Appendix A: Declaration

Name of candidate: Adrian Edward Farnham

This Thesis entitled "A portrait of the deputy principal in the New Zealand secondary school" is submitted in partial fulfilment for the requirements for the Unitec degree of Master of Educational Leadership and Management, 2008, Unitec Institute of Technology.

CANDIDATE'S DECLARATION

I confirm that:

- This Thesis/Dissertation/Research Project represents my own work;
- The contribution of supervisors and others to this work was consistent with the Unitec Regulations and Policies.
- Research for this work has been conducted in accordance with the Unitec Research Ethics Committee Policy and Procedures, and has fulfilled any requirements set for this project by the Unitec Research Ethics Committee.

    Research Ethics Committee Approval Number: 2008.851

Candidate Signature: ………..……………………………   Date: 1/12/2008

Student number: 1270555

A portrait of the deputy principal in the New Zealand secondary school

Adrian Edward Farnham

**A thesis submitted in partial fulfilment of the
requirements for the degree of Master of Educational
Leadership and Management, 2009
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Abstract

The role of the deputy principal in the secondary school is one that has attracted much less research interest as compared to the role of the principal. The intentions of this research study were to explore the role of the deputy principal in the secondary school. Three research questions were formulated, namely what are the roles and responsibilities of the deputy principal, what are the levels of satisfaction experienced by them in their current roles and lastly what is their role in the leadership of learning within the secondary school. A qualitative methodological approach was undertaken encompassing the methods of documentary analysis, questionnaires and group interviews. The findings revealed that the role was primarily concerned with managerial and administrative tasks and lacked clear definition in schools. They have some involvement in leadership of learning tasks but lack of time prevents full engagement in these tasks. However, the majority of participants in the study reported being satisfied in their role. The conclusions from this research point to concerns about the time to take on fuller leadership roles in secondary schools due to conflict with other more mundane tasks. Recommendations at school level point to the need for a clearer definition of the role and possible restructuring of the role to leverage more time to lead learning in schools. Recommendations at a system level suggest advocating for a set of professional leadership standards for the deputy principal in the secondary school.

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Chapter One - Introduction

The role of the deputy principal in the New Zealand secondary school is one that has attracted scant research interest. Up until recent exploratory research by Cranston (2007) there was little known about how they experience their roles within secondary schools. This lack of research interest in the role has also been reported in other countries where much of the research focus appears to have been on the principalship (Harris, Muijs, & Crawford, 2003; Kaplan & Owings, 1999) . Within a New Zealand context what is known from the exploratory study of Cranston is that the role is a typically busy one, concerned chiefly with operational matters, but lacking a significant role in leading learning in the school. However, as Cranston noted, because this was an exploratory study there were still areas emerging from the study that required more in depth investigation particularly with regard to the dynamics of the role and its leadership capacity in schools. These findings set the context for what is known about deputy principal's roles in this country. Together with other international research on the deputy principal role they have helped to set the direction for this research.

This research study has been motivated by a personal interest in the deputy principal role. I am currently a head of faculty at a large east Auckland school but I am looking to progress my career further and see a move into senior management as the next logical step. I have therefore, begun to contemplate a move into the role having worked closely with a number of deputy principals for some time and having become increasingly interested in the apparent challenges of the role. These factors have served as a catalyst to find out more about the role, in terms of what it is that deputy principals actually do, and what role they play in helping to lead teaching and learning in schools. The Cranston study and others from outside this

country have helped to not only provide a context for this study but also clarify the research aims and questions which make up the heart of this chapter. In the first instance I wish to provide a background to the deputy principal role in this country. This background discussion focuses on how the role has been influenced by the educational restructuring which has taken place in this country over the last 20 years. This educational restructuring has had a significant effect on the way the role has been both structured and defined in secondary schools.

The deputy principal role - a background picture

A turning point within education in New Zealand was the introduction of the *Tomorrow's Schools* reforms (1988). These reforms saw schools move away from centralised control to a locally managed model. According to Fitzgerald, Gunter and Eaton (2006) the principal became the publicly accountable 'chief executive' and the deputy principal, as part of the senior management team, assumed a specific role aligned to new corporate management ideals. They go on to say 'site based management' was "organisational and focussed on task effectiveness and efficiency with unity through structures and cultures" (p. 29). This suggests that apart from the core business of teaching and learning schools were also faced with a need to manage their organisational structures and systems more efficiently. The ultimate responsibility for the school lay with the principal but 'site based management' suggest Fitzgerald et al., brought with it an increased workload for the principals. One of the effects of this increased workload was the delegation of some tasks and duties across the senior management team.

The introduction of Performance Management Systems (Ministry of Education, 1997) in this country amplified schools accountability and increased the workload especially for deputy principals and middle managers, who were often responsible for managing these systems

(Fitzgerald, Youngs, & Grootenboer, 2003). The effects in this country of this previous delegation (along with the more recent effects of delegation on the role) have been mentioned by Cranston (2007) yet no specific studies detail the direct effects of restructuring on the role in this country. Nevertheless, one only needs to look at what happened in other countries to understand how the role has been affected. Harvey (1994), reports on the effects of restructuring in Australia where deputy principals became traditionally associated with maintaining the organisational stability of the school. Porter (1996) suggests the role in the United States became one of 'daily operations chief' and largely non educational. Harris et al, (2003) writing about the effects of restructuring in the United Kingdom report the delegation of more responsibilities to the deputy principal, as a result of restructuring, and a role which became more about ensuring stability and order in the school.

Therefore, the role has been influenced both here and abroad by the changing educational landscape which has seen a shift towards increased accountability for schools and a need to maintain organisational effectiveness. Other restructuring has also had further effects on the role of the deputy principal in this country. This was evident by the introduction of a set of professional standards for principals and teachers in secondary and area schools (Ministry of Education, 1998a, 1999a, 1999b). The integration of these standards into the existing performance management systems set down criteria for effective teaching and leadership in secondary schools. Leadership standards were prescribed for principals; however, unlike their counterparts in primary schools, no specific leadership standards were prescribed for deputy principals. This created a degree of ambiguity with regard to the role because; although deputy principals were part of the senior management teams, their role was not officially recognised. Instead, keen interest was placed in the evolving role of the principal as the prime educational leader (Cranston, 2007).

This discussion has provided a background picture relating to the role of the deputy principal in this country. As can be seen, the role has been influenced and affected by the changes within education in this country. The advent of *Tomorrow's Schools* and the subsequent reforms have changed the way schools operate with more emphasis on accountability, efficiency and effectiveness (Fitzgerald et al., 2006). This in turn has seen the role and responsibilities of the deputy principal increase as principals have delegated tasks and duties to them which help ensure that schools can operate effectively on a daily basis. However, the trade off has been a role which appears to be predominantly concerned with managerial and administrative tasks and without a specific set of professional leadership standards, lacks a leadership focus. The intention within the next section is to describe more clearly the research problem by drawing on further research findings, and provide a rationale for why this research is important in the context of deputy principal's leadership roles in secondary schools.

The research problem

The deputy principal role is recognised in the literature as a role which has been impacted upon by the various reforms and accountability agendas of governments over the last few decades (Cranston, 2007). Indeed, the reforms in this country, as previously highlighted, provide evidence of the effects of the restructuring on the role. Others writing during the early years of restructuring believed the role was already a problematic one. For instance, Golanda (1991) suggested that the role was poorly defined and structured stating "the position emerged without a proper philosophical basis and its development …has continued to be more a matter of expedience than an end product resulting from careful planning" (p 266).

The number of other research studies conducted on the role of the deputy principal is substantially smaller than that relating to principals (Harris et al., 2003). However, what there is provides a framework for defining the

research problem. Several studies reported the roles and responsibilities of deputy principals to be predominantly concerned with delegated managerial and administrative tasks, which include dealing with staff and student issues and routine clerical tasks (Cranston, Tromans, & Reugebrink, 2004; Hausman, Nebeker, McCreary, & Donaldson, 2001; Kaplan et al, 1999; Koru, 1993; Marshall, 1992). These tasks can be seen as part of the consequence of restructuring across these countries where greater accountabilities thrust more responsibilities onto the deputy principal role. Others reported the role to be chiefly concerned with performing ad hoc tasks which provided organisational stability for the school, but lacked a clearly defined purpose (Celikten, 2001; Harvey, 1994; Mertz, 2000; Porter, 1996). The function of the deputy principal role was therefore seen as one that set the conditions that allowed schools to operate on a daily basis in whatever way was needed.

The satisfactions associated with the role were often directly related to the role and responsibilities that deputy principals performed on a daily basis. Sutter (1996) reported high levels of satisfaction for those doing leadership tasks, while Golanda (1991) suggested the satisfactions associated with the role were few and unimpressive. The latter was mirrored by Ribbins (1997) who described principals experiences of the deputy principal role as not particularly satisfying due to the mechanistic nature of the role and poor relationships with the principal. More recently others have reported satisfactions with the role, despite a desire to be more involved in the leading of learning in the school (Cranston, 2007; Cranston et al., 2004).

The literature also points to a perceived need to reconceptulise the role so that it can move away from the dominance of managerial and administrative tasks towards a shared leadership role with the principal (Celikten, 2001; Cranston, 2007; Harvey, 1994; Marshall, 1992). As can be seen this reconceptulising of the role is not a new idea but has been around for some time. What this does show is that despite the rhetoric not much

appears to have changed as calls for reconceptulising the role are still evident.

This brief overview of the literature helps to further highlight the nature of the research problem. The role is reported as being predominantly concerned with managerial and administrative tasks which provide school stability but consume most of the deputy principal's time. This essentially leaves little time to get involved in tasks which directly contribute to the leading of learning in secondary schools which many deputy principals espouse as a preferred role. This lack of a leadership focus for the role is a source of frustration for some deputy principals. They report tensions between having to attend to the 'nuts and bolts' issues when they would rather lead others in improving teaching and learning in the school (Cranston et al., 2004). The call to reconceptulise the role has been evident for some time and is tied up in what others referred to as a need to clarify the role and clearly define its purpose in the secondary school.

Research aim and questions

The research aim and questions which follow have been informed by what are considered to be some of the key issues which surround the role of the deputy principal. These key issues are informed by the findings reported by researchers investigating the nature of the role in other countries. Included in these findings are those reported by Cranston (2007), whose exploratory research highlighted the issues associated with the role it in a New Zealand context. The overall aim and research questions now follow:

Overall Aim

To investigate the role of the secondary school deputy principal in New Zealand schools.

Research Question 1

What are the role and responsibilities of the secondary school deputy principal?

Research Question 2

What are the levels of satisfaction experienced by deputy principals in their current roles within secondary schools?

Research Question 3

What is the deputy principal's role in the leadership of learning within the secondary school?

These research questions will help to contribute to what is known about the role in this country. They will provide in the first instance, a more in depth understanding of the roles and the responsibilities associated with the position, how the role is perceived, and how it is experienced by those in the position. Closely linked to these roles and responsibilities will be an understanding of the satisfactions and frustrations associated with the role. In particular, what are the satisfactions and frustrations if any associated with the role, what causes these to surface and how these impact on the deputy principals overall levels of satisfaction in the position. The investigation of deputy principal's involvement in the leadership of learning will help to determine the types of roles they are responsible for and what actual contribution they make to leading teaching and learning in the secondary school. Their involvement in the leadership of learning may in fact conflict with their delegated roles and responsibilities. Therefore, this study may help to establish if such conflict exists between these two areas.

Chapter organisation

In order for the reader to navigate his or her way around this research thesis, a brief overview of each chapter is presented informing the reader of the relevant content.

Chapter one provides a context for the research problem within New Zealand. A background picture on the role in New Zealand highlights the issues that have affected the way that it has been structured and defined in this country. The research problem, which has motivated this study, is presented with reference to significant findings from a range of studies on the deputy principal role. The chapter concludes by presenting the research questions which have set the intentions for this study.

Chapter two provides a comprehensive review of the literature pertaining to the role of the deputy principal. This review concentrates its efforts on establishing the most significant themes which come out of the literature on deputy principals roles in the secondary school

Chapter three presents the methodological approach undertaken to assist in researching the role of the deputy principal. A justification of the methodological approach incorporating the research design is presented along with descriptions and explanations of the research methods used. Issues of reliability and validity are addressed together with the ethical considerations relevant to the study.

Chapter four presents the findings which have been obtained from the three research methods namely documentary analysis, individual questionnaires and deputy principal group interviews. A summary of findings from each research method is also presented. These findings where applicable, include verbatim responses from participants to help highlight salient findings.

Chapter five discusses the findings presented in the previous chapter. This discussion where applicable, is linked to the literature presented in chapter two to highlight congruence between the findings. Key themes and issues emerging from the data are also discussed.

Chapter six brings together the key themes and issues which have emerged from this research study for final discussion. A set of recommendations are presented which relate to possible action at school and system level with regard to the role of the deputy principal.

Chapter Two – Literature Review

Introduction

A review of the literature on the role of deputy principal highlights a number of titles used to describe a position which has been part of the senior management team of most schools for many years. The position is referred to as the 'deputy' or 'assistant head teacher' within the United Kingdom and has been described as having an expectation to fulfil all the responsibilities of the head teacher or assume the role of a 'trainee head' (Harris et al., 2003; Webb & Vulliamy, 1995). In the primary sector the position has been referred to as the 'associate head teacher' who complements the work of the head teacher in a leadership partnership (Jayne, 1996). Within the United States the position appears to be exclusively referred to as the 'assistant principal' (Golanda, 1991; Hausman et al., 2001; Kaplan et al., 1999; Mertz, 2000; Williams, 1995). It has been recognised in the United States as being a common entry level position for an administrative career (Hausman et al., 2001) but one which is described as having "emerged without a proper philosophical basis" (Golanda, 1991, p. 266). Closer to home, within Australia, the position is referred to as 'deputy principal' or 'deputy head' (Cranston et al., 2004; Harvey, 1994). It is identified as having originated "from the designation of a senior teacher to accept responsibility for an overflow of lesser administrative tasks in order to reduce the workload of the principal" (Harvey, 1994 ,p. 16). In a much later review of the role, a position description from the education department of Queensland explicitly states that it is focused on aspects of both educational leadership and management (Cranston et al., 2004).

Within New Zealand recent exploratory research refers to the position as 'deputy principal', 'assistant principal' and 'associate principal' with "a strong suggestion that they may be an under-utilised resource, particularly from a leadership perspective"(Cranston, 2007, p. 27). These positions make

up what Cranston refers to as 'middle-level school leaders' who "hold key leadership and administrative positions in schools" (p. 17). This brief review of the literature highlights a number of terms by which the position is known with a focus on contextualising the role in the secondary school. For the purposes of this review and the research study in general the term 'deputy principal' is used to represent the various terms introduced above.

The Deputy Principal – a neglected practitioner in education

The position of the deputy principal in the New Zealand secondary school is not a new position and like its counterparts in other countries it has occupied a place in the senior management team of schools for some time. The origins of the position can be traced back many centuries and is highlighted by Ribbins (1997) who cites Burnham (1968) describing the position of the 'usher' in the fifteenth century English school. The position he states, was "one of substitute for the headmaster, acting as a stand in when the head was absent" (p. 296). In more recent times this has been reiterated by Gunter (2001) and Harris et al., (2003) who suggest that the modern day deputy principal is there to stand in or deputise fully for the principal when he or she is away from school. However, despite its longevity, it has been recognised as an area which has received little recognition or attention in the literature (Harvey, 1994; Kaplan et al., 1999; Marshall, 1992; Ribbins, 1997). The actual studies that had been carried out up to this time were, according to Harvey (1994), mainly anecdotal with very few empirical studies having taken place. This criticism is mirrored by Harris et al., (2003), who in reviewing the literature relating to the position over the past two decades point to the number of "descriptive rather than empirical accounts of leadership at deputy and assistant level" (p. 6).

In more recent times similar observations have been made by others with regard to the relatively sparse research pertaining to the position (Cranston, 2007; Cranston et al., 2004; Harris et al., 2003; Mertz, 2000). Indeed, the

position has been referred to as the "neglected actor in practitioner literature" (Hartzell, 1993, cited in Mertz, 2000, p. 2). In addition, others have pointed to the fact that much research interest has appeared to centre on the position of the principal or head teacher as the main leader in the school (Cranston, 2007; Cranston et al., 2004; Harris et al., 2003). Indeed, Cranston et al.,(2004) in reference to the educational restructuring that had taken place across the past decade suggest "considerable research effort has focussed on the impact of those changes on the principalship and the changing demands on principals as site leaders" (p. 225). What has not been researched to any significant degree, they believe, is what they call the "key players in administrative or executive positions in schools" (p. 225), namely deputy principals.

In a New Zealand context, empirical research around the deputy principal position is also somewhat sparse with only very recent exploratory research undertaken into the roles, skills and abilities needed and satisfactions associated with the position (Cranston, 2007). The findings of this research study point to a position which continues to be subject to change due to both internal and external pressures with management versus leadership tensions evident in the role. Cranston also makes reference to the deputy principal as the under utilised resource which if unleashed in some way "may generate real leadership synergies of considerable benefit to schools" (p. 28).

These changes to the deputy principal position and the subsequent tensions evident are not recent phenomena. They have been highlighted as one of the consequences of the educational restructuring which has taken place in a number of other countries such as Australia and the United Kingdom (Cranston et al., 2004; Harris et al., 2003; Harvey, 1994; Jayne, 1996). In the next section discussion centres around the aforementioned educational restructuring. The focus in particular is the reported impact of these

changes on the position of the deputy principal both here and abroad and how these changes have helped shape the position in the secondary school.

Educational restructuring – impacts on the deputy principal role

The 'self managed school'

The *Tomorrow's Schools* reforms (Parliament of New Zealand, 1988) introduced in the late 1980s were concerned with a desire to increase the partnership between home and school and improve educational opportunity and achievement for disadvantaged groups while being underpinned by a tighter accountability framework (Wylie, 1999). The impact of these reforms on primary and intermediate schools in the early years, Wylie (1999) states, resulted in a constant stream of deadlines, a wave of paperwork and high workloads particularly for principals who reported that they felt distracted by the amount of administrative work. The principal as a direct result of these reforms was, according to Cardno (2003), placed "in the spotlight in terms of both community and systemic expectations of effective professional leadership of schools" (p. 4) with tensions apparent between their increased managerial role versus their instructional leadership role.

With regard to the position of the deputy principal, there is a lack of definitive studies which detail the specific impact of the reforms on the position in the New Zealand secondary school. However, something is known of the impact on the primary and intermediate sector. Wylie (1999) in her study of these educational reforms 10 years on, states that in general teachers workloads had increased since 1989, a year after the introduction of the reforms, and this trend had continued whereby "Senior teachers (in positions of responsibility or receiving management units) were twice as likely as others to be working an extra 21-25 hours a week" (p. 117).

The *Tomorrows Schools* reforms (Parliament of New Zealand, 1988) also saw the later introduction of Performance Management Systems (PMS) with their prescribed requirements for teacher appraisal in schools (Ministry of Education, 1997). Wylie (1999) reports that many primary and intermediate schools made major changes to their appraisal systems. These changes resulted in an increased workload for those in positions of responsibility who took on the core appraisal work (Fitzgerald et al., 2006). Shortly after this came the introduction of Professional Standards for teachers in secondary, primary and area schools (Ministry of Education, 1998a, 1998b, 1999a, 1999b). The standards were introduced "as part of the Government's strategy for developing and maintaining high quality teaching and leadership in schools and improving learning outcomes for students" (Ministry of Education 1999a, p. 5). However, despite leadership standards being prescribed for principals; unlike their counterparts in primary schools, no specific leadership standards were prescribed for deputy principals in the secondary school. Therefore, a gap existed with regard to a set of minimum performance standards for this leadership position and this is still the case today. The result has seen the formation of a position which is somewhat ambiguous with principals either applying the professional standards set down for management unit holders in secondary schools or using those which are set down for the principals themselves.

In other countries that have undergone educational restructuring similar to the New Zealand experience, increased workloads for both principals and deputy principals have also been reported (Cranston, 2000; Harvey, 1994; Harvey & Sheridan, 1995; Webb et al., 1995). In the state of Queensland in Australia the principals role according to Cranston (2000), changed to include greater involvement in strategic management areas with an added requirement "to demonstrate superior skills and capacities in a variety of leadership domains" (p. 3), a noted shift from earlier times. Cranston notes that the extra burden on the principal was eased in the case of the larger schools "where professional administrative support is provided by deputy

principal(s)" (p. 5), which suggests deputy principals were picking up some of the administrative tasks that the principal was unable or perhaps unwilling to do. The greater workload for the principal as a result of restructuring has impacted on the position of the deputy principal in other countries as well. This is borne out by Harris et al., (2003) who contend that "evidence would suggest that the growing workload of head teachers in the last decade, particularly resulting from the local management of schools has contributed to an increase in the delegation of more responsibilities to assistant and deputy head teachers" (p. 10).

Harris et al., (2003) also cite a study undertaken by Campbell and Neill (1994) of 50 primary schools in the United Kingdom in which deputy principals felt that their role had expanded greatly during the early nineties. This is mirrored by Webb et al., (1995), who found the deputy principal position post reform, had become extremely busy, with job descriptions which "tended to reflect what looked feasible on paper rather than what in reality they attempted to cover" (p. 61). Therefore, the result of educational restructuring had an impact on the position of the deputy principal as schools adjusted to greater workloads and increased accountabilities. The position became strongly influenced by the principal who was ultimately responsible for delegating roles and responsibilities which became concerned with maintaining the organisational stability of the school (Celikten, 2001; Harvey, 1994). This maintenance of organisational stability by the deputy principal is a recurring theme highlighted in the literature, not only as a response to educational restructuring but also as a role which has become somewhat synonymous with the deputy principal position (Cranston et al., 2004; Harris et al., 2003; Mertz, 2000),

The Deputy Principal – characteristics of the role

Tasks and responsibilities as assigned

A considerable body of literature related to the deputy principal position has focussed on elements of the role and in particular, the responsibilities associated with the position (Harris et al., 2003). This literature describes the role as being primarily concerned with managerial or administrative functions which include discipline, student management, attendance, routine clerical tasks, custodial duties and the supervision of teachers (Celikten, 2001; Cranston, 2007; Cranston et al., 2004; Kaplan et al., 1999; Koru, 1993; Marshall, 1992). The prevalence of managerial and administrative responsibilities has tended to dominate the role. This was highlighted some time ago by Koru (1993) reporting on a study undertaken with a group of deputy principals. She states:

> The work of the assistant principal centres on routine clerical tasks, custodial duties, and discipline. Assistant principals are constantly in a reactive mode, juggling the tasks that need to be done. Their activities are characterised by brevity, variety and fragmentation. Assistant principals shift activities quickly and frequently, and work at an unrelenting pace. (p. 70)

Webb et al., (1995) in a later study of primary school deputy principals in the United Kingdom, post educational restructuring, relate similar findings whereby most deputies they interviewed saw themselves as "fulfilling some nuts and bolts jobs such as running sports day, selling sweatshirts, putting out chairs for assembly and arranging residential trips and school visits" (p. 56). They described the breadth of their roles as "ridiculous, mind-boggling, impossible and frustrating because they were unable to fulfil all that had come to be expected of them" (p. 61), due in part to a lack of non- contact time and the ad hoc nature of the role.

