott, 1999).

This study is a pilot investigation designed to explore how heads of department are currently performing and in turn, being influenced by their roles. The following study questions guided the research design:
1. Why do HoDs aspire to the position?
2. How well are HoDs prepared for the role?
3. What are the elements of HoDs' workloads?
4. What do HoDs like most and least about their work?
5. How would HoDs prefer to allocate their time and effort?
6. How do HoDs develop/acquire their individual management/leadership style?
7. How do HoDs see their role contributing to educational change, leadership and decision making?
8. What are the professional development needs of HoDs and how are these addressed?
9. What are the future aspirations of HoDs?

It was thought that if meaningful answers to the above questions could be found, this would facilitate more effective operation of this position in schools and systems and provide valuable understanding to help meet the professional development needs of these people through provision of effective training and development programs by schools, systems, professional associations and tertiary institutions.

It was also hoped that the project might throw up important findings relevant to the selection and preparation of people to take on this role in the future.

As suggested above, greater understanding of the role of the secondary HoD has a number of potential benefits, not the least of which is enhanced educational outcomes for students and schools and a less stressed, more motivated and satisfied teaching force.

Finally, with the introduction of the 'New HSC' in NSW secondary schools in 2000, HoD's will play a vital part in the implementation of new subjects changes, and a greater understanding of their role could well be very beneficial in achieving what is a major reorganisation of the secondary curriculum in NSW.
INTRODUCTION

As noted, the study followed on from a large international survey, predominantly quantitative, utilised with teachers and school executive in a number of countries.

This present study of the secondary head of department built on this earlier work through an exploration of some of the matters of concern raised in the Teacher 2000 Project and the literature. In turn, the Teacher 2000 Project had built upon earlier mainly qualitative interview based work with teachers and school executive carried out by Dinham (1992, 1993, 1995, 1996, 1997).

Because of the intended exploratory nature of the present study, it was determined to utilise a structured, open-ended interview design with volunteer head teachers at four secondary schools (two government and two independent), with data to be analysed using content analysis.

It is hoped that the findings of the present study will have immediate application while serving as a basis for follow up work with larger groups of heads of department in the future.

INSTRUMENT

An interview schedule was developed comprising both closed demographic items and 12 open-ended questions closely reflecting the original study questions (see Appendix 2).

The open-ended questions were designed to encourage reflexivity, in that they were arranged largely chronologically and took the participant through his or her career from initial attraction and opinion of the role to the present, finishing with questions about current professional development needs and the future. There was a slight refinement of the questions between the initial pilot of 12 interviews and the remainder; in that it was found that interviewees found it difficult to specify percentages in questions 6 and 7.

In framing the interview questions, there was an attempt to contrast the present experience and workload of the heads of department with how they would prefer to spend their time.

THE INTERVIEWS

Two of the secondary schools where the study took place are in far Western Sydney, one is in the Blue Mountains, while the remaining school is in the Southern Highlands of NSW. Because of reasons of confidentiality and in facilitating free expression, it was decided that each of the participating principals would not interview any heads of department from his or her school.

Once heads of departments had contacted the chief investigator volunteering their involvement, each was allocated to the principal of another school who was to conduct the interview. No principal was informed of the heads of department participating or not as the case might be from his or her school and principals did not have access to the interview schedule data from their own school.
Telephone interviews were conducted with participants, both because of convenience given the geographic spread of teachers and schools, and because of the demonstrated advantages of this approach in facilitating thought and reflection (see Dinham, 1994b, for an examination of the method of the telephone interview).

Interviews occurred at an agreeable time and place, usually out of school hours, and took from 45 minutes to two hours to conduct, with 50 minutes being typical. In several cases, interviews took place at schools, but the potential for distraction and disruption meant that this was avoided wherever possible.

While the chief investigator was experienced in the technique of the telephone interview, the co-investigators were not, and it was necessary to workshop and discuss the technique both before and following the first 12 interviews.

Interviews were not audio taped as is sometimes the case with this method. Rather, the interviewers made notes on an individual interview schedule, frequently reading back and clarifying responses with the interview subjects. This technique requires 'active listening' and appears to have some advantages over audio recording in that the interviewer is more engaged in the process (Dinham, 1994). It is, however, demanding.

Pertinent direct quotations were recorded on the interview schedule, and notes typed up as soon as possible afterwards to assist in recall and understanding of what had been said.

In line with previous uses of the method, the process of the telephone interview was found to be highly enjoyable by both parties and even cathartic in some cases, those interviewed stating that they had not thought deeply about an issue before or that they found the process of talking through an issue with a fellow experienced ‘anonymous’ professional beneficial. It is important in this process that the interviewer possesses the ‘theoretical sensitivity’ (Strauss & Corbin, 1990, 41-47) needed to converse with the interviewee and to fully understand the context, in this case, contemporary secondary education.

DATA ANALYSIS

The method used in the analysis of data was that of content analysis and utilised elements of grounded theory as outlined by Strauss and Corbin (1990), although full application of the technique did not occur due to the exploratory nature of the study.

In this case, concepts were identified from the transcripts by the researchers, these were then consolidated, categories or themes derived from these, and then spreadsheets utilised to record the frequency of concepts within categories and for the individual heads of departments (see Appendix 3).

The categories derived from the content analysis comprised:

1. Personal Orientation [to the position of head of department]
2. Major Influences [on becoming a HoD]
3. Preparation for the Role [of HoD]
4. Usefulness of Preparation
5. Matching Expectations [prior perceptions v actuality of the role]
6. Best Aspects [of the role of HoD]
7. Worst Aspects [of the role of HoD]
8. Workload Elements [of the role of HoD]
9. Workload [proportion/percentage of total time]\(^3\)
10. Preferred Workload
11. Leadership Style
12. Origins/Influences Leadership Style
13. School Leadership Involvement
14. Preferred School Leadership Involvement
15. Professional Development Needs
16. How Professional Development Needs Met
17. Future in Education

For each category, a spreadsheet was constructed with the heads of department on the horizontal axis (HT1-HT26) and concepts identified as elements of this category on the vertical axis. For example, for Category 1: Personal Orientation [PO] to the position of HoD, there were 14 concepts identified by the researchers from the transcripts:

**TABLE 2: Sample Category and Concepts**

**PERSONAL ORIENTATION TO POSITION [PO]**

| PO 1 | Natural career progression |
| PO 2 | Greater involvement in decision making |
| PO 3 | To lead a team/be a leader |
| PO 4 | To do something different from teaching |
| PO 5 | To make a difference |
| PO 6 | Greater involvement in school change |
| PO 7 | Enjoy responsibility |
| PO 8 | Asked/encouraged to take on role |
| PO 9 | To be a leader in subject area/love of subject |
| PO 10 | Challenge of role |
| PO 11 | Drifted into it, circumstances |
| PO 12 | Power and influence |
| PO 13 | Increased salary |
| PO 14 | Personal ambition |

Refinement of the concepts continued to occur until the researchers were satisfied they had exhausted all possibilities.

The researchers then returned to the interview transcripts and recorded the occurrence of each concept against each head of department for each category.

Totals for the sub-groups of male/female, government/non-government school were also calculated for each category.

Overall trends and results for each category were thus discerned (see 4, Results).

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\(^3\)Data from category 9 was not fully utilised due to difficulties in calculation/specification of how the HoDs spend their time, a telling point in itself.
PARTICIPANTS

SAMPLING

It was determined that all those occupying positions equivalent to head of department/head teacher in each of the four participating secondary schools would be approached in writing by the chief investigator. A letter (Appendix 1) outlining the aims and procedures of the study was provided which included a tear-off informed consent form which could be posted or faxed to the chief investigator at UWS.

Anonymity was assured and no principal knew the identity of participants from his or her school. Each principal did however, promote the study with his or her staff to encourage involvement.

From a potential population of 47 heads of department, 26 (55%) agreed to take part in the study and be interviewed. Response rates per school varied from 6 out of 13 (46%) at a government school, to 7 out of 8 (87%) at a non-government school.

No claims are made about the representative nature or not of the sample. Briefly, one government school is a well-established school in an area well served by a variety of educational providers. The second government school is a new school in a growing residential area. Both non-government schools are well-established and each serves the Blue Mountains and Western Sydney. Both have attached K-6 schools.

SAMPLE DESCRIPTION

Appendix 4 provides the demographic data for the sample.

Age, Sex and Teaching Experience

Of the 26 participants, 6 were female and 20 male (77%). The average age of those interviewed was 43 (range 29 to 54), with females (46) being older on average than males (42), possibly reflecting the tendency for females to be older when gaining promotion due to such matters as broken patterns of service.

There were 12 participants from the two government schools (4 female) and 14 from the two non-government schools (2 female).

Average length of total teaching experience was 20 years (range 9 to 30 years), with average length of tenure at current school being 7 years.

The average length of time in the position of head of department was 6 years (average 4 years at current school). On average, those surveyed had 14 years teaching experience before being promoted to head teacher, although some had experience as year coordinators, sports coordinators, and in relieving positions, prior to their substantive appointment as a head of department. This reflects the well-known phenomenon of promotion in education - with its few levels of hierarchy in schools - where teachers typically gain their first promotion far later in their careers than members of the general workforce or comparable occupations.
Highest Level of Qualification and Area of Responsibility

One participant at a non-government school possessed a PhD, whilst there were 7 HoDs who had completed coursework masters degrees. For 6 of those interviewed, their highest qualification was a graduate diploma which followed the completion of an undergraduate degree. Nine gave a bachelors degree as their highest qualification, which in most cases had followed an initial teaching qualification such as a diploma in teaching.

Only two of the 26 interviewed were currently engaged in higher degree study, both undertaking coursework masters degrees.

