

**‘Everything to everybody’: The profile
and challenges of pastoral care middle
leadership in New Zealand secondary
schools**

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ABSTRACT

The aim of this research was to interpret, from multiple perspectives, the profile and challenge of pastoral care middle leadership in New Zealand secondary schools. It was based on the rationale that pastoral care middle leadership within New Zealand secondary schools is growing in its need. The issues secondary school students are bringing to schools are far more complex than they have been in the past. The pastoral care middle leadership role is intensifying as the leaders learn to cope with the growing complexities. Adding to the shifts in the role of the pastoral care middle leader is the expectation that they play a greater role in the support of the learner. The traditional disciplinarian role of the pastoral care middle leader has now evolved into one that focuses on improving student outcomes. The changes to the role have brought about challenges and a greater need for recognition of the role. Based on the current school leadership literature pastoral leadership as a topic is mainly notable by its absence.

This qualitative research involved two interviews with two senior leaders, two focus groups with a total of nine pastoral care middle leaders and, finally two focus groups with a total of sixteen year 13 students. The findings highlighted the growing need for pastoral care middle leadership, the challenges the pastoral care middle leader experiences and how the pastoral care middle leader can better cater for the learning needs of the student. Pastoral care middle leadership has become a multifaceted role which, through its holistic, school-wide view, is attempting to bridge the pastoral academic divide in order to improve student outcomes. The high expectations placed on the pastoral care middle leader and the change in school leadership policy to focus on the improvement of student outcomes has created challenges for the pastoral care middle leader. The greatest challenges include the separation of pastoral care from the curriculum, the profile of the pastoral care middle leadership role, the barriers created by unrealistic resourcing and the intensification and broadening of the role. It is necessary for provisions to be made to meet the growing expectations and increasingly complex demands of the secondary school pastoral care middle leadership role.

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ABBREVIATIONS

CYFs	Child, Youth and Family
HODs	Heads of Department
HOFs	Heads of Faculty
HOLA	Heads of Learning Area
MoE	Ministry of Education
NCEA	National Certificate in Educational Achievement
NZC	New Zealand Curriculum
NZCER	New Zealand Council for Educational Research
NZCF	New Zealand Curriculum Framework
RTLb	Resource Teacher: Learning and Behaviour
SMSs	Student Management Systems
UREC	Unitec Research Ethics Committee

CHAPTER ONE

INTRODUCTION

Introduction

In my experience, as both a pastoral care and curriculum middle leader, I have recognised that both the pastoral and curriculum roles are vital in catering to the needs of the secondary school learner. I have observed the varying profiles people have of these positions and I have witnessed the challenges people in these roles experience. One of these challenges arises when these two groups of middle leaders fail to work collaboratively for the benefit of the learner. It is expected middle leaders in secondary schools are, in effect, leaders of learning. In order to play the lead role in sustaining pedagogical change it is essential that middle leaders work with and through colleagues to improve pedagogy and improve the learning outcomes for students (Fitzgerald & Gunter, 2006; Murphy, 2011; Peak, 2010). However, it appears that some middle leaders focus solely on their area of concern, their subject silo. The lack of collaboration between the middle leaders can be to detriment of the learner. As Murphy (2011) suggests, further research into the relationship between pastoral care middle leaders and curriculum middle leaders within secondary schools would be beneficial. This could lead to a better understanding of how curriculum and pastoral care middle leaders could work effectively together to improve student outcomes.

A key component of this study was to critically examine, from a range of perspectives, the synergies and challenges that exist between pastoral care middle leaders and other key stakeholders in serving the learning needs of the students. A key relationship I examined was that of the pastoral care middle leader and the curriculum middle leader. Pastoral care middle leaders have the responsibility to build relationships and teams with curriculum middle leaders to improve student outcomes (Murphy, 2011). Yet, in my experience in both roles, this can often be

problematic. This research examined the connections between the key stakeholders in the learner's education, focusing on the collaboration between the pastoral care middle leader and others in middle leadership positions. Collaboration is recognised as a vital component in the education of the learner, however, from my experience, this is not always executed well. Along with the success in collaborative practices in my research I explored the complexities that occur and attempted to understand what initiated these.

There are practices that the pastoral care middle leader utilises for the betterment of the learner. There is also anecdotal evidence of procedures that occur that are of no benefit to the learner, and often to their detriment. Calvert (1998), who investigates how to strategically manage change in pastoral care, maintains that personal involvement is at the heart of pastoral care and it concerns itself with relationships and human interaction. Murphy (2011) describes how an effective pastoral care middle leader often consults and collaborates with others when dealing with student issues. Not all of those in pastoral care middle leadership positions have the expertise to deal with such instances. I examined practices that are more effective in catering for the growing needs of the learner in two New Zealand secondary schools. In discovering such methods, I would hope others in the pastoral care middle leadership roles may benefit from my findings.

The broader setting of this research

Secondary schools in New Zealand

New Zealand secondary schools are typically structured around learning areas. Historically, there were seven essential learning areas identified in the *New Zealand Curriculum Framework (NZCF)* (Ministry of Education, 1993). These were developed as a way of representing seven broad categories of knowledge (Ministry of Education, 1993). The seven areas were identified as Language and Languages, Mathematics, Science, Technology, Social Sciences, The Arts and Physical Well-being. This model was expected to provide a coherent framework for learning and assessment in New Zealand schools (Feist, 2007; Ministry of Education, 1993). It was these seven

groups that have formed the learning or curriculum areas secondary schools are departmentally structured around today.

The NZCF was the foundation policy statement covering teaching, learning, and assessment for all students in all New Zealand schools (Ministry of Education, 1993). However, in 2007 the New Zealand Curriculum (NZC) (Ministry of Education, 2007) was revised to provide schools with direction for teaching and learning. The NZC is a clear statement of what is deemed important in education and the learning areas are the various fields of knowledge within the curriculum. These can also be referred to as curriculum areas. The learning areas are all part of a broad, general education that help to lay a foundation for later specialisation (Ministry of Education, 2007). It is within the curriculum areas that there can be many subjects. For example, the health and physical education curriculum area encompasses three different, but related subjects: health education, physical education and home economics. Secondary schools in New Zealand have been traditionally structured into departments with a middle position of responsibility. However, some New Zealand schools have now regrouped their subject departments to incorporate them into faculties (Cardno, 1998). The faculty structure sees the faculty head having overall responsibility for a broad range of subject departments which have been subsumed within a faculty+ (Feist, 2007, p. 2).

The structure of the current and previous curriculum documents in New Zealand secondary schools further strengthens the need for schools to be organised into curriculum area sub-units. The NZC now boasts eight specific learning areas, and while these are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students+(Ministry of Education, 2007, p. 16). Nonetheless, the historical influences in New Zealand secondary schools have meant the majority of schools are still structured around these learning areas or subjects. This in turn has resulted in key management roles and organisational systems being constructed around learning areas or subject silosq each maintaining a separate focus.

In New Zealand, the emphasis on curriculum areas is also reflected in a number of Ministry of Education (MoE) documents. A key example of this is the *Professional*

Standards for Secondary Teachers (Ministry of Education, 2011). The criteria for quality teaching as stated in the professional standards expects secondary teachers to be competent in curricular relevant to their teaching speciality(ies) (Ministry of Education, 2011). Another example where priority is given to the management of curriculum or learning areas is in the document, *Leading from the Middle* (Ministry of Education, 2012). This has been developed by the MoE to provide guidance for middle and senior leaders in New Zealand schools. It is maintained in this document that middle leadership involves %learning teaching and learning, acting as mentors and coaches to colleagues, and working with students, parents, whanau, boards of trustees and the wider community+ (Ministry of Education, 2012, p. 5). Those who are considered as middle leaders include pedagogical leaders at the subject, curriculum and faculty level whose purpose is to improve outcomes for all students (Ministry of Education, 2012).

Therefore, the focus of the secondary school context is often on curriculum leadership, not that of pastoral leadership. For example, the *School Leadership and Student Outcomes Best Evidence Synthesis Iteration* (BES) conducted by Robinson, Hohepa and Lloyd (2009) states that %a larger secondary schools, much of this leadership will normally be provided by subject specialists such as heads of department and curriculum leaders+ (p. 203). This research attempts to illustrate, through bodies of evidence, what works to improve educational outcomes. Yet, in conducting a search of the document for any reference made to the pastoral care of a student, no results were found.

It is evident that pastoral leadership is not defined or described in the literature; however, from my leadership experience it may include roles and tasks such as monitoring attendance, providing academic advice and liaising with teachers to better cater for the needs of the student. Robinson et al. (2009) describe educational leadership as %leadership that causes others to do things that can be expected to improve educational outcomes for students+ (p. 70). These examples, among the many other tasks the pastoral care middle leader is charged with, demonstrate that the pastoral care middle leader is in fact a school leader. Furthermore, my leadership experience suggests that pastoral care middle leaders are seen to be on leadership teams.

The increased focus on student outcomes

There has been an international change in school leadership policy to focus on the improvement of student outcomes. Student outcomes are defined by the Ministry of Education (2004) as *what students are learning during, or have learned by the end of their schooling. That learning supports them in further training, education, work and life* (p. 10). In England and Wales there has been pressure for schools to raise the attainment level of their students. As Lodge (2006) states *this pressure has steadily increased through the publication of results, media league tables and performance pay* (p. 5). Similarly, the focus for New Zealand secondary schools has shifted. In 2011 it was recognised by the Organisation of Economic Co-operation and Development (OECD), made up of 30 countries that participate in research studies on economic and social issues, that the New Zealand schooling system is internationally respected. On average, New Zealand student learning outcomes are very good by international comparison. However, there are concerns about the proportion of students who are not performing well (Nusche, Laveault, MacBeath, & Santiago, 2012). A more holistic approach needs to be put in place where student outcomes encompass more than achievement in assessments. The Ministry of Education (2004) has a schooling strategy goal for all New Zealand schools that aims for:

Excellence and equity of outcomes for all students. To this end all students will leave school with the knowledge, skills, attitudes, values, and sense of identity they need to enrich their own lives and become contributors and leaders in a 21st century world (p. 10).

In order to ensure this encompassing and holistic approach is applied successfully within the New Zealand schooling system there have been a number of guiding models and documents developed. Among these are the *Student Leadership and Student Outcomes BES* (Robinson et al., 2009) and *The Kiwi Leadership for Principals (KLP)* (Ministry of Education, 2008).

The KLP model (Ministry of Education, 2008) is based on principals' experiences of what works, principal initiatives since 2001, and evidence from New Zealand and overseas about leadership and student achievement. The focus of the KLP includes building and leading a community of learners, staff and board for whom the key

interest is improving a range of student learning outcomes+ (Ministry of Education, 2008, p. 7). It is evident through publications such as these that there is now a greater emphasis on leadership in schools focused on student outcomes.

Shifting beyond the reliance of traditional structures

In order to broaden and prioritise the focus on student outcomes there are a number of initiatives that have been introduced into New Zealand secondary schools. For example, *The Starpath Project – Partnership for Excellence* conducted by The University of Auckland's Faculty of Education (2011). The aim of this research project is to look into the impacts of socio-economic status on educational achievement in New Zealand. Another initiative implemented into schools recently is *Te Kotahitanga* (Ministry of Education, 2006). This research and professional development programme was introduced into a range of schools in 2001. This gave more attention to the pastoral care of the learner within the classroom and provided support to teachers in improving M ori students learning and achievement. These studies into secondary schools have reflected the use of leadership beyond the traditional structures. These projects can be distinguished from the literature referred to earlier by their inclusion of pastoral care leaders as well as curriculum leaders.