Other studies also point to the routine administrative tasks that deputy principals were expected to undertake which overshadowed other leadership roles in the school (Kaplan et al., 1999; Marshall, 1992). By way of illustration Marshall states, "Analyses of the daily activities of principals and assistant principals show that their time is taken up with personnel, school management, student activities and behaviour, although they claim to value instructional leadership and programme development functions" (p. 92). She considered that there was a danger of the deputy principal engaging in 'mops-up' by doing the undesirable tasks which have been assigned by the principal without being given the opportunity for involvement in instructional leadership.

Kaplan et al., (1999) in a later study also illustrate the managerial aspects of the deputy principal role stating:

> As entry level administrators, assistant principals typically maintain the norms and rules of the school culture, accepting major responsibilities for student safety as chief disciplinarians, student conflict mediators, and hall patrollers. Other professional assignments include "duties as assigned" to keep the school functioning, from calling substitute teachers, to counting textbooks, to co-ordinating bus arrivals. (p. 82)

They clearly state that these roles are essential to keep a 'safe and orderly climate' but like Marshall (1992) are critical of the lack of time to take part in instructional leadership. They go on to say "many assistant principals, however seek a shared instructional leadership role……they have and are willing to learn the professional knowledge and skills to act as capable instructional leaders" (p. 82). This tension between the managerial aspects and an instructional leadership role has also been recognised by other writers (Celikten, 2001; Harvey, 1994) and is discussed later in this review.

More recent studies undertaken in Australia and New Zealand have shown the deputy principal position is still being dominated by managerial and administrative responsibilities (Cranston, 2007; Cranston et al., 2004). Both studies reported the position as having undergone change in recent years with increased pressure and an increase in the variety and diversity of what they undertook in their role. This had been put down to both external factors like system demands, community expectations and internal demands like senior team changes, more difficult students and new school systems. These changes appear to have added further responsibilities to their role, evidenced by both studies reporting similar findings with regard to what deputy principals did in a typical week or what was termed a 'real' week. For instance Cranston et al., (2004) in their study of deputy principals in Queensland, state "a typical real week was reported to be dominated by student and staffing issues; and operational, management and administration matters" (p. 237), while Cranston in his individual study of deputy principals in Auckland mirrors these earlier findings stating "respondents reported their real week being dominated by operational matters, management and administration and staff, community and student issues" (p. 23).

It would appear that as schools have become busier so to have the positions of deputy principals in order to help meet the increased demands and accountabilities placed on schools. The evidence appears to suggest that much of what the deputy principal does, has been and continues to be, grounded in managerial and administrative responsibilities. However, such responsibilities assigned to the deputy principal appear to provide the means to allow schools to function more efficiently on a daily basis. This is noted by Porter (1996) whose study participants referred to their role as one of a "daily operations chief" (p. 25), who ensured the smooth running of the school. Others have questioned the exact nature and purpose of the position and whether in fact it has a clearly defined role at all (Harvey, 1994;

Hausman et al., 2001; Johnson, 2000). These particular themes are investigated further in the next section.

The Deputy Principal role – provides stability but lacks clarity

The deputy principal position has been recognised as fulfilling a role which is primarily concerned with the provision of stability and order to the school. The managerial and administrative responsibilities delegated by the principal, and which make up a large part of the deputy principal portfolio, are noted as helping to create stability and order across the school but exhibit tensions as involvement in the leading of learning appears to be compromised. This trend is recognised by Golanda (1991) who suggested that the narrowly defined role and range of responsibilities served to support the principal and maintain organisational stability without in any way preparing the leadership skills of an aspiring deputy for the future role of principal. He was critical of the role, suggesting it had limited scope and was poorly conceived, not well defined and as a result had "emerged without a proper philosophical basis" (p. 266). This criticism of the role had been identified some time earlier. Ribbins (1997) cites a study by Todd and Denison (1980) of secondary deputy principals. They argued at the time that the role of:

> deputy head teacher has not been clearly defined, and in part this has arisen from a similar lack of role definition for head teachers, who have tended to exercise the powers of a paternalist autocrat. As a result head teachers have viewed their deputies as extensions of themselves, and in doing so have deprived them of an authentic role. (p. 297)

In a later empirical study Koru (1993) provided further insight into the narrowly defined scope of the position which, with its custodial, clerical and discipline duties, was seen to drive the school system and create order. She

quotes the view of one participant who believed "The system rotates around me" (p. 67), while another, commenting on her discipline role creating order for the school commented, "Its like you're a sophisticated policeman" (p. 68), which Koru likened to the deputy being both a detective and judge. While recognising the importance of such responsibilities in helping the school to function, Koru was nevertheless critical of the lack of time they spent doing what she terms 'instructional improvement activities' as opposed to activities that provided stability but appeared to dominate the role. This is reiterated by Porter (1996) in his work with a group of middle level deputy principals. He refers to the position as being "almost universally under the umbrella of daily operations chief" (p. 28). He further suggests the "non-educational nature" of the position is highlighted due to the deputies' lack of involvement in curriculum and staff development.

The dominant role of the deputy principal as a provider of organisational stability is further recognised by Harvey (1994). He cites the field study work of Reed and Himmler (1985) who conceptualised the work of the secondary deputy principal as being central to the maintenance of organisational stability in the school. The deputy principal's efforts they suggest were focussed on:

- monitoring the school environment to ensure the organisational regularity and values of the school prevailed;
- supporting situations that are interpreted as reinforcing the organisational regularity and/or promoting organisational values;
- remedying situations interpreted as upsetting organisational routines. (Reed and Himmler 1985, cited in Harvey, 1995, p. 16)

Harvey (1994) also suggests that this preoccupation with the maintenance of organisational stability left little time for contributing to instructional leadership or participating in initiatives which focussed on school level change. He described a position which had become characterised by an ad

hoc set of tasks and lacking in many cases an effective job description and any clarity with regards the purpose of the role. In his opinion the deputy principal had become a "wasted educational resource in the education systems of many nations" (p. 17).

These findings are not dissimilar to those of Celikten (2001) who found that not only did the deputy principal perform a wide variety of organisational tasks, but that many of these tasks were not written into their job descriptions. These written job descriptions according to the participants in the study "were for show or simply to have something written down" (p. 75) and therefore did not accurately reflect what the deputy principal actually did or adequately described the role performed in this position.

The organisational nature of the role is further highlighted by Mertz (2000) who found that the tasks and roles which defined the deputy principal position were primarily geared towards organisational maintenance. These she stated were "focussing on the structure and organisation of the school, on coverage and control over day to day events, and on establishing and/or maintaining an efficient operation …designed to maintain the organisation, maintain it as presently conceived" (p.10). Mertz also highlighted norms associated with the position which included "staying in your own lanes, not impinging on one another, doing your own tasks and not thinking about or interfering with the tasks of others" (p. 11). She found there to be no norms associated with cooperation or collaboration because the deputy principal appeared "to be being socialised to operate autonomously" (p. 11). This narrowly defined specialised focus she suggested, did not allow the deputy principal to operate in ways which were considered necessary to transform and lead schools in the future.

These findings show correlation to those of James and Whiting (1998) who reported a lack of confidence for some deputy principals in taking on the role of the principal in the future. The reason for this lack of confidence was

linked to a narrowly defined role in a present or previous position which resulted in them being ill equipped for the principal role. Similar findings have been reported by Hausman et al., (2001) who also questioned the worth of the deputy principal position concluding from their study that it "does not appear to serve as an appropriate training ground for the principalship" (p. 153). Within a New Zealand context, Cardno (2003) in her study of issues related to principal preparation highlights a similar finding. Deputy principals in this study commented on the limitations of the role as preparation for principalship with one suggesting "I am being held back and not able to use skills at all" (p.12) while another stated, "certain aspects of a principal's role are not delegated to senior managers even when in acting principal role" (p.12).

More recently others have also reiterated this "narrowing" of the role, with its limited range of responsibilities and the consequent lack of involvement in school wide leadership (Johnson-Taylor & Martin, 2007; Pounder & Crow, 2005). As Johnson-Taylor et al., suggest this narrowing negatively affects the deputy principal's professional growth and prevents them from being viewed as instructional leaders who work alongside other teachers to improve teaching and learning.

This narrowly defined role with its predominance of organisational tasks continues to increase the demands on the deputy principals' time. More tasks are reported to have been added to an already busy position as they experience frustrations between the 'real' role and a 'more' ideal role they would like to perform, that is, one involving more strategic and educational leadership tasks (Cranston, 2007; Cranston et al., 2004). Such frustrations (along with satisfactions) associated with the role have been reported over time by a number of writers including Golanda (1991) and more recently Cranston (2007). They are often linked to the way the role is experienced by the deputy principal, be it in the tasks they perform or their role in the

school's senior leadership team. These satisfactions and frustrations are investigated in the following section.

The deputy principal role – satisfactions and frustrations

The increasingly busy nature of the deputy principal position has been well documented for some time (Cranston, 2007; Cranston et al., 2004; Koru, 1993; Webb et al., 1995). The prevalence of administrative and managerial tasks has been shown to consume the role and this phenomenon is largely responsible for the busy nature of the position. This has often resulted in frustrations being associated with the role of the deputy principal as they balance the managerial demands of the position alongside the desire to have greater involvement in the leadership of learning at schools.

These frustrations are not recent but have been associated with the role for a considerable period of time. Indeed Golanda (1991) in reviewing the position as a preparation for the principalship cites Brown and Austin (1970) who relate "the satisfactions to be found in the assistant principalship are few and unimpressive to most who occupy the office" (p. 273). In referring to workload issues and the frustrations associated with the lack of leadership focus in the position he states, "these conditions, especially if they continue for a number of years, contribute to great frustrations for assistant principals who often see themselves as underpaid, unappreciated, overworked and going nowhere" (p. 273).

Others have related similar findings with regard to the dissatisfactions felt by those in the deputy principal role. Sutter (1996) in exploring job satisfaction among deputy principals found that those who believed they were undertaking leadership tasks reported higher levels of job satisfaction than those whose tasks remained grounded in the day to day functions commonly associated with the role. In his study of principals experiences of the deputy principal position Ribbins (1997) concluded that surprisingly few

of the principals they interviewed recalled their experiences of being deputy principals with affection with several retaining negative views of the position. This was put down to a variety of reasons including dysfunctional relationships with their previous principals who generally had poor perceptions of the deputy role and the fact that the role itself did not adequately prepare them for the principalship. This latter point concurs with a study by Cardno (2003) who in commenting on a New Zealand perspective refers to the "negative views of secondary deputies in relation to the position being one that prepares them for a wider school leadership role" (p. 13).

The perceived feelings of success and related satisfactions deputy principals experience is not just limited to involvement in leadership tasks like professional development and instructional leadership. Mertz (2000), in reviewing the specialised, managerial duties which were synonymous with the deputy principals in her study, reported that "Having their own duties provided the assistant principals with a sense of control and satisfaction in their work, even for those not entirely happy with the allocation of duties" (p. 11). Conversely, when looking at perceived success associated with the position Hausman et al., (2001) found that deputy principals reported the greatest success with tasks that they spent the most time on, in this case student management. They on the other hand, reported the least amount of success with tasks that they spent the least amount of time on that is professional development and instructional leadership tasks. However, these deputy principals felt that the time spent on these latter tasks was a far more worthwhile and effective use of their time. These particular tasks were shown to be positively related to a sense of commitment to the position. The authors conclude by stating "In other words, assistant principals who allocate more time to working with adults and focus on teaching and learning are feeling greater rewards than those primarily managing students" (p. 151).

More recent studies (Cranston, 2007; Cranston et al., 2004), have explored deputy principals feelings of satisfaction associated with their role and in particular what themes are significant in terms of their relationship with these levels of satisfaction. Cranston et al., (2004) identified a number of the key themes associated with levels of satisfaction for the deputy principal in their study. These include among others, how well the notion of team was developed within the senior leadership team, the time dedicated to strategic and educational leadership, the degree of role alignment between what they saw as their real and ideal week in terms of what they did, the number of hours worked in a week, and finally the level of pressure felt in the role. These were all found to be significant in terms of deputy principals' levels of satisfaction in the role. Therefore, apart from the importance of a well developed team, deputy principals in this study also identify involvement in strategic and educational leadership as being important to their overall feelings of satisfaction in the role. However, the reality was that the deputy principals real week was dominated by operational, management and administration matters, while strategic and educational leadership tasks, which they would like more of, were far less prominent. These particular findings mirror the findings of the later study of deputy principals within New Zealand by the same author (Cranston, 2007). They show that although the vast majority of deputy principals report high levels of satisfaction in their role they would still prefer a higher profile in strategic and educational leadership. Therefore, satisfactions associated with the role have been linked in some part to more involvement in tasks which link more directly to the 'leadership of learning' at school.

Over a number of years several researchers have suggested that a greater involvement in the leadership of learning is required for this position in the secondary school (Calabrese, 1991; Celikten, 2001; Cranston et al., 2004; Harvey, 1994; Kaplan et al., 1999; Koru, 1993; Williams, 1995). This involves moving away from the more traditional managerial and administrative role to a role which allows the deputy principal to assume a

more direct leader of learning role. It has been referred to by some as undertaking a greater shared instructional leadership role (Kaplan et al., 1999) while others talk about a emergent leadership role for the deputy principal within a distributed leadership framework (Cranston et al., 2004; Harris et al., 2003; Pounder et al., 2005). These concepts can be placed under what has been referred to as a reconceptulisation of the deputy principal role and are investigated further in the next section.

Reconceptulising the deputy principal role

It is apparent when reviewing the literature on deputy principals that a reconceptulisation of the deputy principal role is not a new suggestion but one that continues to be put forward as an alternative to the traditional role often experienced by many deputy principals. Calabrese (1991), in highlighting the increasing complexity of educational change being experienced at that time in the United States, called for "greater sharing of the leadership activities that were once the principal's personal domain" (p. 52). He suggested this changing situation emphasised "the assistant principal as a partner and as an educational leader with a distinct mission" (p.52). The scope of this new role included the deputy principal working as a change agent, motivator and instructional leader and defined the latter as not only evaluation of teachers, curriculum and programme development but also the promotion of the school's mission.

The view of the deputy principal as an instructional leader is reiterated by Marshall (1992). She pointed to the need to restructure the position to allow deputy principals to develop curriculum leadership competencies and like Calabrese (1991) also called on principals not only to work more cohesively with deputy principals but empower them as part of what she termed, an 'administrative team'. This empowerment of the deputy principal in a team environment is also identified by Williams (1995) who called for the restructuring of the deputy principal role. She puts forward the notion of the

deputy principals working within the team as both 'visionary leaders', 'change agents', 'communicators' and 'motivators' with the need to be "encouraged and empowered to work beyond their disciplines, outside their cultures, and above their traditional roles" (p. 80). However, exactly how the responsibilities commonly associated with the traditional role are to be shifted elsewhere to allow the deputy principal to undertake a greater leadership role is not made clear. Toth and Siemaszko (1996) provide some answers with a practitioners guide to restructuring of the deputy principal role based on their own experiences at a secondary school. They suggested the common tasks associated with the role could be more effectively and efficiently dealt with by clerks, counsellors and teachers. This created more time for the deputy principal to focus on instructional leadership activities which in the long run are reported anecdotally to have improved curriculum delivery and student achievement.

Others have also advocated for a reconceptulisation of the deputy principal role so that they can take on the role of an 'emergent leader' within the secondary school (Harvey, 1994; Kaplan et al., 1999). Harvey writing in the early years of post educational reform puts forward some emergent facets aimed at changing the purpose of the role. He suggests, "the role becomes focussed more strongly on instructional effectiveness than on organisational effectiveness (p. 22), an emergent facet he goes on to say "has greater possibilities for the demonstration of educational leadership through critical scrutiny of policy and practice, the articulation of shared perspectives and culture building, as well as strategic thinking and managing change" (p. 22). This emergent role appears to have credence. For example, later research by Cranston et al., (2004) refers to Harvey's reconceptulised emergent role as being consistent with the broad categories identified as desirable facets of an 'ideal' role by deputy principals in their study. In referring to this reconceptulised role linking to their own findings they conclude, "It represents a conceptualisation of the deputy principal embracing both

leadership and management roles, an important finding in preferred roles identified here" (p. 240).

Such a role as described above where the deputy principal strengthens their contribution to the leadership of learning is not dissimilar to the later work of Kaplan et al., (1999) who describe a shared instructional leadership role in conjunction with the principal. They, like Williams (1995), focus on the specific roles that the deputy principal can perform to support an instructional role which include, 'vision co-designer', 'teacher coach', 'program developer' and 'communicator of the vision'. However, they recognise that the sharing of power is difficult and suggest "that empowering others represents the biggest change and most difficult task for principals" (p. 81). The principal factor is also highlighted in a later study of the instructional leadership tasks of deputy principals by Celikten (2001). He found that principals had the strongest influence on their deputy principals instructional leadership activities by either providing support or encouraging their deputy principals to take on such a role. If the principal did not support such a role then it was unlikely to happen. The strongest factor that inhibited involvement was seen to be lack of role description for the position which suggested such leadership of learning tasks are often not written into formal job descriptions. Therefore, the wide range of managerial and administrative tasks they tended to perform dominated the position leaving them with little time to become involved in leadership of learning tasks.

As Celikten (2001) suggests principals can have a significant influence on whether or not deputy principals are given the opportunity to take on instructional leadership tasks. This influence can also extend to whether or not they provide support for those deputy principals who aspire to become principals. As Ribbins (1997) reported relatively few principals in his study remember their days as a deputy principal with overwhelming enthusiasm or the principal with whom they worked at the time with unqualified

warmth. They felt they were not supported or prepared for the principal position either by their principal or local authority but instead were left to find their own way. These findings were later reiterated by Harris et al., (2003) in their review of the deputy principal position. They suggested "The head teacher remains the main gatekeeper to leadership functions in the school and if the head teacher does not support a strong leadership role for the deputy or assistant head teacher, it is unlikely that this will happen" (p. 11).

This support for aspiring deputy principals and the provision of opportunities to develop their leadership capabilities within schools has been recognised more recently by Cranston (2007). He suggests that by providing support and developing the leadership capabilities of 'quality performers' in this role it can make a real difference to developing future school leaders. However, despite this support for developing the leadership capabilities of deputy principals it appears that they are not being recognised elsewhere especially within the official literature. A recent Ministry of Education report looking at improving school leadership in this country is evident for its failure to refer specifically to the leadership development of deputy principals (Ministry of Education, 2007). This particular report provided a background to the New Zealand approach to developing school leadership. The report discusses the government commitment to provide targeted professional learning opportunities for what it calls, 'experienced teachers', in order to develop their leadership skills. What is not mentioned in the report is any desire to target leadership development specifically for deputy principals. These findings also formed part of a much larger study on school leadership published by the Organisation for Economic Co-operation and Development (OECD) which reviewed school leadership across 22 separate countries (Pont, Nusche, & Moorman, 2008). This report states that within these OECD countries "leadership development needs to be extended to middle level management and to potential leaders in the school" (p. 94). Later on in the report

reference is made to succession planning and how best to identify and support future leaders. The authors recommend that this will involve "fostering interest in leadership by providing opportunities for teachers to participate in leadership" (p. 165). Both examples make reference to 'middle managers' and 'teachers' with regard to leadership development. What is not being said is anything about deputy principals and their leadership development and preparation as future school leaders. There is a suggestion therefore, that deputy principals are neglected leadership practitioners, in terms of their future development and leadership status within secondary schools.

However, the recent position paper entitled Kiwi Leadership for Principals (the KLP) suggests that perhaps deputy principal's status as important leaders of learning is actually being recognised albeit in an indirect way. This position paper puts forward a model of educational leadership that encompasses a range of practices which define what it is educational leaders do to lead learning (Ministry of Education, 2008). It suggests a rethink of how we see the role of the deputy principal in terms of its contribution to the leadership of learning in the school. For instance, the model recognises practices which are more indirect leadership of learning practices and which make up a large part of what deputy principals do on a daily basis. These include things like leading pastoral care which has a clear link to helping to "create the conditions for effective teaching and learning" (p. 12), seen as one part of leading learning within the model. Other tasks which deputy principals often perform which contribute to the organisational stability of the school for example, managing school systems, can be linked to helping "develop and maintain schools as learning organisations" (p. 12). These are just two examples as there are also other tasks that deputy principals do which link to creating the conditions for effective teaching and maintaining schools as learning organisations. This suggests that deputy principals are contributing to leading learning in schools albeit in a more indirect way.

Therefore, the position of the deputy principal does need to be recognised as an important leadership role in its own right and with it a need to think about how the role may make an even more significant contribution to leading learning in schools. Indeed, recent research into the effects of school leadership on student outcomes by Robinson (2007) signals a need for schools to rethink how they might structure leadership roles like those of the deputy principals. This quantitative research forms part of the Best Evidence Synthesis (BES) programme of the New Zealand Ministry of Education and focuses on those leadership practices which have been shown to have the greatest effect on student outcomes at school. It has identified five key dimensions of leadership, derived from the analysis of 26 published studies that quantified the relationship between types of school leadership and student outcomes. The largest effect size, seen as an educationally significant impact, was for the dimension identified as 'Promoting and Participating in Teacher Learning and Development'. Robinson states that this dimension called for "school leaders to be actively involved with their teachers as the 'leading learners' of their school" (p. 16). If one takes school leaders to also mean deputy principals then it is apparent that there is the need for them to be more actively involved in teaching and learning development in schools. The next largest effect size, seen as having a moderate impact, was the dimension identified as 'Planning, Coordinating and Evaluating Teaching and the Curriculum'. This dimension stated the need for leaders to have "personal involvement in planning, coordinating and evaluating teaching and teachers" (p. 13). The implications for deputy principals as educational leaders are for them to be involved in instructional leadership tasks like coordinating the curriculum and improving teaching in the classroom. These findings help support what others (Harvey 1994, Kaplan et al., 1999; Celikten 2001) have said about the need for deputy principals to assume a greater instructional leadership role within the school. Such a role appears to be likely to have a more significant impact on student outcomes. This is further suggested by Robinson who states "the closer leaders are to the business of teaching and learning the more they are

likely to make a difference to students" (p. 21). Robinson writing at a later date forges links between these improved student outcomes and the provision of a distributed leadership framework within schools. She suggests that schools with a stronger distributed leadership framework, who focus on those dimensions with the greatest effect size, are more likely to improve student outcomes (Robinson, 2008). This is because leadership is spread across the school and not in the hands of a few. Therefore, consideration would need to be made as to where the deputy principal fits in to such a distributed framework and what role they would undertake in improving student outcomes.