Those taking part in the study were fairly well spread across 'Key Learning Areas', although there were 6 HoDs who had uncommon combinations or areas of responsibility, 5 of whom were working in non-government secondary schools.
RESULTS

INTRODUCTION

Results are organised around the themes and categories emerging from the content analysis of the interview data. This structure closely follows the original organisation of the open-ended interview questions.

Where sub-groups are compared, it is useful to note that 20 men and 6 women took part in the study, with 12 HoDs from government schools and 14 from non-government schools. Thus, patterns of responses need to be compared with these overall ratios of participants.

BECOMING A HEAD OF DEPARTMENT

Reasons For Wanting to be a Head of Department

There was a diversity of reasons given for wanting to be a head of department, with some of those interviewed giving more than one reason. In rank order, the main reasons were given as:

- A natural career progression (10 HoDs from 26)
- Being asked or encouraged to take on the role (9)
- Wanting to make a difference (8)
- Attracted by the challenge of the role (8)
- Desire to be a leader in subject area (7)
- Wanting greater involvement in decision making (7)
- Just drifted into it (7) [See Appendix 3 for full results]

As noted, 10 of the 26 interviewed said they saw becoming a HoD as being part of a natural career progression, while there were 6 who described becoming a HoD as a personal ambition. On the other hand, 7 HoDs stated that circumstances led them to just ‘drift into the job’ (5 non-government).

A large proportion saw themselves as curriculum specialists and wanted to be a leader (7) and to make a difference in their subject area (8).

Other reasons given for becoming a HoD included 9 who said they were asked and encouraged to take on the role, while 7 HoDs wanted a greater role in decision making. Eight HoDs said they wanted the challenge of the role.

Increased salary flowing from promotion to HoD was mentioned by only 4 of those interviewed, while an equal number gave the desire for power and influence as a motivation for them seeking the position. No women gave either salary or power and influence as a reason for taking on the role of HoD.

Overall, implicit in many of the answers to this question was a feeling of reaching a stage in one’s professional development where greater responsibility and influence over teaching, learning and decision making was now sought, although there was a minority who found ‘greatness thrust upon them’.
Comments about becoming a head of department included:

'It's a natural progression. I like control over my own destiny' (male, government).

'I've had a personal interest and enthusiasm in my faculty. I want to have more power in organising the development of my faculty' (male, non-government).

'Originally I was encouraged by a senior teacher. I worked towards it from my second year. They [other HoDs] were all positive and encouraging' (male, government).

'It's mostly innate. It comes from within. It eats at you when you hear about others who have gained promotion and you don't think much of them' (male, government).

'The position gives you credibility' (female, government).

Influences on Seeking the Position

Major influences on those interviewed seeking to be a HoD were, in rank order:

Other HoDs (11)
Senior school staff, including principals (10)
Mentors and role models (9)

Overall, other people engaged in the educational profession, usually at a higher level, were the major influence on becoming a HoD for those interviewed in the study. Sometimes this took the forms of encouragement, networking, role modelling and/or mentoring. Clearly, the judgement of a more experienced colleague was important in making the decision to put oneself forward for promotion, the reverse side of the coin being that senior staff often act as ‘talent spotters’ in their schools and for their subject areas.

Of the 26 HoDs interviewed, 21 saw other people in their schools as being the major external influence on them seeking promotion.

Ten saw encouragement from the principal or senior staff as being a major influence and 11 mentioned other HODs (8 from non-government schools). Nine mentioned the importance of a mentor, mostly from within the school.

For five of those interviewed, a negative role model became a major influence in that the person concerned felt he or she could do a better job than HoDs they had worked with. In the words of one person interviewed, "They treated me like an idiot." (male, non-government).

Other comments included:

'Originally I was encouraged by a senior teacher – a 'de facto head teacher' in my first school. There were only three of us in the department and from my second year onwards I worked towards it. They were all positive and encouraging' (male, government).

'I had lots of encouragement in my first year of teaching by the HoD ... indicating that I had the talent ... current deputy principal really encouraged me in my previous school (male, government).
'I watched ‘The Bill’ [TV series] and didn’t want to be like ‘Tosh’, locked into one job forever’ (male, non-government).

‘The music inspector [pre ‘merit selection’] contacted me re a head teacher music position that was coming up and encouraged me to apply’ (female, government).

Preparation for the Role

A majority of those interviewed (17 out of 26) reported little or no formal preparation provided for or undertaken by them before becoming a head of department (10 in non-government schools).

What preparation there was tended to be informal and ‘on the job’, and either self initiated (11), or consisted of periods of time as an acting HoD (10, including 7 from non-government schools). The experience gained in other school leadership roles was given as a form of preparation for the role by 8 of those interviewed.

Formal preparation programs such as higher degree study (4), professional associations (2) and school or system in-service (5) were in the minority of sources of leadership preparation cited by those interviewed.

One HoD stated: ‘Studying for my masters gave me an insight into being a HoD’. (Male, non-government). Two cited leadership experience outside the school, while, as noted, only 5 said their system or school provided formal in-service for the role.

It should be noted that women were under-represented in the areas of being an acting HoD or other school leadership experience (1, versus 9 men), whilst no women mentioned leadership experience outside school (2 men), professional associations (2 men) or school or system in-service (5 men). Women were, however, over-represented in the area of self-initiated preparation (4, versus 7 men, out of a sample of 6 women and 20 men).

As noted, HoDs were more likely to have the experience of acting in a higher position in non-government schools (7, versus 3 government HoDs).

Comments about preparation for the role included:

‘Not much really. I saw many HoDs at my school. I saw a variety of ways they functioned. I asked questions. No training was provided by my employer’ (male, non-government).

‘I’ve never received any training for the job apart from on the job training’ (male, government).

‘Very easy – none was received. Technically no formal DET in-service. What I had was two supportive principals who allowed me to coordinate my subject and attend executive meetings and be part of the wider organisation of the school’ (female, government).

‘I did a course with the Leading Teacher for three months. We met weekly after school and talked about the requirements for a head of department and what was needed. The LT developed this course. At the time I had a really bad HoD and I asked the LT to help’ (male, government).
Perceptions of the Usefulness of Preparation for the Role

There were largely opposing views in response to the question about usefulness of preparation undertaken for the role of HoD.

Twelve out of 26 felt unprepared, 8 out of 26 felt adequately prepared and 8 out of 26 felt well prepared. Of the latter, two also stated they were unprepared in some important areas of their role. More respondents from non-government schools (8 out of 12) felt unprepared for the HoD role.

Men and women were fairly evenly split on this issue relative to their respective numbers, although women were less represented in comments about feeling well prepared (1, versus 7 men).

Comments about the preparation for the role included:

'I wasn't well prepared. I felt I battled through it' (male, non-government).

'In some ways I was well prepared, but in conflict management I was not prepared' (male, non-government).

'I was fairly well prepared ... I think I had knowledge about my subject area, organisational skills and technical skills' (male, government).

'From my perspective fairly well. I had a wide ranging experience over a period of time' (female, government).

Expectations for the Role

Only half (13 of 26) of the respondents felt that the actual job of being a head of department matched their initial expectations, with 8 of these being from government schools.

There were 2 HoDs who said they were enjoying the role more than they expected they would, but on whole, those interviewed encountered a range of negative pressures and experiences they neither not anticipated nor believed they had the skills to deal with. These included:

Problems involved with 'people management' (mentioned by 8 HoDs)
Underestimating the workload (7)
Lacking conflict resolution skills (6)
Dealing with constant pressure (5)
Interpersonal demands and pressures (5)
Lack of awareness of aspects of the role (4)
Parental demands and pressures (3)
Imposed tasks and responsibilities (2)
Impacts of a whole school role (1)

As noted, 7 of the 26 said they had underestimated the workload of the HoD (5 non-government). One HoD (male, non-government) commented that the 'Workload was much more than I expected ... there are not enough hours in the day'. The theme of lack of time came through in answers to other questions, including the 'worst aspects' of the role to be examined shortly.
Women were over-represented in the group saying the role had matched their expectations (5 of the 6 women interviewed), whilst no women mentioned problems with imposed responsibilities, parental demands, lack of awareness of aspects of the HoD position, or impact of having a whole school role.

PERFORMING THE ROLE

Best Aspects of Being a Secondary Head of Department

Clearly, the most popular aspect of the role amongst the heads of department interviewed in the study was working with staff. Seventeen of 26 respondents identified this area as being a highly rewarding aspect of their role.

Comments such as ‘working with staff in your own Faculty area and developing a team, sharing decisions and responsibilities… and gathering competent, professional people, is gratifying’ encapsulated the views of many.

Also seen as significant was the capacity to exert greater influence within the school and to initiate change (mentioned by 13 and 11 respondents respectively). One HoD described this as ‘the enjoyment of making changes and seeing them work’.

Allied responses covered the rewards of team leadership (9 responses), serving students and staff (7), and facilitating success (7, 5 from the Government sector), working with students (6), sharing one’s love of a subject (5), and freedom and discretion (5).

Development of curriculum was mentioned as a ‘best aspect’ of the role only by 5 respondents. This relatively low rate for what appears to be a major aspect of the role may reflect current short-deadline driven pressure with the new HSC in NSW, requiring rapid development of new teaching and learning programs. This interpretation seems to be borne out by the results of the next section on worst aspects of the role.

Managing finances and resources (3), choosing one’s own staff (1), enjoying support from the school (1), and having a whole school focus (1), did not attract high ratings.

Women in the sample were over-represented in areas of facilitating success and working with staff, while no women indicated developing curricula, choosing one’s own staff or managing finances and resources were amongst the best aspects of the role for them.