Student management systems (SMSs) have also aided such initiatives as academic counselling and mentoring. The systems are used by students and teachers working together to map out the National Certificate in Educational Achievement (NCEA¹) credits that individual students need for their post-school goals (Wylie, 2013). The SMS potentially offers teachers and pastoral care leaders use of valuable information on student attendance and achievement to identify whether students are on track and engaged. It is possible to use these systems to get a wider picture of a student's achievement. The New Zealand Council for Educational Research (NZCER) conducted a study into New Zealand secondary schools in 2012. It was reported that

¹ NCEA . this is the national qualification system recognised by employers, and used for selection by universities and polytechnics, both in New Zealand and overseas. Each year, students study a number of courses or subjects and in each subject skills and knowledge are assessed against a number of standards. When a student achieves a standard, they gain a number of credits. Students must achieve a certain number of credits to gain an NCEA certificate. There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. In general, students work through levels 1 to 3 in years 11 to 13 at school.

around two-thirds of schools could use their schools' SMS system to track each student's overall progress and their literacy and numeracy credits for NCEA (Wylie, 2013). By appointing a person to analyse the student achievement data the information then provided teachers and school leaders with reports to help identify areas where student needs were not being met and as well as areas where things were working well (Wylie, 2013).

Further evidence of such initiatives can be seen in two case studies conducted by Youngs (2010). These studies represented the inclusion of pastoral care leaders as key to school-based initiatives on raising school achievement. The focus of the research was the implementation of two initiatives; academic counselling and mentoring. These helped students set targets and track their progress in relation to the New Zealand secondary school NCEA qualification. By carrying out these programs the schools were attempting to meet the external pressures for schools to raise the attainment of their students in the NCEA (Lodge, 2006). The results of this study showed the challenges and complexities existing in each school and revealed the difficulties faced when attempting to implement a school-based initiative aimed at enhancing student achievement. It was evident the process was not straightforward because it brought together curriculum and pastoral care leadership (Youngs, 2010).

These initiatives reflect a holistic approach to improving student learning outcomes that blend pastoral support with a focus on improving achievement in assessments. It is recognised that students who are engaged and motivated to learn are supported by both their families/whanau² and their school community. It is important students feel physically, emotionally and culturally safe at school (Ministry of Education, 2004). The academic success of students is not solely determined by the curriculum with its focus on improving attainment in assessments. In order to reach their full potential it is essential that concern be given to the environment in which students learn and the relationships they experience. The initiatives described in this section of this thesis highlight how the pastoral aspects of the learner must be considered when attempting to improve student outcomes.

² Whanau - a Māori-language word for extended family

It appears the leadership roles of the pastoral care middle leader and the curriculum middle leader are being shifted closer to each other than ever before. Initiatives such as academic coaching, monitoring, counselling and mentoring schemes linked to pastoral care are being implemented to raise student outcomes (The University of Auckland, 2011; Youngs, 2010). This has possibly transferred some of the onus of student achievement away from just the classroom teacher and the curriculum middle leader to a third party, the pastoral care middle leader (Murphy, 2011).

In my experience, where I have been both a curriculum and pastoral care middle leader, when attempting to raise the achievement levels of a learner, it is often the pastoral care middle leader who negotiates with other stakeholders³ on behalf of the learner. Pastoral care middle leaders are seen to work with the guidance counsellors, the learner support teams, the Resource Teacher: Learning and Behaviour (RTL⁴) and the senior leaders to ensure the students learning needs are being met. Leithwood and Jantzi (2008) explain how it is the collective capacity of colleagues within the school and also in the community that help to improve student learning. It is the pastoral care middle leadership role that could bring these services together to start the collaboration process.

Rationale for this research

Pastoral care middle leadership positions are fundamental in catering for the needs of the student. They play a key role in New Zealand secondary schools which is now extending beyond what has traditionally been seen as pastoral care that had little overlap into the area of student outcomes. There is a growing recognition of the social inequalities and the problems that beset young people and it is now schools, through the use of pastoral care teams, that are increasingly expected to help young people manage such issues (Calvert & Henderson, 1998).

³ For example, curriculum middle leaders, guidance counsellors, senior leadership team members, parents.

⁴ Experienced teachers trained to support the needs of students whose achievement in learning and behaviour is not fully being realised. The RTL^B might provide a classroom teacher with special teaching strategies, they might introduce class or school-wide programmes, or they might work directly with a child or small groups of children. RTL^B practitioners are full-time itinerant, they work across a number of schools within a geographical region.

In a study into the complexity of pastoral care middle leadership in New Zealand secondary schools, Murphy (2011) explained how the pastoral care middle leaders also play a direct role in supporting student learning and achievement and are often identified as the glue of the school culture. According to Murphy (2011) they are in a better position to build relationships and support learning across curriculum-based silos for the benefit of the learner. Pastoral care middle leaders have access to all of the learning areas and are able to implement assistance if required. The curriculum middle leader, on the other hand, solely focuses on their subject silo and can seem quite removed from the learner's needs in other areas. The pastoral care middle leader position appears to be an essential component in gaining understanding of the student's needs and acting on this information.

The need for pastoral care middle leadership has been researched, but there needs to be a far greater amount of research on the topic, particularly on the growing need for the involvement of schools in student's social and emotional welfare. Based on current school leadership literature pastoral leadership as a topic is mainly notable by its absence (Murphy, 2011). It is this low profile that drives the need for further research into this topic.

Research aims, questions and setting

The overall aim of this study was to critique, from multiple perspectives, the profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

The three research aims for this investigation were:

1. To critique the increased need for pastoral care middle leadership to benefit the needs of the secondary school learner.

2. To critically examine from a range of perspectives the synergies and challenges between pastoral care middle leaders and other key stakeholders in serving the learning needs⁵ of the students.
3. To determine how pastoral care middle leaders can better cater for the learning needs of the student through effective practice.

The three questions that guided this research were:

1. Why is there an increased need for pastoral care middle leadership in catering for the needs of the secondary school learner?
2. From examining a range of perspectives, what synergies and challenges are present between pastoral care middle leaders and other key stakeholders in serving the learning needs of the student?
3. How can pastoral care middle leaders better cater for the learning needs of the student through effective practice?

An interpretive qualitative approach was employed to answer these questions. The research was set within two New Zealand secondary schools in Auckland. School A was a large school in Auckland with a horizontal, year-based pastoral care system. School B was a medium size school in Auckland with a vertical, mixed-year pastoral care system in place. Data were collected using interviews, focus groups and document analysis. At each school an interview was conducted with one senior leader, and relevant school documentation was analysed for comparison between the participants and the schools. A focus group was conducted with the pastoral care middle leaders who were deans or house leaders, nine participants in total. Finally, there was a focus group conducted at each school with a group of year 13 students, totalling 16 in all. By interviewing all three groups and by analysing relevant documentation, the differing perspectives of each group emerged.

⁵ For example, academic achievement, targets and goals, subject choice, special learning needs.

Outline of chapters

Following this chapter, which briefly outlines the research project, the thesis is divided into a further five chapters and each is outlined below.

Chapter Two, the literature review, provides a critical examination of international and New Zealand-based research and literature on educational leadership, middle leadership, pastoral care and pastoral care middle leadership.

Chapter Three outlines and justifies the methodological approach utilised for this research. The participants in the study are introduced in this chapter and the processes of how and why they were selected are described. This chapter outlines the research design, the data collecting methods used and the data analysis processes used in the study. It also details the ethical considerations.

Chapter Four, the findings, outlines the research findings from the data collection methods and provides an overview of the main outcomes that emerged from the interviews. This two-part chapter, analyses the findings in each case study through the data collection methods. Firstly, the findings from relevant school documents are examined; this is followed by analysis of the findings from the deans' focus group, the senior leader interview and finally the focus group with the students. The challenges and synergies identified within each school are identified and analysed. Lastly, the data from both schools were used to explore the need of pastoral care middle leadership.

Chapter Five, the discussion, brings together the findings from all of the data collection sources. This has allowed the identification of key themes, commonalities and differences amongst the participant perspectives. These themes are synthesised with the key themes in Chapter Two to examine any alignment or non-alignment. The headings are: 'Curriculum and pastoral care . joined or separated?' 'The profile of the pastoral care middle leader' 'Unrealistic resourcing . barriers to the high expectations' and 'The intensification and broadening of the role' Responses to the first two research questions are provided in this chapter.

Chapter Six, the conclusion, presents conclusions in response to the last of the three research questions. The implications of these findings are considered, the limitations of the study are outlined. Lastly, recommendations for further investigation are addressed.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter focuses on literature about the role and expectations of the pastoral care middle leader in secondary schools. It discusses the increasing focus on the pastoral care of the learner and the challenges the pastoral care middle leader faces whilst performing their role. This chapter examines literature that informs effective practice in catering for the needs of the learner. Themes emerging from the literature include educational leadership, middle leadership, school-wide pastoral initiatives to assist the shift in school focus, pastoral care middle leadership, the learning environment, positive learning relationship and collaboration.

The pastoral care middle leadership role in secondary schools is largely unaccounted for within the body of research and literature on middle leadership. At times, the critique of middle leaders within the literature is restricted to curriculum middle leaders. By considering these elements it would appear the pastoral care middle leadership role has low status.

Educational leadership in secondary schools

The conceptual bounds of educational leadership

This literature review first needs to be located in a primary field of knowledge that aligns to the context of this thesis research. The field of educational leadership is an established field in its own right (Bush, 2012), and provides an appropriate knowledge base due to its specific focus on leadership and management that is directly or indirectly related to learning. Educational leadership encompasses related terms such as instructional leadership, pedagogical leadership, academic leadership and curriculum leadership. Principals have been told for years that they need to be instructional leaders; however, it is a vague concept. Early formulations of

instructional leadership assumed it to be the responsibility of the principal to oversee teaching programmes and develop a positive academic and learning culture. The contribution of the other staff was often neglected. (Robinson, Lloyd, & Rowe, 2008). However, recent research has observed a more inclusive focus, embracing principals and those in positions of responsibility (Robinson et al., 2008; Waters, Marzano, & McNulty, 2004).

Pedagogical leadership invests in capacity building by developing social and academic capital for students, and intellectual and professional capital for teachers+ (Sergiovanni, 1998, p. 37). The conditions required to improve the levels of student learning and development are created through the emphasis on human capital development. Pedagogical leadership helps schools become caring, focused and inquiring communities where teachers work together to develop human capital (Sergiovanni, 1998). This is also reflected in New Zealand in the *School Leadership and Student Outcomes Best Evidence Synthesis* (Robinson et al., 2009), though concerns have been raised about the small number of leadership approaches that have been compared (Notman, 2010). Academic leadership is a term more commonly used in the higher education context, rather than in the school context; yet, it has dual emphasis on both leadership and management. As Cardno (2013) suggests %the academic leader is concerned first and foremost with understanding what constitutes effective teaching. Effective academic leaders solve problems of teaching which are directly connected to the responsibilities of academic leaders+(p. 126).

The term curriculum leadership is commonly used in New Zealand secondary schools to denote the particular emphasis placed on leading learning and teaching, or leadership related to the curriculum and its delivery. It is this task that distinguishes a principal's role from that of a chief executive in any other profession (Cardno & Collett, 2003)). Nevertheless, there can be an assumption that educational leadership emphasises those whose roles are explicitly aligned to structures that are built around curriculum areas. For example, this literature search that informed this chapter, showed that in secondary schools, the head of a subject department is more often than not a focus of educational leadership research.