According to Harris et al., (2003), a distributed framework for leadership extends the boundaries of leadership in a school and impacts directly on the deputy principal. The result they suggest is a far more significant role for the deputy principal, not dissimilar to the emergent role envisaged previously by Harvey (1994), Kaplan et al., (1999) and Williams (1995), albeit within a distributed framework where leadership practices are shared. They state, "Engaging many people in leadership activity is at the core of distributed leadership in action. This would imply a much stronger leadership role for the deputy or assistant head teacher and some redefinition of core responsibilities" (p.15). They go on to say that in contrast to the more traditional role experienced by many deputy principals:

> a distributed form of leadership suggests an emergent leadership role for the deputy and assistant head teachers where they are centrally involved in building culture and managing change. In this emergent role, assistant/deputy heads clearly share responsibility for leadership with the head teacher and other teachers (p. 15).

This distributed perspective is also referred to by Pounder et al., (2005) as a way of redefining the role of the deputy principal. They see it as both a way to de-stress the role of the principal and create a more meaningful role for

the deputy principal where they are "responsible for creating learning environments that enhance student achievement and help close the achievement gap" (p. 59).

Within a recent New Zealand context, Cranston (2007) like others before him recognises the leadership tensions associated with the role stating "there is a strong suggestion that they may well be an under-utilised resource, particularly from a leadership perspective for the school" (p. 27). However, he points to the fact that a reconceptulisation of the role has been advocated by other researchers, most notably Harvey (1994) and Kaplan et al., (1999) for some time and yet progress in this regard has been slow. As his findings suggest the crisis-oriented, reactive nature of the deputy principal's routine, has still yet to be addressed. Therefore, this implies that there is still a need to consider some form of rethinking around the deputy principal role in terms of how the role is structured and defined within the secondary school.

Conclusion

This chapter has provided a comprehensive review of the literature pertaining to the role and responsibilities of the deputy principal, the satisfactions and frustrations associated with the role and a belief that the role should reconceptulised to allow a more significant input into the leadership of learning at secondary schools. It has shown that deputy principal's roles are reported as being dominated by managerial and administrative tasks with limited time spent on tasks which directly impact on the leadership of learning at school. There is also the sense of a lack of clarity around the role which makes it more difficult to clearly define the role in a secondary setting. Allied to this, within the literature, was a sense of dissatisfaction among some deputy principals who were frustrated with this lack of clarity around the role and its lack of involvement in leadership of learning tasks. These dissatisfactions were curtailed to some extent by

the notion of team which has been reported by some writers as a source of satisfaction for many deputy principals.

Within official government literature published around developing educational leadership the recognition of deputy principals as important educational leaders is absent. This suggests that although they may hold important positions in terms of the maintaining schools as learning organisations, they are as the title of the Cranston et al., (2004) research report suggests "forgotten leaders "(p. 1).

Chapter Three - Methodology

Introduction

This chapter examines the methodological framework and data collection methods which have been applied to this research study. The chosen framework and data collection methods have been informed by the nature of the research problem, namely the role of the deputy principal in the secondary school and the issues and complexities that surround this role. This chapter presents both an explanation and a justification of the methodological framework used to answer the research questions. This framework was underpinned by a qualitative approach using a selection of research tools to collect a rich source of qualitative data relating to the role of the deputy principal. The chapter also presents an understanding of how the framework and data collection methods used, meet the concepts of reliability and validity and how ethical principles have been considered and applied to the methodological approach.

Research position

The adoption of the methodological framework and data collection methods used within this research study has been informed by a research position which has helped to guide the direction of the research. The epistemological position known as interpretivism is cited here as the theoretical perspective which has helped to inform the research. It is defined by Bryman (2004) as a study of the social world "that reflects the distinctiveness of humans as against the natural order" (p. 13). In other words, it is a theory of knowledge which looks to understand human behaviour and how we make sense of the world around us. It has been likened, along with others, to a philosophical stance which lies behind the methodology of a research study and in combination with other considerations helps to inform a choice of approach (Creswell 2002). It is in contrast to a positivist position which applies a

scientific model to the study of social world and uses research to test a hypothesis or a set of theories. Following on from this epistemological position is the ontological consideration of what Bryman (2004) calls "the nature of social entities" (p. 16), and whether they should be considered objective entities or whether they can be considered socially constructed. In this case, the ontological consideration or position I have approached this research problem from, is a constructivist perspective, referred to by Bryman (2004) as a position "that asserts that social phenomena and their meanings are continually being accomplished by social actors" (p. 17). In relating this to the example of an organisation like a secondary school, the constructivist viewpoint suggests that how the school is constructed is subject to the social interactions that are continually occurring within it. Therefore, although it is accepted that places like schools have some kind of social order and indeed organisational norms, the social interactions that are continually occurring within it create an organisation under a constant state of change. Creswell (2002), refers to this ontological position as 'social constructivism' in which a researcher looks for the "complexity of views rather than narrowing meanings into a few categories or ideas" (p. 8). As he further suggests the researchers intent is "to make sense of (or interpret) the meanings others have about the world" (p. 9).

In the case of this research study the intention was to understand how deputy principals experienced their roles, in terms of the way they were structured and defined and the satisfactions that were associated with the role. It was felt that a constructionist perspective sits comfortably alongside the research questions for this study because such a perspective seeks to understand how deputy principals make meaning of their role and its position within an organisation like the secondary school. It provides them with a voice to construct meaning around the role and how it fits into the secondary school.

Qualitative research methodology

A qualitative methodological approach was seen as the most appropriate approach, in order to provide understanding of how the deputy principal role is structured, perceived and experienced by incumbents within the secondary school. Some of the features of this approach are now discussed in more detail.

As Creswell (2002) suggests such an approach is often based on a constructionist perspective and includes a range of strategies such as ethnography, grounded theory, narrative studies, phenomenological research and case studies. The researcher, he states "collects open-ended, emerging data with the primary intent of developing themes from the data" (p. 18). Cohen, Manion and Morrison (2007), also recognise a variety of strategies connected to the approach, often underpinned by an interpretive paradigm and characterised by a concern for the individual. As they suggest, such an interpretative paradigm seeks to "understand the subjective world of human experience …efforts are made to get inside the person and understand from within" (p. 21). Bryman (2004) picks up on this idea by referring to an often quoted commitment of researchers in this field to view events and the social world "through the eyes of the people" (p. 279). He also recognises a variety of strategies which can be used for such an approach, suggesting there is no agreed approach to a qualitative approach. This is certainly one of its strengths in that it allows the researcher to select the most appropriate research methods to fit the research study. These methods can differ considerably from one another but provide what Bryman refers to as "contextual understanding" and "rich, deep data" (p. 287), recognised as positive outcomes of a qualitative approach.

However, it should be noted that there are criticisms of the use of qualitative interpretive approaches to social settings. Cohen et al., (2007) highlights critic's views about its lack of scientific rigour and it's abandoning

of scientific procedures used to verify findings. He cites Bernstein (1974) who suggested that subjective reports, a product of the approach, may be incomplete and misleading because the interpretive process is less controlled and subject to inaccuracy. Other writers highlight other criticisms of the approach. For instance, Bryman (2004) refers to such an approach as being, too subjective, with the findings relying too much on the researchers "often unsystematic views about what is significant and important" (p. 284). However, the use of a qualitative approach depends to a large degree on the context of the study and on the researchers own position. As qualitative researchers would contend this subjective and non scientific approach produces data which is "often rich, descriptive and extensive" (Wellington, 2000, p. 133). Despite this assertion there is the difficulty of replication of a qualitative study since there are no recognised standard procedures which a researcher must follow. This criticism can be addressed through a robust and detailed methodological approach which can go some way to ensuring that future research in an area can to a certain extent be replicated. However, the subjective positioning of the qualitative researcher can make it difficult to replicate a research study. The fact remains that the interpretation of the research data will, suggests Bryman, "be profoundly influenced by the subjective leanings of a researcher" (p. 284). This brings forth the issue of reflexivity of the researcher and the fact that the researcher brings their own biographies to the research situation (Cohen et al., 2007). As Cohen et al., go on to say the researcher needs to "disclose their own selves in the research, seeking to understand their part in, or influence on, the research" (p. 171). This has been acknowledged by me as the researcher in this context and is addressed later on in the chapter, when discussing the issues of validity and reliability. The problem of generalisation of the findings is also raised by Bryman (2004) who refers to the often small sample sizes that make it impossible to generalise these findings to other settings. However, as he points out this is not the goal of such an approach and instead "the findings of qualitative research are to generalise to theory rather than to populations" (p. 285). Indeed, Wellington

(2000) when reviewing the problem of generalising in relation to case studies suggests the onus rests upon the reader. He continues, "the value, or 'truth', of case study research is a function of the reader as much as the researcher" (p. 99). In the case of this research study, it has not been the intention to generalise the findings presented in the later chapters, to a wider population of deputy principals. Instead, they are presented as findings relevant to the sample schools, who took part in the study and serve as a discussion point and a possible springboard for further research around the role of the deputy principal. The lack of transparency also figures in a final criticism levelled at this approach. This suggests that qualitative reports are sometimes unclear about how sampling procedures were undertaken and how data analysis took place (Bryman, 2004). However, according to Bryman this lack of transparency is increasingly being addressed by qualitative researchers. Indeed, as far as possible issues of transparency have been covered in this research study by an honest and open explanation of the processes of sampling and data analysis.

In the context of this study a qualitative methodology was seen as the most appropriate approach. In the first instance, the role of the deputy principal is situated within the social setting of a school. Within each school there are a complex array of structures, social relationships and cultural nuances which are a feature of most any organisation. These factors were seen as possibly impacting on the way the role of the deputy principal was structured in the schools. Secondly, within these schools sit the deputy principals who perceive and experience their roles in differing ways. Some of this related to the way their role was structured while others related to the interactions they had with their leadership team and other teachers in the school. Therefore, as a researcher the only way to understand the complexities associated with the role was to work closely with the deputy principals and as Bryman (2004) suggests "see the world through their eyes" (p. 287).

A number of research methods formed part of the research design and were used to help obtain a contextual understanding of how the role is both experienced and structured within the secondary school. These research methods along with the research design are now considered and provide an understanding of not only how but also why the qualitative research was carried out this particular way.

Research design

Methodological considerations

As Cohen et al., (2007) states research design is governed by "the notion of fitness for purpose" (p. 78) while Bryman (2004) suggests the research design "represents a structure that guides the execution of a research method and the analysis of the subsequent data" (p. 27). What underpins these definitions is the need to consider the purposes of the research. In doing this the researcher is able to formulate the research questions and determine the research design and methods to be used in the study. Wellington (2000) also adds a note of caution to this process and that is the need to be able to justify the decisions made on the methods which "involves a scrutiny or an evaluation of methods" (p. 23). Not only do the methods have to be carefully chosen to fit the purposes of the research they also need to be justified and defended if necessary by the researcher.

It was therefore important that the research design and research methods employed in this study were relevant not only to the research questions but also to the purposes of the research, a fact underlined by both Cohen et al., (2007) and Bryman (2004). The selection of appropriate research methods would allow the voices of the deputy principals to be heard and to gain a better understanding of how they experienced their roles in the secondary school. It is now my intention to explain more fully further aspects of the

research design as well as the methods used to collect the data for this research study.

Sampling techniques

As Wellington (2000) states, sampling always involves a compromise. One can never say with certainty that a chosen sample represents the entire population because even what counts as the entire population may be difficult to define in its self. Therefore, as a researcher one has to be willing to compromise in order to obtain a sample which he or she is able to work with in order to meet the intentions of the research study. This last point is extremely important because as Cohen et al., (2007) contend the quality of a piece of research stands or falls not only by the appropriateness of the research design and methods used but also by the suitability of the sampling strategy adopted.

In the case of this research study a non-probability sampling technique known as convenience sampling was used to recruit the participants who took part in the study. There was one very important reason for using a convenience sample for this study. It revolved around the need to gain access to the required number of deputy principals in order to complete the required fieldwork. As Wellington (2000) suggests the non-probability sampling technique known as convenience sampling is often used by researchers because it is sometimes the only option available. This is also reiterated by Bryman (2004) who suggests that convenience sampling "plays a more prominent role than is sometimes supposed" (p. 100) especially in the field of organisation studies. In the case of this research study this sampling technique presented the only option because gaining access to principals and their deputy principals can be a difficult exercise at the best of times. Hence the need to draw on a sample of deputy principals from schools that it was thought would be more agreeable to take part in such a research study.

The convenience sample was drawn from two sources. The first source was from secondary schools in the Auckland metropolitan area. The schools to which an invitation was extended to take part in the research study fell into two categories. The first category was those schools that I had a personal link to and whom I considered would be more conducive to taking part in the research study. The second category included those schools that had an established relationship with Unitec, in the sense that members of their leadership teams had studied or were studying at a postgraduate educational leadership level within the institution. Once again it was felt that these types of schools would look more favourably at consenting to be part of such a research study because some of their teachers had been in the same researcher situation. The initial contact with both categories of schools was made via an introductory email and was followed up with a telephone call to ascertain their willingness to take part in the research study. Making contact with the principal who had the ultimate decision on whether or not a school would take part, proved at times to be difficult and time consuming. However, for the principals of the schools who expressed an interest to take part, further details on the study were delivered. These details provided both a backdrop and an overview of the intentions of the research study including details on the required commitments for the school and the individual deputy principal. The commitments for each deputy principal included the completion of an individual deputy principal questionnaire, the submitting of a job or position description for their role and their involvement in a group interview with colleagues from the senior leadership team at the school. Of the 14 secondary schools that were originally approached via email contact, four schools agreed to take part in the research study. The number of deputy principals from the four schools totalled 15. These 15 deputy principals provided the source for the majority of the data collected for this research study.

The other source for the convenience sample was from the organisation known as the Auckland Secondary Deputy and Assistant Principals

Association (ASDAPA). This organisation which represents the interests of deputy and assistant principals within Auckland was approached to take part in the research study, albeit in a reduced capacity. An appointment was made to meet with the ASDAPA executive committee at their term three meeting in order to provide an overview of the intentions of the research study and distribute individual questionnaires and the required consent forms to the executive members. These individuals were also asked to submit a job or position description for their role along with the completed questionnaire. At this meeting individual deputy principal questionnaires along with consent forms were distributed to the committee members present, along with extras for those members unable to be at the meeting. Also provided were stamped address envelopes which made it easier for those consenting to take part in the research to return their completed questionnaire and consent form. The first four questionnaires received by return post were added to the total sample size which included those that had been collected from the four school sites. It unfortunately took some time for these four questionnaires to be returned which was certainly a limitation.

Therefore, the total sample size which took part in the research study was n=19. This included 15 deputy principals from four school sites and four deputy principals from the ASDAPA organisation. The total sample size of n=19 was I believed, an adequate sample size from which to answer the proposed research questions and meet the intentions of the research study. This belief is supported by Cohen et al., (2007) citing Patton (1980) who suggested "there are not rules for sample size in qualitative inquiry, with the size of the sample depending on what one wishes to know, the purposes of the research, what will be useful and credible" (p. 177). However, I believe it is appropriate to provide some explanation of process I undertook to select the sample size.

The interpretative nature of this research study required the perspectives of a number of deputy principals. Rather than focussing on a detailed study of deputy principals at one specific school site which would narrow the study and create its own issues of access and time constraints, it was considered more appropriate to conduct the research over several school sites. The number of school sites chosen was carefully considered. Firstly, time constraints were considered with regard to how many school sites could adequately be included in the study in order to implement the research methods used to collect the data. Secondly, linked to this time aspect was the consideration of access to the school sites and the need to be able to carry out the data collection at a time that was convenient to these schools. Thirdly, it was important to not attempt to collect too much data so that it made it difficult to interpret in the time available to me. This is noted as a common mistake many first time researchers make (see Cohen et al., 2007 & Bryman 2004). Finally, I needed to be satisfied as the researcher that the number of school sites chosen would provide a range of perspectives around the way deputy principals experienced their roles within the secondary school.

Armed with these concerns, the benefits of using several school sites to meet the intentions of the research study can also be considered. The use of several school sites increased the number of deputy principals able to take part and therefore allowed a number of different perspectives to emerge. As Creswell (2007) suggests, this is one of the benefits of using several research sites because it includes a number of participants who can often have a range of different perspectives on an issue. Denzin (1997), espouses a similar view suggesting that the use of several sites will provide 'data triangulation' which is a way of deepening the interpretive base of the research study. The cohesive themes which have emerged from the data have been assisted by the use of several research sites. The use of several research sites also allowed for a replication of the methods and research procedures across the sites and provided a means of achieving a degree of

external reliability as discussed by Bryman (2004). There was no intention to compare the data collected from the deputy principals at the different school sites instead the range of sites allowed for a pooling of the data and the emerging of common themes from the analysis.

The sample size chosen from the ASDAPA organisation reflected a desire to add more deputy principal voices to the study and thereby increase the range of perspectives across the study. This sample of deputy principals completed an individual questionnaire and submitted where available a job or position description for their role at their school. The data collected from these individuals complemented that of the deputy principals from the school sites and helped to provide a richer source of contextualised data.

Ensuring reliability and validity in the research study

A research design underpinned by a qualitative interpretive approach can often be open to criticism with regard to its subjective findings, researcher bias and the fact that the findings cannot be generalised across populations (Bryman, 2004; Cohen et al., 2007; Wellington, 2000). This often brings into question the concepts of reliability and validity and how they can be ensured in a qualitative study such as this one. It is my intention to show how these concepts have been applied to this research study.

In the first instance this study has sought to employ an appropriate methodological framework which has been informed by the very nature of the research problem. This framework includes a research design and research methods underpinned by a qualitative interpretive approach which have been applied in a rigorous fashion. In essence, the methodology chosen to address the research problem of defining and describing the role of the deputy principal is seen as the 'best match' and has been applied as rigorously as possible in order to achieve this match. However, with a qualitative research study there is always a concern around external

reliability and whether another researcher would be able to replicate the research. In attempting to address this concern Bryman (2004) suggests external reliability is possible with a qualitative approach if the methodological framework which includes the research design and methods for data collection have been rigorously applied. In the case of this research study the rigorous approach is evidenced from the use of several research methods which Denzin (1997) refers to as "methodological triangulation" (p. 321). This has added more rigour to the research study because according to Denzin triangulation from multiple research methods "yields a different picture and slice of reality" (p. 321). However, this does bring into question the concept of internal reliability and the concern that despite the use of an appropriate methodological approach a different researcher may interpret the research problem in a different way. I have attempted to address this concern by presenting my data in an open way and being clear about the inferences that I have drawn from this data.

The question of the external validity of the study does represent a problem because it would be incorrect to suggest that the findings from this study can be generalised to other deputy principals in other schools. However, the findings presented in later chapters can be a springboard for future research across a wider population of deputy principals using the same methodological approach.

Research methods

Introduction

There were three different research methods used to collect qualitative data from the sample of deputy principals in the research study. Appendix A provides an overview of the research methods. These three research methods were:

1. *Documentary analysis*

This involved the analysis of performance management and teacher professional standards documents and their relationship to the role of the deputy principal in the secondary school. Documents pertaining to deputy principal job or position descriptions collected from schools and individual deputy principals were also analysed. An overview of the latter analysis can be seen in Appendix B.

2. *Individual questionnaires*

These were completed by all 19 deputy principals in the research study. A total of 15 were completed by the deputy principals from the four school sites while a further four were completed by members of the ASDAPA organisation. A copy of the questionnaire can be seen in Appendix C

3. *Group interviews*

These were conducted across the four school sites and involved a total of 14 deputy principals. A copy of the interview questions can be seen in Appendix D.

Documentary Analysis

According to Wellington (2000), within educational research, there are two sources of data which can be divided into primary sources and include interviews and questionnaires and secondary sources which include a range of documents like reports, photographs and oral histories. As Wellington contends the study of documents can often take place in conjunction with other research methods involving primary sources. This was indeed the case with this research study where the analysis of secondary source material took place in conjunction with the individual questionnaires and group interviews of deputy principals described later.

The rationale for using this research method was two fold. Firstly, the use of this method in conjunction with the group interviews and questionnaires was seen as an ideal method to triangulate the data gathered from these two other methods. Secondly, and in a sense connected to the above, the use of this method helped to establish how the deputy principal role is defined or described at the macro level as well as at the school level. This was important because how the role was defined and described could easily shape how the role was being experienced by deputy principals within the secondary schools that formed part of the research study.

A content analysis was made of both the Performance Management Systems (Ministry of Education, 1997) and the Professional Standards for teachers documentation (Ministry of Education, 1999a). This established the official stance from the government on how performance management systems needed to be set up in schools which clearly had implications for those in leadership positions like the deputy principal. It also established that there were no professional standards for secondary deputy principals.

I also undertook content analysis of internal school documents, looking in particular at how the role was described and defined in the secondary

school. These documents which included portfolio summaries of leadership teams responsibilities and in some cases job or position descriptions for individual deputy principals, were collected, where available, from schools taking part in the research study. As Bryman (2004) suggests such 'internal documents' can often provide valuable insight into the culture and voice of an institution but they need to be viewed carefully because they can contain bias. The content analysis of these documents certainly provided a valuable insight into how deputy principal's roles were defined and described and added significantly to the overall findings of the research study. In some cases the documents provided limited descriptions of the deputy principal's roles and position within the school. It was what was not being said in these cases which was often more significant because it provided an insight into the question of clarity of the role in the secondary school.

Individual questionnaire

The interpretive approach to this research study required the need to hear the voices and capture the terrain of what it means to be a deputy principal within a secondary school. A questionnaire provided an ideal means to do this and was structured in such a way that a range of perspectives could be gathered across the three research questions set for down the research study. The questionnaire was semi structured and consisted of predominantly open ended items which as Cohen et al., (2007) suggests "sets the agenda but does not presuppose the nature of the response" (p. 321). The advantages of such a format allowed deputy principals to answer as freely as they wished without being restricted to certain responses. The fact that the questionnaire did not require them to identify themselves or their school was also an advantage because it allowed for an honest exchange of information on some obviously contentious issues relating to the deputy principal role in schools.

The questionnaires were administered in two separate ways. Arrangements were made with the principals of the four schools who took part in the study to meet with their deputy principals for approximately two hours on a day that was convenient, in order to collect all the data. The process of finding a convenient day was difficult, however, two of the schools agreed to meet in the term two school holidays which allowed for a smoother data collection process as their were no interruptions. The questionnaire was administered and collected on the day of each school visit and was followed up by a group interview with the deputy principals and collection of documents relating to job or position descriptions of the deputies at each of the schools. The benefits of having all the deputy principals together at one time at each of the school sites cannot be underestimated as it made the process of data collection much easier. (Appendix A provides details on the data collection at these school sites).