Overall, the best aspects of being a HoD were clearly seen to revolve around working with, leading, and serving people, with contributing to change within the school through having a greater influence also seen as being important positive aspects of the role.

Worst Aspects of Being a Secondary Head of Department

The most prominent negative aspect of being an HoD mentioned in the study was lack of time (14 respondents): ‘I take a lot of work home… I cannot do any of my own class preparation or marking at school’, (male, non-government), being a typical comment. A related concept was constant work load and pressure (9). Underperforming staff (9), and inter-personal conflicts and problems between staff (7) were also seen as significantly negative aspects of the role.
Tension between the Faculty and the upper management of the school was mentioned by 6 respondents. One spoke of being 'caught between your own staff and their expectations of you and the demands and responsibilities in terms of Senior staff or administration'.

Six heads of department mentioned the difficulty of dealing with parental complaints and demands. Four struggled with imposed charge and 5 with enthusing unmotivated staff. A total of 9 HoDs found the pressures and workload of being a head of department detracted from their own teaching, and that the role compromised their own performance.

Three HoDs found imposed deadlines problematic, while 3 mentioned the difficulty of disciplining students. Two each cited lack of personal space, staff/student issues and their work being reactive, not pro-active, while 1 HoD mentioned financial constraints and inability to plan for the longer term.

Constant workload and pressure, lack of time and parental complaints and demands produced approximately double the level of responses from the non-Government sector.

Women were over-represented in identifying workload pressure, dealing with under performing staff and interpersonal conflicts/problems with, and between, staff as the worst aspects of the role.

WORKLOAD OF THE HEAD OF DEPARTMENT

Elements of the Workload of the HoD

Most prominent elements of the work of the head of department were seen to be paperwork and other administrative requirements (22 responses), teaching (21), student discipline and conflict resolution (18) and chasing up matters with students (18). With the exception of teaching, these major elements of the HoDs workload, along with others below, tend to arise from externally imposed demands and pressures.

On the next level of responsibility were curriculum development (13), assessment and marking (12), curriculum monitoring (10), facilitating the professional development of staff (11) and dealing with own staff (13). Meetings (6), other external requirements (5), whole school involvement (5), dealing with parents (7), organising activities (6), extra curricular activities (1) and dealing with non-department staff (1), round out the multi-faceted role of the secondary head of department today.

In the sample, men were more likely to mention organising activities, external requirements, and meetings, while HoDs in the non-government sector were over-represented in comments about teaching, assessment and marking, organising activities, meetings and chasing up students.

A key feature of the comments made by HoDs about their responsibilities and tasks is that the vast majority are extraneous to teaching one's own classes (see below), a major part of the HoD's role in respect of time, given the modest time allowance — and salary - most HoDs receive in return for taking on the position.
How Heads of Department Spend Their Time

As noted earlier, it had been hoped that the HoDs might be able to specify in percentage terms how they spend their time. However, in most cases those interviewed found this too difficult. Most in fact, seemed to be faintly horrified when they realised the spread of their responsibilities, as noted above. What follows, then is more proportional than exact.

Most significant aspects of the workload of the head of the department were seen teaching one’s own classes (14 responses), student discipline/conflict resolution (14) and paperwork/administration (14).

Curriculum development, with 12 responses, was also seen as very time consuming, as was facilitating professional development of staff, with 11 comments.

Assessment/marking and curriculum monitoring, noted by 9 and 8 HoDs respectively, also rated highly. Dealing with faculty staff (7), and whole school involvement (6), also occupied significant time for some.

Organising activities (2), and dealing with parents, maintenance and extra-curricula activities (1 each) were less prominent in answers to this question.

In this section, women were strongly represented in areas of curriculum monitoring, assessment and marking, facilitating the professional development of their own staff, dealing with their own staff, paperwork and other administration and whole school involvement.

Preferred Workload – Redesigning the Role

Notions of redesigning the role of head of department centred on reducing the teaching load of HoDs (13 respondents), making more time available to spend with staff (13) and reducing administration (12). One head of department pointed out ‘most free time currently goes in day-to-day running of the Department, with not enough time to sit down with individuals’. Another put it succinctly: ‘management of people requires time ... People are pushed by time’, while another HoD simply said ‘shed administrative clutter’. ‘Less paperwork’ was probably the essential summary.

One reflective comment indicated that there is ‘not nearly enough opportunity to arrange significant blocks of time when Faculty staff get together to discuss pedagogy and curriculum’. A related idea was more time on ‘core business’ (9 replies), followed by more time with students (5). Reduced extra-curricula workloads on staff (2), and more whole school involvement (1) received some support.

Reducing administration was a more frequent response to this issue in the government sector. Men were more prominent in comments about spending more time with staff and more time on core business.

MANAGEMENT/LEADERSHIP STYLE

Leadership Style

When describing their leadership style, those interviewed clearly saw themselves as key members of a team. This role required them to be collaborative and to consult with others (17 responses), to be a team player (14), and to act in a democratic and consensual manner (13). It is important to note that these are self-perceptions, that might or might not be shared by others in the school.
Being a facilitator was considered important (7), although there was a need to know when to be decisive (7).

Keeping people informed and being communicative (11), being available and approachable (7), and being helpful (3) were also mentioned as aspects of the leadership style of those interviewed.

Empowering others and being inclusive (7), while recognising others and providing positive feedback to staff (10) were also considered important aspects of the leadership role of the head of department.

Overall, the heads of department saw their leadership style as dependent on being able to work with and for others, i.e., they stressed the interpersonal demands of the role of HoD. The key ‘linking pin’ role of bridging the gap between the department and its field of operations and the higher executive of the school was implicit in many of the comments made about being a conduit for information and communication.

Women were over-represented relative to their overall number in comments about being a team player, recognising and appreciating others and providing positive feedback.

Men were over-represented in comments about being available and approachable and in knowing when to be decisive.

Heads of department in non-government schools were over-represented in comments about being available and approachable.

Comments concerning personal leadership style included:

'I like to listen to people, both personally and professionally' (male, non-government).

'... consensus, teamwork, staff having confidence in me and I in them' (female, non-government).

'... lead be example ... the buck stops with me, but we do it together' (female, non-government).

'I lean towards a democratic leadership style – a product of personality. Tends towards laissez-faire ... easy going. I like to see everyone enjoy what they do and not be offside and work in a happy environment' (male, non-government).

'Consultative, consensus person. Not much point telling people [what to do] as I'm dealing with staff at least as bright, or brighter, who are able to evade what they don't want to do. Ownership is important ... I'm not a great believer in meetings and formal minutes ... need to be up-front with people' (male, government).

'I try to be accessible as possible and lead by example. I try to involve staff in every aspect of the organisation – give time in faculty meetings to inform them of what is required and I want their input ... staff can specialise in an area and I give them as much self determination as possible ... open leadership ... people can feel they can speak and be respected as professional people' (female, government).
Origins and Influences of the Leadership Style of the HoD

Overall, experience working with and observing other people - rather than attending formal in-service courses or undertaking higher study - was considered by those interviewed to be the major influence on the leadership style they had developed.

There were 8 comments by HoDs about the influence of previous heads of department they had worked with, while role models and mentors (9) and observation of others (8) were mentioned by HoDs as important influences on their leadership style.

Individual personality (7) and an understanding of people (3), along with experience over time (8) were also mentioned as origins of and influences on leadership style.

In reflecting the dominance of more informal, experiential, and inter-personal factors in this matter, professional associations (1), formal study (1) and in-service (2) were infrequently mentioned as contributing to leadership style.

Additional informal and intangible influences such as collegial groups (2), the culture of the school (4) and leadership experience outside education (5) received higher prominence in comments about origins of personal leadership style than formally structured leadership preparation activities.

Interestingly, there were some who mentioned negative role models and experiences (6) as being important influences on the development of their leadership style, i.e., lessons – again from experience – on what not to do.

There was a sharp and very interesting distinction between men and women in answers to this question. Men, overall, gave a much greater variety of sources of their leadership style, with networking of various forms being important, while women appeared to have utilised fewer avenues to develop their individual leadership style. This finding may reflect the under-representation of women in higher promotion positions in schools who can act as role models and mentors to other women – at least at the time those interviewed were in their ‘formative years’ as educational professionals - and the fact that men might be more likely to network with and assist other men.

To illustrate this distinction between men and women, there were 8 men, and no women, who mentioned previous HoDs as being influences on the development of their style of leadership. There were 7 men who mentioned the observation of others as being important, while only 1 woman who gave this as a source or influence on her leadership style.

Leadership experience outside education was mentioned by 5 men and no women as being an influence on leadership style, while women relied much more on experience over time in schools than did men (8 women, 3 men).

There were 7 men who said their leadership arose naturally or from their personality, whilst no women mentioned this as a factor in their leadership.

Finally, observation of others as a source or influence on leadership style was mainly confined to non-government schools (6 from 8 comments), as was leadership experience outside education (4 from 5). Non-government HoDs were also more likely to mention the influence of role models and mentors (6 of 9 comments), although, non-government HoDs were also more likely to cite the influence of negative role models (4 of 6 comments).
Comments concerning the question of origins and influences on leadership style included:

‘Influenced by a very good K-12 principal in the past who was a servant leader – never would ask you to do something that he did not do, e.g., pick up rubbish. I’ve been influenced mainly by good leaders, not the poor ones that have been witnessed’ (male, non-government).

It developed as I was going through my own experiences. I was given support and wanted to pass this on to other people’ (female, government).

‘I have gone through all sorts of leadership type things – I was SRC President at school and involved at uni and these developed my skills ... all sorts of committees. I’ve sought to do more than others’ (male, government).

‘I think it’s innate. I’ve always been involved in a team situation ... I’ve got no formal training. I’ve watched and listened to my parents. I read and get feedback from my colleagues’ (male, government).