In New Zealand the focus of the head of department in educational leadership is also reflected in the *Professional Standards for Secondary Teachers* (Ministry of Education, 2011) where professional leadership with a curriculum focus is the only form of leadership to which reference is made. It is expected those unit holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities, must meet specific standards in respect to their leadership responsibilities. There are nine standards described under the title 'Professional leadership', including the need for the leader to provide professional leadership to staff within the delegated area(s) of responsibility (Ministry of Education, 2011).

An intention of this thesis is to spread the gaze of educational leadership beyond curriculum middle leaders who are traditionally favoured in research and also in education policy, such as the New Zealand *Professional Standards for Secondary Teachers* (Ministry of Education, 2011). This thesis shows that pastoral care leaders indirectly focus on learning; therefore, these roles are located within the field of educational leadership.

Educational leadership and management in secondary schools

New Zealand secondary schools are typically organised as hierarchical structure. The principal is positioned at the apex, with the second tier consisting of the senior management or leadership team. In a study of the complexity of pastoral care middle leadership in three New Zealand secondary schools, Murphy (2011) explains how those considered the middle leaders of the school are positioned within the third and fourth tiers. Feist (2007) whose research into the roles and leadership practices of faculty heads in three large urban New Zealand secondary schools, indicates that the bottom of the hierarchy is made up of the classroom teachers. The middle leadership positions create a bridge and buffer between the senior leadership team and those at the base of the structure. Middle leaders are seen to be involved in upward communication of departmental views to the wider school hierarchy, and downward communication and mediation of external demands (Bennett, Woods, Wise, & Newton, 2007; Glover, Miller, Gambling, Gough, & Johnson, 1999).

The terms 'leadership' and 'management' are often referred to when the idea of educational leadership is discussed. There is often much debate over the distinction

between management and leadership in the educational setting and how, if at all, the two can be separated in practice (Spillane & Diamond, 2007). Educational leadership is seen as a unique form of leadership with a focus on teaching and learning in educational settings. In the past it has been referred to as educational administration and at times there has been a blurring of the true understanding of the concept of educational leadership (Starratt, 2003).

On the other hand the term *management* indicates the maintenance of efficient and effective organisational arrangements. Strain (2009) concludes that while managing often incorporates leadership skills, the overall function is towards maintenance rather than change. Leadership in education, on the other hand, can be defined as the guidance and direction of instructional improvement. Within the *School Leadership and Student Outcomes Best Evidence Synthesis* Robinson et al. (2009) suggest the focus of all leadership in an educational setting should be on the learning and teaching that occurs in the school to improve student outcomes, academic and social. This meta-analysis shows the clear direction for enhancing student outcomes through educational leadership, however, there are critiques of this study. One key critique is that *primary schools* research provided the bulk of the evidence from which the leadership dimensions were derived (Notman, 2010, p. 15). There are a number of claims that the findings would be applicable for secondary school settings, but there is no strong evidence for these claims. Youngs (2011) warns that the transferability of context across nations can be critiqued as the research evidence (66.6%) was based mainly in elementary schools in the United States. Again, assumptions have been made that the findings would be applicable to New Zealand secondary schools.

It has been found that in large New Zealand secondary schools, the principal and the senior leaders have an higher indirect leadership effect on student outcomes than their direct leadership practices (Southworth, 2004). Leadership and learning is espoused to be connected by senior leaders through the middle leaders, and this often occurs through the practice of distributed leadership (Southworth, 2011). Distributed leadership emerges when instructional leaders tend to delegate or share duties with others when time constraints and extra demands make it impossible for the leader to do everything well (Weber, 1987; Youngs, 2009). Often middle leaders

adopt the leadership role where the senior educational leader cannot do so. Fitzgerald, Gunter and Eaton (2006), who conducted a study of the middle leadership of schools in New Zealand and England, as well as Murphy (2011) agree that the literature base on middle leadership and management constantly alludes to the argument that middle leaders are vital to the quality of teaching and learning.

The importance of middle leadership

Middle leaders are responsible for their specific domain within a secondary school. In New Zealand secondary schools they are typically grouped into two main areas, those leading the curriculum and those leading pastoral care+ (Murphy, 2011, p. 1). The leaders must simultaneously care for their particular area at the same time they are required to %focus on the administration tasks positioned to them as part of the school management and organisational hierarchy+ (Fitzgerald, 2009, p. 52). Typically, all middle leaders, regardless of their domain, have an indirect role in improving the teaching and learning conditions for classroom teachers and students in their educational setting.

Curriculum middle leaders in New Zealand secondary schools are referred to as Heads of Faculties (HOFs), Heads of Learning Areas (HOLAs) and Heads of Departments (HODs). They are primarily responsible for organising the teaching and learning within their subject area and there are a number of tasks a curriculum middle leader must oversee. The Ministry of Education (2012) points out in their *Leading from the Middle* publication, that implementing the school's vision and policies and leading pedagogical change are key undertakings. Chetty (2007) who conducted a study in six New Zealand secondary schools on the role and professional development needs of middle managers provides details of tasks they would perform on a daily basis. These include monitoring student achievement, evaluating programmes and plans, co-ordinating staff and programmes, appointing and appraising staff and teaching designated classes.

The middle leadership role is key in developing the core imperative of educational leadership, that is, student learning and achievement. While considerable evidence exists indicating that principals are integral to resourcing teaching and learning in schools, it is those teachers in the middle that have a pivotal role in the leadership of

learning (Fitzgerald & Gunter, 2006). It is the middle leader whose role it is to motivate, support and develop staff, and to deal with operational matters and administrative tasks (Bennett et al., 2007; Cranston, 2009). The middle leader is expected to be both a competent manager as well as a leader to successfully carry out their roles and responsibilities. In order to lead learning, the middle leader is expected to work with others in a highly collaborative, collegial and supportive environment that encourages risk and innovation and places learning at the centre of all activities (Fitzgerald & Gunter, 2006).

It is evident that rigorous curriculum demands create more responsibility for the middle leaders of today in ensuring the success of their students. A national study into the workload of New Zealand secondary school teachers in 2005 found that 57% of middle leaders found their workload to be unmanageable (Ingvarson, Kleinhenz, Beavis, Barwick, Carthy & Wilkinson, 2005). The most significant stressors for middle managers are still evident in a very recent study conducted by the NZCER (2012). This organisation conducts research and evaluation work with a range of public and private sector clients. The most recent report detailed the current demands placed on secondary teachers. These included funding, NCEA workload, adequacy of ICT equipment and internet access, motivating students, assessment driven curriculum and student behaviour (NZCER, 2012; Wylie, 2013). Middle leaders are very busy people who work long hours under considerable pressure in roles that are constantly changing.

Moving beyond curriculum middle leaders

There has been a small increase in attention given to other middle leaders who do not have a curriculum leadership role. This is evident in recent initiatives to improve student outcomes in New Zealand secondary schools. The Starpath project (The University of Auckland, 2011), is working with cluster schools⁶ and pastoral care middle leaders on using data and student tracking to provide a sound evidence base for setting student targets and guiding student achievement (McKinley, Madjar, van der Merwe, Smith, Sutherland, & Yuan, 2009). Academic counselling schemes, like the Starpath Project, have seen a shift in focus for some pastoral care middle leaders.

⁶ A group of schools working together and sharing resources to achieve a common goal.

According to McKinley et al. (2009) some pastoral care middle leaders only interact with students over disciplinary matters. The introduction of the academic counselling programme has allowed for more positive interactions to occur. Some, though, felt that they were only continuing to do what they had always done.

The *Te Kotahitanga* (Ministry of Education, 2006) research and professional development programme was an initiative introduced to schools in 2001, however, this was unique to New Zealand secondary schools. This programme was developed to support teachers to improve M ori students' learning and achievement, enabling teachers to create a culturally responsive context for learning which responds to evidence of student performance and understanding (Ministry of Education, 2006). This programme focused on changing the school structures and organisations to more effectively support teachers in this endeavour. It was clear from the results of the research programme that underlying teacher and school behaviours and attitudes made a difference to M ori achievement. Among the influencing factors was the quality of in-class relationships and the interactions students had with their teachers. Improvements in M ori student achievement were seen when the teachers collaboratively promoted, monitored and reflected upon students' learning outcomes and modified their instructional practices when required. It was important to share this knowledge with the students (Ministry of Education, 2006). It is evident, through this initiative, that the increase in student outcomes has been a result of not just the teaching and learning opportunities, but through the pastoral care and support of the students.

The shift in the focus towards including pastoral care as a means of improving student achievement can also be linked with the structural position of pastoral care leadership. Pastoral care middle leaders, placed in the same tier as the curriculum middle leaders, are those staff members who are required to have a holistic school wide-view called pastoral care or student support+ (Murphy, 2011, p. 3). Often these roles have titles such as Deans, Whanau Leaders, Heads of Years or House Leaders. The pastoral care middle leader often teaches within one, possibly two departments. Yet, it is expected they work with teachers across all subject areas when addressing student issues. It is their position that allows them to get a full overview of a student's achievement across all of their subjects.

In some schools, the pastoral care middle leadership role has been re-named as 'cross-curriculum managers' with a responsibility to lead a team of tutors and to monitor all areas of relevance to the learning process (Clark, 2008; Reading, 1999). As such, the pastoral care middle leadership role is seen to support the primary purpose of the school experience, that being academic achievement. Clark (2008) conducted a study examining the impact and implications of the pastoral academic divide. This divide is evident in schools when the academic domain is seen to be separate from the pastoral domain. It became apparent in this study that pastoral care and curriculum middle leaders are now experiencing a flatter organisational structure. This change has seen positions such as the 'cross-curricular manager' evolve to marry the pastoral and academic components of the students' experience (Reading, 1999, p. 27). The academic and pastoral elements of a school are becoming intermeshed, where the sense of knowing the whole child as a person, rather than from within the confines of a subject or learning area, is linked to following that child's academic achievement (Lodge, 2006; Watkins, 1999).

Pastoral care middle leadership in secondary schools

Pastoral care encompasses the support structures a school makes available to its students. Historically, the role of the pastoral care middle leader was strongly a disciplinarian role. However, recent studies into pastoral care practices in the United Kingdom, Australia and New Zealand have seen an increase in students bringing social and emotional issues to school. The role has grown into one that is now associated with support, counselling, advice and moral welfare (Calvert, 2009; de Jong & Kerr-Roubicek, 2007; Murphy, 2011). There have been immeasurable changes in the last generation to the concept of care and the ways in which it is provided. Changes in society, such as the expectation of students to stay at school longer, have had implications for pastoral care in secondary schools. As students bring more social and emotional issues to school, the concept of pastoral care has changed (Calvert, Evans, & Henderson, 1998; Drewery, 2007; Murphy, 2011).

A key role of the pastoral care middle leader is to support students' learning by developing a relationship that allows them to best understand how individual students

learn, and to assist students in reviewing their progress to help them achieve their targets (Lodge, 2000). It is the responsibility of the pastoral care middle leader to perform daily tasks such as dealing with student behaviour, student appearance, leadership tasks with tutors and students, collaboration with internal and external bodies, administrative tasks and raising student achievement+ (Murphy, 2011, p. 57). Without the pastoral care middle leader the studentsq overall needs may not be catered for and, in turn, the ability for learners to realise their academic potential could be hindered.

In order to cater for the well-being of the students, there are often a number of people involved who are generally assembled from different subject or learning areas. Examples of those involved in the pastoral care of students are counsellors, learning co-ordinators, teaching assistants, career advisors and pastoral care middle leaders (Best, Jarvis, & Ribbins, 1977; Calvert, 2009). In examining pastoral care structures within different schools there is often great variance. Still, the two most common structures are based on some system of vertical division of students or the horizontal year-level system, or a combination of both as described below (Clark, 2008; Murphy, 2011).