The questionnaire was also completed by executive members of the ASDAPA organisation. I met with them in early term three and distributed questionnaires to those present at the meeting. There was no time to complete the questionnaires at the meeting and instead they were taken away by those present to be completed at a more convenient time. The disadvantages of this were clear to see as it took some time before I had secured the necessary sample of questionnaires from these participants

There were other limitations with regard to using the questionnaire as a research method. Due to time constraints it was not possible to pilot test the questionnaire, so it meant I was going in 'blind' in some regards. This did have a small effect on the outcome where one or two questions appeared to confuse the participants. The questionnaire was also in hindsight, probably too long which meant that it took longer to complete for participants and also a good deal of time to analyse because of the large amount of qualitative data that was generated from the responses.

Semi structured group interviews

As Fontana and Frey (2005) suggest, the group interview is a particularly useful data gathering method that can be used alongside other research methods like the questionnaire for examining experiences shared by members of a group. In the case of this research study the intention was to complement the other two research methods and ensure 'methodological triangulation' as discussed by Denzin (1997).

The group interviews were formulated to probe into different areas of the deputy principal role. Therefore, what they sought to discover was new information that perhaps had not come out of the questionnaires. My intention as a researcher was for the group interview to be able to stand by itself as a research method and be able to provide what Denzin (1997) refers to as "a different picture or slice of reality" (p. 321). Its main purpose was to get deputy principals to reflect on the challenges of the performing the role as both individuals and a group and any perceived changes that they felt there had been to their roles in recent years.

The semi structured nature of the interviews provided greater flexibility and freedom on not only how the questions were answered by the deputy principals but also in what order they were asked. This flexible characteristic of the semi structured approach is highlighted by both Bryman (2004) and Cohen et al., (2007) and allowed for the opportunity to be able to probe further when required and ask a follow up question in order to clarify a point raised within the interview. Because the deputy principals were interviewed as a group not only did it provide an eclectic mix of opinions and perspectives but it also provided a non threatening atmosphere Therefore, they were free to discuss issues pertaining to their roles without fear of being identified.

All the group interviews took place at each of the four school sites and followed directly on from the completion of the questionnaires by the deputy

principals. This ensured that the topic was still very much fresh in their minds. The interviews were recorded using two digital recording devices to ensure that if one failed to work the other would act as a backup. They were relatively short in duration and took approximately 20-30 minutes as the interview schedule only included a small number of questions. The interviews were transcribed by me as I wanted to 'own' the data and become very familiar with it myself.

The limitations of using such a research method were relatively minor. There was a sense of some deputy principal's voices not always being heard because one individual or a combination of others dominated the interview. However, I recognised this happening a few times and made a point of engaging these participants into the conversation where possible. The other limitation concerned the transcribing of the interviews which took many hours of work to complete. Although it is good to own the data when time is an issue it may perhaps be advisable to contract this process out.

Data analysis methods

The three research methods produced a great deal of data which required careful thought as to how this data could be turned from a mass of words and phrases into something that could be made sense of. One could call it the 'so what' phase, meaning you have collected all this data but 'so what'. It does not make any real sense until some sense is made of it. This process is perhaps one of the most crucial processes because how it is analysed, sorted and interpreted will have a significant effect on the end product. Lofland, Snow, Anderson and Anderson (2006) liken the analysis of data to a transformative process where raw data is turned into findings or results.

Cohen et al, (2007) talk about the analysis of data as being an interpretive, reactive and reflexive process meaning that it is important for the researcher to exercise reflexivity when undertaking the analysis phase.

Wellington (2000) refers to reflexivity as "reflecting on the self, the researcher, the person who did it, the me or the I" (p. 42). What this meant for me in the analysis phase was the need to suspend my assumptions about the deputy principal role from what I had read in the literature and from my own personal experiences of working with people in this position at my school. I also had to suspend my own perceptions of the role from what I experienced when visiting the school sites. By attempting to do this and I say 'attempting' because it is a difficult thing to do, I was more able to let the themes emerge from the data rather than actively looking for them because I had made assumptions that they would be there. However, I acknowledge that it is almost impossible to be totally objective in this process because even the way one goes about constructing a research study is open to his/her own personal bias.

A general inductive approach was used for the analysis of the data. As Thomas (2006) suggests the primary purpose of such an approach is "to allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data" (p. 238). It involved condensing the extensive raw data I had collected into brief summaries. For instance, with the questionnaire I summarised the findings from each question into a set of key themes which emerged from the data. (The questionnaire was structured into three sections which related specifically to the research questions). There were key themes emerging from each of the three sections and these were then compared to the research questions in order to establish links between them. I had to make some decisions here about what I thought was more or less important with regard to the themes. This comparison helped to produce a structured summary of findings for the questionnaire which specifically related to each of the research questions. The process was lengthy as it consisted of reading and rereading the questionnaire data many times to check understandings and ensure that the key themes I had established from the questionnaire data was an accurate reflection of what they actually contained.

A similar process was undertaken with the group interviews, although they proved to be more difficult to analyse. This was because I had to carefully code each interview transcript. This took a good deal of time because once again I had to constantly read and re read each transcript and extract the key themes that were coming out of each one and compare them to the stated research questions. Some of the data from the interviews was irrelevant as some deputy principals despite my best intentions went off on tangents. However, via coding, key themes did begin to emerge which complemented those of the questionnaire.

Ethical considerations

A major focus of the ethics of research is protecting people from harm or minimising harm. (Bryman, 2004; Cohen et al., 2007). Included within the ethics of research are core principles which must be adhered to when carrying out a research study. This section considers how these principles were addressed with regard to this research study.

Informed consent, meaning that participants in a research study must be given as much information as needed in order to make an informed decision to take part in the study, was ensured in several ways. The initial and follow up contact with the school sites and the ASDAPA organisation, provided them with an explanation of the content of the research and outlined what the nature of the participant's involvement would be if they agreed to take part. It included how I intended to conduct the research and what I would require them to do. There was no coercion of any of the participants either before, to force them to be involved, or during the study to get them to disclose information. It was made clear within the contact information submitted to the participants, prior to their involvement, that their participation was purely voluntary. They were informed of the their absolute right to withdraw from the research at any time should they so wish and any data that had been collected from them would be destroyed and not used in the final report. Prior to collecting data at each school site I

asked each participant to sign a consent form which stated that they agreed to take part in the research. For the ASDAPA members a consent form was included with the questionnaire and mailed back along with the questionnaire by those from this sample group. Information was also provided for each data collection method prior to its use. In the case of the questionnaire an information sheet was provided which explained what participants were required to do and how long it would approximately take. They were informed of the right to not complete the questionnaire should they so wish. Prior to the group interview, verbal consent was sought from the participants for the interview to be digitally recorded on two devices and the format for the interview was carefully explained. The participants were informed of their right to not take part in the interviews is they so wished. The transcripts from the interviews were made available to all participants who took part if they so wished. They were informed of this availability via the consent form they signed prior to the data collection taking place and verbally before the interviews took place. However, no participants contacted me to request a copy of the transcript from the interview.

The principles of confidentiality and anonymity were ensured in a number of ways. The questionnaires did not require participants to identify themselves nor identify from what school they came from. This ensured that no comments or issued raised by participants could be traced back to them or their school. This was the same for the group interviews and all other data with regards to transcribing and writing up the findings where names of people and schools have been allocated aliases to protect identities. The same is true for the final report which closely protects the identities of all those who took part in the study. A summary of the final report will be made available to the schools who took part as guaranteed by me at the start of the research study. The data collected has been securely stored either in a lockable filing cabinet or as a password protected file on my laptop.

Conclusion

This chapter has sought to explain how this research study was carried out. In the first instance an epistemological position was put forward detailing a set of values and beliefs which have guided this research study. This position informed the selection of a qualitative methodological approach which sought to understand and interpret the perceptions and experiences of what it means to be a deputy principal in the secondary school. This approach was reviewed and details of the research design and research methods were provided informing the reader not only how the research study was carried out but also why this design and these methods had been chosen. The concepts of rigour, reliability and validity, the cornerstones of any educational research study, have also been addressed and linked to the aforementioned methodological approach The techniques used for the analysis of the data have also been discussed detailing an inductive approach which allowed for key themes to emerge from the data. In the final part of this chapter ethical issues have been considered and discussed with regard to how the ethical principles have been met across all parts of this study.

Chapter Four - Findings

Introduction

The intention of this chapter is to review the findings from the data which has been collected for this study. In the first section documentary analysis findings are presented and summarised. In the second section findings from the individual questionnaires completed by deputy principals are presented and summarised. The last sections presents the findings and a summary of findings from the group interviews conducted with deputy principals at the school sites.

Documentary analysis - findings

In the case of this research study the intention of the analysis is to provide a more comprehensive understanding of how the position and role of the deputy principal is documented both within secondary schools and outside by external agencies . This analysis will help to contribute to a key research question which is to define the role and responsibilities of the secondary deputy principal. The documents under analysis are both externally published documents from outside agencies and documents produced internally from within a variety of schools participating in this research study.

The analysis of these documents in conjunction with other methods used to collect data, such as questionnaires and group interviews will provide a more comprehensive understanding of deputy principal's roles and responsibilities in secondary schools. A number of evaluative questions for analysing documents, as suggested by several researchers, have been considered. A checklist produced by Bryman (2004 p. 392) provides a framework for analysing documents along with a more comprehensive set of evaluative questions produced by Cohen et al., (2007 p. 202). However, the

set of evaluative questions put forward by Wellington (2000, p. 117), provides a more in depth set of questions for analysing documents. Therefore, with this in mind I decided to base my evaluative questions for analysing both sets of documents around those provided by Wellington. These are as follows:

Evaluative questions for analysing the documents

- *Authorship*: Who wrote or produced the document?
- *Audience*: Who were the original intended audiences for the document?
- *Intentions*: Why was it written? With what purpose in mind?
- *Context/frame of reference*: When was it written? What came before it? How might it relate to previous documents and later ones?
- *Content*: Which words or terms are commonly used? Does it have a particular slant? What does the document both include and exclude?
- *Style*: In what style is it written? How direct is the language?

The external documents in question are those produced and published by the Ministry of Education, pertaining to performance management systems and professional standards for secondary teachers published in the late 1990s (Ministry of Education, 1997, 1998a, 1999a, 1999b). These documents set performance expectations for teachers, provided guidelines for their appraisal and professional development and defined the expected standards of performance for all teachers in secondary schools. In respect of the position of the deputy principal, these documents may well have helped to influence the way the role has been described and documented in secondary schools

The internal documents are those that have been produced by a range of secondary schools within the research study. These come in several forms which include documents detailing areas of responsibilities for deputy principals in senior management teams as well as more specific job descriptions which provide details on deputy principal's positions and roles within the specific secondary school. These internal documents help to specify the way the deputy principal role is described and documented within these schools. As Bryman (2004) suggests internal documents like these can often provide valuable insight into the culture and voice of an institution. In the case of the deputy principal they can assist in understanding what position the deputy principal occupies and what role they undertake in the secondary school.

External documents

Performance management documents

These particular documents were initially published by the Ministry of Education in February 1997 and replaced a previous discussion document titled Draft National Guidelines for Performance Management in Schools published in 1995. The Curriculum Division of the Ministry of Education had produced the document for an intended audience of boards of trustees, principals and teachers.

The document provided "an overview of performance management and the prescribed requirements for teacher appraisal in schools as well as information to assist boards and principals to develop and implement a performance appraisal system" (p. 1). The primary purpose of the requirements, according to the rhetoric within the document, was "to provide a positive framework for improving the quality of teaching (and therefore learning) in New Zealand schools" (Ministry of Education, 1997, p. 2). This framework for performance management in schools was itself

underpinned by a legislative framework provided by the State Sector Act 1988 and The Education Act 1989. The former, for instance, gave the Secretary of Education "the authority to prescribe matters for assessing teacher performance" (Ministry of Education, 1997, p. 3). This provision resulted in the later set of mandatory requirements that had to be taken into account when assessing teacher performance which included the principles underlying policies and procedures for teacher appraisal, features of the appraisal process and the aspects of teacher performance that needed to be appraised.

Therefore, as well as the intention to provide a positive framework for improving teacher performance it was also made explicit that the setting up of performance management systems in schools was mandatory. The direct style of language used to convey the requirements makes it clear to schools and in particular boards of trustees that they are accountable for making sure systems are in place. Phrases such as 'should ensure', 'must have' and 'must ensure' used in conjunction with the mandatory requirements for assessing the performance of teachers convey a sense of the non negotiable aspects of the requirements.

Other content within the document reveals a particular political and economic slant from which the government were approaching the issue of teacher performance. As Fitzgerald (2007) points out it is important to analyse a document against the backdrop of the relevant social, political, economic and historical factors which were operating at the time. In the case of this document, in answer to why appraisal of teachers is mandatory, an economic and political stance is apparent when it states that the government "through the board of trustees, requires assurance, on behalf of taxpayers, that teachers are being supported by sound management systems and practices and in turn are providing high quality learning opportunities for students" (Ministry of Education, 1997, p. 6).

With regard to the deputy principal the mandatory requirements meant that schools had to ensure not only that performance expectations were attached to their positions but that they had to relate to the professional responsibilities and performance areas of their position. Because the level or quality of expected performance varies from teacher to teacher, depending on their position and responsibilities, there appears to be a need to be clear for instance, about what the position of the deputy principal represents and what is expected from him or her in terms of their key responsibilities and expected outcomes. The content of the document suggests that schools and in particular principals would need to be able to define the position of the deputy principal in the senior management team as would be the case for other leadership positions in the school.

Teacher professional standards documents

The professional standards for teachers in secondary schools (Ministry of Education, 1999a) were published a short time after the performance management requirements and intended for an audience of boards of trustees, principals and teachers. They had been produced by the Ministry of Education to 'enhance the criteria' previously set out for secondary teacher performance in Appendix G of the Secondary Teachers' Collective Employment Contract (STCEC). Allied to this enhancement of the criteria for teacher performance was a political will of the government to improve teaching. This is evidenced by the following passage which states that the professional standards "have been introduced as part of the Government's strategy for developing and maintaining high quality teaching and leadership in schools" (Ministry of Education, 1999a, p. 5).

Therefore, teacher performance in the classroom could now be measured against a range of components which encompassed professional standards - those expected to be demonstrated when carrying out roles; performance objectives – the outcomes the teacher is expected to achieve and

development objectives – the planned improvements the teacher would make to his/her performance. As is suggested in the document teachers "may also have a job description to outline the tasks they are expected to carry out" (Ministry of Education, 1999a, p. 4), although this was not a mandatory requirement.

The professional standards for classroom teaching were divided into nine separate dimensions with performance expectations attached according to the experience of the teacher in question. The style of language used to convey the expectations is prescriptive with words like 'demonstrate', 'engage', 'manage', 'maintain' and 'plan' evident in the criteria set down for quality teaching.

In addition to the professional standards for teachers there were also a set of what were referred to as 'indicative standards' which were to be applied to unit holders "who have assumed specified leadership, pastoral, administrative or task–specific responsibilities as required by the job description attached to (or describing the responsibilities and tasks attached to) their unit(s)" (Ministry of Education, 1999a, p. 10). In the case of the deputy principal these standards could therefore, be applied to their position. However, as indicated in the content of the document there was room to amend the standards or alternative standards could be adopted with agreement if the "standards do not fully express the key expectations of unit holders" (Ministry of Education, 1999a, p. 10).

Despite this concession for unit holders what is apparent is the lack of a specific set of professional standards for deputy principals in the secondary school. It suggested that there were was perhaps little distinction between the role of the deputy principal and that of 'middle manager' in terms of the professional standards that could be applied to them. The principals already had a specific set of professional standards from which the board of trustees could measure their performance (Ministry of Education, 1998a).

In contrast when analysing the professional standards documentation relating to teachers in primary schools an obvious difference is apparent with deputy principals here having a specific set of professional standards attached to their position (Ministry of Education, 1998b). The dimensions cover a range of different areas relating to the professional leadership and management responsibilities considered part of the primary school deputy principal position. No such dimensions or standards exist for the secondary deputy principal except those set down for unit holders. A summary of findings with regard to performance management documents and the professional standards are set out below.

External documents - summary of findings

- Performance management systems make it mandatory to set performance expectations for all positions;
- Schools could consider what roles like the deputy principal position represent and what the expectations of these positions are;
- There are no professional standards set down for deputy principals in secondary schools despite the equivalent existing for deputy principals in primary schools; and
- The absence of professional standards for deputy principals in secondary schools may affect the way the role is defined and described in the secondary school.

Internal school documents – findings

Introduction

The deputy principals involved in this study were asked to submit documents which provided details on their respective job descriptions at their school. These were collected from deputy principals at the four schools in this study as well as members from the Auckland Secondary Deputy and Assistant Principal Association (ASDAPA) and one other secondary school via a separate approach. The methods for collecting the documents are briefly outlined in the following section.

Method of collection – school documents

The school documents were collected from three sources. The first source was the four secondary schools which had agreed to take a more comprehensive part in the study. This involved their deputy principals completing individual questionnaires and taking part in group interviews. While completing the data collection at each individual school the deputy principals were asked to provide a job description for their particular position which described their role and the expected outcomes for the role. These schools have been identified as School A, B, C and D within the discussion and in the table presented in Appendix B.

The second source for the school documents came from individual members of the Auckland Secondary Deputy and Assistant Principal Association (ASDAPA) who had been invited to take part in the study. These participants were asked to complete an individual questionnaire and submit a copy of their job description which provided details on their role and the expected outcomes for the role. Only two of the four participants from the ASDAPA schools provided documents relating to their role and expected

outcomes for their position. These schools are identified as School E and F within the discussion and in the table presented in Appendix B.

A third source for the school documents came from a secondary school within the Auckland metropolitan area that was willing to provide school documents relating to deputy principal job descriptions but whom took no other part in the study. This school is identified as School Z within the discussion and in the table presented in Appendix B.

As Robinson and Lai (2006) point out schools do not always provide a complete record of the information a researcher may require in order to answer a particular research question. In this case the documents collected from the sample schools are by no means comprehensive. However, this may indicate that detailed job descriptions for the deputy principal position within these particular schools do not exist for a variety of reasons. These may include the fact that the role in these schools is difficult to define or is constantly changing and as a result detailed job descriptions are not comprehensive or do not exist. Regardless of the reasons what follows is a more comprehensive analysis and discussion of the collected school documents.

Nature and purpose of documents

The documents collected are all paper based documents produced by the schools which provide detail on the roles and responsibilities of the deputy principal. They appear to have been produced in order to both convey to those in the school the particular areas that deputy principals were responsible for as well as act as a kind of checklist for the deputy principal so that he/she understood which areas he or she was responsible for.

A total of six of the seven schools provided what can be best described as a portfolio summary of senior management team responsibilities (see

Appendix B). The other school provided a single deputy principal job description rather than a portfolio summary of senior management responsibilities. The portfolio summary detailed the individual responsibilities for each member of the senior leadership team from each of the schools. The summaries which listed responsibilities for individual deputy principals show similarities as well as differences across the schools. These are analysed further in the next section.

Only three out of the seven schools provided documents which broke down individual deputy principals responsibilities into a more specific set of key tasks/goals and performance indicators for their particular role in the school. These three schools referred to these particular documents as job descriptions for their deputy principals. The content of each of these documents varied in regard to the detail they provided about the specific responsibilities of these deputy principals. Once again these documents are analysed further in the next section.

School portfolio summaries - findings

The portfolio summaries of the senior management teams provided by six out of the seven schools showed some similarities as well as differences. Of the six portfolio summaries, five of them showed that each individual deputy principal had been allocated a specific area of responsibility in the school or in one schools case that is School B, shared that responsibility as well as another with an additional deputy principal in the school. These areas of responsibilities were similar across schools and were identified as curriculum and assessment, assessment and reporting, human resources, student services, student leadership, student welfare, student achievement, professional development, systems and operations, administration, appraisal, ICT and pastoral care. Within each area of responsibility a format common to each document was the listing of specific responsibilities which the particular deputy principal was responsible for carrying out. These

responsibilities varied being both specific to the area of responsibility and also somewhat unconnected to the area of responsibility.

For example, a deputy principal from School C whose listed responsibility was 'curriculum and assessment' was responsible for both 'curriculum review and literacy and numeracy initiatives' in the school while also being the 'bus controller'. Another from School E, with overall responsibility for 'pastoral care, which included the 'deans committee' and 'student welfare' was also responsible for 'organising the school ball'. Finally a deputy principal from School B, responsible for 'curriculum and assessment' was also responsible for the 'senior prize giving ceremony'.

There were other examples of this across the other portfolio summaries where deputy principals although responsible for specific areas appeared to have other responsibilities tagged on to their position which were managerial in nature. A common example across the range of portfolio summaries was the listed responsibility for a specific year level which involved dealing with discipline issues, or the responsibility for a number of departments as the appraiser of the middle manager in those departments. Others examples across the range of school portfolio documents included what could be termed the 'nuts and bolts' responsibilities which contributed to the organisational stability and maintenance of the school. For example such responsibilities as 'teacher relief', 'litter rosters', 'duty rosters', 'staff manuals' and 'detention duty' were evident across a range of portfolio summaries. There was in fact no exact match between the deputy principals from different schools even if they were responsible for the same area like for example 'pastoral care' or 'curriculum and assessment'.

One of the five schools that is School C, which provided a portfolio summary of deputy principals responsibilities had also linked these responsibilities to the professional standards for secondary principals. It was one of only two schools (the other being School Z) from within the sampled schools, which

had directly referred to any professional standards for teachers in its documentation. For example deputy principal three, responsible for 'systems and operations' had each of his/her responsibilities linked to a particular dimension of the professional standards for principals. His/her first listed responsibility was to 'lead daily organisation and communications systems' and this was linked to the 'professional leadership' dimension of the professional standards for principals. This format was followed through the summary with each one of his/her responsibilities being linked to a particular dimension of the professional standards for principals. The same was true for his other deputy principal colleagues whose listed responsibilities were linked to the applicable dimension of the professional standards for principals. In the absence of specific professional standards for deputy principals in secondary schools this suggests that deputy principals in this particular school were being measured against the performance standards for principals rather than the management unit holder professional standards for secondary school teachers (Ministry of Education, 1999a, p. 10).

School Z as mentioned above was the only other school from within the sample of portfolio summaries, which made reference to the teacher professional standards. In this case the school provided a portfolio summary of the deputy principal's responsibilities but instead of identifying a particular area of responsibility the summary linked each listed responsibility of the deputy principal to the applicable dimension of the professional standard for principals. Once again in absence of specific professional standards for deputy principals in secondary schools this particular school had chosen to refer to the principal professional standards rather than the management unit holder standards for secondary school teachers.

Job/position descriptions - findings

Only three out of the seven schools provided job descriptions which gave further details on deputy principal's specific responsibilities and positions within the school.