‘I’ve always been involved in the people side ... year adviser (state system) ...leadership style influenced by this ... It’s very uncomfortable with a person who takes an authoritarian line, i.e., one dimensional’ (female, non-government).

‘The influence came from past experience. I’ve learnt what will work and what won’t work ... I also like to experiment’ (male, non-government).

INVolVEMENT IN WHOLE SCHOOL DECISION MAKING

School Leadership and Decision Making Involvement

Those interviewed perceived their school leadership and decision making involvement in formal terms overall, i.e., through official channels and measures, rather than in terms of more informal or intangible influences on school change.

School executive meetings were seen as the major involvement (22 of 26 interviewed), while meetings with other heads (10) were also seen as avenues for school leadership and decision making.

Having and utilising access to senior executive (8), working with other executive (5), being consulted by other executive over change (7) and being involved in school project teams (5) were also given as examples of school leadership involvement.

There were 12 HoDs who mentioned in favourable terms their opportunity to contribute to and influence school decision making, with some noting their considerable opportunity for influence and involvement (5). However, this view was not universally shared, with some HoDs noting they did not have a large influence (3), and that top-down decision making was the order of the day in their school (3).

Four HoDs complained of a lack of access to senior executive, while one HoD said he had no more influence than the ‘average teacher’ in terms of his involvement in school leadership and decision making.

Women were proportionately more likely to make comments about access to senior executive and to be consulted by senior executive about change. Men, however, were
more likely to complain about top-down decision making (3, versus no women), not having a large influence (3, versus no women) and lack of access to senior executive (4, versus no women).

HoDs at non-government schools were more likely to mention meetings with other HoDs (8, versus 2 HoDs at government schools), and having a say or influence (8, versus 4 government HoDs) in respect of their involvement in school leadership and decision making. HoDs at government schools were more likely to mention involvement in project teams (4, versus 1 non-government).

A common approach mentioned by newly appointed HoDs (7 were in their first year), was 'finding one's feet' and getting to know the people and culture before becoming more heavily involved.

Comments about involvement in school decision making included:

'At this school, HoDs do have a say and influence — if it is not supported by HoDs then it will not run' (male, non-government).

'I'm having no more input than before being a HoD ... I'm a new HoD hence just finding feet. The [department] team is very large hence difficult to have an impact ... There is some sense of removal of the senior executive from the HoDs - a feeling that executive decisions are often made and then handed down, probably due to lack of time' (male, non-government).

'[senior] School executive has the decision making roles. Head of School is usually ready to listen to ideas ... I'm very aware that I am putting forward suggestions ... not in the driver's seat' (female, non-government).

'Hard to say at the moment because I'm so new ... I am part of the HoDs' meeting in which every voice is heard ... changes have occurred smoothly because of this' (female, non-government).

'High involvement in small [senior] executive, decision making spread over small number of people. A lot is delegated from above ... Heavy involvement in whole school planning, policy writing ... exciting and new. Executive laid back but well supervised by Principal and Deputy' (male, government).

'The HoDs are a cohesive group. There is a strong network ... You can be involved at all levels. The principal utilises the process of the HoD being the intermediary between principal and staff. You're asked to report to staff and come back with a decision' (female, government).

Preferred School Leadership and Decision Making Involvement

The heads of department interviewed in the study were largely happy with their current involvement in school leadership and decision making, with better communication with senior executive perceived as the major problem area for improvement.

There were 14 HoDs who stated that they were satisfied with present decision making processes, although better communication with senior executive was mentioned by 8 HoDs as needed in their schools.
There were 4 HoDs who said that change should be slower and more evolutionary in their school, 2 HoDs said that executive meetings needed to be restructured to allow greater discussion and input, while 2 HoDs thought sub-committees or project teams for specific purposes should be introduced at their school.

Despite the fact that women had previously noted access to senior executive as a part of their involvement in school decision making, women were also more likely (3 of 6 women interviewed) to cite the need for improved communication with senior school executive.

However, overall, those interviewed realised the constraints on both themselves and their superiors, particularly in the areas of imposed change, mandatory requirements and lack of time, where the usual tone of response tended to be philosophical.

One comment is typical:

'I wouldn't choose to alter it - I have considerable scope in what I want to do and I'm consulted re changes' (male, non-government).

PROFESSIONAL DEVELOPMENT OF THE HoD

Present Professional Development Needs

The most obvious feature of the perceived professional development needs noted by those interviewed was actually the diversity of responses.

The main professional development needs noted by the 26 department heads were in the areas of people management (7), meeting with heads of department from other schools (7), conflict resolution (6), dealing with the diverse demands of the job (6), time management (5), and the better use of technology (4).

Issues in the area of people management were dominated by frustrations arising from dealing with difficult or incompetent staff, with 6 comments from the non-government sector and 1 from a head of department in a government school. Comments included: 'One of the worst things is trying to deal with unprofessional staff ... yet many just need coping strategies'. Another head of department stated that one of the worst things was when 'you had a teacher who was not trying'.

Problems associated dealing with complaints and demands of parents were also noted: 'I did not expect the intensity of some of the parent complaints. It is difficult to balance support for staff and dealing with the issues ... you get caught between the two'. As noted, the related area of conflict resolution was seen as an area of professional development need by 6 heads of department. Comments in this area included references to being the 'meat in the sandwich' in interpersonal disputes and the fact that some staff tend to 'personalise complaints' that might be made about their practice. Another head of department stated 'you can't walk away from problems - you must work through them to create a resolution'.

As noted, the opportunity to meet with heads from other schools was given as a professional need by 7 of those interviewed (6 males and one female). The general theme here was that some 'benchmarking' and sharing of ideas with other HoDs, especially of the same discipline background, would be very useful.

The next two categories of dealing with diverse demands (6) and time management (5) are obviously related. Comments were made about 'left field agenda items' and 'paperwork generated internally and externally' that caused problems.
One head of department commented that he learnt early that he couldn't 'do all the job description' and hence had to 'learn to prioritise'. A frequent issue was 'not enough hours in the day' and that the school day is taken up (apart from teaching) with 'full on administration' and 'crisis management'. One head of department said that 'Major initiatives can only be thought about in holiday periods'. Another was concerned that he were a poor delegator - 'I sometimes think I do too much for staff ... but staff are pulling their weight ... they under stress'.

As noted, there were 4 responses regarding the need for better use of technology. Usually, these comments were about a perceived need to 'keep up to date' with technological developments.

Other concepts that received between 1 and 3 responses for professional development needs were student welfare (3), enhancing staff performance (2), outcomes based assessment (2), experience of higher levels of management (1), stress management (1), career path advice (1), budgeting (1), leadership (1), curriculum (1), change management (1) and current educational trends (1).

As noted, there was a great diversity of responses to this issue, with many professional development needs being noted by only one or two HoDs. However, non-government HoDs were more likely to cite the professional needs of people management and conflict resolution, while government HoDs were more likely to mention dealing with diverse demands as a need.

How are These Professional Development Needs Being Met?

The heads of department were equally divided as to the question of whether they felt their professional development needs were currently being met (11 responses) or not (11).

Many commented on the concept of 'learning on the job' and the fast externally driven changes that were occurring in education. The need to keep up to date with educational change was seen to take priority over other professional development needs - both one's own and other staff - due to shortage of time. The role of head of department was seen as becoming more complex, with one head of department noting 'the diversity of skills needed ... this point has really come home to me this year'.

External in-service courses were the most popular (7) form of obtaining required professional development. This was particularly so for males (5) and non-government HoDs (5 of 7). Several (3) from the state system commented favorably about specialist head teacher in-service courses for people new to the role offered by the NSW DET.

Other avenues for professional development utilised by those taking part in the study were professional associations (3), internal in-service (2), formal study (2), higher executive at school (2), subject meetings with staff (1) and own external networks (1).

On a different tack to more formal means of meeting professional development needs, there were comments about a need for greater recognition of the role of the head of department from senior school executive and external bodies or systems, heads of department commenting on the 'lack of recognition for the role'. Also mentioned was the fact that 'more support is needed for this pivotal position', and the need for greater feedback on performance - 'I did not know what the boss thought until I asked for a reference'. The view was also given that the 'Metherell
years are still taking their toll ... a feeling of everything is dumped on middle management is still around ... or anything the principal does not want to do'.

Overall, there was a feeling that the head of department position is 'where the real work gets done', to use the words of one of those interviewed, but that it is a 'pressure position'.

PERCEIVED FUTURE IN EDUCATION

The largest group of those interviewed saw themselves as staying in the head of department role in the future. There were 4 heads of department who wanted to stay at their present level and at their present school, while there were 10 HoDs who wanted to move to another school. Only 2 of the 10 who wanted to move elsewhere desired a promotion to either Deputy or Principal.

Overall, 11 HoDs saw themselves as staying at the head of department level. Of those desiring promotion, 7 aspired to Deputy Principal and 3 to the position of Principal. There were 4 who saw their preferred future in higher education, whilst 3 intended to leave teaching.

On the issue of career advancement, one female HoD at a government school had very strong views on the negative bias towards females, stating 'females not only have to equal men they have to be better'. Two others (male, government) were very unhappy with the trends within the Department. One stated: 'most want to be loyal but the Department has lost it'.

Two HoDs (male, non-government and government) commented on the new workload of the deputy principal. One said he had wanted to be a deputy but 'not now due to the workload, stress, burden, and pay'.

One HoD (male, non-government) commented that he was on the 'cusp of decision making ... either promotion to Deputy, stay a HoD, retire early, or get out'.

Two HoDs said they desired voluntary demotion, while commencing higher degree study and moving into a consultancy role were each mentioned by two HoDs as their preferred option for the future.