Students in most secondary schools are arranged into the base unit of the system often referred to as a tutor group, form class or homeroom. Each varies in size depending on the way it is created, still, each group has a teacher assigned to it (Clark, 2008; Murphy, 2011). In a horizontally structured system, the students a tutor group are all of the same year level. The pastoral care middle leader would be assigned to this tutor group, and others that have students of the same year level, and would stay with them as they moved through the years of secondary school. Conversely, if the vertical pastoral care system is in place, the tutor group is made up of students from all year levels in the school. The pastoral care middle leader in this case would be responsible for a group of these tutor classes that often make up a houseq Murphy (2011) explains how qa vertical structure caters for housingsq siblings together and role modelling and mentoring to occur within tutor groups. A pastoral care middle leader would be responsible for the students and tutor teachers in their allocated house+ (p. 5). Despite the variance in pastoral care structures between

schools, the primary expectation of the pastoral care middle leader remains the same, to help students learn effectively (Megahy, 1998).

The key objective of any educational organisation is to create a learning environment that promotes learner success and it is clear that pastoral care is key in creating such environments. Both the curriculum middle leader and the pastoral care middle leader are concerned with student outcomes. Yet, as Calvert (2009) explains %be pastoral is often seen as separate and parallel to the academic+ (p. 269). Pastoral care leadership is an essential component of any educational organisation. If the well-being of the learner fails to be recognised, the likelihood of the student reaching their full academic potential could be affected. Schools need to be involved in developing the emotional well-being of their students, and this involves the intentional, deliberate process of providing the types of support, relationships, experience and opportunities that promote positive outcomes for young people (McLaughlin & Clarke, 2010). There are a number of pastoral care practices that foster positive student outcomes. These include the learning environment, positive learning relationships and collaboration.

The learning environment

The learning environment a student experiences has an influence in determining their success. This comprises not only the physical environment such as the lay out of the classroom in which the student is being taught, but also the social and emotional environment to which they are subjected. There is a strong link between the school environment and positive behaviour, and there has been increasing evidence that social and emotional issues are not additional but integral to the effectiveness of the learning environment (Roffey, 2010; Spratt, Shuckman, Philip, & Watson, 2006). If a student feels they have been placed in an unstable learning environment, for example, one where students are constantly disturbing others, the chances of them realising their potential could be hindered.

The pastoral care middle leader can help to ensure that the school environment is one that is more likely to foster warm relationships, encourage participation and improve student outcomes (Tew, 2010). By allowing students a voice through pupil participation, youth leadership and community service schools can provide

opportunities for the students to have a say in how they learn (Mitra & Gross, 2009). When student voice is recognised, the student body feels greater ownership of their learning environment. This, in turn, could help to improve student outcomes as the students learn to appreciate the social and emotional support the environment creates and are then more capable to achieve at their maximum (Fitzgerald & Gunter, 2006; Roffey, 2010).

There are often a number of influences on a student's level of success, from both outside their educational setting and from within. Research by Hattie (2009) into the influences and effect sizes related to student achievement suggests that among the many influences those that can be included are teacher clarity, teacher-student relationships, parental involvement and peer influences. Fitzgerald and Gunter (2006) suggest that, in order to lead learning, both the extrinsic and intrinsic factors that impact on students and teachers in classrooms and in the school community must be recognised. The pastoral care middle leader can support other teachers in developing a better understanding of the students' well-being needs. Communication with teachers regarding home situations can often shed light on the behaviour of students and lead to the development of greater support in their lessons. Bridging relationships between teachers and students' families can also assist in creating supportive learning environments. It is only when such structures are in place that a highly supportive and challenging environment can be created where a culture that focuses on learning and achievement is evident (Fitzgerald & Gunter, 2006; Lodge, 2006).

Positive learning relationships

There are a number of relationships a learner develops during their time at secondary school. Some of these may include the relationships they have with their teachers, their coaches, their tutor teachers and their deans. It is these relationships that could impact on their academic achievement. Bird and Sultmann (2010) maintain that:

Relationships influence the way students, staff and parents interact, learn, build community and develop well-being. Relationships establish a culture that is pervasive to the learning community and so provides a

foundation for the exchange of beliefs, values, knowledge and skills (p. 143).

Sometimes it is the relationship with the pastoral care middle leader that is vital to a student at times when at secondary school. It is the pastoral care middle leaders responsibility to ensure the well-being of the whole student is being catered for during their time at school. Among many aspects of their students performance, a pastoral care middle leader must be aware of their academic achievement, their motivation and engagement levels and their emotional well-being (McLaughlin & Clarke, 2010). By maintaining a positive relationship with the learner the pastoral care middle leader could be more likely to monitor such features. Without the presence of the pastoral care middle leader, it could be likely no one would be responsible for overseeing the well-being of learners. Failure to monitor such aspects of students education could be detrimental to their academic success. However, to what extent this is an ideal that can be attained for each student is questionable due to the workload demands of middle leaders in New Zealand secondary schools (Ingvarson et al., 2005; Wylie, 2013).

Poor interactions between the learner and other stakeholders may be detrimental to a students learning. For example, if a student has poor interactions with their teacher they are less likely to involve themselves in the lesson activities (Cullen & Monroe, 2010; Grove, 2004). This may result in poor retention of the information presented in class, which may lead to poor test results. It is evident that learners who are disengaged from school, and have poor relationships with peers and teachers, are likely to have a higher risk of displaying anxiety or depressive symptoms and engage in socially disruptive behaviours (McLaughlin & Clarke, 2010). They are also less likely to complete secondary schooling. To avoid such outcomes, it is the expectation of the pastoral care middle leader to act as a mediator to resolve any issues developed between the learner and other stakeholders.

Collaboration

The working relationships the pastoral care middle leader has with other colleagues can play a vital role in the education of a student. These may include interactions with curriculum middle leaders, members of the senior leadership team and other

teachers. There are numerous occasions in the pastoral care middle leadership day where they are required to collaborate with others for the benefit of the learner. Grove (2004) maintains that collaborative teams achieve greater total success in a learner's education than if two individuals, such as the pastoral care middle leader and the tutor teacher, were working independently. To ensure successful collaboration it is often the middle leader who is seen assisting their colleagues in staying in touch with the views and needs of colleagues in other areas of the school (Harris, 2000).

Through setting an example of collaboration, the pastoral care middle leaders influence others to work with one another in a highly collaborative, collegial and supportive environment that encourages risk and innovation and which places learning at the centre of all activities (Fitzgerald & Gunter, 2006). By modelling good collaborative practice it demonstrates that all teachers have a collective responsibility for student achievement and wellbeing. In New Zealand secondary schools it is often left to the pastoral care middle leader to monitor the achievement levels of their students, yet, as Robinson and Timperley (2007) suggest, it must also be the responsibility of other key staff such as curriculum middle leaders and teachers.

Problematising pastoral care middle leadership

The role of the middle leader is complex and only continues to intensify as more pressure is applied from both internal and external sources. Cranston (2009) believes the intensification of senior leadership roles has meant the demands on those in middle leadership positions has also intensified. Still, unlike senior leaders, the majority of middle leaders also have a full teaching commitment and need to effectively manage their time and organise their workload (Blandford, 2006). It is expected those in middle leader positions will maintain a high level of teaching expertise as well as fulfil their leadership duties, even while they have less time to plan, prepare and, arguably, teach (Murphy, 2011). As the role of the pastoral care middle leader intensifies, there are a number of challenges they must contend with.

The intensification of the role of the pastoral care middle leader

A number of factors have influenced the need for change to the pastoral care middle leader role. These have come from both internal school structures and external agencies. This trend has been apparent over some time according to Calvert, Evans and Henderson's (1998) study into inter-agency support. This study suggests that societal shifts, new legislation and changes in administration and funding have meant the role of the pastoral care middle leader has intensified considerably. Studies by Ingvarson et al. (2005) and Wylie (2013) show the trend has not abated.

The increase in the roles and responsibilities of a middle manager have come about because of a number of factors, including the increase in the size of a typical New Zealand secondary school, the increase in ICT expectations and the workload created from NCEA and the revised New Zealand Curriculum (Chetty, 2007; Wylie, 2013; Youngs, 2007). However, one of the key influences on the challenges that a middle leader faces is the delegation of tasks from above. With greater demands placed on principals to balance their complex and demanding roles, there has been an increased need to place extra demands and tasks on others, namely middle leaders. Distributed leadership is often seen as a way to cope with the extra stresses. Yet, it is not always the best solution, especially if distributed leadership becomes limited to delegating leadership tasks onto others (Peak, 2010; Youngs, 2009). This increase in workload for both curriculum and pastoral care middle leaders may hinder the ability of both parties to work closely together to better meet the needs of the whole student.

The role of the pastoral care middle leader is forever evolving and will continue to develop as policy and curriculum change occurs. In today's climate the middle leader faces work intensification and under-resourcing as rapid changes and increasingly high expectations are placed on middle leaders (Brown, Boyle, & Boyle, 2000; Murphy, 2011; Peak, 2010). It is expected that the pastoral care middle leader will cope with a plethora of administrative tasks, yet they are only able to utilise the same resources they had before (Fitzgerald et al., 2006). There has been no decrease in the teacher: pupil ratios and the Ministry of Education has decreased the funding available for professional development in schools.

Despite the intensification of the role of the pastoral care middle leader the funding that comes with the job has not kept pace. For all the work that goes into the job it appears that pastoral care middle leaders are not considered equals with the curriculum middle leaders when it comes to remuneration. Murphy (2011) supports this by stating that typically, curriculum middle leaders of larger faculties or departments receive greater remuneration than those of smaller faculties and departments, and pastoral care middle leaders+(p. 4).

The intensification of the role of the pastoral care middle leader has led to a greater number of responsibilities in the role without the compensation of time. There has been an increase in the number of administrative tasks that are expected of the role. Murphy (2011) explains that some of the day-to-day administrative duties of the pastoral care middle leader are monitoring attendance, report writing and checking, writing testimonials and references, and monitoring attendance+(p. 26). To alleviate the pressure on the pastoral care middle leader, it is noted that non-teaching staff could execute a number of these tasks more effectively. Ingvarson et al. (2005) point out that this would not only relieve some of the strains of the pastoral care middle leader role, but this would also allow for those teachers operating within the pastoral system to spend their valuable time working with their pupils. Unfortunately little evidence of this occurring is reported.

The time management challenge the pastoral care middle leader experiences is often a result of the expectation to find time to juggle their pastoral administrative tasks as well as demands of teaching regular timetabled classes. Ingvarson et al. (2005) found that middle leaders reported strain in combining their teaching role with their pastoral and administrative duties. Such strain can lead to the development of well-being issues for the middle leader. Similarly, Tew (2010) believes a lack of planning and preparation on the part of the leader can lead to stress, burnout, absenteeism, irritability, lack of control and a loss of caring. However, if those in middle leader positions were provided with the necessary training and resources for the role, problems such as these may be alleviated to some extent.

Collaboration with key stakeholders

It is often the responsibility of the pastoral care middle leader to collaborate with key stakeholders to support a student in reaching their potential. The Ministry of Education (2012) suggests that when faced with unsatisfactory student progress, the middle and senior leaders collaborate with family, whanau and caregivers to agree on and implement solutions. In comparing the pastoral care middle leader to the curriculum middle leader, the pastoral care middle leader tends to work closely with a greater number of people within the educational organisation. The curriculum middle leader is required to have a school-wide focus, but they are also expected to concentrate on their subject silo (Bennett et al., 2007). The attention paid to the department may often result in less emphasis being placed on collaborating with others.