School A was able to provide two separate examples of job descriptions for two of their deputy principals. One of these job descriptions was comprehensive in nature. What could be best described as a role clarification statement was provided under the title 'primary focus' which described the main purpose of this particular deputy principal's role. Below this statement were listed the five 'main objectives' of this deputy principals role which included 'to act as the human resources leader and manager of the college' as well as 'to share responsibility for the day to day administration of the college with other members of the SMT' A substantial list of 'key tasks' followed which detailed tasks which this particular deputy principal was responsible for. The language used to describe the key tasks was direct in nature and included words and phrases like 'developing', 'ensuring that', 'convening', 'reporting to', 'take responsibility for', 'oversee' and 'supervise'. Each of these key tasks were linked to an expected 'performance criteria' which described what appeared to be a minimum performance requirement for each of these key tasks. For example a key task of 'convening the staff PD committee' had an expected performance outcome of 'regular meetings of the committee; minutes posted'.

This particular deputy principal's detailed job description was in sharp contrast to the other job description provided for another deputy principal at School A. The job description for deputy principal two, listed 14 responsibilities which described these responsibilities in simple terms. For example the responsibilities were listed as 'oversee the pastoral care team', 'emergency evacuations', 'uniform' and 'staff notice board'. Unlike deputy principal one there were no 'key tasks' or 'performance criteria' attached to

the 14 listed responsibilities. As well as this there were no 'main objectives' or 'primary focus' which clarified this deputy principal's position. Therefore, what this showed was an obvious lack of consistency between the two job descriptions for these deputy principals at School A.

School Z provided documents which were referred to as 'performance objectives' for the year in question rather than job descriptions for each of its four deputy principals. There were no role clarification statements attached to these performance objective documents for each of the deputy principals at this school. These documents however, separated the deputy principal's responsibilities into the applicable dimension of the professional standards for principals. For example, for deputy principal one under the 'professional leadership' dimension of the principal professional standards, two listed responsibilities were 'lead and manage PD which embeds changes in practice' as well as 'lead and manage curriculum'. These responsibilities were then separated into 'key tasks' and 'expected outcomes'. For the 'staff management' dimension of the professional standards for principals a listed responsibility was 'ongoing management of appraisal system' with once again a 'key task' and 'expected outcome' listed.

The same format was evident for the other deputy principals at this school whose particular responsibilities were separated into the applicable dimensions of the professional standards for principals and which had a 'key task' and 'expected outcome' attached to the responsibility for that particular year. It appears evident that the performance objective documents acted also as appraisal documents for the deputy principals who in the absence of any professional standards for deputy principals were being appraised against the professional standards for principals at this particular school.

There was only one job description document provided by School F. Like the examples from School Z above, no job clarification statement was evident

which defined the main purpose or objectives for this particular deputy principal unlike the one example from School A. Apart from this, there was no reference made to any teacher professional standards for management unit holder standards or principal professional standards. Instead, the responsibilities for this particular deputy principal were a specific set of tasks which included for example 'attendance', 'induction of new staff', 'new curriculum implementation' 'learn to learn', 'detention' and 'discipline'. These tasks were then broken down into a list of 'goals' and 'key performance indicators' for each of the tasks. Like School Z these tasks formed the specific responsibilities of this particular deputy principal for the year in question. It appeared that the deputy principal's responsibilities cut across different areas of the school and included pastoral care, curriculum, human resources and other managerial tasks like student discipline, attendance and school detentions.

Internal school documents – summary of findings

Roles and responsibilities

- Individual deputy principal's roles and responsibilities often appear to be linked to a specific area of the school, for example, curriculum, pastoral care, human resources, systems and operations;
- All deputy principals roles and responsibilities appear to include a number of managerial and administrative tasks, for example, bus duty, uniform, school ball, detentions;
- There was a lack of job descriptions being used within the sample schools to clarify deputy principal's roles;

Links to professional standards for teachers

- The majority of school portfolio summaries show no link between the deputy principal role and any professional standards for teachers;

- Schools linking deputy principal roles to professional standards were using the secondary principal professional standards rather than the secondary unit management holder standards; and
- None of the schools in the study linked the deputy principal role to the secondary professional standards for unit management holders.

Deputy Principal Questionnaire - findings

Introduction

A total of 19 questionnaires were received from the participants who took part in this research study. (A copy of the questionnaire used in this study has been made available in Appendix C). Of these, 15 were collected from deputy principals of four secondary schools who had agreed to take part in the research study. These questionnaires were administered to the deputy principals on separate visits to each of these schools. A further four were received from members of the Auckland Secondary Deputy and Assistant Principal Association (ASDAPA) who had also been approached to take part. The questionnaire incorporated 22 separate items across four sections which included background information, roles and responsibilities of respondents, satisfactions associated with these roles and respondents involvement in the leadership of learning at their school.

The findings are separated into the actual sections of the questionnaire. These sections include the findings with regard to respondent's background, their roles and responsibilities, their perceived satisfactions associated with their roles and lastly their involvement in the leadership of learning within this sample of secondary schools

Section One – Background information

Demographics (includes Q1, 2, 4 & 5)

Of the 19 respondents twelve were male while seven were female. Of these respondents thirteen identified their role as 'deputy principal' while two identified themselves as 'associate principal'. The latter role is more likely to be found in larger schools. Of the other respondents one identified him/herself as an 'assistant principal' while three others from the same school identified themselves as 'senior leaders'.

The length of service varied across all these positions with the average being just over five years. The breakdown across all respondents showed that five had been in their particular position for less than one year while three had between one to three years service. A further three respondents had been in their position for three to five years, one reported seven to nine years, three nine to eleven years and one respondent reported over thirteen years service.

Of all the respondents, five reported being in another senior management position either at their particular school or outside this school. Two of these had been 'assistant principals' at another school before moving to their current position while one had held an 'assistant principal' position at his/her current school prior to promotion. Of the two others, one had been a 'deputy principal' at another school before moving to his/her current school while the other had spent ten years outside of teaching before moving into a school senior management position.

The importance of being part of a team

Of the 19 participants, 13 identified the team as being an important part of what the role represented to them in terms of their position within their particular leadership team. This is reflected in the following participant responses:

> *I feel also a responsibility to be open, honest and a team player, because I think the Team Together etc perception for the staff is crucial.*
>
> *Part of a team focussed on change and development of a school.*

Personal and Interpersonal considerations

There were twelve respondents who indicated that either personal or interpersonal considerations were important to them in terms of their position within the leadership team of their school. Of these twelve a number indicated that 'leadership' or 'leading others' was an important part of their position. Aside from the importance of leadership or leading staff there were others who described the development of a good set of attitudes as being important, for example developing open, clear and honest lines of communication with others. Other respondents believed the position entailed developing good relationships with others in the school while other respondents described the personal opportunities that the position afforded them like 'developing leadership skills' or a range of 'new skills' across different areas. A selection of quotes from respondents further illustrates these particular considerations:

> *Leading people to achieve the goals of the school and the personal goals of the individual staff members.*
>
> *An opportunity to develop my own leadership skills, an opportunity to lead groups of staff.*

> *A chance to be part of decision making, pedagogy planning, management of staff and students*

The responsibilities associated with the role

Over half of the participants in describing what their role represented to them in terms of their particular position within the leadership team referred to a particular position or role within the leadership team. For instance, this included being responsible for 'curriculum and assessment', 'professional development', 'supervision of management tasks' or 'deputising for the principal'. Other respondents included one who described the "supervisory" aspects of the position while another described the opportunities it afforded via a range of portfolios and good projects to work on. Once again a selection of quotes from respondents further illustrates this particular theme:

> *Responsible for the day to day running of the school management.*
> *Carry out some of the principals roles and second for all roles when the principal is absent.*
> *Responsible for curriculum, assessment and professional development systems and processes within the school.*

Section Two – Aspects of roles and responsibilities

Key tasks for deputy principals

Respondents were asked to identify the key tasks that they were responsible for as part of their role in the senior leadership team of their school. This data was also supplemented in some cases by the portfolio summaries provided by the schools (see Appendix B). Where available these summaries detailed tasks that individual deputy principals were responsible for and these were cross referenced against the tasks they had identified for question six. A total of 84 separate tasks were identified from both the

portfolio summaries and the participant's responses from the questionnaire. These tasks were further separated into six categories. The table below represents the six categories and the total tasks for each category:

Table 4.1   Key tasks identified by respondents

Tasks	Number
Managerial/administration tasks (e.g. lockers, buses)	38
School organisational tasks (e.g. timetables, rosters, manuals)	16
Pastoral tasks (e.g. discipline, houses and year level liaison)	11
Leadership of learning tasks (e.g. PD, curriculum leadership)	9
Staff management (e.g. human resources, appointments)	7
Extra curricular tasks (e.g. development of school sport)	3

It is apparent from the above list that the respondents in this particular study are chiefly responsible for tasks which are of a managerial/administrative nature. These types of tasks appear to form a large part of what respondents do in their positions. To a lesser extent respondents are responsible for the school organisational tasks which ensure the school operates efficiently on a day to day basis. Alongside these are the pastoral tasks which although lesser in number can be significant time consumers for many deputy principals. Tasks which involve the leading of learning appear to make up a small part of the respondents responsibilities

Opportunities for negotiation of tasks

Respondents were asked if they had the opportunity to discuss or negotiate the tasks that they were responsible for with their principal. From the participant responses it appears that the discussion and or negotiation of tasks take place in a variety of ways. Respondents either described one

specific way or else they described a combination of ways that the process took place. These have been categorised into several key themes which are discussed in turn.

Discussions take place individually with the principal

A total of ten respondents described discussing or negotiating their tasks individually with their principal at some time during the year, either at the end of an academic year or prior to the start of a new academic year. It is noteworthy that of the ten responses, seven came from two particular schools which suggest that these two schools have a structured way of discussing or negotiating tasks with their deputy principals.

Discussions at appraisal meeting with the principal

A total of five respondents described discussion of tasks taking place at the annual appraisal meeting with their principal , either at the start of the year in term one or at the end in term four in preparation for the next academic year.

Discussions in consultation with colleagues in the leadership team

Four respondents described discussing their tasks in consultation with other members of the senior leadership team. This was described by one respondent as a way to 'review and discuss responsibilities' while another described negotiating 'the allocation of each portfolio based on strengths and PD requirements'. Of the four respondents two from the same school had also described meeting with the principal to discuss their tasks individually as covered in the first theme.

Other themes - discussion and negotiation of tasks

Two respondents who had described meeting with their principal at appraisal time to discuss tasks also mentioned meeting with him/her as in one respondents case "at a special meeting if required due to extraordinary circumstances decided by the principal" or as the other respondent suggested "informally whenever necessary".

Two other respondents who had described meeting with their principal on an individual basis also mentioned the fact that they had negotiated their tasks at the time of their appointment although these tasks were generally specific to the portfolio they 'inherited'.

There were two respondents who either felt negative about the negotiation of tasks with their principal or who had no opportunity to negotiate tasks with their principal. One respondent stated "I would like to have been consulted more" with regard to the tasks he/she had been allocated by the principal suggesting that negotiation had not taken place. The other respondent was very negative stating he/she had no opportunity to negotiate tasks with the principal and suggested that in his/her opinion this had not taken place "mainly to appease other people".

Time spent on tasks in a typical 'actual' week

Respondents were asked to identify and describe a 'typical actual week' at their school with regard to what tasks took up most of their time as opposed to those tasks that they spent the least amount of time on. These questions helped to identify what respondents actually did in their role in a typical actual week. Respondents in the vast majority of cases identified a number of tasks which took up most of their time. Tables 4.2 and 4.3 show participant's responses to both questions and reflect the fact that the deputy principals in this particular study appear to spend a large amount of their

time on student and staff issues and the least amount of their time on the leading of learning and strategic leadership.

Table 4.2.   Tasks which take up **most** time in typical actual week

Tasks	No of responses
Student issues	15
Staffing issues	13
Meetings – staff/students/parents	9
Administration/management e.g. emails	8
Organisational issues e.g. teacher relief	7
Parent/community issues	7
Leadership of learning	4
Teaching of one class	4
Strategic leadership	3

As can be seen above deputy principals appear to spend a good deal of their time on attempting to resolve student and staff issues. Also, reflected above, is the time spent dealing with administrative and organisational issues. Some responses illustrate the issues surrounding some of the time spent on the above tasks:

> *Dealing with student behavioural management issues*
> *Crisis management incidents involving students at school.*
> *Supporting 'weak' or 'struggling' teachers by sitting in on classes or briefly visiting classes.*

Table 4.3.   Tasks which take up **least** time in typical actual week

Tasks	No of responses
Leadership of learning	6
Professional reading/own development	5
Visiting classes	5
Strategic leadership	4

Planning for teaching my class	4
Organisational issues	4
Student issues	2
Leading staff	2
Administration/management	2
Networking outside of school	2
Eating lunch	2
Visiting other schools	1

As can be seen above there is a range of tasks which take up the least amount of the deputy principal's time. There is a sense from the table that leadership whether it is the 'leadership of learning' or 'strategic leadership' does not occupy a great deal of the deputy principal's time. Apart from this respondents also reported spending little time in developing themselves via professional reading or planning for the teaching of their own classes. There also appears to be little time to visit classes which some respondents reported as being a particularly useful exercise in supporting teachers to maximise learning in the classroom. Others noted that because of the busy nature of their positions they felt that they could not adequately deal with the organisational and managerial aspects of their role which included dealing with student issues, oversight of examinations, uniform issues, filing and assemblies. There was a sense by some of things being done superficially across a number of areas. Some responses help illustrate the issues surrounding the lack of time available to spend on specific tasks:

> *Leading learning and developing middle managers through mentoring and supporting.*
> *Providing good leadership in curriculum matters again dealt with too lightly or with inadequate preparation to meet my personal standards.*
> *Visiting classes – getting out of the office. Too much time gets spent dealing with behavioural issues which sometimes could have been avoided.*

Time spent on tasks in an 'ideal' week

Respondents were asked to describe in an 'ideal' week what tasks they would like to spend more time on. This was opposed to another question which in an ideal week, asked respondents to describe what tasks they would like to spend the least amount of time on. This helped to gain an understanding about what tasks respondents saw as being both more and less desirable to them in terms of their role as deputy principals. Tables 4.4 and 4.5 show participant's responses and reflect the fact that in general respondents would prefer to spend more time on those tasks which are more focussed on improving teaching and learning, rather than those that concern themselves with managerial and administrative tasks. However, as previous findings show these managerial and administrative tasks appear to take up a large part of the respondent's time. Therefore, there appears to be a lack of role alignment between the typical real week and the ideal week for respondents in this study.

Table 4.4.   Tasks in an ideal week respondents would like to spend **more** time on.

Tasks	No of responses
Leadership of learning	10
Leading/supporting staff	7
Visiting classrooms	5
Own professional reading	3
Professional conversations with others	3
Enhance relationships with students	3
Mentoring staff members	2
Mentoring student leaders	2
Strategic leadership	2
Networking with other schools	2
Preparation for my teaching	1
Addressing root causes of school issues	1

Respondents clearly felt that they needed to spend more time on tasks which they saw as likely to have a more direct impact on the improvement

of teaching and learning in their school. It is clear that the leadership of learning is of a high priority for many respondents. Indeed, although there were twelve different responses to this question all could be linked to improving teaching and learning. Noteworthy is the fact that no respondents articulated a desire to spend more time on managerial, administrative or organisational tasks. The following responses help to illustrate respondent's thoughts on the need to spend more time on tasks which improve teaching and learning.

> *Assisting with the development of good teaching and learning practices. This is the essential task of a school about which I have the most interest and passion.*
>
> *Meeting with teachers to discuss issues relating to student achievement the reason being to support student learning and encourage innovative practice.*

Table 4.5. Tasks in an ideal week which respondents would like to spend the **least** amount of time on.

Tasks	No of responses
Student issues	16
Managerial/administrative	8
Organisational issues	2
Staff issues	2

An overwhelming majority of respondents identified issues relating to students as those they would like to spend the least amount of their time on. These issues were primarily concerned with student misbehaviour which appears to take up a disproportionate amount of time of many of the respondents. This misbehaviour was linked by some to poor teacher/student relationships or issues that are impacting on student's lives outside the

school for example social issues. Two responses capture the concerns felt by many:

> *Dealing with student problems that the families and community cannot or will not deal with. This distracts us all from the positive direction and task of the school.*
>
> *Dealing with classroom incidents- often these occur because teachers are either not doing their job properly or issues from outside the school are carried into the school environment.*

Respondents also articulated a desire to spend less time on administration and management tasks like dealing with what one respondent called the 'ludicrous number' of emails. Tasks such as these alongside student issues were seen as substantial time consumers. These tasks appear to take many respondents away from what they saw as the more important aspects of their position which concerned themselves with the improving teaching and learning at the school. To a lesser extent issues concerning staff were also identified by a handful of respondents and in some cases went in hand with the student issues whereby poor staff/student relationships were seen to directly affect student behaviour in the classroom. The responsibility for 'fixing' these issues appears to fall directly to many deputy principals. Some of the observations around the time spent dealing with administration and staff issues follow:

> *Supporting administrative structures that are not being carried out/used by teachers as effectively as they should……I tend to pick up issues that are not being carried out properly e.g. out of bounds, uniform, lateness.*
>
> *Putting out the 'bushfires' created by people who have reacted poorly in a situation i.e. those who have 'relationship' difficulties with either colleagues or students.*

Section Three – Satisfaction with role and responsibilities

Level of satisfaction with current role

Respondents were asked to indicate their level of satisfaction with their current role. Of the 19 respondents nine reported being 'very satisfied' with their role while three considered themselves 'satisfied'. Of the others, four were 'neither satisfied nor dissatisfied' while two identified themselves as being 'dissatisfied' and one 'very dissatisfied'. Of those respondents who identified themselves as being 'very satisfied' three represented the senior leadership team of one school. There was no other complete senior leadership teams represented in the 'very satisfied' category.

Positive factors impacting on levels of satisfaction

Respondents were asked to describe positive factors which they believe impacted on their level of satisfaction in the role. These factors were separated into positive personal and interpersonal factors which are discussed in turn.

These personal factors described by respondents relate to what the role provides or can provide and how this impacts positively on their feelings of satisfaction with the role. Several respondents described being constantly personally challenged by the role with one describing the challenges as 'invigorating and motivate me to work hard'. These challenges appeared to be impacting positively on these respondents levels of satisfaction.

The role, suggested others, also provided opportunities to develop personally whether this was honing leadership skills or developing strategies to deal with what one respondent called 'endless problems and issues'. There was also recognition of the role with regard to its position within the school

which according to respondents gave them the ability to effect change across the school. A summary of these positive personal factors is now presented:

- The challenges and opportunities provided by the role – (eight respondents)
- The ability to effect change in the role – (five respondents)
- Receiving recognition from others – (three respondents)
- The ability to contribute to school wide improvement – (two respondents)

By way of further example a selection of quotes from respondents is included below which helps to illustrate some of the positive personal factors listed above:

> *The opportunity to develop by dealing with endless problems/issues. Challenge – never know what the day will hold and having to develop solutions and strategies to deal with unpredictable behaviour.*

The positive interpersonal factors described by respondents were mainly concerned with the strong relationships evident amongst the members of their senior leadership team. These strong relationships appeared to positively contribute to respondents feelings of satisfaction for the role. Indeed, by way of evidence of the nine respondents who identified themselves as being 'very satisfied' in their current role all nine described the support from the senior leadership team and principal as a positive factor impacting on their level of satisfaction with their current role. This suggests that a strong collegial senior leadership team was an important factor and one which positively contributed to these respondents levels of satisfaction in this particular study. A full list of interpersonal factors is illustrated:

- The support from the leadership team including the principal – (eleven respondents)
- Student successes and achievements – (five respondents)
- Having good relationships with staff/students – (four respondents)

By way of example a selection of responses help to illustrate some of the positive interpersonal factors listed above and how they contribute to respondents levels of satisfaction:

> *A collegial atmosphere in the SLT, I enjoy working closely with others in the team*
> *Excellent relationship with principal and other members of the SMT.*

Negative factors impacting on levels of satisfaction

The negative factors appear to be split between issues which involve primarily other staff and students and those which directly affect respondent's abilities to do what they consider to be the best job that they can. Issues concerning staff related in the first instance to poor teaching in the classroom which invariably meant that they were usually the ones who had to deal with the issues and problems created. Other staff concerns related to the demanding or negative nature of some staff with one respondent referring to the "bad attitudes from staff" as well as "being treated with suspicion".

With regard to student issues respondents referred to violence among students, unmotivated students and the interruptions caused by dealing constantly with student misbehaviour. These interruptions appear to take many respondents away from what they would consider to be more important tasks primarily involved with improving teaching and learning.
A number of personal frustrations were described by respondents which included feeling frustrated by a lack of achievement and addressing issues

that were bigger than what they could deal with and therefore could not be resolved. Time constraints were also identified in respect of not being able to complete tasks because of other constraints for example, student misbehaviour getting in the way of task completion. This lack of time is a common theme mentioned by many respondents in relation to their positions as deputy principals.

A list of negative factors which impact on respondent's levels of satisfaction is presented:

- Staff issues – negative/demanding/poor teaching – (nine respondents)
- Personal frustrations of the role – (seven respondents)
- Time constraints associated with the role – (six respondents)
- Student issues – (four respondents)
- Predominance of administration – (two respondents)
- Role conflict – balancing role with HOD role – (two respondents)

By way of further example a selection of quotes below help to capture some of the negative factors listed above and how they impact on respondents levels of satisfaction:

> *Too many issues/problems created by poor teaching in the classroom.*
> *Interruptions, usually around a core group of students behaving*
> *badly and which need immediate attention.*
> *Having to attempt to address issues that are greater than the current*
> *school system has capacity to deal with.*

Possible changes to current role to change level of satisfaction

Respondents were asked to describe what changes they felt were needed with their current role in order to change their level of satisfaction. Despite earlier describing negative factors that were impacting on their levels of

satisfaction in their current role, respondents were not particularly vociferous in suggesting changes to their current role. However, it should be noted that many of these negative factors described were more to do with issues they encountered in the context of their roles. For instance, issues to do with staff and students appeared to be part and parcel of their position and almost an accepted part of their role.

It is interesting to review respondent's levels of satisfaction with their role as identified earlier and relate these to suggested changes to their roles. Of the nine respondents who identified themselves as being 'very satisfied' with their current role not surprisingly very few expressed a desire to change their current role. Two of these nine did not respond to the question which may suggest they saw no need for change, a further two described being happy with their current role. Of the other five, one desired 'more government resourcing' not specifically related to his/her role, while another two described personal considerations which were more to do with how they conducted themselves in their role. Of the final two, both desired having more time which one called having "larger chunks of uninterrupted time" while the other referred to the "compartmentalising of time". This was not surprising considering both were juggling a head of department role along with their role as a 'senior leader'.

Of the three respondents who identified themselves as being 'satisfied' two did not respond to this question while the other suggested more support staff would be useful to make his/her role easier.

Of the four respondents who identified themselves as 'neither satisfied nor dissatisfied' one believed no change was needed with his/her role while the other three put forward some ideas for change. These included some of the discipline issues being dealt with lower down the school instead of being passed up to the deputy principal, having more time to spend with teachers and once again having more logistical support to make the role easier.