Men tended to mention a wider range of career options than women. For example, there were 4 men who saw themselves taking on increased management responsibilities, 3 men who saw themselves leaving teaching, 2 men who mentioned voluntary demotion, and 2 men who intended to pursue higher degree study. None of these options were mentioned by the female HoDs interviewed.

These findings beg the question of where the next generation of senior school leaders is to come from, if so few of those HoDs interviewed expressed a desire for promotion to deputy or principal.

OTHER COMMENTS ABOUT THE ROLE OF THE HoD

Often, this final section of an interview schedule elicits the deepest, most thoughtful responses, following the reflection that earlier structured questions promote. Below is a varied selection of thoughts and views which throw further light on the world of work of the secondary head of department today.

'There is a lack of recognition of the role – it's where the real work gets done. I learnt early you can't do all the job description – amazing what is
expected ... I needed to learn to prioritise ... It is still good being a HoD as some control is gained’ (male, non-government).

‘The main reason for going into the job was financial but really the financial security is not there!’ (male, government).

‘The fact is I believe we’re very much ‘over cooked’ where we are now ... a lot of pressures coming up from below ... teachers coming into the system with low level teaching and management skills and minimal subject knowledge. The school’s overburdened now ... pressure coming from the top ... I enjoy everyone of these experiences, but don’t enjoy not being able to give major time to specific projects ... It is important as a HoD I need to be able to do something different otherwise I’d go crazy ... need new challenges, e.g., new syllabuses’ (male, government).

‘I’m feeling a little insecure re the position of HoD [following release of DBT salary award proposal] ... wondering how schools can adapt to possible changes ... imagining more multi-skilled HoDs ... multi-campuses ... How will I fit into the pattern ... how will schools cope?’ (female, government).

‘I think we work too hard and fast ... don’t stop to reflect ... perhaps there should be a development program for HoDs ... very onerous position’ (female, non-government).

I have strong feelings about male versus female management opportunities ... still male dominated ... females not only have to equal men they have to be better ... promotion to HoD is the best thing I could have done, but I didn’t do it for the money ... I am starting to encourage other females’ (female, government).

‘The diversity of skills needed really staggered me the more I thought about it ... More support is needed for this pivotal position. The [senior] executive can tend to be too removed from the classroom – the HoD is a good position to be a conduit between the classroom and the executive. This continuum between the classroom and the executive could be very powerful. At present it is not being exploited enough’ (male, non-government).

‘At [this school] lots of HoDs feel hard done by, they feel there is inequity between loads, lack of understanding, lack of recognition – I didn’t know what the boss thought about me until I asked for a reference ... The executive does not often realise how much pressure there is – they unload their pressure on HoDs. There has been a lot of sickness/stress leave here with HoDs ... School Council forget the degree of pressure – there is some resentment against this group ... Some [HoD] jobs are huge yet others relatively ‘cushy’ ... a bigger differential is needed and/or a better recognition of the big departments ... time is more important than money ... constant nature of pressure is the thing you notice’ (male, non-government).

‘I try to actively encourage others to do the HoD job. It’s a critical job in the school. I find that as you move up the rung you seem to have less support. The senior executive can tend to feel isolated’ (male, government).
‘I think the HoD job is worthwhile. I’m only new and I come into contact with a lot of cynical HoDs – not just at this school but elsewhere. They don’t believe this, but I do’ (male, government).

‘It’s a challenge. It is different. The amount of work is overwhelming and it’s not seen as hard … I find in a private school I have to take work home. You have to consider both staff needs and school needs at the one time and this is difficult’ (male, non-government).

‘I think days when you can step back and see others doing things are great. The most difficult thing is being interrupted and trying to do other things. I feel I give the job my best – to my personal detriment. I feel I have to adhere to a high level to achieve’ (female, government).

‘Do it if you get the chance. Don’t think you’re not capable. Have a go. That’s how I started, admittedly with a helpful principal. Most people could do it if they have people skills and can interact with a range of stakeholders. I figured I could always go back to classroom teaching if it didn’t work’ (male, government).

‘The job has changed enormously. When I started, the job was running a department … not expected to do all other peripheral things. In a short time that became more difficult … staff aging makes it more difficult to introduce change. I once came at 8-00am and planned lessons. Today I still come at 8-00am but can’t get through my pigeon hole by the start of the day, so much more to read. Everything in schools is in a rush – the kids are not getting a fair go out of this. Classes are as large now as when I started teaching, which makes a big influence on discipline’ (male, government).

‘So much comes down to matching one’s own personal style with the principal’s personal style … the principal [here] likes a fixed communication time each week. In this system, this is hard to obtain in a large school with constant activity. It does happen in small primary schools and industry … the system is only as good as the people in it and how they work’ (male, government).

‘The headmaster reckons this is a high stress position. It’s different for me because money is not an issue and I have no goals to go further. Sometimes it’s hard to think what I’m doing this for. You can’t win all the problems. It can be both rewarding and depressing. You get caught between two levels. You’re always on a hiding to nothing but when you’re right it feels good. We’ve got a crowded curriculum and little flexibility. It’s good to recognise talent and encourage it’ (male, non-government).

‘Basically the job is very enjoyable but it can be frustrating when you have deadlines and have others you work with to depend on … Sometimes I have to cover up for others. It’s stressful at times but rewarding working with staff and students. It’s good to have a role in major decision making’ (male, non-government).

‘I think I’m lucky with the variety of things I do. I’ve got great support from the school, including resource support. I have a substantial level of resources … The sad thing is that if you want to be better paid you have to move from the classroom. This is a major problem. I know many of my colleagues are just going back to teaching … There is an increasing demand on my time. This seems to come in wave after wave’ (male, non-government).
‘It is an opportunity I wouldn’t have missed. You see things in an interesting way as an HoD ... part of life’s rich tapestry but not one I would have wanted to stay in permanently’ (male, non-government).

‘It’s the most enjoyable position in the school. Senior executives work under a lot of pressure. HoDs are less pressured as they deal with kids. Higher up are very emotional issues, especially for the deputy headmaster. As HoD, you can still know the kids. I’ve done acting positions – including acting deputy in a government school for two terms. Too pressured’ (male, non-government).

‘It’s an area not easily defined re parameters and limits, it depends very much on the school and it’s culture, which can have significant influences on the position. There are aspects of the job which go beyond normal expectations and especially in terms of time ... has to be balanced against personal life. Demands can be enormous and can fluctuate at different times of the year. There never seems enough time to administer everything ... many constraints and complications’ (male, non-government).

‘... a balancing act, frustration, stress attached with this all the time ... sense of responsibility ... demanding content [in subject], to take higher level classes others don’t want to do ... two courses [the HSC and IB] ... I didn’t like the question on percentage of time [spent on aspects of role] ... it was a frightening thought provocer ... I was confronted with the necessity to cut back teaching’ (male, non-government).

‘I’m settling in more now as two terms ago I was a raw recruit ... I like to be organised and am not as much as I’d like to be because I’m in a different environment ... I don’t seem to be moving ... not quickly enough ... seem to be going around and around in circles ... the nature of changing positions ... At this stage each day is still a new day ... until I’ve been in the school 12 months getting a grip, getting a handle on ‘authority’ that comes with the position’ (female, non-government).
DISCUSSION OF FINDINGS

INTRODUCTION

As noted in the section of this report dealing with sampling, this is an exploratory pilot study, and no claims are made concerning the representative nature or otherwise of those heads of department taking part in the study.

Our intention is to provide a foundation for further research and enhanced understanding of the work of the head of department and, more generally, 'middle executive' in education.

Having said that, we feel that there are insights and findings revealed within the study that can be immediately taken up by those interested in the area.

What follows is a summary of the major findings of study, possible implications and areas requiring further thought, study and attention.

MAJOR FINDINGS OF THE STUDY AND POSSIBLE IMPLICATIONS

Aspiring to Become a Head of Department

Those interviewed tended to view promotion to head of department as a logical 'next step' in their professional development. For many, there was the desire expressed to be a leader in one's curriculum area or field, rather than viewing leadership in more generic terms. A majority in fact, saw themselves staying at this level of the school hierarchy.

Around a third of those interviewed in the study said they had been encouraged by others to think about taking on the role, while another third said they 'just drifted' into the position.

It would seem beneficial that all classroom teachers engage in discussions with more experienced colleagues from quite an early stage so that career goals and directions can be explored and clarified. This happens in many cases, but seemingly on an ad hoc basis overall. Initiatives such as portfolios and mentoring have the potential to facilitate this process.

A related issue is that of 'talent spotting' and nurturing. A common comment from more experienced heads of department - not just in this study but from other research and discussion - was that in the past inspectors of government schools, particularly those with a subject area of responsibility, often identified potential school leaders, encouraged them to think about and work towards promotion and kept a friendly 'eye' on their progress. On the other hand, comments have also been made by executive and classroom teachers (Dinham & Scott, 1996) that the introduction of 'merit' promotion into government schools in NSW led to a competitive environment where others are seen as potential rivals, with a culture of not sharing or encouraging others arising from this.

Thus, the question of the need for identifying and nurturing the next generation of educational leaders arises. Formal courses and processes can play a part in this, but it has been seen from the present study that more informal interpersonal processes
such as networking, mentoring and encouraging others are also very important. A key question with the use of mentors is who should perform this role. In some cases this could be a head of department at the same school, a more senior executive at the school, a head of department or senior executive at another school or an official of some sort. Flexibility is needed to ensure the best interests of all concerned are served by such arrangements.

Key Issue 1: There is a need to find ways to better identify and nurture potential school leaders.