There is an argument that curriculum middle leaders and pastoral care middle leaders should work collaboratively to ensure the learning needs of the students are being met. In a study of middle leadership of large teams in New Zealand secondary schools, Peak (2010) recognised the need for such practice when stating that "it is essential that middle leaders work with and through colleagues to improve pedagogy and improve the learning outcomes for students, hence a need to work closely with others" (p. 1). Nonetheless, due to the complexities of both the curriculum and pastoral care middle leaders' roles, often the need to work together with key stakeholders is not being met. Ball (1987), whose study into the micro-politics of schools recognises this when discussing the continual shifting of the boundaries of control. Such boundaries are often the outcome of a struggle between the heads of departments and their members, pastoral care specialists and subject specialists. Youngs (2010) illustrates how a secondary school principal saw the two areas of middle leaders as "two great big lumps" which due to their separate entities can lead to issues of territorialism (Bennett et al., 2007).

More recent initiatives, such as academic mentoring and counselling schemes are examples of circumstances where the pastoral care middle leader is now expected to collaborate with the curriculum middle leaders and other teachers in New Zealand secondary schools. Murphy (2011) discusses how these programmes have "arguably shifted some of the onus of student achievement away from just the

classroom teacher and the curriculum middle leader, to a third party, the pastoral care middle leader+ (p. 27). In determining the overall achievement of a learner across all of their subjects, the pastoral care middle leader must work together with the curriculum teachers to ensure a student reaches his or her maximum potential.

The need for further collaboration between the pastoral care middle leader and other key stakeholders has, at times, created tensions. It is often the pastoral care middle leader's responsibility to juggle the increasing demands of others. Murphy (2011) comments that the work of the pastoral care middle leader is often perceived as pastoral care for students and student support, however, they must juggle the conflicting demands of students, teachers, parents and senior leaders+ (p. 29). This can lead to pressure being placed on the pastoral care middle leader to meet the goals of all those involved in the education of the student whilst continuing to maintain collegial relationships.

Lack of professional development opportunities

Often those who find themselves in middle leadership positions in New Zealand secondary schools, either curriculum or pastoral care, have had little or no training. They tend to watch others and learn on-the-job (Adey, 2000). There are very few middle leadership professional development opportunities available when compared to those on offer to teachers. A large majority of these are curriculum focused, for example, the Moderation Best Practice workshops run by the Ministry of Education. With the implementation of the NZC and the changes to the NCEA the bulk of the professional development opportunities accessible to teachers have been curriculum driven. Research by Murphy (2011) lends support to this. It was evident in this research that less attention was given to professional learning in education for the role of the middle leader; though, there was even less attention provided to the role of the pastoral care middle leader. The lack of professional development available for pastoral care middle leaders is a challenge; this can add further tension to their role as they learn to grapple with the complexities of the job evident in research studies (Adey, 2000; Brown, Boyle & Boyle, 2000; Peak, 2010). The higher priority placed on the development of the curriculum further supports the argument that pastoral care is of lower status and accorded lower priority.

Given the difficulties a pastoral care middle leader can experience in carrying out their role, it is essential they receive adequate, appropriate and formal training. Calvert and Henderson (1998) claim the support and guidance pastoral care middle leaders experience in making the transition from the role of teacher is deficient. The lack of training and support pastoral care middle leaders are receiving means they are not being given the opportunity to build leadership capacity within themselves and, subsequently others (Murphy, 2011). Timperley, Wilson, Barrar, and Fung (2007) argue that in order to impact positively on student outcomes, teachers, including pastoral care middle leaders who are also teachers, must be engaged in a structured learning process, be provided with opportunities to interact in a community of professionals, and be engaged with external expertise.

Silence in the literature

In researching middle leadership roles in secondary schools, both globally and at a local level, it appears the pastoral care middle leadership role is a little understood phenomenon (Murphy, 2011, p. 7). There is sparse literature on middle leadership in New Zealand secondary schools (Peak, 2010), and even less in the area of pastoral care middle leadership. In adding support to the silence in the literature, it is apparent in the Ministry of Education's (2011) *Professional Standards for New Zealand Secondary Teachers* that no reference is made to pastoral care. Failing to recognise pastoral care in these professional standards only adds to the argument that pastoral care middle leadership has low status in New Zealand secondary schools.

When researching middle leadership literature in New Zealand secondary schools, according to Fitzgerald (2009) there is a tendency to default to the Head of Department (HOD) or Head of Faculty (HOF) roles in schools. In examining the literature for this research project that focuses on middle leadership in secondary schools, only two out of fifteen research articles made any reference to pastoral care middle leadership while the remainder concentrated on curriculum middle leadership positions. Considering the growing need for the pastoral care middle leadership role, this gap in the literature is problematic.

Despite the absence of the pastoral care middle leadership role in the literature it is a role considered by a number of stakeholders in secondary schools as an essential component in a student's education. Murphy (2011) and Youngs (2010) discuss how pastoral care middle leaders are perceived in New Zealand secondary schools. They point out that deans are considered as a vital human in the day-to-day school practice. The pastoral care middle leader is considered to have unique qualities and specialist knowledge which enable them to handle anything and everything that arose within the multifaceted role (Murphy, 2011, p. 66).

The silence in the literature may occur because of the difficulty in measuring the pastoral care phenomenon. Being a relational concept, it has less of a focus on quantifiable data than that of the curriculum middle leader. The curriculum middle leadership role places an emphasis on numerical assessment results, and being quantitative data, these are easier to measure (Kruger & Casey, 2009). Quantitative analysis involves a distinct beginning and end point of data collection, often using numbers (Kruger & Casey, 2009). Student achievement data is exactly that within a performative outcomes-based policy environment, numerical results are collected and analysed at the end of an assessment period. Still, pastoral care is difficult to measure as a means of improving outcomes for students. People's meanings of experience cannot be measured in the way that quantitative research demands and it is difficult to measure the way in which an individual creates, modifies and interprets the world in which he or she finds him or herself (Cohen, Manion, & Morrison, 2007; Davidson & Tolich, 2003). Therefore, in comparing the pastoral care middle leadership role to that of curriculum middle leadership, the latter role better fits the school rhetoric of improved academic achievement based on measurable outcomes. This may contribute to the gap in the literature for pastoral care middle leadership in the current policy environment with its emphasis on measurable outcomes.

The low status of the pastoral care middle leadership role

The overall findings of this literature review suggest that pastoral care middle leadership has low status. Both globally and at a local level, it appears the role has a lower status compared to that of the curriculum middle leader. De Jong and Kerr-

Roubicek (2007) suggest that %a the experience of some staff, the support rolesq required may not be thought of as mainstream school functions and therefore may have insufficient resources, including professional development directed to them+ (p. 4). To show further support for this argument, Scaife (1998) and Murphy (2011) conclude that despite pastoral care being placed side by side in the structural hierarchy of middle leadership in secondary schools, it is evident in the literature that it has a lower status in schools. They suggest this is because those in the role are not trained for it, nor are they always competent in the role. There also seems to be no consensus on what pastoral care involves and it is difficult to assess the effectiveness of pastoral care in schools due to its service and care orientation.

Due to the low status pastoral care is given in schools and the failure to develop priorities for it, pastoral care often takes care of itself rather than being led and managed strategically (Calvert & Henderson, 1998; Megahy, 1998). This lack of direction can create further challenges for the pastoral care middle leader. Often they rely on others, such as tutor teachers, to implement pastoral care policies within the school (Murphy, 2011). If there is a common misconception across the staff that pastoral care is less valued, the chances of the initiatives such as *The Starpath Project* (The University of Auckland, 2011) and *Te Kotahitanga* (Ministry of Education, 2006) having precedence are remote. Therefore, I conducted this study to further investigate this phenomenon. The following chapter presents the research methodology.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter outlines the methodological, sampling and analysis approaches used in this research study. Firstly, the use of a qualitative investigation within an interpretive research paradigm is detailed and justified. The two participating schools are introduced and the study sample is examined. The data collection methods, focus groups, interviews and document analysis are outlined and analysed. Finally, the analysis of the data and reliability and validity are discussed with reference to triangulation.

Methodological approach

The term epistemology refers to the branch of philosophy that deals with how we know what we know, how we find knowledge, how we recognise it and how we use it. It is central to research and it determines that different cultures often make very different assumptions about knowledge (Davidson & Tolich, 2003; Morrison, 2012).

A particular set of philosophical assumptions is known as a paradigm, which is how we think about the world, what it is made of and how it works. A paradigm provides the landscape in which individual theories can flourish (Coleman, 2012; Davidson & Tolich, 2003). There are two competing paradigms, the positivism paradigm sees social science as an organised method for combining logic with observations of individual behaviour to discover and confirm causal laws that can be used to predict general patterns of human activity (Davidson & Tolich, 2003). Positivist approaches often adhere to the scientific method where hypotheses can be tested. In contrast, the interpretive approach is the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social

worlds+(Davidson & Tolich, 2003, p. 26). When employing the interpretive approach it is important that the researcher sees the participants as subjects and to explore the meanings of events from their perspective.

The overall aim of this research study was to critique from multiple perspectives the profile and challenge of pastoral care middle leadership in two New Zealand secondary schools. Therefore, it was most appropriate to position this research problem in the interpretive paradigm. By doing so it was possible to allow the perspectives and experiences of those with pastoral care responsibility to be studied in-depth. This paradigm was appropriate as pastoral care is a subjective undertaking that deals with the direct experience of people. By using the interpretive paradigm it was possible to understand, explain and demystify social reality through the eye of different participants+(Cohen et al., 2007, p. 19). Interpretive research considers education to be a process and a school is a lived experience+(Merriam, 1998, p. 4). Research studies of the role of the pastoral care middle leader is dynamic and sometimes overwhelming, so this study aligned itself well with the interpretive approach. This paradigm was also fitting as the emotions, actions, values and resulting behaviour that stem from being a pastoral care middle leader within a secondary school are best studied from an interpretive perspective+(Murphy, 2011, p. 37).

In order to research the topic of pastoral care middle leadership an appropriate methodological approach was required. Methodology can be defined as the theory of how researchers gain knowledge in research contexts and why. It provides a rationale for the ways in which researchers conduct research activities (Morrison, 2012). Two broad analytical approaches can be adopted, quantitative and qualitative. The concern in quantitative research is with identifying and defining elements and discovering ways in which their relationships can be expressed+(Cohen et al., 2007, p. 8). However, qualitative research is connected to the meaning that people attribute to their experiences in the social world. It is the studied use and collection of a variety of data that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices hoping always to get a better understanding of

the subject matter at hand (Cohen et al., 2007; Davidson & Tolich, 2003; Denzin & Lincoln, 2005).

For this research study I collected and analysed qualitative data from two schools. In order to accomplish this, a case study methodology was employed. A case study can be defined as an intensive, holistic description of an empirical inquiry that investigates a contemporary phenomenon or social unit within its real-life context (Merriam, 1998; Yin, 2009). It is a useful form of research in education as it may lead to a greater understanding and enhancement of practice (Bassey, 2012). This methodology was chosen because I aimed to gain some insight into the experiences of those involved in the pastoral care of students in more than one New Zealand secondary school from multiple perspectives.