Of the two respondents who identified as being 'dissatisfied' one did not refer to possible changes to his/her role but instead described the need to attract better quality teachers to his/her school and the profession. It appears that this was an issue at this school and resulted in much of this respondent's time being taken up dealing with staff/student issues. The other 'dissatisfied' respondent was incidentally from the same school and felt his/her job description needed to change to 'allow me to work on only those things which I am very good at and enjoy'.

Satisfactions associated with levels of support

Respondents had described various levels of support available to them at their current school which helped to assist their future development or simply made them feel better about being in the role. These levels of support included in one case formal mentoring support from the principal while most described the support they received was more informal in nature. This included access and opportunities to attend professional development programmes, courses and conferences nationally and internationally or informal support from their colleagues in the senior leadership team.

Respondents were asked to describe how satisfied they were with these levels of support they received at their current school. A total of thirteen respondents identified or described various levels of satisfaction. Many stated they were satisfied to some degree without articulating exactly why. Of these, five respondents identified or described themselves as being 'satisfied' with one suggesting that the level of support he/she received had "little impact on my overall level of satisfaction". A further eight described being "very satisfied' although one respondent was critical of what support there was for the deputy principal position nationally stating "Very satisfied apart from nationally…it would be nice to get national recognition for the role and support those aspiring to carry on to principals"

Section Four – Leadership of Learning

Respondent's leadership of learning roles

Respondents were asked to comment on their assigned roles which either directly or indirectly influenced teaching and learning at their school. The majority of respondents were able to describe at least one role which they considered to be a leadership of learning role. It should be noted that several respondents in fact described a number of roles which they considered influenced teaching and learning at their school. These included roles which directly influenced teaching and learning and others which it is considered had a more indirect effect. These described roles have therefore been separated into those directly influence teaching and learning and those that have a more indirect effect on teaching and learning. These roles are presented detailing the number of respondents describing the role.

Direct leadership of learning roles

- Leading and managing other teachers e.g. Heads of Faculties – (5 respondents)
- Leading school wide professional development – (4 respondents)
- Leading and managing school wide curriculum – (4 respondents)
- Leading and managing a faculty area – (2 respondents)
- Strategic leadership – (1 respondent)
- Vision Co-designer with principal – (1 respondent)
- Professional conversations with senior colleagues – (1 respondent)

Indirect leadership of learning roles

- Pastoral care leadership – (4 respondents)
- Dealing with student issues e.g. attendance, discipline – (1 respondent)

- Managing the school timetable – (1respondent)
- Leading and managing school wide ICT – (1 respondent)
- System and operational management e.g. detention system – (1 respondent)

It appears that respondents perform roles according to the responsibilities they have been assigned by their principals. For instance, if they are a curriculum specialist then they are obviously more likely to lead learning at the school which may include leading curriculum direction and taking charge of school wide professional development. If their responsibility is pastoral care then essentially they appear to lead in this area working closely with deans and other teachers. This suggests that some respondents specialise in certain areas and have little or no involvement in others. For some, that is two respondents from the same school, the leading of curriculum was taking place only in their own faculty due the unique position of them being both a faculty head and a member of the senior leadership team. It should be noted that this situation was unique to this school where they were also responsible for other tasks assigned by the principal. It is interesting to note that only one respondent described a role which involved strategic leadership.

Several respondents mentioned working alongside other teachers and in particular heads of faculties whom they were responsible for and whom they appraised as part of the schools performance management system. It is unclear whether these respondents assume an instructional leadership role with these heads of faculties. Selections of comments from respondents are set out below describing the nature of respondent's roles in the leadership of learning.

> *Next to the principal (who is #1) I am the leader of learning. I believe my role in the context of the principal and senior mgmt team as highly*

significant to developing, articulating and implementing the philosophy and practice of learning at the college.

My focus is student welfare, relationships and safe school not learning… by doing this I facilitate the other.

I have a great deal of responsibility in ensuring that the systems I am responsible for are running efficiently and effectively. This enables teachers to be more effective and focussed when it comes to teaching and learning.

Impact of leadership of learning role on overall level of role satisfaction

It is no great surprise that those respondents who identified themselves as being either 'very satisfied' or 'satisfied' with their leadership of learning role indicated that this had a positive impact on their overall level of satisfaction in their role as deputy principal. There were in fact thirteen respondents who made positive comments with regard to their leadership of learning role. A selection of these responses is presented:

Yes, because the links between pastoral and achievement are finally being addressed in our school.

Being able to have input into learning issues (a positive part of the job) increases the level of satisfaction – offsets the amount of time spent on behavioural issues and more mundane tasks.

The other respondents who identified themselves as 'neither satisfied nor dissatisfied' or 'dissatisfied' were more negative with regard to their leadership of learning role and its impact on their overall level of satisfaction. Once again a selection of responses has been used to illustrate their opinions:

A little dissatisfied since leading learning well will reduce the amount of student misbehaviour I need to deal with on a daily basis.

> *Leadership of learning should be of greater importance and involvement than organisational management.*

There were two other respondents who identified themselves as 'neither satisfied nor dissatisfied' and 'dissatisfied' respectively who expressed what could be described as a neutral comment to the impact of their leadership of learning role on their overall level of satisfaction.

Barriers to involvement in the leadership of learning

A total of seven respondents felt that there were no barriers that prevented their involvement and not surprisingly six of these respondents were from the group who indicated that they were 'very satisfied' with their involvement in the leadership of learning at their school. There were eleven respondents who felt there were barriers which prevented their involvement in the leadership of learning. There responses have been categorised into themes:

- Time constraints (7 respondents)
- Role conceptualisation (1 response)
- Staff issues (1 response)
- Resource issues (1 response)
- Conflicting responsibilities of the role (1 response)

As can be seen above time appears to be of a concern to several respondents. A selection of comments from respondents is presented to further illustrate the nature of the barriers:

> *Others want deputy principals to be good organisational managers and not reflective philosophers.*
> *Not enough hours in the day sometimes.*

Deputy principal questionnaire – summary of findings

Roles and responsibilities

- Deputy Principals roles and responsibilities showed a predominance of managerial and administrative tasks;
- The majority of deputy principals have their tasks delegated to them by the principal although there was some evidence of tasks being negotiated within senior leadership teams;
- In a typical actual week deputy principals spend most of their time on student and staff issues and attending meetings and the least amount of time leadership of learning tasks, professional development and visiting classes;
- In an ideal week deputy principals would like to spend the most amount of their time on leadership of learning tasks, leading other staff and visiting classrooms and the least amount of time on student management issues and managerial and administrative tasks;

Levels of satisfactions associated with their role

- The majority of deputy principals in the study sample classified themselves as either satisfied or very satisfied with their role;
- Positive factors which impact on deputy principals levels of satisfaction include the support they receive from colleagues in the senior leadership team, the challenges of the role and the ability to effect change in the role;
- Negative factors impacting on deputy principals levels of satisfaction include staff issues, personal frustrations and time constraints;
- Despite lacking formal support programmes in their schools the vast majority of deputy principals were either satisfied or very satisfied with the levels of support they received in their schools;

- The vast majority of deputy principals were either satisfied or very satisfied with their involvement in the leadership of learning at their school;

Leadership of Learning

- Deputy Principals identified both direct and indirect leadership of learning tasks they were responsible for which they believed contributed to the improvement of teaching and learning at their school; and
- With regard to barriers which impact on their involvement in the leadership of learning at their school, time constraints were considered to be the main factor.

Deputy Principal group interviews – findings

Deputy Principals from the four secondary schools who had earlier completed an individual questionnaire were also invited to take part in a group interview with their colleagues from the senior leadership team of their particular school. A copy of the interview schedule has been included in Appendix D.

These group interviews with the deputy principals took place upon the completion of the individual questionnaires. A total of 14 deputy principals from the four separate schools took part in the group interviews which were approximately 20 to 30 minutes in length. The interviews were semi structured. This format allowed for an honest exchange of views around the challenges they faced in performing these roles both as individuals and as a group, whether the role had changed in more recent years and any issues they felt as a group were impacting or likely to impact on their roles.

The findings from the four group interviews are presented within a series of themes that emerged from the interview transcripts. A summary of these findings, linked to the research questions has also presented at the end of this chapter.

The challenges of the role

The participants describe a challenging role which is characterised by to a certain extent by time spent dealing with tasks of a managerial and administrative nature. These tasks included dealing with things like student misbehaviour arising from relationship breakdowns in the classroom and a predominance of administration tasks which appeared to be consume a good deal of participants time. One participant by way of illustration described "dealing with hundreds of emails" and that "you have got three to four staff who email you for something they would previously had to wait to see you about" All of which he/she identifies as taking up huge amount of his/her time.

The time taken up dealing with student issues is well documented both within the questionnaires and the participant's responses from the interviews. One participant highlights these issues referring to student misbehaviour in his/her particular school in the following comment:

> *In my first year I had 75 stand downs now for a DP there are not many DPs who have done 75 stand downs in their entire careers …I was shell shocked you cannot cope with the other things you have to do when you are dealing with those as they are emotionally draining.*

Another participant in reference to his/her role talks about being recognised as the school disciplinarian but acknowledges the work of another colleague who appeared to share the role:

> *I have the role in the school as kind of being the big bad wolf in terms of the discipline stuff and while you know I get that and I deal with it its been really great to have somebody else who is prepared to step up to that role*

This suggests that dealing with discipline issues is a challenging part of the role of deputy principals and one which is shared amongst colleagues in the team. The findings from the questionnaire appear to back this up with the vast majority of respondents often being responsible for either year group levels or houses depending on the school structure. This invariably results in a fair share of discipline issues being "passed up the line" as one participant described it. In further describing the challenges faced by student issues both inside and outside in the community one participant suggested:

> *I think as a community issue that we as a school we end up having so many hats in looking after the students in so many other ways, and I think that has increased, our pastoral care and our policing and that sort of stuff.*

These tasks which are of a managerial and administrative nature appear to be an accepted part of the deputy principal role with one participant suggesting "It keeps me real" while others makes reference to the role in terms of it providing organisational stability within the school. The first comment is almost an acceptance of the role a deputy principal plays in maintaining order and stability within the school while the second is one participant's reflection on how teachers and the community as a whole see the role of the deputy principal.

> *I acknowledge that there is a lot of management stuff that has to be done and a section of my role is a certain amount of administration as there is for all of us that has to be done for the school to run and that's*

really what we are about we are about making sure that the school runs.

I think that the teaching community and the parent community want us as deputy principals to be very very good organisers and managers, they don't wants us to be philosophisers, they don't want us to be thinkers and they don't want us to do curriculum enhancement they don't want us to lead professional development, they just want us to be very very good tough solve all my problems organisers and then they will be happy.

There were other challenging issues which were seen as having a direct impact on the some participant's roles and the satisfactions associated with their role. One of these was the quality of teaching which went on in the classroom. Poor quality teaching directly affected participant's roles because invariably they were the ones that had to deal with the consequences. As a result this took them away from other tasks that would prefer to be doing. A selection of two separate comments from participants is included below to illustrate this quality of teaching issue:

I think one of the frustrations increasingly for me is that the fact that we have a number of teachers who find it incredibly difficult to build a good relationship with the students in their classrooms so we end up frequently wearing the fall out of that … and if we could get away from some of that we could actually get on with doing some of the job stuff we would really like to be doing.

I also think there is a big issue about the quality of teachers who are coming through … and we do more PD in the staff to raise achievement to raise the standard of what's actually happening in the classroom so I think in terms of where we are going in the SMT there is a lot of energy that needs to go into that.

The conflicting nature of the role – management versus leadership

There was a sense from some participants that because they were dealing with managerial and administrative issues they had less time to focus on tasks which directly related to the leadership of learning in the school. This was despite having what some identified as more clearly defined roles which had specific leadership of learning portfolios attached to them. This conflict between both roles suggested that participants were struggling to find a balance with the managerial role impacting in some cases significantly on an assigned leadership of learning role. This is reflected in the following comments from participants:

> *I think the other challenges is just that … conflict between leadership and management , the trying to balance wanting to do things that are part of your passion and interest to do with education which is about how do teachers teach and students learn but spending most of the time working out a duty rooster or talking to heads of house about students who cant behave properly in their classrooms and trying to get that balance right…. that's a huge challenge.*
>
> *Now we are in a situation where we will continue to tell we are struggling with both of these roles because they keep impacting upon on each other … I want to spend my time in my office assisting to ensure that the students education is a good and powerful and as great as it can get as opposed to just being a manager.*

This desire to spend more time on tasks which are related to the leadership of learning is linked to how some participants see the role of the deputy principal in today's school. Some participants reflected on how the role had changed from being what one called "a manager who did the canning and timetables" to one who had to be able to lead professional development, human resources, pedagogy, have a philosophy on curriculum and lead

student management processes. However, as another participant suggested despite the "expectation that deputy principals will be pedagogical leaders" the reality was that they were often responsible for managerial areas of the school like pastoral care and human resources. This participant reflected on this past situation and the present suggesting, "in the past you had a discipline deputy principal and a staff deputy principal and a nuts and bolts and admin deputy principal and we are still caught in that because you cant suddenly not have a school running...so you kind have still got that overview hat".

The findings from the questionnaires in fact point to this being the case with deputy principals often delegated specific tasks and responsibilities which ensure the organisational stability of the school. This in a sense appears to form a large part of their role and any tasks which directly impact on the leadership of learning at school appear to be in direct conflict with the managerial tasks they are asked to perform.

Despite this fact some participants were keen to point out that the role was now more focussed on the leading of learning because it allowed the deputy principal to have more input into the future direction of the school. There were several participants who articulated this belief and these are presented:

> *Rather than doing key duties the deputy principal is now leading others to do those kinds of things so its more empowering of people. Look at discipline for example the concept is we are empowering deans more and they are empowering classroom teachers more as opposed to this kid swore at me sent him to the deputy principal.*

> *My kind of thinking is the whole leadership thing and being given the opportunity to kind of show some leadership in terms of the big picture*

stuff rather than just the little job in terms of the nuts and bolts stuff so that's been great … I believe more strategic than previously.

However, from the evidence presented by participants the conflict between managerial and leadership of learning tasks is often present. This aspect along with others affects the level of satisfaction felt by deputy principals in their roles.

Satisfactions and dissatisfactions of the role.

It appears that the subject of time and in particular the lack of it with regard to the role is a source of frustration and dissatisfaction for many of the participants. Several referred to the difficulty of balancing time and trying to fit in all they had to do in the time that they had available to them. For example, in response to question of challenges faced in performing the role one respondent replied "time, time, time management". It appears that much of the participant's time seems to be 'interrupted time' when they are forced to deal with an urgent task, for example, a student discipline issue or an unhappy staff member. The nature of the role and its unpredictability appears to dictate participant's time and this is a source of frustration and dissatisfaction for some. A selection of comments from participants is included to further illustrate this issue:

Dealing with the huge demands of time placed on you there seems to be no end to how much you have to do no matter how quickly you do or how much do you just tend to get more I find that's a real concern … it seems to be growing to be honest.

We have always had the awareness of things that need to happen … the problem has been having enough time to reflect and put together a plan and pass it on and you have to have time to do that and when you are dealing with day to day stuff it becomes difficult.

Although not having enough time was highlighted as being a source of frustration for some participants there were other aspects of the role which were seen by some as contributing to feelings of satisfaction with the role. This included what two participants referred to as the challenge of the role which brought with it a sense of unpredictability that one never knew what one would be faced with on a daily basis. These two comments are included:

> *And in terms of the extremes of both staff and students that you are dealing with … it is actually what makes our job so interesting and challenging. You never ever know what is coming any day you arrive at work… it's never the same.*

> *I personally enjoy the unpredictability of the day...I am quite happy about things popping up at me but every so often I want to shut the door and get on with something.*

However, the aspect of the role that appeared to enhance participant's levels of satisfaction to the greatest degree was the sense of working in a collegial and supportive team which was mentioned by many participants across the four schools. Teamwork appeared to be well developed across several of the schools. This allowed participants to cope with what can obviously be a stressful and demanding role via ongoing support from colleagues who can in some cases impact significantly on the levels of satisfaction for the role. Once again a selection of participants comments have been used to further illustrate the contribution that the team and its members can make to the levels of satisfaction for the role:

> *I think it actually strength of this school is the SMT, is absolutely phenomenal …I also think that we help each other to keep our heads above water. That in fact in that kind of lightness or humour or support you give to people you actually make their day and lives more manageable and if you didn't attempt to do that you would find a*

group particularly isolate … because, it's a tough job and you have to be prepared to ensure that your colleagues somewhat sense of satisfaction is helped by you in some way.

Its definitely team isn't it … that whole ability to work together … you often hear of schools where deputy principals don't speak to each other and all of that kind of thing.. I can't imagine the direction that these schools need to go in I mean you just wouldn't be able to do the job.

With regard to frustrations or dissatisfactions there were comments from participants that highlighted personal frustrations and dissatisfactions that arose from performing the role on a daily basis. These related to a perceived increased workload as well as a perception that the role provided quick fixes but no long term solutions. The following comments help to highlight some of these observations:

What gives me the most dissatisfaction of the job is when you are in the deputy principal role you tend to be very much the plug in the dyke all over the place because you have not got a smaller team of people so you are working with such a larger team and so in that sense its so impersonal.

I think the amount of time you have to put into the job is constantly growing and I mean a lot of that is the compliance stuff … everything else that's been tacked on and all the changes …I just constantly feel I am starting to do what I need to do at 5pm at night.

The comments from participants across the four group interviews show correlation to the findings from the individual questionnaires. The role of the deputy principal is a busy one often at the front line dealing with a host of managerial and administrative tasks. This produces its fair share of frustrations and dissatisfactions as the aforementioned tasks are balanced

against a desire to spend more time on tasks which focus on the leadership of learning at school which many claim to be just as much part of their role.

Deputy principal group interviews – summary of findings

Roles and responsibilities

- Deputy principals report being time poor due to the pressures of the role;
- The deputy principal role is a reactive, crisis management role dealing with staff and student issues on a daily basis;
- Managerial and administrative tasks appear to be an accepted part of the deputy principal role in the secondary school;

Satisfactions associated with the role

- Deputy principals were experiencing frustrations in balancing managerial and administrative tasks alongside their leadership of learning tasks;
- The notion of team is well developed within the senior leadership teams of the sample schools and a source of satisfaction for many deputy principals; and

Leadership of Learning

- There is a perceived conflict among some deputy principals with regard to a desire to spend more time performing leadership of learning tasks and less time performing managerial and administrative tasks.

Chapter Five – Discussion of Findings

Introduction

It is the intention of this chapter to discuss the findings presented in the previous chapter. A series of key themes that have emerged from these findings have been identified and categorised under each of the research questions formulated for this study. In the first instance, discussion will centre upon the key themes identified from the findings in relation to the roles and responsibilities of deputy principals within the sample schools and how these roles are described and defined. Secondly, key themes have been identified in relation to the findings around the satisfactions associated with performing the role of the deputy principal, including satisfactions associated with their level of involvement in the leadership of learning at their schools. The final part of this chapter will focus on the key themes identified in relation to what involvement deputy principals have in the leadership of learning within the sample schools and what barriers may prevent their involvement. The intention within each of these three areas is to compare and contrast the findings from this study with what is already known about the deputy principal from the literature reviewed in chapter two.

Roles and responsibilities of deputy principals

A role characterised by managerial and administrative tasks

The roles and responsibilities of the deputy principals within this study are many and varied and often characterised by a number of managerial and administrative tasks. Their roles are typically busy ones resulting in them having to juggle various tasks at the same time in order to fulfil what they are responsible for. These findings are consistent with earlier studies by Koru (1993), Mertz (2000) and Hausman et al., (2001) who highlighted the

managerial and administrative tasks often undertaken at what Koru (1993) called "an unrelenting pace" (p. 70). More recent studies by Cranston et al., (2004) and later Cranston (2007) also report a role characterised by managerial and administrative tasks where the deputy principal worked long hours in busy circumstances. Therefore, the role could be said to not have changed a great deal since the early 1990s except that it appears to have become busier as reported by Cranston (2007).

A role which provides stability

The managerial and administrative tasks, characteristic of the role, provide stability in the school because they create the order necessary for schools to function. This is evidenced in responses from participants in the study who describe a role which helps provide the means for the school to run on a daily basis. One participant stated "I acknowledge that there is a lot of management stuff and a certain amount of administration … that has to be done for the school to run and that's really what we are about we are about making sure that the school runs". Another stated "I am responsible for the day to day running of the school management". These views are consistent with the findings of Mertz (2000) who describe a role that is concerned with maintaining order and stability in the school. The deputy principal therefore, plays an important part in preserving the status quo within the school to ensure they function effectively.

There is also further evidence of the role providing stability and order in the way that principals delegate specific tasks and responsibilities to the deputy principals in their schools. The findings from the analysis of school documents and the individual questionnaires reveal that each position was often linked to a specific area of responsibility in the school, for example, pastoral care, human resources, curriculum and assessment. It also included a number of other 'add on' tasks which formed part of the position. For instance, the vast majority of deputy principals were often responsible

for a year level, a school house, or where applicable both, which invariably resulted in them dealing with discipline issues as well as a number of other 'add on' tasks from detention systems and assemblies to school buses and uniform. There are two potentially negative outcomes that arise out of a process such as this. Firstly, the role of the deputy principal appears to be strongly influenced by the principal's need to make sure all areas of the school are covered in order to provide stability within the school. Secondly, and just as important, in delegating specific areas of responsibility (with 'add on' tasks included) to each individual, the result is the creation of a narrowly defined specialist role operating in only one area of the school. Although there was some evidence of an overlap in duties across some schools, the vast majority of roles were specialised roles operating in one area of the school. These observations with regard to the narrowness of the role are consistent with Johnson-Taylor et al., (2007) and Pounder et al., (2005) who are both critical of the narrowly defined role which they suggest does not adequately prepare the deputy principal across other areas of the school. This has implications for those aspiring to lead schools in the future. This is also reiterated by Mertz (2000) who criticised the narrowly defined specialised focus of the role which she suggested did not allow the deputy principal to operate in ways which would lead schools in the future.

The 'real' role versus 'ideal' role conflict

By way of clarifying what tasks deputy principals spent time on and what they would like to spend time on given the choice, both Cranston et al., (2004) and Cranston (2007), investigated what a 'real' week and an 'ideal' week looked like for deputy principals in their respective studies. This question format was also employed in this study. The findings show that deputy principals spent most of their time dealing with student and staff issues along with other managerial/administrative and organisational issues. They expressed an overwhelming desire to spend the least amount of time on student issues although this role formed a significant part of all

deputy principals' portfolios. One deputy described the role as "being the big bad wolf at the end of the discipline line" while another referred to it as "putting out the bushfires" created by poor relationships in the classroom. It was what appeared to consume most of their time and was it seems, largely responsible for the busy nature of their roles. In dealing with student issues they effectively had less time to deal with other tasks they perceived as more important which in most cases were those associated with leading learning in the school. This finding is consistent with both Celikten (2001) and Hausman et al., (2001) who noted the time deputy principals spent on the discipline role left them little time to deal with what they called curriculum or instructional related tasks.