Preparation for the Role

Over half of those interviewed in the study reported receiving little or no preparation for assuming the role of head of department. ‘On the job’ preparation such as observation of other HoDs, other school leadership roles, ‘negative’ role models or acting in a higher position were the major forms of preparation noted by those in the study. Women, in particular, were less likely to have experienced such preparation.

Almost half of those interviewed stated they felt unprepared for taking on the role of HoD, whilst only half said the job matched their initial expectations of what it would be like.

Key Issue 2: There is a need to find ways to assist potential heads of department to better understand the role and to clarify their own reasons for aspiring to it.

There was a wide range of problems experienced by the HoDs on appointment and beyond, including ‘people management’, underestimating the workload and its effects, lack of conflict resolution skills, dealing with constant pressure, interpersonal conflict and pressures, lack of awareness of aspects of the role, parental demands and problems, imposed tasks and responsibilities, and problems with assuming a whole school role.

Thus, we have a situation where ‘rich’ but informal and unstructured experiences are the dominant form of preparation - and highly valued by those who receive it - but that formal preparation, where available, is not highly regarded.

The challenge here is to design formal preparation programs for school leadership which ‘build in’ the rich experiences such as observation of other HoDs and experience of other leadership roles, while addressing the diverse areas of need noted above. Such programs should build upon the outcomes flowing from addressing the first issue outlined above and ‘tailor made’ for the individual based upon his or her needs and present capabilities.

Key Issue 3: There is a need to design and make available to aspiring school leaders formal programs which contain an adequate range of ‘rich’, relevant experiences, knowledge and skills to meet the demands and challenges they will face in schools.

Performing and Redesigning the Role

Those heads of department interviewed in the study found working with other staff the most enjoyable aspect of their role.

They saw themselves primarily as more experienced curriculum specialists and enjoyed leading teams and working collaboratively with others. Having a greater
influence on educational outcomes at department and school levels was also seen as a positive aspect of the role of the head of department. In short, the study confirmed that the ‘core business’ of the head of department was found to be highly satisfying (Dinham & Scott, 1998b).

Conversely, more external demands and pressures were seen to be the worst aspects of the role of the HoD. These pressures and problems included having to compromise one’s own teaching, dealing with a complex and constant workload, problems arising from being ‘caught in the middle’ between the needs of senior executive and the department, dealing with under-performing staff and staff conflict, parental demands and problems and imposed demands generally.

Overall, time was considered the enemy of the head of department, with too little time available to deal with the multiplicity of demands of the position. The head of department still has a substantial teaching load, and many felt that their own teaching and the professional development of their staff suffer because of more extraneous pressures and demands. Thus, they felt their ‘core business’ to be undermined and compromised, a confirmation of the findings of larger scale survey based findings on middle management in schools (Dinham & Scott, 1998b).

To this end, half of those interviewed in the present study recognised the need to reduce their teaching load in order for them to better perform their other responsibilities. Almost half of the HoDs in the study also noted the need to reduce the administrative aspects of the role to provide more time for them to meet with staff and students and to engage in higher level tasks and responsibilities. It is interesting that prior to assuming the position, many of the HoD’s in the study spoke of wanting to be a curriculum leader, yet this was rarely mentioned once they had taken on the role. Thus, the conflicts currently inherent in the role, e.g., ‘master teacher’, curriculum overseer, people manager, administrator, conflict resolver, staff developer, etc., need to be reconciled.

Therefore, there exists the need to rethink the current responsibilities of heads of department to enable them to spend more time on the ‘professional’ aspects of their role.

**Key Issue 4:** There is a need to rethink and reconceptualise the work expected of the head of department in schools to make more time available to enable them to re-direct their time, expertise and energies to the higher level and more ‘professional’ responsibilities of the position.

**Development of Leadership Capacities of the Head of Department**

Those interviewed in the study overwhelmingly saw their leadership style as involving team leadership, collaboration, facilitation and communication. Being democratic and able to reach consensus, being approachable, available and helpful were all cited as aspects of leadership style.

Empowering and recognising others and being able to ‘get on’ with a range of individuals and groups were also seen as important. A key aspect of leadership style was the capacity to provide a bridge between the department and the rest of the school, particularly the senior executive.

The leadership qualities and ‘style’ of those interviewed was seen to derive partly from individual personality, but more importantly, it was believed to come from the influence and example of people such as other HoDs, role models, mentors, and previous leadership experience, including leadership experience outside education.
Previous mention has already been made of the vital importance of such informal, interpersonal influences on the development of the head of department. Because the availability of assistance from others is so variable, there is thus the need to provide processes and avenues, both within and across schools, to enable discussion, networking, encouragement and support and the transfer of professional knowledge and skills between more experienced executive and aspiring and beginning heads of department.

The value of the role of mentor or ‘critical friend’ is increasingly being recognised and such roles need to be incorporated into formal programs of in-service and staff development, and into the official duties of more senior executive. If this is not to result in an increased workload for those involved in such activities, the reconceptualisation of responsibilities for HoDs mentioned earlier needs to take place, in the context of an overall review of teacher and executive roles and responsibilities in schools.

Something which comes through strongly in the comments made by those interviewed is that relationships such as mentoring, where they occur, are greatly satisfying and rewarding for all parties. Initiatives such as the mentoring program at masters level currently being provided by the University of Western Sydney and the NSW DET are a welcome innovation worthy of far wider adoption and provision.

**Key Issue 5:** We need to provide support and encouragement to enable networking to occur within and across schools to link aspiring and beginning school executive with more experienced, supportive colleagues.

**Involvement in Whole School Leadership and Decision Making**

Those interviewed in the study were largely satisfied with their involvement in whole school leadership and decision making. Where problems were noted in this area, these tended to centre on communication barriers and difficulties, particularly with the senior executive of the school.

The structure of the modern secondary school tends to militate against effective communication, with vertical barriers between departments and horizontal barriers between teaching staff, heads of department and senior school executive.

In the day to day frenetic activity of the school, effective communication can suffer and problems arise because of this. Principals may not be able to make themselves as accessible and available as they or their staff might wish, and heads of department report the same difficulties in respect of being able to find time to communicate with members of their departments.

**Key Issue 6:** There is a need to focus on improving formal and informal communication methods in today’s secondary schools.

**Present Professional Development Needs of the Head of Department**

As noted in the section detailing the results of the study, there was a diversity of perceived professional development needs noted by the heads of department. The needs cited – people management, meeting with HoDs from other schools, conflict resolution, time management, dealing with diverse demands, better use of technology, student welfare, enhancing staff performance, outcomes based assessment, and other
areas of perceived need - underline the complexities of the demands and responsibilities of the position.

A worrying finding was that only a minority of HoDs felt that their professional development needs were currently being met through the formal avenues open to them.

**Key Issue 7:** There is a need to build upon the programs advocated for aspiring heads of department to provide individually tailored and packaged professional development programs for practicing heads of department which recognise both the diverse demands of the position and individual need. Such programs need to be grounded in an experiential problem solving framework and utilise other measures already advocated such as networking with more experienced school executive and specialist staff. Such professional development, where successfully undertaken, needs to be supported, formally recognised, linked to salary, and where relevant, accredited towards higher degree study and.

The Future of the Heads of Department

The hierarchical structure of the secondary school means that it is not possible for all heads of department to be promoted to higher levels, and as has been seen, many of those interviewed wish to remain in their present position because of the vital and satisfying contribution it makes to teaching and learning.

The problem then arises that a person can be promoted to the position of head of department and then be faced with 20 or more years in the same position, and even the same school. To relinquish the position is presently costly, both financially and in terms of status. As seen, several of those interviewed desired voluntary demotion, whilst others wanted to move to another school.

It is important that the position of head of department not be construed as a 'dead-end'. There is thus the need to explore more flexible promotion and appointment procedures. For example, the notion of serving a fixed period of head of department before 'returning to the fold' is long established in higher education. This can give those entrusted with such positions a known time frame to work energetically within, knowing that the position can be relinquished at the end of the term, or if desired, another term sought. This also has the benefit of shifting responsibility around, developing and utilising leadership expertise and experience in a wider group of people and enhancing greater understanding of the complexities of running a school.

Facilitating short and longer term exchanges between heads of department, including across systems and even internationally, could also serve vital rejuvenation and professional development functions.

There is also an argument in the research findings for an intermediate position to bridge the gap between classroom teacher and the head of department, particularly with larger teams of teachers. The Advanced Skills Teacher was expected to bring with it some of the benefits flowing from such a position, but has been widely regarded as not meeting its original intentions (see Dinham & Scott, 1997).

A new 'stepping stone' in what is already a fairly flat career structure could serve as recognition for talented staff, spread the load of the head of department and serve as valuable professional development for those involved. Such positions could also be on a fixed term, rotating basis.
Finally, as part of the formal professional programs already advocated, there is a need to provide career counselling for heads of department to assist them to clarify their needs and goals and to assist them to continue to be rewarded and satisfied in their profession. It is of concern that so few of those interviewed in the study aspired to the position of principal or even deputy principal. Where, then, will the next generation of such leaders come from if the experience of being a head of department dissuades such people from seeking further promotion?

Key Issue 8: There is a need to consider and adopt more flexible appointment and promotion procedures for executive in secondary schools, including fixed term appointments, the introduction of an intermediate executive position in some departments, and enhanced transfer and exchange opportunities.

CONCLUDING REMARKS

Previous work has identified both the crucial importance of the head of department position and the toll it can take on those performing it in terms of decreased career satisfaction and increased stress (Dinham & Scott, 1999).

The head of department occupies a crucial position in secondary schools, with diverse and demanding responsibilities above and below them, alongside their own teaching duties.

Those interviewed in this pilot study articulated both the ‘delights’ and ‘dangers’ of the position, along with thoughts on their current duties and professional development needs.