As the research was conducted in more than one school I adopted a multicase case study (Merriam, 1998). This approach allowed me to compare and contrast the information gathered and, from there, I was able to make slightly wider conclusions to the findings, rather than be limited to a single case. To further support the conclusions of this research study I made comparisons with cases from two other studies, one from New Zealand, Murphy (2011) and the other from Australia, Clark (2008).

A case study may involve observation, discussion, interviewing and the study of written records and documentation (Wellington, 2000). Due to the limits of the research time frame no observations took place. Data collecting was limited to interviews, focus groups and studies of documentation relevant to pastoral care middle leadership. Still, by conducting research with three different groups of people in each of the two schools it was possible to uncover the interaction of some significant factors (Merriam, 1998) characteristic of the pastoral care middle leadership phenomenon in each school.

Case study research has a large number of advantages. It offers insights and illuminates meanings that expand its readers' experiences. It can also be of great value in teaching and learning (Merriam, 1998; Wellington, 2000). By conducting case study research I hoped the findings would be of value to those who are involved

in some way with the pastoral care middle leadership in New Zealand secondary schools. The findings of the research study may also lead to subsequent research being conducted. There are issues that are brought up through this research project that are recognised as needing to be investigated further, perhaps over a wider range of settings (Wellington, 2000) and these are discussed in the final chapter.

Research design

Data collection methods

Qualitative research is an umbrella concept covering several forms of inquiry such as participant observation, ethnography, interpretive research and case studies (Merriam, 1998). These approaches help to provide alternative ways for us to understand and explain the meaning of social phenomena and human behaviour (Creswell, 2002; Merriam, 1998). When considering which form to adopt in conducting this research study it was important to note certain types that are more prevalent in education than others (Merriam, 1998). As I sought to discover and understand a phenomenon, a process, and the perspectives of people involved, the basic or generic qualitative study was most appropriate (Merriam, 1998). To avoid bias or distortion and increase validity and comprehensiveness of this research, three different research tools and techniques were employed across two different New Zealand secondary schools. To further support the validity of the study three groups of people involved in the pastoral care of students in each school were involved, senior leaders, pastoral care middle leader and students.

The form of research determined the choice of method utilised in this study, so that the aggregation of these methods could deepen the interpretive nature of the study. Firstly, the analysis of school documents relevant to pastoral care structures and systems was conducted. The next step was to conduct a qualitative focus group with the pastoral care middle leaders within each secondary school. The third stage involved a qualitative interview in each setting with a senior leader responsible for pastoral care and pastoral care middle leaders. The final stage of the research collection process was a focus group with year 13 students within each setting. The multiple perspective approach is recognised as a key aspect of case study design

(Merriam, 1998; Yin, 2009). By utilising this method a deeper interpretive understanding of pastoral care middle leadership was achieved. This was reached through investigating the perspectives and experiences of the pastoral care middle leaders, the students and the senior leader in each school. Through the use of the multiple perspective approach, and by using three research methods, the chance of bias was minimised. It also allowed for more meaningful data to be generated on the role and challenge of the pastoral care middle leadership role in the two schools.

Sampling frame and design

There are two basic types of sampling - probability and nonprobability. This research employed a nonprobability sampling strategy by means of a purposive sampling method. This is the choice of most qualitative methods (Merriam, 1998, p. 61) and it requires researchers to choose samples based on their relevance to the research questions (Bryman, 2008).

I invited two different secondary schools in New Zealand to participate in this research study, choosing schools that have a structured pastoral care system in practice (see Table 3.1). There is likely a range of pastoral care structures in practice within New Zealand secondary schools, and by employing purposive sampling the possibility of readers being able to transfer the findings of this study to their own context may increase. It was important to sample those that would represent the wide range of characteristics that pastoral care middle leadership exhibits from both the staff and student perspective. To enable this to occur, schools whose pastoral care programmes differ from each other, for example, house-level pastoral care versus year-level pastoral care were included.

Table 3.1: Schools participating in this study

School A. A large school. Horizontal year-level pastoral care system. Deans stay at their allocated year level. Academic Dean works with all year levels.

School B. A medium size school. Vertical pastoral care system.

Further demographic details⁷ are provided in Appendix A (p. 136).

In gaining organisational consent an email was sent to the Principal of each school that outlined the research aims, questions and data collection methods. I also attached the information sheet for principals (Appendix B, p. 137) that gave brief details of ethical considerations, particularly with the use of students as research participants. If the Principal agreed to me conducting the research in their school they were then required to send out a letter giving me permission to conduct research at their educational organisation. After I was awarded approval from the Unitec Research Ethics Committee (UREC) all participants were provided with an information sheet (see Appendices C-E, pp. 139-143) providing details about the purpose of the research, their proposed participation, method, and how the data would be recorded, used and stored. This ensured all participants were fully informed about the research project and it allowed them the opportunity to withdraw.

New Zealand secondary schools differ in structure, size, type and decile; such variation means that there are limitations to this research sample. As only two schools were involved the results are not representative of the whole population (Wellington, 2000).

When choosing the sample sizes for the data collection methods, small samples were selected. Being a small qualitative research project it was important to keep the focus groups and interviews manageable. A sample of two schools with two focus groups, one interview and the analysis of documents meant the research project

⁷ The decile (socio-economic) rating and the number of students in each school have been removed to enhance anonymity. I have defined ~~large~~as greater than 1500 students and ~~medium~~as between 500 and 1000 students.

could be completed in the timeframe available. As the participants in the study were all involved in the topic and had a lot to say, it was important to keep the groups to a small size (Bryman, 2008).

When deciding on those who would be interviewed for the research study, the purposive sampling method was once again adopted. Coleman (2012) believes there is no definitive answer to what is the right number of people to interview for a research study. The number of interviews depends largely on the research purpose. Those senior leaders, who have, in previous appointments, had experience in both curriculum middle leadership and pastoral care middle leadership, were chosen for this study. Given the pastoral care experience and the portfolios of the senior leaders, one senior leader in each of the schools was chosen to be interviewed. It was assumed that these senior leaders would have the knowledge, skills and experience necessary to be able to provide insight into the role of the middle leader in New Zealand secondary schools both from their past and present experiences.

When recruiting the participants for the focus groups there were a number of factors to consider. These included the purpose of the study, the complexity of the topic, the participants' level of experience or expertise and the level of passion the participants have for the topic (Kruger & Casey, 2009). In giving consideration to these factors two focus groups were conducted in each of the two schools that agreed to participate in the research study.

The first of the two focus groups was run with the pastoral care middle leaders who were the deans. This group of teachers was chosen by me as they were most likely to be passionate about the importance of the pastoral care middle leader role and also those who would have the most experience. The number of deans in each of the two schools determined the size of the focus groups for the pastoral care middle leaders. There were five in School A and four in School B. Kruger and Casey (2009) suggest that generally focus groups are conducted with no more than twelve participants, beyond this and the group tends to fragment.

The second focus group conducted in each of the two schools was with students. It was important to gain an understanding of how the role of the pastoral care middle

leader had affected students as they moved through their secondary schooling. Hinds (2000) recognises that focus groups offer considerable potential for discovering how young people think about issues, programs and opportunities+ (p. 155). Pastoral care encompasses the support structures that a school makes available to its students, so it was important to gain some validation from student perspectives. Year 13 students were the only group who were invited to participate in these focus groups. These students had experienced almost five years of pastoral care in their school, therefore, it was predicted that they would have more relevant information to discuss compared to that of a year nine student and, being aged between 17-18 it was hoped that these students tend would more mature responses to the questions being asked.

Each of the focus groups with the year 13 students had eight attendees. This allowed me to access the views of several people at the same time, and the group dynamics and the resulting synergy produced data that may not have emerged in a one-to-one situation (Coleman, 2012). The senior leader in each school invited eight students to participate in the study. This number allowed for the issue of no-shows when considering small sample sizes (Bryman, 2008), however, this was not a concern in this study.

The use of interviews and focus groups in this study meant that human subjects were a key factor in conducting this research. Kruger and Casey (2009) believe that in essence, the study must involve research (which is precisely defined) and human subjects+ (p. 29). When using human subjects in a research study there are a number of elements to consider to ensure the minimisation of harm and deceit and reduce any invasion of privacy. Wilkinson (2001) suggests there are various ways of trying to work out what researchers legitimately can and cannot do and of trying to work out how to express the thought that persons should be respected in research+ (p. 15). One of these ways is the use of informed consent throughout the research process.

Informed consent applies to research that involves people. If you want to do research involving people, their consent must be granted first to ensure they know the intentions of the researcher and the likely outcomes. If consent is not given, it is

not possible to do research with those people (Wilkinson, 2001). Prior to conducting any form of research on the participants in this study, I ensured that informed consent was granted (see Appendices C-I, pp. 137-146). In no way did I manipulate the subjects into participating and at all times I only told the truth in response to subjects' questions (Coleman, 2012; Wilkinson, 2001). Informed consent also requires the researcher to disclose any relevant information about the project to the participants. As part of this process I made sure that any advantages and disadvantages of the research were made accessible to the participants. They were also made aware of how much time was required of them and that at any time throughout the research process they had the right to withdraw from the study (Wilkinson, 2001).

Confidentiality and the invasion of privacy are also linked to the issue of informed consent. Hinds (2000) maintains that to guarantee anonymity and confidentiality consent must be obtained prior to an interview. In following such procedures I informed the participants of all the interviews and focus groups from the outset that their responses would remain anonymous to people other than myself. I ensured the anonymity of the participating schools by using the pseudonyms of School A and School B. At no times, in any of the transcripts, were the real names of the participants or any other means of identification used. I also made sure that I did not speak to any focus group or interviewees about other participants' data.

Recording and receiving of data

The recording of the data from both the focus groups and the interviews was the same, through the use of a digital voice recorder. Bryman (2008) suggests a good recording instrument and a quiet and private setting are required. In all cases, the interviews and focus groups were conducted in such locations. The recording device was introduced to all participants at the beginning of the discussions and was used to capture comments and preserve them for analysis (Wellington, 2000). I took notes throughout the course of the focus groups and interviews to keep a close account of what had been talked about and, also to note down any non-verbal communication (Kruger & Casey, 2009; Merriam, 1998).

Focus groups

The first qualitative data collecting method I adopted was focus groups. Fontana and Frey (2005) describe the focus group interview ~~as~~ as a qualitative data-gathering technique that relies on the systematic questioning of several individuals simultaneously in a formal or informal setting+ (p. 703). This method was employed four times in total during this research project. In each school a focus group was conducted firstly with the students (see Appendix K, p. 150) and then with the pastoral care middle leaders (see Appendix, L, p. 151). This method was selected as it allowed access to the views of several people at the same time. Along with this, the group dynamics and the resulting synergy produced data that may not have emerged in a one-to-one situation (Coleman, 2012).

Group interviews can be structured quite differently depending on their purpose. Fontana and Frey (2005) explain how they can be brainstorming interviews with little structure or they can be very structured such as those used in marketing focus groups. They also point out that participants tend to have more control and the format is flexible. Using the focus group method I had pre-set questions around the topic of pastoral care middle leadership, but allowed for some negotiation of the responses. The flexibility of the focus group method also allowed for the modification and amplification of thoughts as responses sparked new ideas or connections for other participants (Fontana & Frey, 2005; Kruger & Casey, 1994; Lofland et al., 2006).