In contrast to the time spent dealing with student, staff and other managerial issues deputy principals spent the least amount of time on what can be termed leadership of learning tasks, visiting classes, strategic leadership and their own professional reading. These findings show consistency with the Cranston et al., (2004) and Cranston (2007) studies which reported deputy principals spending a great deal of time dealing with similar issues like student management but having less time to spend on what they called strategic and educational/curriculum leadership.

In an ideal week deputy principals not surprisingly, expressed a desire to spend more time on tasks which were seen as having a more direct impact on the leadership of learning in their school. These findings are once again consistent with those of Cranston et al., (2004) and Cranston (2007). The evidence from this study suggests that for a few there was not the opportunity to lead learning because of other managerial roles dominating. For the majority, although they had responsibilities in this area, they were simply too busy to do them justice. In describing the nature of the tasks that would encompass a greater leadership of learning involvement deputy principals described a desire to work closely with teachers in a variety of ways centred on improving teaching and learning practices. The practices

they described have been shown by Robinson (2007) in her study addressing educational leadership practices that impact on student outcomes, as more likely to have an effect on improving student outcomes. However, with a reported predominance of managerial and administrative tasks coupled with the busy and reactive nature of their role it would appear that deputy principals in this study are more unlikely to be able to do this unless the role is significantly changed. Therefore, signals the notion of reconceptulising the role as suggested by both Harvey (1994), Kaplan et al., (1999), Celikten (2001) and more recently Cranston (2007). However, this would require a significant shift in how the role is perceived and structured in schools. It is interesting to note that this notion of reconceptulising the role has been part of the debate around the deputy principal role for some time. Indeed, Calabrese (1991) and Marshall (1992) talked about sharing leadership and developing the deputy principal as an instructional leader some time ago. The progress in this area can therefore said to have been slow but it remains as a potential way of addressing the conflict which exists between the two roles.

A lack of role alignment

When comparing deputy principals real roles with their ideal roles one can see that there is a lack of role alignment. This is also consistent with findings from both Cranston et al., (2004) and Cranston (2007). It suggests that what deputy principals do and what they would like to do are at odds with each other creating a potential source of frustration and dissatisfaction for many deputy principals. This evident lack of role alignment also raises the question of whether or not deputy principals in this study are performing the tasks that have been set down in their job descriptions for their positions or whether they are in fact performing tasks which are not part of their job or position descriptions. This may be compounded by evidence from within the schools which showed that detailed job or position descriptions did not appear to exist for the majority of deputy principals.

An acceptance of the nature of the role

Despite the desire to spend more time on leadership of learning tasks there appeared to be a degree of acceptance from some in this study that the deputy principal role was primarily a managerial and administrative role. This is similar to what Cranston (2007) found when describing as part of an ideal week, respondents not wishing to ignore "their responsibilities for staff, students, parents and general management matters" (p. 23). This suggests that perhaps some deputy principals acknowledge that the role is limited. This finding is consistent with Celikten (2001) who found deputy principals acknowledged that their all important function was to "do whatever is needed" (p. 71) to maintain a safe, orderly environment. It also concurs with what Mertz (2000) described as deputy principals having a "socialised disposition to the position" (p. 14) meaning that they considered it was perhaps more important to maintain the existing structures that existed in schools even if it meant in this case, performing tasks which were neither satisfying nor part of what the deputy principal wanted to do.

A lack of clarity around the role

The Performance Management Systems (PMS) provided schools with the prescribed requirements for teacher appraisal as well as information to assist them in developing appraisal systems (Ministry of Education, 1997). Fitzgerald et al., (2003) suggest the impetus for this policy document had come from dissatisfaction with teachers and their professional work and therefore, the policy sought to make schools and teachers more accountable. Schools had to ensure that performance expectations were attached to all positions with a requirement that these expectations had to relate to the performance areas and professional responsibilities of the positions. This signalled a need for schools to be clear about what the role of the deputy principal represented and what were his/her key responsibilities and expected outcomes. This also provided schools with a real opportunity to

consider more carefully what the role entailed, how it was to be structured and what the main purposes of the role were.

The publication of the professional standards for teachers in secondary schools (Ministry of Education, 1999a) set down standards for quality teaching as well as standards for unit holders which tended to be middle managers who held "specified leadership, pastoral, administrative or task-specific responsibilities" (p. 10). However, for the deputy principal there is no specific set of dimensions or performance indicators set down for the position. This appears to suggest that there are no apparent distinctions between the deputy principal role and the role of middle managers in the secondary school. Conversely, without a specific set of leadership dimensions to measure their performance it becomes more difficult to define their specific role and instead a sense of 'ambiguity' exists with the role.

This lack of professional standards for the deputy principal in this country has still yet to be addressed despite the equivalent existing for deputy principals in primary schools. This may present problems when schools formulate job descriptions because there are no professional standards to measure their performance against. In essence it becomes more difficult to define their specific role in the school because it has not been addressed in the official literature. There is evidence to suggest this is the case when reviewing the portfolio summaries provided by the sample schools. The tasks and responsibilities of deputy principals although often specific to one or the other area of the school were in the majority of cases not linked to any professional standards for teachers. Only one school had linked the deputy principal tasks and responsibilities listed in the summaries to professional standards and in this case they were the professional standards set down for secondary principals. One other school had done the same with the job descriptions for their deputy principals which separated their tasks and responsibilities across the dimensions of the principal professional standards. This suggests that for want of a better tool these schools had

been forced to use a set of professional standards that do not adequately fit the role of the deputy principal.

A role which is frequently changing

In reviewing the way the role is described in schools it was apparent within the sample schools that there were very few examples of job descriptions which documented the role of the deputy principal. Of those made available there was a lack of consistency with regard to the detail provided and the way the role was described. Only one job description attempted to clarify the role of the particular deputy principal in the school. This lack of examples is perhaps indicative of the situation in secondary schools in that they are perhaps not widely used because of the difficulty some schools may have in defining the role. Instead, as the sample school portfolio summaries show, schools appear more content to produce these summaries of deputy principal's tasks and responsibilities rather than formulate comprehensive job descriptions. This is consistent with what Rudman (2002) believes is sometimes the issue with job descriptions in that they are frequently out of date from the time of writing and therefore a "not very necessary nuisance" (p. 259). This may be the case with the writing of job descriptions for deputy principals in so much as the job is frequently changing and hard to define because it covers such a multitude of areas. Therefore, the changing actions of the deputy principal dictate the way the job is described. Of the job descriptions made available by schools the majority listed tasks and responsibilities which were specific to certain areas of the school for example, curriculum and assessment, pastoral leadership This is consistent with what Johnson-Taylor et al., (2007) and Pounder et al., (2005) suggested was the often narrowly defined nature of the role. However, other tasks and responsibilities of a managerial, administrative and organisational nature also formed part of the job descriptions. As discussed previously it is these changing types of tasks which tended to take up most of the deputy principal's time.

Satisfactions associated with the role of deputy principal

Personal satisfactions associated with the role

The majority of deputy principals in the study reported being satisfied or very satisfied with their current role in their respective school. These findings are consistent with both Cranston et al., (2004) and Cranston (2007) who reported that the majority of deputy principals in their respective studies identified themselves as being satisfied in their role.

Their levels of satisfaction are linked to several personal factors. Some of the more significant factors among them included the challenges and opportunities provided by the role, the ability to effect change in the role and the sense of support they felt they received from their senior leadership colleagues. These deputy principals were satisfied with their role because they felt that what they were doing in their roles was making a contribution towards school improvement. A selection of comments from deputy principals helps to illustrate the point:

> *Given the opportunity to show some leadership in terms of the big picture stuff …that's been great.*
> *You actually get to make big picture decisions and that's fantastic.*

There is consistency here with the findings of Sutter (1996) who found that deputy principals were more satisfied with their role if they believed they were undertaking tasks which were directed towards school improvement.

Interpersonal satisfactions associated with the role

Part of this satisfaction can come from being in a leadership team which provides the deputy principal with challenges and the ability to lead and effect change. Therefore, having a supportive leadership team can help to

provide opportunities in these areas for deputy principals. Within this study there is a strong correlation between the two factors. All of the deputy principals who reported being 'very satisfied' with the challenges and opportunities of the role also reported high levels of satisfactions with the support they received from their colleagues in the leadership teams of their schools. It suggests that deputy principals who consider themselves as part of supportive team were also more likely to have a role that they saw as challenging and one that they felt contributed to school wide improvement. This notion of well developed and supportive teams contributing to levels of satisfaction is consistent with the findings reported by Cranston et al., (2004) and Cranston (2007). Both studies highlighted the positive aspects of a well developed team helping to provide the ingredients for sharing leadership amongst team members and allowing the deputy principal role to enjoy a greater leadership focus. This final point perhaps echoes one deputy principal who was critical of the support there was nationally for the role. As he/she stated "I am very satisfied apart from nationally …it would be nice to get national recognition for the role and support those aspiring to carry on to principals"

The unpredictable nature of the role

Apart from the satisfactions derived from being part of a well developed and supportive team there also appears to also be satisfactions associated with what can often be negative aspects of the role. Several deputy principals appeared to derive satisfactions from dealing with the constant discipline issues and the unpredictable nature of the role. By way of example a selection of comments from deputy principals helps to illustrate the point:

> *The challenge, because you never know what the day will hold and having to develop solutions and strategies to deal with unpredictable behaviour.*

I personally enjoy the unpredictability of the day …I am quite happy about things popping up at me.

This not only reflects the nature of the deputy principal role as one who is constantly dealing with issues but also provides a sense that some actually derive satisfaction from doing this. It is perhaps because they spend a good deal of time dealing with such issues that these become very much part of their role and they actually get better at dealing with them. This shows consistency with Hausman et al., (2001) who found that even though deputy principals roles were dominated by student management issues they reported higher levels of success and satisfaction from dealing with these issues than they did from dealing with for example, instructional leadership tasks. This is because they did not have the time to deal with the latter tasks effectively. This suggests a conflict exists between the tasks that dominate deputy principal's portfolios for example, student management tasks and tasks that they do the least, which is leadership of learning tasks. It appears that when these student management issues impact on deputy principals other tasks and responsibilities is when these issues become perhaps less satisfying to deal with.

Dissatisfactions associated with the role

Deputy principals in the study reported levels of dissatisfactions associated with parts of their role which were primarily concerned with staff and student issues and the time taken up dealing with these. It appears for many deputy principals that poor 'quality' teaching in the classroom causes the problems with students and leads to many of the behavioural problems they are forced to deal with. These findings are consistent with Cranston et al., (2004) who also found that the challenges of difficult students and in some cases poor teacher 'quality' had a direct impact on deputy principals roles in their study. The following comments reflect not only the sense of

dissatisfaction with this aspect of the role but also epitomise the very nature of the deputy principal's role itself:

> *Too many issues/problems created by poor teaching in the classroom.*
> *Feelings of frustration that the day has passed and little that I've done has made a direct impact on student achievement.*
> *Constant interruptions – feel we never complete jobs satisfactorily.*

The dissatisfactions associated with the time taken up dealing with these issues is also reflected in the previous section where deputy principals stated that an 'ideal' week for them would not involve spending large amounts of time dealing with such issues as these. However, their 'real' week was unfortunately dominated by these issues to the detriment of others which they saw as more important, namely leadership of learning tasks. It is these types of tasks which deputy principals often see as more important because it also helps to develop them as possible future leaders. An imbalance between time spent on student and staff issues and time spent on leadership tasks is a source of dissatisfaction for many deputy principals who feel underutilised in the role and unprepared for future leadership roles. This source of dissatisfaction is mirrored by the findings of Cardno (2003) in which deputy principals expressed similar dissatisfaction with the role because they felt it excluded them from certain areas and did not prepare them for the principalship.

Satisfactions with leadership of learning roles

There is significant correlation between the number of deputy principals who were either 'satisfied' or 'very satisfied' with their current role and those 'satisfied' or 'very satisfied' with their leadership of learning role. This is perhaps not altogether surprising as the two are closely related. However, what is perhaps surprising is that although the findings around roles suggest there is a lack of role alignment between the 'real' and 'ideal' week

of deputy principals this does not appear to impact on their levels of satisfaction to any great degree.

The deputy principals in the study although describing a role that was often busy with competing demands on their time, were nonetheless satisfied with the role because it appeared to present them with an opportunity to contribute to school-wide improvement which was seen by many as being far more important. As one deputy principal commented:

> *Being able to have input into learning issues (a positive part of the job) increases the level of satisfaction – offsets the amount of time spent on behavioural issues and more mundane tasks.*

There was a relationship between satisfactions associated with a leadership of learning role and satisfactions associated with being part of a well developed and supportive team. In other words, all those who reported being satisfied with their role in the leadership of learning had all expressed positive comments about their teams and the support they provided for them. From this finding it can be inferred that a well developed supportive team is recognised by the deputy principal as one that is not only collegial in its outlook but also one that allows them to take on a role that focuses on improving teaching and learning in the school. Deputy principals are much more satisfied, it appears, if they have such a role as this role can offset what is seen as the more negative aspects of the role. This is consistent with what Sutter (1996) suggests is one of the keys to satisfaction for the deputy principal which is having leadership responsibilities as part of their role.

Dissatisfactions with leadership of learning roles

Dissatisfactions associated with the leadership of learning role were very few and were directed more towards the lack of time available to take on the leadership of learning role rather than the role itself. This suggests that

deputy principals are involved with the leadership of learning but some do not always have the time to take part in such roles. Once again the competing demands of the managerial and administrative tasks appear to take priority.

Deputy principals involvement in the leadership of learning

Direct leadership of learning tasks

The evidence from the analysis of the key tasks performed by deputy principals in this study clearly show that managerial and administrative tasks dominate their roles. The opposite appears to be true of direct leadership of learning tasks which appear to be a small part of the deputy principal's role. When describing the tasks they perform within this leadership of learning role they identify several different types. These types of tasks vary between those that can be classified as direct leadership of learning tasks, having a direct impact on teaching and learning and indirect tasks which create the conditions for improved teaching and learning to take place.

The delegated specialist role of the deputy principal, a feature of many schools in the study, appears to dictate what leadership of learning role they perform. This specialist role could be for instance, curriculum and assessment, pastoral care or systems and operations. The leadership of learning role was therefore often focussed in that particular area. A selection of deputy principals comments illustrate the more direct involvement they believe they have in the leadership of learning:

> *Next to the principal (who is #1) I am the leader of learning. I believe my role in the context of the principal and senior mgmt team as highly significant to developing, articulating and implementing the philosophy and practice of learning at the college.*

My role has a real leadership of learning focus; it is certainly not just managing but actual working with heads of faculties and staff (in conjunction with the principal mainly) to keep moving and improving.

From the comments above and from the other descriptions provided by deputy principals it appears that they see themselves as having an important role in the leadership of learning in schools. A small number of deputy principals described instructional leadership tasks involving leading and managing other teachers, leading professional development and leading school wide curriculum changes. These can be considered as more direct leadership of learning tasks and are a positive example of how some deputy principals may be influencing teaching and learning in their school. Such tasks described are considered as desirable facets of what Harvey (1994) termed an 'emergent' leadership role for the deputy principal which contributed towards instructional effectiveness. They also form part of what Kaplan et al., (1999) suggested was a more ideal role for the deputy principal, that of a shared instructional leader. These instructional leaders acted among other things as a 'teacher coach', 'program developer' and 'instructional manager' all of which cover areas those deputy principals described they did above. More recently the work of Robinson (2007) on leadership practices that make a difference to student achievement suggests that tasks such as these are more likely to positively impact on student outcomes. However, some notes of caution should be attached to the above findings. Firstly, deputy principals description of 'leading and managing other teachers' may be open to interpretation. Did this involve genuine instructional leadership tasks or was it merely a case of them fulfilling their appraisal responsibilities. Secondly, the time allocated to these leadership tasks by the deputy principals was unclear. Do deputy principals in fact have enough time to do these leadership tasks well when their roles appear to be dominated by managerial and administrative tasks? Other findings suggest that these tasks were very likely to be in direct conflict with the time taken up dealing with these managerial and administrative tasks.

Indeed, in articulating the barriers they felt prevented their involvement in the leadership of learning a significant finding was the lack of time because of all the other things they had to do. This point is reflected in the following comment from a deputy principal in the group interviews:

> *I think the other challenges is just that … conflict between leadership and management , the trying to balance wanting to do things that are part of your passion and interest to do with education … but spending most of the time working out a duty rooster or talking to heads of house about students who cant behave properly in their classrooms.*

This conflict between the two areas is clearly a source of frustration for deputy principals and is consistent with Cranston (2007) who has also reported this leadership versus management tension evident in the role of the deputy principals in their study.

Indirect leadership of learning tasks

There is evidence that much of what the deputy principal is doing to lead learning is not direct. Instead it could be described as a more superficial leadership of learning role because what deputy principals often do in their role is provide the means for others, like middle managers and teachers, to lead learning in the school. In essence a major function of their educational leadership role is to help "create the conditions for effective teaching and learning" (p. 12) as highlighted in the educational leadership model presented in the KLP document (Ministry of Education, 2008). This is evident in some of the roles described by deputy principals like pastoral leadership, managing the school timetable and managing school systems. Although not directly impacting on teaching and learning they nevertheless help to create the conditions for teaching and learning to take place. Two responses from deputy principals illustrate this finding:

My focus is student welfare, relationships and safe school not learning… by doing this I facilitate the other.

I have a great deal of responsibility in ensuring that the systems I am responsible for are running efficiently and effectively. This enables teachers to be more effective and focussed when it comes to teaching and learning.

Their roles as managers, administrators and school organisers underpin the school system and help to provide the means as suggested, for the system to run 'efficiently' and 'effectively'. By providing this efficiency they help to facilitate learning and enable teachers to be more effective. They perform these tasks because much of their role appears to be about helping to provide the means for things to happen in the school.

Conclusion

There are several themes which have surfaced from this discussion of the findings. Firstly, there appears to be a set of tasks and responsibilities which are more specific to the deputy principal role. These constitute much of the role and appear to take up a good deal of the deputy principal's time. Secondly, the role within schools appears to lack clear definition evidenced by few examples of job or position descriptions and no professional leadership standards set down at system level. Thirdly, deputy principal's involvement in leadership of learning tasks appear to be in conflict with these other tasks and responsibilities they perform. The issue of time and in particular a lack of time appears to be a major issue for deputy principals in this study who report conflict between the managerial versus leadership elements of the role.

These key themes are signalled as those which will form the heart of the next chapter which discusses the conclusions that can be drawn from the findings of this research study. Included within this chapter are

recommendations at school level with regard to the role and responsibilities of the deputy principal and recommendations at system level which address the positioning of the deputy principal as a recognised leadership role in the secondary school. Other recommendations have been made with regard to issues which warrant further investigation around the role of the deputy principal.

Chapter Six – Conclusions and recommendations

Introduction

In reviewing the purpose of the conclusion section of a research study Beach, Becker and Kennedy (2006) suggest that it provides the researcher with the opportunity to interpret results, evaluate any shortcomings, draw valid conclusions and where required make recommendations for further research. The intention of this chapter is to follow a similar path to that suggested by these authors which will draw upon the findings to construct valid conclusions. It should be noted that the findings from this research study and the subsequent conclusions that will be drawn from them are not intended to be generalised to the total population of deputy principals in New Zealand. Instead, they are specific to the sample population in this study. What these conclusions do provide however, is further knowledge pertaining to the role of the deputy principal and the potential for further research into some specific aspects of the deputy principal role.

As signalled in the concluding remarks from chapter five there are some key themes which have surfaced from this research study. These are presented as sub headings with their implications discussed in relation to the research questions formulated and presented in chapter one. No research study can ever be said to be the definitive word on a research problem and this is the case with this study. Therefore, by way of conclusion a set of recommendations based on the findings and their implications are suggested. These provide some guidance for studies that may follow on from this research as well as some suggestions for changes to the way the deputy principal role is defined and structured in the secondary school.

Conclusions

A role dominated by managerial and administrative tasks

The roles and responsibilities of the deputy principal in this study are characterised by a predominance of managerial and administrative tasks. The findings gathered across all three research methods provide clear evidence of this fact and point to the way the role has been structured within these schools. Indeed, of the 84 separate tasks identified from the analysis of job description documents and deputy principals own descriptions of their tasks and responsibilities, well over half of these could be categorised as managerial, administrative or to a lesser extent organisational. The result of this predominance of managerial and administrative tasks is a role which is typically busy, often reactive and unpredictable. These conditions that deputy principals work under have been well described by others including Koru (1993), Kaplan et al., (1999) and Cranston (2007).

A role which lacks alignment

The deputy principals expressed a desire to do fewer of these types of tasks and instead do more tasks which focussed on leading learning in the school. There is a clear lack of role alignment between what they actually do the majority of the time, which is managerial and administrative tasks and what they would like to do but spend the least amount of time doing which is leading learning in the school. The implications of this finding are that deputy principal's roles become concerned with tasks which help schools to run effectively but do not necessarily develop the deputy principal's leadership capacities. This may have potential implications for the future development of these deputy principals especially those who may aspire to become future principals.

Both Cranston et al., (2004) and Cranston (2007) note similar findings in their respective studies with regard to a predominance of managerial and administrative tasks and the lack of role alignment. They suggest the need to consider deputy principal's current roles and responsibilities and look to identify strategies which may create better alignment between the two competing roles of management versus leadership. However, as they infer there is no silver bullet here because these managerial and administrative responsibilities have become very much part of the deputy principal role. As Hausman et al., (2001) point out, as the educational landscape has changed the deputy principal's role "remains the same - steeped in student management" (p. 152). Their findings suggested that not only has the role become dominated by such tasks but the flow down effect has been a lack of clear understanding about the instructional leadership role because there is little time to participate in such a role.

A role that is satisfying for many deputy principals

Despite the managerial and administrative tasks dominating and creating a busy, reactive and unpredictable role the deputy principals in this study reported being satisfied with their current role. This was in spite of a lack of role alignment which suggested frustration at not doing what it is that they would like to be doing in their role. The elements of the role like its unpredictability and the challenges it posed were seen as positive features which contributed to the overall levels of satisfaction. This is consistent with Cranston et al., (2004) whose participants commented that the role was exciting, challenging and stimulating at times. However, a lack of role alignment found to have a negative impact on levels of satisfaction for participants in the Cranston study above did not seem to impact on levels of satisfaction for those in this study. It is unclear why this was the case although the Mertz (2000) study refers to the sense of control that deputy principals felt they had in their roles because they had their own specific duties. This sense of control brought satisfaction even if the deputy principal

was not entirely happy with what they did. This may go some way to explaining this anomaly although it does perhaps warrant further investigation.