New leadership preparation programs are currently being introduced in systems and a re-thinking of executive positions in schools has begun, partly as a result of industrial award negotiations. These initiatives need to continue.

However, there is a compelling need for a comprehensive review of the selection, preparation and support for heads of department – and indeed all school executive positions - and a rethinking of their duties, if for no other reason that we are faced with a major, unprecedented exodus of experienced school executive due to the ageing of the Australian teaching profession.

The major turnover of school executive staff in Australian schools over the next decade provides both the opportunity and the necessity for rethinking the current conceptualisation of the leadership of our schools.
REFERENCES


APPENDICES

1. SAMPLE INFORMATION/PERMISSION LETTER

Dear Secondary Head Teacher,

We are currently undertaking a pilot study at two NSW government secondary schools, including yours, which aims to explore the world of work of the Secondary Head of Department. This work is being carried out under the supervision of Dr Steve Dinham of the School of Teaching and Educational Studies, University of Western Sydney, Nepean. Your principal has given approval for this project to take place and is a member of the project team. Approval for the project has also been given by the NSW DET and UWS Nepean.

Our project title gives something of the flavour of our intended investigation:

‘DUTIES, DELIGHTS, DANGERS, DIRECTIONS AND DEVELOPMENT OF THE SECONDARY HEAD OF DEPARTMENT’

We believe that Head Teachers occupy a vital position in secondary schools, being ‘linking pins’ between classroom teachers, their departments/faculties and the executive of the school, and we want to explore how HT’s currently perceive their role.

Participation is entirely voluntary, and there will be no adverse consequences if you decline to take part. Your principal will not be told whether or not you have decided to participate. All possible steps will be taken to ensure confidentiality and anonymity of your responses, although there is a possibility that your comments may still permit identification. You may also choose to withdraw from the project at a later date if you so desire by contacting Dr Dinham (phone: 02 47360275, fax: 02 47360400, email: s.dinham@uws.edu.au).

If you do decide to take part, you will be interviewed by telephone (normally at your home or out of school hours) by another principal taking part in the study. He/She will ask you a series of questions about such things as how you came to be a Head Teacher, what comprises your current workload, how you might like to change this, and what you perceive to be the best and worst aspects of your role. You will also be asked about your present professional needs and future aspirations. Interviews will normally take 30-45 minutes to conduct and will be held in the period August to September 1999. Previous experience with this method has found it effective, non-threatening and even enjoyable for both parties. Interviews will be transcribed and transcripts securely kept under the sole control of S. Dinham for a period of five years and then destroyed. We anticipate that we will have a final report ready by November 1999, and you and your school will receive copies, regardless of whether your decide to take part.

Our feeling is that the Head of Department has been somewhat neglected in prior research, which has tended to concentrate on principals, deputy heads, and classroom teachers. We intend to make the findings of our project known through conference presentations, a report to the DET and other publications, through which we hope to influence policy making and procedures in this area in both government and non-government educational systems.

Further information about the project can be obtained from Dr Steve Dinham (see above for contact details) or your principal. If you would like to assist us in our work by participating, please fill out the tear-off slip below and post or fax as convenient. Please keep a copy of this information/consent sheet for future reference.
Yours sincerely,

Dr Steve Dinham (Chief Investigator)

NOTE: This study has been approved by the University of Western Sydney Nepean Human Ethics Review Committee [Protocol No. HE/99/057]. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Research Ethics Officer (tel: 02 47 360 169). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Written Consent Form:

‘DUTIES, DELIGHTS, DANGERS, DIRECTIONS AND DEVELOPMENT OF THE SECONDARY HEAD OF DEPARTMENT’

I, ........................................, of ................. High School give written consent to be interviewed by telephone as part of the above project. I have read the above Information Sheet.

I wish to be interviewed at the following telephone number:

........................................ at the following preferred times/days:

...........................................................................................................................

Signature: ............................................ Date: ................

Post to: Dr Steve Dinham, TES, UWS Nepean, PO Box 10 Kingswood 2747

or Fax: 02 47360400
2. THE INTERVIEW SCHEDULE

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<th>CODE NUMBER:</th>
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<tr>
<td>INTERVIEWER:</td>
<td>DATE:</td>
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1. Closed Respondent Data
   a) Age
   b) Sex
   c) Years of Teaching Experience (this school, total)
   d) Years as HOD (this school, total)
   e) Qualifications (highest held, currently undertaking)
   f) Department/Major Responsibility (e.g., Maths)

2. Open-Ended Questions
   1. Why did you want to be a head of department? What/who were the major influences on your seeking to become a HOD?
   2. What preparation did you receive for becoming a HOD, including that initiated by yourself and provided by your employer/system?
   3. With hindsight, how well prepared were you for your (first) appointment as a HOD? Did it match your expectations of what you thought it would be like?
   4. What are the best things now about being a HOD?
   5. What are the worst things now about being a HOD?
   6. What are the major elements of your workload as a HOD? What percentage of your time would you typically spend on each?
   7. If you could redesign your job, how would you prefer to spend your time (give percentages, if possible)?
   8. Describe your management/leadership style. What are the influences on this, and how did it develop?
   9. What is your involvement with overall school decision making, leadership and change? Would you alter this if you could? If so, in what ways?
   10. What are your major professional development needs at the present time? Are these being met? How?
   11. How do you see your future in education? Is this your preferred future?
   12. Is there anything else you would like to say about being a HOD?
3. CONTENT ANALYSIS

THE SECONDARY HEAD OF DEPARTMENT

CATEGORY 1: PERSONAL ORIENTATION

1A CONCEPTS

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<tr>
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<td>To do something different from teaching</td>
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<td>To make a difference</td>
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<td>PO 6</td>
<td>Greater involvement in school change</td>
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<td>Enjoy responsibility</td>
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<td>PO 9</td>
<td>To be a leader in subject area/love of subject</td>
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<td>Challenge of role</td>
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<td>Power and influence</td>
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<td>Personal ambition</td>
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1B INTERVIEWS

|       | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | H27 |
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## CATEGORY 1: PERSONAL ORIENTATION

### 1C: SUBGROUPS

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### CATEGORY 2: MAJOR INFLUENCES

#### 2A: CONCEPTS

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#### 2B: INTERVIEWS

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CATEGORY 2: MAJOR INFLUENCES

2C: SUBGROUPS

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### CATEGORIE 3: PREPARATION FOR ROLE

#### 3A: CONCEPTS

| PR 1 | None or little preparation |
| PR 2 | Other school leadership roles |
| PR 3 | Leadership experience outside school |
| PR 4 | Higher degree study |
| PR 5 | Talking with others/networking |
| PR 6 | Professional associations |
| PR 7 | Acting HOD/other exec experience |
| PR 8 | System/school provided inservice |
| PR 9 | Self-initiated preparation |
| PR 10 | Delegated faculty responsibilities |

#### 3B: INTERVIEWS

| PR 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| PR 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 8 |
| PR 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| PR 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| PR 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| PR 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| PR 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 |
| PR 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| PR 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| PR 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
### CATEGORY 3: PREPARATION FOR ROLE

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4A: CONCEPTS

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4B: INTERVIEWS

|   | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | H27 |
|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| UP 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 12  |
| UP 2 | 1  | 1  | 1  | 1  |     |     | 1  | 1  | 1  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   | 8   |
| UP 3 |     |     |     |     |     | 1  | 1  | 1  | 1  | 1   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   | 8   |

4C: SUBGROUPS

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### CATEGORY 5: MATCHING EXPECTATIONS

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<td>Not aware of role aspects</td>
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<td>Impact of whole school role</td>
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#### 5B: INTERVIEWS

| MX  | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | TOT |
|-----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MX 1| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 13  |
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| MX 5| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 2   |
| MX 6| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 3   |
| MX 7| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 6   |
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### CATEGORY 5: MATCHING EXPECTATIONS

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CATEGORY 6: BEST ASPECTS

6A: CONCEPTS

| BA 1 | Greater influence |
| BA 2 | Serving students, staff |
| BA 3 | Initiating change |
| BA 4 | Rewards of team leadership |
| BA 5 | Sharing love of subject |
| BA 6 | Freedom, discretion |
| BA 7 | Facilitating success |
| BA 8 | Working with students |
| BA 9 | Working with staff |
| BA 10 | School support provided |
| BA 11 | Choosing own staff |
| BA 12 | Developing curricula |
| BA 13 | Managing/control of finances/resources |
| BA 14 | Whole school focus |

6B INTERVIEWS

|       | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | TOT |
|-------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| BA 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 13  |
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| BA 3  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 11  |
| BA 4  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 9   |
| BA 5  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 5   |
| BA 6  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 5   |
| BA 7  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 7   |
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| BA 9  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 17  |
| BA 10 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| BA 11 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| BA 12 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 5   |
| BA 13 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 3   |
| BA 14 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |

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259
### CATEGORY 6: BEST ASPECTS

#### 6C: SUBGROUPS

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### CATEGORY 7: WORST ASPECTS

#### 7A: CONCEPTS

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#### 7B INTERVIEWS

|        | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | TOT |
|--------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| WA 1   | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 4   |
| WA 2   | 1  |    | 1  |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 6   |
| WA 3   | 1  | 1  |    | 1  |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 9   |
| WA 4   | 1  |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   |
| WA 5   | 1  |    | 1  |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 4   |
| WA 6   | 1  |    |    |    | 1  |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 5   |
| WA 7   | 1  | 1  |    | 1  |    |    | 1  | 1  |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 14  |
| WA 8   |     |    |    | 1  |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 3   |
| WA 9   |     | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 5   |
| WA 10  |     | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 3   |
| WA 11  |     |    |    |    |    |    |    |    | 1  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 9   |
| WA 12  |     | 1  | 1  | 1  |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 7   |
| WA 13  |     | 1  |    |    | 1  |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 6   |
| WA 14  |     | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 2   |
| WA 15  |     |    | 1  |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 2   |
| WA 16  |     | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   |
| WA 17  |     | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 2   |
## CATEGORY 7: WORST ASPECTS