To ensure the quality of the questions asked in each of the focus groups, two pilot focus groups were conducted, one with a group of year 13 students and one with a group of deans. These were also used to ensure that the timing was adequate. I ran both focus groups within my current educational setting that is not part of this research. Merriam (1998) considers piloting as a necessary step in conducting interviews for research. Not only is it a research process that ensures the reliability of the study, it also allows the researcher to understand which questions are confusing and need rewording, which questions yield unnecessary data and finally provides an opportunity for the researcher to practice their interviewing skills. From the pilot focus groups and advice from the UREC reader, the questions aimed at the students needed to be re-written in a manner that would allow for the students to

have a greater understanding of what was being asked of them, rather than more academic language.

Research can be of benefit to people, but it can also impose burdens. In conducting focus group research, particularly with students, ethical issues were a consideration and ethical reasoning was employed (Wilkinson, 2001). As ethical issues can arise at any time throughout the research process (Bryman, 2008) there were many procedures put in place to ensure that harm was not imposed on any of the participants. All participants signed consent forms (see Appendices F-I, pp. 143-146) prior to the commencement of the research project and no participant was forced to take part against their will or under duress. The parent or caregivers of the year 13 students were not participants; though, they were expected to complete the consent form to show their willingness for their student to participate in the study. As my research involved 17-18 year olds I made sure I consulted the school in regards to the employment of an adult advocate for the students to be present during the focus group sessions. Both schools chose not to have an advocate present. Still, the senior leaders who recruited the students explained how they were available for the students if they required someone to talk to about the research being conducted.

Compared to a focus group, people are generally more aware of the interview process, the rules and general behaviour to display and how to conduct an interview (Fontana & Frey, 2005). Therefore, in conducting each focus group it was important to outline three rules that helped in the analysis process. These included:

- One person to speak at a time
- Please say your name before you speak
- Please don't wait for the researcher to ask before you want to comment, the aim of a focus group is to get a conversation going

The types of questions asked in the focus groups were generally open-ended questions. These appeared to be spontaneous, however, they were carefully developed and arranged in a natural, logical sequence (Kruger & Casey, 2009). Due to the flexible setting of the focus group (Bryman, 2008), the questions were not necessarily kept in that order. At times, I asked further probing questions to gain a greater understanding of the answers provided. The initial questions were designed

to help get those involved talking and thinking about the topic. These were focusing on the role of the middle leaders in each of the schools and how they have evolved over time. The questions towards the end of the focus groups became more specific, looking at the collaboration between curriculum and pastoral care middle leader groups and how they could better work together in catering for the needs of the learner.

The discussion in each of the focus groups was generated by the members openly agreeing or disagreeing with each other on matters such as the role of the middle leaders. As Lofland, Snow, Anderson and Lofland (2006) note, it is often found that people may not agree with one another on matters of opinion, and this was prevalent in the focus group that was conducted with the students at School B. The students had varying opinions on the role of the pastoral care middle leaders. The focus group offered the opportunity for the students to debate each other's ideas and to gain a greater understanding of the reasons why they felt this way (Bryman, 2008).

One limitation of the focus group is that people may respond quite differently in a group setting compared to that of an individual interview. This was evident in the two focus groups with the students. I felt confident the environment was supportive of the students and that they were comfortable in speaking freely because there was no pressure placed on them to answer all questions and they were reminded of the anonymity of the focus group. Despite this, of the eight students in School B, only five responded to any of the questions they were asked. In School A, one student remained silent throughout the focus group. This occurrence was in contrast Walliman and Buckler (2008), who explain how participants may feel more comfortable responding in a group setting and may actually say more than they would in an individual interview+ (p. 173). This was evident in both of the focus groups with the deans as all of the participants contributed to the discussion.

One of the biggest constraints in conducting an focus groups is time, I was aware that the participants time was precious and I worked within the time constraints this research study allowed. Coleman (2012) supports this when stating thought should be given to time, mainly to ensure that interviewees are not stressed by time limits, or exhausted at the end of the day+ (p. 358). The focus group is known as a data

collecting method that can help reduce the equivalent amount of time required for individual interviews. Participants tend to be more focused on the task due to the phrasing and sequencing of the questions (Wilkinson, 2001). To further save time I provided a copy of the focus group questions (see Appendices K & L, pp. 148-149) to the participants in advance and agreed on a place, date and time convenient to them. I placed a maximum time restriction on each of the focus groups as I was aware of not taking too much of the participants time. For each of the focus groups I allowed for a maximum of one hour and this worked out to be adequate.

Protocols to ensure the confidentiality and protection of personal information were used. Anonymity could not be completely assured for the focus groups, as participants shared their thoughts and feelings with each other. Nonetheless, a level of anonymity and confidentiality was maintained through avoiding recording participants or schools names on transcripts, not speaking to participants about the data supplied by other participants, and using pseudonyms for schools and participants both on the transcripts and the final report. All data was stored in a secure location both during and after the research. Electronic documents were stored in password-secured folders, and paper copies were secured in locked filing cabinets.

To avoid deception, participants at each school were informed that data was collected from a senior leader, the deans and a group of year 13 students. Yet, access to these data was only given to each individual participant so at no time did a participant see any other participants data. All participants were made aware that they had ten days from receiving their transcript to edit or to withdraw their data. Coleman (2012) recognises that it is good practice to allow the interviewee to approve the transcript of their interviews+ (p. 262). This helped to ensure each person was satisfied the information collated was correct and that they were happy for the research findings to be presented for others to view. It was explained to them that there was no disadvantages, penalties or adverse consequences if they chose to withdraw. There were no inducements made to participants other than the possibility that their data may help to facilitate better provisions of resourcing and professional development for themselves and others in their positions in the future.

Once each of the focus groups was conducted, I spent time transcribing the conversations that took place. To aid in the analysis of the data and to further save time I began the analysis process before all of the data were collected from the various methods. By starting the transcribing process early, I hoped to find emerging themes that could be investigated further in later focus groups and interviews.

Interviews

The second qualitative data collecting method I adopted was interviews. Interviewing is a formal way of conversing and asking questions. Coleman (2012) suggests %is one human being interacting with another and using their resources of interpersonal sensitivity to do so+(p. 250). The purpose of the interview is to obtain rich, in-depth experiential accounts of events in the life of the respondents. I chose this method as it was a flexible research tool that helped in gaining an understanding of the lived experiences of the participants and the meaning they made of such events. Interviews are used when in-depth information is required and when the subject matter is potentially sensitive (Hinds, 2000), as was the case for this research study.

The interviews conducted with the senior leaders were semi-structured interviews (see Appendix J, p. 149). The semi-structured interview involves the use of an interview guide with open-ended questions which direct the conversation (Lofland et al., 2006). In each instance a %series of major questions, with sub-questions and possible follow-up questions+(Coleman, 2012, p. 252) were asked. By using the sub-questions and follow-up questions as probes it was hoped that more information on the topics presented would be extracted.

The structure of the interview allowed me the advantage of further questioning as a response to the answers from the interviewee (Merriam, 1998). As the answers from each respondent may have varied in detail and length, it was important to ensure a general consistency in the questions that were asked of each interviewee. I found I had to ask further probing questions about the types of issues the students were bringing to schools that the deans had to deal with.

A further strength of the semi-structured interview is that %substantially reduces the possibility of interviewer bias and increases the comprehensiveness and

comparability of interviewee response+ (Ribbins, 2007, p. 210). It was important to consider the complexity and subjectivity of the interview encounter to avoid issues of bias, predispositions and attitudes that would colour the interaction and data elicited. I took a stance that was non-judgemental, sensitive and respectful to the interviewee as suggested in the literature by Merriam (1998). This meant I had to avoid discussing my opinions of the deans role, any evidence I had already observed through the literature, or any research I had previously conducted.

In each of the two schools the interviews with the senior leaders were conducted after the focus groups with the students and the deans. This had the advantage of allowing me to obtain further clarification of any points by the senior leader that had not been covered by the focus groups. The interviews also provided a chance for those things that are not explicitly stated but implied to be heard (Merriam, 1998; Murphy, 2011). There was evidence of this when the senior leader of School A responded with %Now that is a good question+. This may have implied a number of things such as she was unsure if there was an easy answer to the question or that there was some sensitivity around the issue. The interviews with the senior leaders also had the advantage of supplying a large amount of data fairly quickly (Bryman, 2008; Hinds, 2000).

The questions asked of the senior leaders were similar to the open-ended broad questions that were asked of the pastoral care middle leaders within the focus groups (see Appendix K, p. 150). There was some differentiation between the questions as not all the participants had the same experience. Keeping the questions similar allowed for ease of data analysis and helped to reduce any researcher bias or subjectivity between the participants (Cohen et al., 2007).

The interview questions focused on the role of the middle leaders in the school, concentrating on the evolution of the positions, in particular that of the pastoral care middle leaders. The ease of the collaboration among the middle leaders was examined in the questioning, and further challenges that the pastoral care middle leaders experienced were discussed. Finally, the questions focused on how the pastoral care middle leaders could better cater for the learning needs of the students.

Being aware of the participants' time I restricted the length of each interview to a maximum of 45 minutes, this worked well. I also provided a copy of the interview questions to the participants in advance and agreed on a place, date and time convenient to them. Coleman (2012) comments that attention should be given to the location of a face-to-face interview, particularly to avoid any interruptions to the interview. To observe this point, both interviews were conducted within the confines of each senior leader's office.

Document analysis

The final data collection tool I employed was document analysis. Most commonly, when documents are included in a research study, what is being referred to are secondary sources such as public records, personal documents, and physical material already present in the research setting (Merriam, 1998; Wellington, 2000). Primary sources include the interviews and focus groups, these are first-hand accounts produced by a witness to a particular event (Fitzgerald, 2012; Merriam, 1998). Fitzgerald (2012) explains how documents from schools can provide valuable information about the context and culture of the institutions. Combining the analysis of interviews, focus groups and documents also provided a chance for me to read between the lines of official discourse and allow for the information gathered to be triangulated.

Documents can often contain much that is irrelevant to a study; however, they can also contain clues, even startling insights, into the phenomenon under research (Merriam, 1998). For this reason, researchers find it worthwhile in locating and examining documents. It often takes considerable skill and time to locate relevant documents and interpretative skills are required to uncover the meaning of the contents (Fitzgerald, 2012). In searching for documents relevant to this research study I asked the senior leader involved in each school to provide me with any documents they thought relevant to the pastoral care of students in their secondary school setting. I asked them to send me electronic copies and once these were received I printed out hard copies of the documents and discarded those that didn't apply. Examples of relevant documents were the job descriptions for the deans and a list of expectations on how staff should respond to various pastoral occurrences.

When collecting documents for analysis it was important to consider their authenticity. As Fitzgerald (2012) suggests, this %concerns the soundness and authorship of documents+(p. 301). One of the first steps in this process was to determine whether the documents were originals or copies. All of the documents I collected for analysis were electronic copies of the originals and at no point had any material been added, replaced or deleted (Fitzgerald, 2012). All documents were written by a group of people within the organisations and as official school documents the accuracy of these was ensured by all of these authors (Fitzgerald, 2012; Wellington, 2000).

A number of the documents collected for analysis were very recently created, for example, the job description for the deans at School A. This document was only recently finalised. The representativeness of a document refers to how well it embodies the contemporary environment (Fitzgerald, 2012; Wellington, 2000). The senior leaders in each of the two schools confirmed that all documents were created, or reviewed in the last five years. This has guaranteed the contemporary representativeness of the data collected by this method. Finally, the meaning of the documents must be considered; how are they interpreted? Documents have multiple meanings and analysts of documents should consider the fact that no document should be accepted at face value (Wellington, 2000). This was a key consideration in analysing the data collected using this method.