It appears from this study that the importance of having a supportive leadership team cannot be underestimated. This notion of team appeared to be well developed in several of the schools and mirrors findings from Cranston et al., (2004) who linked levels of satisfaction to the role, to how effectively the team operates. The implications of this finding suggest that senior leadership teams should consider developing the conditions which create team synergies as these are seen as important to a deputy principal and contribute to their level of satisfaction for the role. The very nature of the role which is often steeped in student management, is it appears, significantly aided by having a senior leadership team which can support one another when dealing with what can be an emotionally draining aspect of the role.

A role which lacks clarity

The deputy principal role suffers from being poorly defined at both school and system level. At school level the tasks and responsibilities of the deputy principal are often separated into specialist areas for example, curriculum and assessment, pastoral care, human resources with other tasks added on to ensure all aspects of school organisation are covered. Although this appears to show clarity of purpose with each deputy principal being responsible for a specific area, what it instead shows is the narrowly defined nature of the role. These specialist roles appear to be set up this way in schools as a matter of expediency rather than clarity of thought about the exact nature of the deputy principal role. This has been recognised by several writers who are critical of the way the role is structured (Celikten, 2001; Harvey, 1994; Johnson-Taylor et al., 2007; Mertz, 2000). There was a distinct absence of schools clarifying the role of the deputy principal in this

study. Instead summaries of responsibilities for the senior leadership team were the norm which provided an overview of responsibilities for members of the team but did not clarify the nature of the deputy principal role.

The lack of a specific set of professional standards for deputy principals in this country has compounded the problem of defining the role in the secondary school. The position is not officially recognised and this it is suggested, only adds to the sense of ambiguity with regard to the position. The implications are apparent in the fact that the majority of schools in this study did not have formal job or position descriptions for their deputy principals. Therefore, the role is likely to be whatever the principal wants it to be and deputy principals will be charged with doing whatever it is that needs to be done. It is contended here that the specialist nature of the deputy principal role, apparent within the schools in this study, is an example of schools attempting to get the job done without engaging in debate about what exactly is the role of the deputy principal. The lack of recognition of the deputy principal role at a system level does nothing to assist in this process.

A narrow leadership of learning role

The involvement of deputy principals in the leadership of learning shows variance across the schools in this study. Some described tasks which had a direct effect on learning in the school while others described tasks which could be classified as indirect tasks. The specialist nature of most of their roles tended to dictate their type of involvement in the leading of learning in the school. This has the potential to narrow the possibility of involvement in the leadership of learning for the deputy principal. The future development of deputy principals is potentially jeopardised especially if they are forced to stay in the same specialist role for too long. Celikten (2001) acknowledged the dangers of doing exactly this and instead suggested that deputy principals need to experience a range of roles which should in fact be rotated

amongst members of the senior leadership team to ensure they develop as instructional leaders. A similar view is put forward by Kaplan et al., (1999) and Johnson-Taylor et al., (2007) who suggest deputy principals need to be involved in all aspects of running the school which includes experiencing a range of leadership opportunities. The implications of widening the focus for deputy principals so that they experience more opportunities in leading learning would mean a change to the way the role is structured and conceptualised in most of the schools in this study.

A lack of time to adequately lead learning

What is a more immediate concern with regard to the leadership of learning tasks that deputy principals are currently responsible for is the lack of time they actually have to do them. The overriding theme which comes out of this study is the fact that deputy principals are time poor. There appears to never be enough hours in the day to complete all the tasks that they are responsible for. As previously discussed their roles are dominated by managerial and administrative tasks which are often 'do now' tasks. The time spent doing these tasks appear to be at the expense of the leadership of learning tasks in terms of the time that can be spent on them to do them justice. This conflict between managerial tasks versus leadership tasks is a feature of other studies (Cranston, 2007; Cranston et al., 2004; Marshall, 1992) where time constraints feed the conflict between the two.

The implications of a lack of time on the deputy principal's involvement in the leadership of learning are clear. The likelihood is that if the current situation continues then deputy principals at these schools could only ever be involved in leadership of learning at a superficial level. This is despite a desire by the majority of deputy principals in the study to take on a greater leadership of learning role in their schools. Their current roles simply do not allow them to do this because firstly, their roles are set up in the main to manage the schools systems and secondly, as a direct result of this they

have little time left to do justice to those tasks that make a direct contribution to the leadership of learning in schools. However, that is not to say that what they do indirectly has no contribution to leading learning in the school because clearly it does. In the main most of their involvement in leading learning is indirect and creates the conditions for learning to take place. It is in these areas like pastoral leadership, where although they are not directly contributing to leading learning they are nevertheless having an indirect effect on allowing good teaching and learning to take place. This is because what they are doing 'creates the conditions' for learning to take place, an important dimension of educational leadership as recognised in the recently published KLP document in this country (Ministry of Education, 2008).

A satisfying leadership of learning role

It is interesting to note that whether or not the deputy principals in the study believed they were involved in leadership of learning tasks or 'doing leadership' they appear to be satisfied with this role. In fact the majority of deputy principals were satisfied with their role in the leadership of learning despite many wishing they had a bigger role in this area. This is evidenced by the findings which identified their real versus ideal roles. The two in a sense seem at odds with each other because they want more leadership of learning opportunities but yet they are on the whole satisfied with what they currently have. It is not clear if this wish for more leadership of learning opportunities is an espoused view or is based on a genuine desire to take on a more significant role. Mertz (2000) suggested in her contextualising of the role that the deputy principals become socialised to the role and the way it operates and over time gain a sense of control and satisfaction over their work even if they are not entirely happy with the duties they are allocated. Perhaps this provides some explanation of why they may be satisfied with their leadership of learning role despite wanting more involvement.

Recommendations

These recommendations are based on the key findings that have emerged from this research study. They are separated into two areas, recommendations for practice and recommendations for further research.

Recommendations for practice

1. That schools and in particular senior leadership teams critically consider in the first instance the way that they structure and describe the role of the deputy principal and how it might be better utilised as a partnership role with the principal.

2. That schools and in particular the senior leadership team consider realigning or restructuring the role so that it addresses the conflict between management versus leadership tensions. In particular, this would involve a reallocation of some of the managerial and administrative tasks which dominate the role. These tasks could be reallocated to administrative support staff, councillors and other teachers. This reallocation of duties to others has been reported in a study by Toth et al., (1996) as having been successful in allowing deputy principals more time to lead learning. In the case of the schools in this study it would help to leverage time so that deputy principals could take a more prominent role in promoting and participating in leading learning in their schools.

3. That organisations that represent the interests of deputy principals like the National Association of Secondary Deputy and Assistant Principals and the Post Primary Teachers Association work together to lobby the Ministry of Education in order to secure a set of professional standards for the deputy principal role.

Recommendations for further research

1. To investigate the effectiveness of utilising the deputy principal role at secondary school level as a preparation for the principalship.

2. To investigate deputy principals self perceptions of their actual effectiveness as leaders of learning in secondary schools.

Final conclusion

In conclusion the deputy principal occupies a position in the secondary school which has yet to be clearly defined but is nevertheless characterised by a clear set of conditions especially evident within this research study.

In using the analogy of a busy restaurant kitchen the deputy principal is perhaps like the sous chef who is the organiser, who prepares the ingredients, who looks after the trainees, who deals with conflicts, who prepares the starters, who talks to the suppliers, who does whatever is needed to get the food out on time and who does all of this at a frantic pace. The aim is to serve the head chef (read the principal) who is the creative genius and who has ultimate control over the direction of the kitchen (read the senior leadership team) and the restaurants success (read the school). Until the sous chef or deputy principal gets promoted or they move on or they retire then they have to be content with doing what it is they have been assigned to do. Sometimes though the head chef or principal makes things easier for them and lets them practice the skills needed to take the top job. They substitute for the head chef or principal when he/she is away from time to time, but they cook or run the school the way the head chef or principal tells them to. Other times the head chef or principal keeps them on starters or deserts or daily organisation or bus duty. Perhaps they have aspirations to be the head chef, or principal, perhaps not, but ultimately they know what their role is and they accept it because that's the way a

kitchen or school operates. The sous chef is essential for the kitchen to operate and the restaurant to succeed, just like the deputy principal is essential for the senior leadership team and the school but yet, they both have fundamentally limited and narrow leadership roles. What's more they appear satisfied to accept this role.

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Overview of research methods and data collection   **Appendix A.**

School site	Documentary Analysis	Individual Questionnaire	Deputy Principal Group Interview
School A	Yes – Portfolio summary of Senior leadership team provided Two deputy principal job/position descriptions provided	Yes – 4 participants Date: 17.07.08	Yes – 4 participants Date: 17.07.08
School B	Yes – Portfolio summary of Senior leadership team provided No deputy principal job/position descriptions provided	Yes – 4 participants Date: 18.07.08	Yes – 4 participants Date: 18.07.08
School C	Yes – Portfolio summary of Senior leadership team provided No deputy principal job/position descriptions provided	Yes – 3 participants Date: 31.07.08	Yes – 2 participants Date: 31.07.08
School D	Yes – Portfolio summary of Senior leadership team provided No deputy principal job/position descriptions provided	Yes – 4 participants Date: 15.08.08	Yes – 4 participants Date: 15.08.08
School E (ASDAPA)	Yes – Portfolio summary of Senior leadership team provided No deputy principal job/position descriptions provided	Yes – 1 participant Date: Returned by post in July 08	Not evident
School F (ASDAPA)	Yes - One deputy principal job/position description provided	Yes – 1 participant Date: Returned by post in July 08	Not evident
School G (ASDAPA)	No – No portfolio summary or deputy principal job/position description provided	Yes – 1 participant Date: Returned by post in July 08	Not evident
School H (ASDAPA)	No – No portfolio summary or deputy principal job/position description provided	Yes – 1 participant Date: Returned by post in July 08	Not evident
School Z (Other)	Yes – Portfolio summary of Senior leadership team provided Four deputy principal job/position descriptions provided	Not evident	Not evident

Sample School	Job description provided	Job description clarifies role of deputy principal	Job description(s) linked to teacher professional standards and the school appraisal system	Portfolio summary of senior management team responsibilities is provided	Portfolio summary is linked to the teacher professional standards
SchoolA	Yes – Two provided out of a total of four deputy principals	***Deputy Principal1*** Role clarification statement for the position is provided along with a set of main objectives of the role. Key tasks as the human resource and professional development leader and manager are listed and clarified along with performance criteria to measure outcomes. ***Deputy Principal2*** No role clarification statement provided. Key tasks are listed without clarification or performance criteria attached	***Deputy Principal 1*** Job description is not linked to the teacher professional standards Key tasks and performance criteria are listed but no link to school appraisal system ***Deputy Principal 2*** Job description is not linked to the teacher professional standards Key tasks listed but without performance criteria. No link to school appraisal system	Yes – Responsibilities are listed as follows: ***Principal:*** Various duties listed in alphabetical order ***Deputy Principal 1:*** Human Resources and Student Leadership Plus – Dept, House and Year level responsibility ***Deputy Principal 2:*** Pastoral Care and Safe Schools Plus – Dept and Year level responsibility ***Deputy Principal 3:*** Curriculum and Assessment Plus - Dept, House and Year level responsibility ***Deputy Principal 4:*** ICT in the college Plus - Dept, House and Year level responsibility	Not linked to principal performance standards No link to the teacher professional standards

Sample School	Job description provided	Job description clarifies role of deputy principal	Job description(s) linked to teacher professional standards and the school appraisal system	Portfolio summary of senior management team responsibilities is provided	Portfolio summary is linked to the teacher professional standards
SchoolB	No	Not evident	Not evident	Yes - Responsibilities are listed as follows: ***Principal:*** Implementation and alignment of Learning charter plus various other tasks ***Associate Principal:*** Implementation and alignment of Learning charter. Oversight of discipline, attendance, ICT, data analysis, student and staff services Plus - Dept and Year level responsibility ***Deputy Principal 1:*** Implementation and alignment of Learning charter. Leadership in Human Resources with DP 3 and Leadership in Student Services with DP 2 Plus - Dept, House and Year level responsibility ***Deputy Principal 2:*** Implementation and alignment of Learning charter. Leadership in Student Services with DP 1 and Leadership in Curriculum and Assessment with DP 3 Plus - Dept, House and Year level responsibility	Not linked to principal performance standards No link to the teacher professional standards

School					
SchoolB (cont)	_____	_____	_____	**Deputy Principal 3:** Implementation and alignment of Learning charter. Leadership in Curriculum and Assessment with DP 2 and Leadership in Human Resources with DP 1 Plus - Dept, House and Year level responsibility **Deputy Principal 4:** Implementation and alignment of Learning charter. Daily Relief, Staff Rosters, Enrolments, Orientation, EOTC Plus - Dept, House and Year level responsibility	No link to the teacher professional Tasks link to the dimensions of the principal professional standards
SchoolC	No	Not evident	Not evident	Yes - Responsibilities listed: **Principal:** Policy, personnel & promotion. Duties linked to the dimensions of the professional standards for principals **Deputy Principal 1:** Curriculum & Assessment. Duties linked to the dimensions of the professional standards for principals **Deputy Principal 2:** Student Services. Duties linked to the dimensions of the professional standards for principals **Deputy Principal 3:** Systems & Operations. Duties linked to dimensions of principal professional standards	

Sample School	Job description provided	Job description clarifies role of deputy principal	Job description(s) linked to teacher professional standards and the school appraisal system	Portfolio summary of senior management team responsibilities is provided	Portfolio summary is linked to the teacher professional standards
SchoolD	No	Not evident	Not evident	Yes – Portfolio summary includes the principal, two deputy principals and two senior leaders. Responsibilities are listed as follows: ***Principal:*** Various oversight duties listed across a number of school areas ***Deputy Principal 1:*** Assessment and Reporting and Day to Day Organisation. Deputise for the Principal Plus – Dept and Year level responsibility ***Deputy Principal 2:*** Student Welfare, Relationships and Safe School Plus – Dept and Year level responsibility ***Senior Leader 1:*** Curriculum and Professional Development Plus – Dept and Year level responsibility ***Senior Leader 2:*** Appraisal, Inductions and Administration Plus – Dept and Year level responsibility	Not linked to principal performance standards No link to the teacher performance standards

ASDAPA Schools	Job description provided	Job description clarifies role of deputy principal	Job description(s) linked to teacher professional standards and the school appraisal system	Portfolio summary of senior management team responsibilities is provided	Portfolio summary is linked to the teacher professional standards
School E	No	Not evident	Not evident	Yes - Portfolio summary includes the four deputy principals. Responsibilities are listed as follows: ***Deputy Principal 1:*** Director of Student Achievement. Principals Nominee, tracking and targeting student achievement ***Deputy Principal 2:*** Director of Curriculum. Curriculum structures Yr 7-13, PD in school, beginning teachers, teacher trainees, gifted and talented ***Deputy Principal 3:*** Director of Pastoral Care. Chair of Deans committee, assertive discipline, student welfare, Year 13 Dean and careers adviser ***Deputy Principal 4:*** Director of Administration. Timetable and Calendar, relief teachers, buses, rosters, trips, fire drills, health and safety	No link to the teacher performance standards
School F	Yes – One provided	***Deputy Principal 1*** No role clarification statement Key tasks, goals and key performance indicators listed	***Deputy Principal 1*** Job description is not linked to the teacher professional standards Key tasks and performance indicators are listed as the deputy principals' responsibilities for appraisal in 2008.	Not evident	Not evident

ASDAPA Schools	Job description provided	Job description clarifies role of deputy principal	Job description(s) linked to teacher professional standards and the school appraisal system	Portfolio summary of senior management team responsibilities is provided	Portfolio summary is linked to the teacher professional standards
Other School Z	Yes – four provided by school. Referred to as "Performance Objectives for 2008"	***Assoc Principal1*** No role clarification statement provided Key tasks and expected outcomes are listed for the specific areas of responsibility and linked to the dimensions of the principal's professional standards. ***Deputy Principals 1,2, 3 & 4*** As above	All Deputy Principals 'Performance Objectives' for 2008 are linked to the professional standards for principals. The 'key tasks' and 'expected outcomes' are linked to the schools performance management system and are negotiated with the principal and form appraisal goals for the year in question.	Yes – Portfolio summary includes the five deputy principals and the principal. Responsibilities are listed as follows: ***Principal:*** Duties categorised under the dimensions of the professional standards for principals. Plus department and house responsibilities ***Associate Principal:*** Duties categorised under the dimensions of the professional standards for principals. Plus department, year level and house responsibilities ***Deputy Principal 1:*** Duties categorised under the dimensions of the professional standards for principals. Plus department, year level and house responsibilities ***Deputy Principal 2*** Duties categorised under the dimensions of the professional standards for principals. Plus department, year level and house responsibilities	Tasks link to the dimensions of the principal professional standards

Other School Z (cont)	As above	As above	As above	**_Deputy Principal 3:_** Duties categorised under the dimensions of the professional standards for principals. Plus department, year level and house responsibilities **_Deputy Principal 4:_** Duties categorised under the dimensions of the professional standards for principals. Plus department, year level and house responsibilities	Tasks link to the dimensions of the principal professional standards

Deputy Principal Questionnaire   Appendix C

Section One – Background Information

1. Gender

Male ☐   Female ☐

2. What is your current role within the senior management team at this school? Please tick or specify your current role below.

Associate Principal   _____
Deputy Principal   _____
Assistant Principal   _____
Other – please specify   _____

3. What does this role represent to you in terms of your position within the senior management team?

4. What has been your length of service in your current position? Please specify below

Length of service   _____ year/s

5. If you have held another position in this senior management team or another senior management team prior to this current position please specify the position and length of service.

Position _____   Length of service   _____ year/s   N/A _____

Section Two – Role and Responsibilities

6. What key tasks and related outcomes are you responsible for as part of your current role in the senior management team?
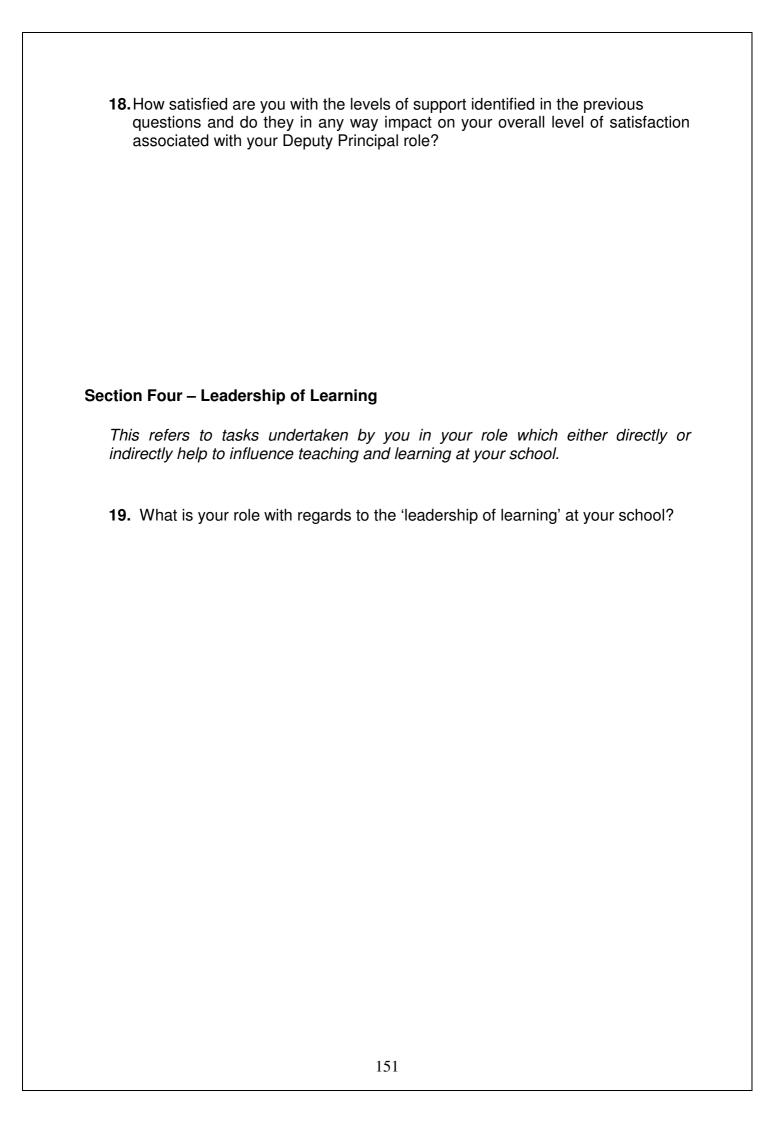   Please identify the key tasks and describe the expected outcomes below.

Key Tasks	Expected Outcomes

7. Do you have the opportunity to discuss or negotiate these tasks that you are responsible for with your principal?

If Yes – please describe how this takes place
If No – why in your opinion does this not take place?

8. In a typical **'actual'** week at your school what tasks take up **most** of your time?
Please identify and describe these below

9. In a typical **'actual'** week at your school what tasks do you spend the **least** amount of your time on?
Please identify and describe these below.

10. In an **'ideal'** week what tasks would you like to spend **more** time on and why?
Please identify and describe these below.

11. In an **'ideal'** week what tasks would you like to spend the **least** amount of time on and why?
Please identify and describe these below.

Section Three – Satisfaction with role and responsibilities

12. How satisfied are you overall with your current role?
Please tick the statement which best describes your level of satisfaction

Very satisfied ____
Satisfied ____
Neither satisfied nor dissatisfied ____
Dissatisfied ____
Very dissatisfied ____

13. Please describe below any **positive** factors, which impact on your level of satisfaction with your current role.

14. Please describe below any **negative** factors, which impact on your level of satisfaction with your current role.

15. What if anything do you feel needs to change with your current role in order to change your level of satisfaction indicated above?
Please explain below.

16. What levels of support if any, do you feel are available to you at your current school in terms of your future development?

17. What levels of support if any, do you feel are available to you in terms of your future development at the **local, regional or national levels**?

18. How satisfied are you with the levels of support identified in the previous questions and do they in any way impact on your overall level of satisfaction associated with your Deputy Principal role?

Section Four – Leadership of Learning

This refers to tasks undertaken by you in your role which either directly or indirectly help to influence teaching and learning at your school.

19. What is your role with regards to the 'leadership of learning' at your school?

20. How satisfied are you with your role overall in relation to the 'leadership of learning' at your school?

Please tick the statement which best describes your level of satisfaction

Very satisfied ____
Satisfied ____
Neither satisfied nor dissatisfied ____
Dissatisfied ____
Very dissatisfied ____

21. Does this level of satisfaction associated with this role impact on the overall level of satisfaction you have for the Deputy Principal role and if so how?

22. Are there any barriers which you feel prevent your involvement in the leadership of learning at your school?
If yes please describe these below

Deputy Principal – interview questions   Appendix D

1. What are the challenges you face as an **individual** in performing the role of deputy principal?

2. What are the challenges you face as a **group** of deputy principals in performing the role

3. Has the role of the deputy principal changed in more recent years and if so how has it changed?

4. Has this perceived change in the role of the deputy principal affected the way that you as a group of deputies have performed the role?

5. Are there any other issues that you feel as a group are impacting or likely to impact on the role of the deputy principal in the secondary school?