### 7C: SUBGROUPS

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### CATEGORY 8: WORKLOAD ELEMENTS

#### 8A: CONCEPTS

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#### 8B: INTERVIEWS

|       | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | TOT |
| EW 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
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| EW 4  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   | 12 |
| EW 5  | 1 | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   |   |   |   |   |   |   |   |   |   |   | 6  |
| EW 6  | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1  |
| EW 7  | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 5  |
| EW 8  | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 7  |
| EW 9  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   | 11 |
| EW 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   |   | 18 |
| EW 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   | 13 |
| EW 12 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1  |
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| EW 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   |   | 5  |
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### CATEGORY 8: WORKLOAD ELEMENTS

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### CATEGORY 9: BREAKDOWN OF WORKLOAD

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**CATEGORY 10: PREFERRED WORKLOAD**

**10A: CONCEPTS**

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**10B INTERVIEWS**

| WP  | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 |
|-----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| WP 1| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 2| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 3| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 4| 1  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 5|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 6| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 7| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 8|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 9|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WP 10|1    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
### CATEGORY 10: PREFERRED WORKLOAD

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## CATEGORY 11: LEADERSHIP STYLE

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### 11B INTERVIEWS

|       | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | TOTAL |
|-------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
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| LS 2  | 1  |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |
| LS 3  | 1  |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 14    |
| LS 4  | 1  |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 17    |
| LS 5  | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |
| LS 6  | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 13    |
| LS 7  | 1  |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 5      |
| LS 8  | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 5      |
| LS 9  | 1  |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 7      |
| LS 10 | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 7      |
| LS 11 | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 3      |
| LS 12 | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 5      |
| LS 13 | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 7      |
| LS 14 | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 5      |
| LS 15 | 1  | 1  |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 2      |
CATEGOR Y 11: LEADERSHIP STYLE

11C: SUBGROUPS

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### CATEGORY 12: ORIGINS/INFLUENCES LEADERSHIP STYLE

#### 12A: CONCEPTS

| OL 1 | Previous HODs               |
| OL 2 | Leadership experience outside education       |
| OL 3 | Automatic/personality/natural               |
| OL 4 | Understanding of people                     |
| OL 5 | Experience over time                       |
| OL 6 | Formal study                               |
| OL 7 | Inservice                                  |
| OL 8 | Professional reading                       |
| OL 9 | Professional associations                   |
| OL 10| Negative role models/experiences            |
| OL 11| Observation of others                      |
| OL 12| Role models/mentors                        |
| OL 13| Collegial groups                           |
| OL 14| The culture of the school                   |

#### 12B INTERVIEWS

|       | H | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | TOT |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| OL 1  |   | 1 |   |   |   |   |   |   |   |   | 1  |   | 1  | 1  | 1  | 1  | 1  | 1  |   |   |   |   |   |   |   |   |   | 8  |
| OL 2  |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1  |   |   |   | 1  | 1  |   |   |   |   | 5  |
| OL 3  |   |   |   |   |   |   |   |   |   |   | 1  |   | 1  | 1  | 1  | 1  | 1  | 1  |   |   |   |   |   |   |   |   | 7  |
| OL 4  |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 3  |
| OL 5  |   |   |   |   |   |   |   |   |   | 1  |   | 1  |   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |   |   |   |   |   |   | 8  |
| OL 6  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1  |   |   |   | 1  |
| OL 7  |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1  |   | 2  |
| OL 8  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 0  |
| OL 9  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1  |
| OL 10 |   |   |   |   |   |   |   |   |   |   | 1  |   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |   |   |   |   |   |   |   |   | 6  |
| OL 11 |   |   |   |   |   |   |   |   | 1  |   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |   |   |   |   |   |   |   |   |   | 8  |
| OL 12 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1  |
| OL 13 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2  |
| OL 14 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 4  |
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### CATEGORY 13: SCHOOL LEADERSHIP INVOLVEMENT

#### 13A: CONCEPTS

| SL 1 | Executive meetings |
| SL 2 | Access to senior executive |
| SL 3 | Involvement in project teams |
| SL 4 | Meetings with other HODs |
| SL 5 | Listening to complaints |
| SL 6 | Contributing to in-service |
| SL 7 | Team-building exercises |
| SL 8 | Having say, opportunity to influence |
| SL 9 | Working with other exec |
| SL 10 | No more input than as a teacher |
| SL 11 | Not having a large influence |
| SL 12 | Lack of access/influence with senior exec |
| SL 13 | Top-down decision making |
| SL 14 | Consulted by senior executive about change |
| SL 15 | Considerable opportunity for influence/input |
| SL 16 | Acting DP |

#### 13B INTERVIEWS

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### CATEGORY 13: SCHOOL LEADERSHIP INVOLVEMENT

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CATEGORY 14: PREFERRED SCHOOL LEADERSHIP INVOLVEMENT

14A: CONCEPTS

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<td>Reduce promotions positions in school</td>
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<td>PL 2</td>
<td>Sub-committees/teams for specific purposes</td>
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<td>PL 3</td>
<td>Wouldn't change/happy with present arrangements</td>
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<td>PL 4</td>
<td>More team building exercises</td>
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<td>Better communication with senior executive</td>
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<td>Change more by evolution</td>
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<td>PL 7</td>
<td>Restructuring executive meetings</td>
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14B INTERVIEWS

|    | HH | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | H  | TOT |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|     |
| PL 1| 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 1   |
| PL 2| 1  | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 2   |
| PL 3|    |    | 1  | 1  | 1  | 1  | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 14  |
| PL 4|    | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0   |
| PL 5|    |    |    | 1  | 1  | 1  | 1  | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    | 8   |
| PL 6|    |    |    |    | 1  | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 4   |
| PL 7|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 1  |    |    |    | 2   |

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CATEGORy 15: PROfessional DEVELOPMENT NEEDS

15A: CONCEPTS

| PD 1 | People management |
| PD 2 | Conflict resolution |
| PD 3 | Dealing with diverse demands |
| PD 4 | Time management |
| PD 5 | Delegation |
| PD 6 | Meeting with HODs from other schools |
| PD 7 | Experience of higher levels of management |
| PD 8 | Better use of technology |
| PD 9 | Outcomes based assessment |
| PD 10 | Stress management |
| PD 11 | Career Path Advice |
| PD 12 | Budgeting |
| PD 13 | Leadership |
| PD 14 | Enhancing staff performance |
| PD 15 | Student welfare |
| PD 16 | Curriculum |
| PD 17 | Change management |
| PD 18 | Feedback from other HoDs |
| PD 19 | Current trends |

15B INTERVIEWS

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# CATEGORY 15: PROFESSIONAL DEVELOPMENT NEEDS

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CATEGORY 16: HOW PROFESSIONAL DEVELOPMENT NEEDS MET

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16B INTERVIEWS

|    | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | TOT |
|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| NM 1|    | 1  |    | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 11  |
| NM 2|    | 1  | 1  |    | 1  | 1  | 1  | 1  |    | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 11  |
| NM 3|    |    |    |    |    | 1  |    |    |    |    |    | 1   | 1   | 1   |    |    |    |    |    |    |    |    |    |    |    |    | 3   |
| NM 4|    |    |    | 1  | 1  |    |    |    |    |    |    |    |    | 1   |    |    |    |    |    |    |    |    |    |    |    |    |    | 2   |
| NM 5|    | 1  | 1  |    |    | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   |    |    |    |    |    |    |    |    |    |    |    |    | 7   |
| NM 6|    |    |    | 1  |    |    | 1  |    |    |    |    |    | 1   |    |    |    |    |    |    |    |    |    |    |    |    |    | 1   |
| NM 7|    |    |    |    | 1  |    | 1  |    |    |    |    |    | 1   |    |    |    |    |    |    |    |    |    |    |    |    |    | 1   |
| NM 8|    | 1  |    |    | 1  |    |    | 1  | 1  |    |    |    | 1   |    | 1   |    |    |    |    |    |    |    |    |    |    |    | 4   |
| NM 9|    |    | 1  |    | 1  |    |    |    | 1  | 1   |    |    |    |    |    | 1   |    |    |    |    |    |    |    |    |    |    |    | 2   |
| NM 10|   |    |    |    |    | 1  | 1  | 1  | 1  |    |    |    |    |    | 1   | 1   | 1   |    |    |    |    |    |    |    |    |    |    | 2   |
**CATEGORY 16: HOW PROFESSIONAL DEVELOPMENT NEEDS MET**

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### CATEGORY 17: FUTURE IN EDUCATION

#### 17A: CONCEPTS

| FE 1 | Move elsewhere |
| FE 2 | No other job in education wanted/stay at this level |
| FE 3 | Don't want to spend future with fools |
| FE 4 | Increased management responsibilities |
| FE 5 | Promotion to Deputy |
| FE 6 | Promotion to Principal |
| FE 7 | Higher education |
| FE 8 | Stay at this school |
| FE 9 | Leave Teaching |
| FE 10 | Voluntary demotion |
| FE 11 | Higher degree study |
| FE 12 | Becoming a consultant |

#### 17B: INTERVIEWS

| | H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | H12 | H13 | H14 | H15 | H16 | H17 | H18 | H19 | H20 | H21 | H22 | H23 | H24 | H25 | H26 | TOTAL |
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| FE 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
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**17C: SUBGROUPS**

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