There are a number of advantages to the use of documents for analysis in research. Merriam (1998) suggests that %many documents are easily accessible, free and contain information that would take an investigator enormous time and effort to gather otherwise+(p. 125). This was definitely the case in the research I conducted. The senior leaders were happy to spend a few minutes searching their computer files and sending me anything they felt was of relevance. The data found in the documents could be used in the same manner as the data from the interviews and focus groups, though, there was no transcription required which saved. Another advantage of document analysis is its stability. Merriam (1998) supports this by stating that %unlike interviewing and observation, the presence of the investigator does not alter what is being studied+(p. 126). As the researcher was present during both the focus groups and the interviews there was a greater chance that these data collection methods may lead to bias in the data collected.

Data analysis, validity and reliability

It is imperative that data that can be interpreted concisely for analysis is gathered, and it is the researcher who is the primary tool in collecting this data (Lofland et al., 2006). All of the data in this study was collected, transcribed and reported by the researcher. Once all of the data from the individual interviews, the focus group interviews and document analysis had been collected and transcribed, the analysis process was initiated. Still, this analysis inevitably occurred throughout the research project, from the design to the writing up of the report (Merriam, 1998).

Data analysis can be defined as a transformative process in which the raw data is turned into findings or results (Lofland et al., 2006, p. 195). In a basic qualitative study the analysis usually results in the identification of recurring patterns such as themes, factors and variables, that cut through the data (Merriam, 1998). There was a large quantity of data transcribed and I had an influence on what specific data would be reported and how it would be reported (Watling & James, 2007). The analysis process is labour intensive and time-consuming, but it was important to remain methodical and persistent when organising the great volume of data that the qualitative research study generated (Fontana & Frey, 2005).

I started the data analysis process by systematically reviewing every transcript and note (Conger, 1998; Lofland et al., 2006). As I was reading I made notes in the margins of the transcript pages, as well as on any notes and documents I had taken during the data collection process. This allowed me to highlight any emerging themes and start the coding process. Coding is recognised by Lofland et al. (2006) as a process of sorting the data into various categories that allows the information to become organised and meaningful. An example of the codes I used in the data analysis process are DR . SC, this stood for Deans Roles . Subject Changes. Another example of a code was PD . L, this indicated Professional Development . Lack of Training. Through the coding process it was possible to identify common themes emerging from the data supplied by the senior leaders, the deans groups and the students. Statements in various school documents further clarified these.

Once the data had been coded accurately, I was then able to identify commonalities and conceptualise them into charts. These charts were useful for both developing

analysis and illustrating how key concepts were related to each other (Conger, 1998). These charts allowed me to develop categories and sub-categories that formed the basis for the interpretation of the main findings of my research.

Validity and reliability

To ensure this study was both meaningful and worthwhile it was important to focus on validity, reliability and triangulation throughout the research process (Lofland et al., 2006). To ensure its validity, I made sure the research I conducted accurately described what it intended to describe. This is recognised as important to quality research and is a requirement of both quantitative and qualitative studies. Qualitative research validity can be defined as a demonstration that a particular instrument measures what it purports to measure. It might be addressed through the honesty, depth, richness and scope of the data achieved (Bush, 2012).

There are several different kinds of validity. For this research study both internal and external validity were considerations. Data for analysis in each school were provided by the documents for analysis, the interview with the senior leader and the two focus groups. By gathering data from four different sources internal validity of the findings within each school was confirmed. By applying the same data collecting methods to two schools the validity of the overall research findings was also increased.

By conducting this research in more than one New Zealand secondary school, the external validity of the data collected was maintained. External validity seeks to demonstrate that the explanation of a particular event or issue can actually be sustained by the data (Cohen et al., 2007). To further support the external validity of this research I compared the cases in my research with four other cases that examined pastoral care practices in secondary schools in New Zealand (Murphy, 2011) and Australia (Clark, 2008). By comparing the cases it was possible to identify similarities, and patterns started to emerge. The existence of these patterns across the cases also helped to strengthen the external validity of this research project (Yin, 2009). As a consequence of this, the research I conducted will not only help break the silence in the literature that surrounds pastoral care middle leadership, it may also have the potential to apply to similar contexts (Cohen et al., 2007).

One of the main potential sources for invalidity in research interviews is bias. Bush (2012) describes this as the characteristics of the interviewer and the respondents to the content of the questions. In order to avoid bias in this research study, I carefully formulated the questions for all of the data collection methods. I also made sure that the line of questioning did not stray from the aims of the study if further probing questions were required.

I adopted a number of methods as suggested by Cohen et al (2007) to enhance validity. They point out the need for an appropriate time scale to be adopted; they also suggest that there are adequate resources for the required research to be undertaken. I used an appropriate sample, in terms of representation and size and the instruments for data collection were also appropriate. A key way to ensure the validity of this research was returning the transcripts from the interviews and focus groups to those involved for confirmation or amendment before the findings of the research were created. The focus group transcripts were only a record of what the individuals had said, I did not send out the whole transcript to each participant.

Another process that increased the internal validity is triangulation. According to Bush (2012) this is where many sources of evidence are compared in order to determine the accuracy of the information. I gathered data from multiple sources in this research study to strengthen each case (Yin, 2009). This included three different groups of people who are directly involved in the pastoral care system in New Zealand secondary schools as well as school documents that have relevance to pastoral care.

By using three different data collection methods - interviews, focus groups and document analysis -, this study has employed methodological triangulation. This process observed the problem from different angles and helped to increase the reliability of the research study (Keeves, 1997). Cohen et al. (2007) define reliability as 'the probability that repeating a research procedure or method would produce identical or similar results' (p. 76). In order to ensure this research study was reliable, piloting was another step I had to take. The interview questions were trialled with colleagues and students that were not part of this research project previous to the research interviews being conducted (Cohen et al., 2007; Davidson & Tolich, 2003).

Summary

The best way to examine from a range of perspectives the pastoral care middle leadership role in New Zealand secondary schools, was to hear from those who are involved with the job. Interviews, focus groups and document analysis within a qualitative approach were chosen as a means for the senior leaders, pastoral care middle leaders and students to share their experiences and perspectives of the role of the pastoral care middle leader in their own educational organisation. The following two chapters focus on the findings that have emerged from this study. The next chapter focuses on reporting of the data collected. This chapter is followed by the discussion of the data synthesised with the literature.

CHAPTER FOUR

FINDINGS

Introduction

This chapter is organised around the structure of the case studies and the data collection methods. The findings from each of the case studies are analysed under five headings %School documents+, %Deans+, %Senior leader+, %Students+ and %Challenges and synergies between the stakeholders+. A table at the end of each case study then summarises the main findings from each case. It was evident throughout the data collection that the pastoral care middle leadership role is essential in catering for the needs of the secondary school learner. Following the presentation of the data from each case study a section titled %The need for pastoral care middle leadership+ presents the similarities evident in the case studies. Finally, to conclude this chapter, a table summarising the role of the pastoral care middle leader in relation to the pastoral academic divide is presented. This analysis summarises the data and leads on to the discussion of this data in Chapter Five in light of the literature reviewed in Chapter Two.

Table 4.1: School and participant codes

School Code	Senior Leader Code	Dean Code	Student Code
School A	SL-A	DA-1 . DA-5	SA-1 . SA-8
School B	SL-B	DB-1 . DB-4	SB-1 . SB-8

The data collection process in each school presented a common understanding of the need for pastoral care middle leadership. However, the day-to-day practice in each school differed considerably. For this reason it was clear the data could only be presented in a case-by-case manner. Each case study is presented in a way where the espoused practices outlined in the relevant school documents are presented.

The findings from the interview with the senior leader and the focus groups with the deans and the students all present the perceived performances of those who are involved in the pastoral care of the learners. The challenges and synergies present between the participant groups in each of the schools are discussed in each case study. The focus of the next two sections highlights the context specific to each school.

School A

School A had a horizontal system for deans, tutors teachers and students. In the horizontal structured system, the students in a tutor group were all of the same year level. The dean was assigned to these tutor groups of the same year level. She would stay remain as their dean as they moved through the years of secondary school. SA-5 viewed the horizontal structure as beneficial to the students as having the one dean through their schooling made things easier for them. There were five deans, one at each year level, with an additional dean having the title of Academic Dean. This was the dean to approach for any academic issues, particularly any tied to NCEA.

School documents

The senior leader of School A provided a number of documents relevant to pastoral care middle leadership (see Appendix M, p. 152). The documents analysed were:

- The Pastoral Dean Job Description (School A Document 1)
- The Safe School Policy (School A Document 2)
- Student Discipline Policy (School A Document 3)
- Role of the Tutor Teacher (School A Document 4)

There were other documents provided for analysis. Yet, a number of these were older copies of revised documents, or procedures to follow if students or staff were faced with bullying, harassment or were involved in the use of drugs. A number of the guidelines described in these documents were detailed in the documents chosen to analyse. The documents analysed were those that had the most explicit linkages

to the pastoral care of the learners. The names of some documents have been changed to ensure anonymity.

Job descriptions

The Pastoral Dean Job Description at School A was only recently reviewed and attuned. The deans positions at School A were permanent and they were allocated fifteen periods per week out of the possible 30 to conduct their dean responsibilities. The job description is broken down into three main areas: *General responsibilities*, *Functional relationships* and *Tasks*. The general responsibilities of the pastoral dean are:

- responsibility for the guidance and discipline of students in the house
- support subject and tutor teachers concerning the guidance and discipline of students
- liaison with parents/caregivers concerning the progress, attendance and behaviour of students+(p. 1 of 1).

Through the job description the pastoral dean was required to develop *functional relationships* with the Associate Principal and other senior managers. They were also expected to liaise and coordinate with guidance staff, tutor and class teachers and academic directors. It was expected that the pastoral dean would perform a number of tasks including the pastoral overview of students, monitoring the academic achievement of students in their year group and supporting teachers. They were also required to organise a number of meetings with key stakeholders in the learners' education. A further aspect of the job description required the deans to deliver an induction programme to the year 9 students⁸; they were also expected to induct any new students in years 9-13, who arrived during the school year.

School policies

The Safe School Policy was part of the Health and Safety Policy of School A. It was expected that this policy be used to *promote the concept of the school as an environment in which all students and staff can feel safe and protected from all forms of harassment*+(p. 1 of 2) . In this document the dean is considered a contact person, among others such as the counsellors and the tutor teachers, a student could

⁸ Year 9 is the first year of schooling in a New Zealand secondary school. Year 13 is the final year.

approach if they felt their safety was in jeopardy. It was recommended a person speak with the most appropriate person (e.g. counsellors, dean, HOD, Senior Leadership) about the support needed during this process.

The Student Discipline Policy aimed to create a learning environment in which the educational welfare of all students is paramount, by developing an effective framework of guidance, discipline and communication+(p. 1 of 3). It was detailed in the Student Discipline Policy that minor breaches of discipline are dealt with by the class teacher and/or Head of Faculty. More serious breaches of discipline such as truancy or class offences are dealt with by Deans or Senior Leadership+(p. 1 of 3).

The disciplinary processes of the school detention system were provided in the Student Discipline Policy. It was here where the levels of detentions are explained. One aspect of the discipline process was the use of The Purple Card Room. This was used should a serious situation arise in which a student is interfering with the learning of others students+(p. 3 of 3). The deans were expected to monitor purple card issue and respond with a range of measures to support management of student behaviour+(p. 3 of 3).

The role of the tutor teacher was explained as a very important one+(p. 1 of 2), yet it was documented in the Role of the Tutor Teacher policy that if a tutor teacher was ever unsure or faced with a difficult situation they must never be afraid to consult their dean. This document consists of three main areas: Administrative tasks, Pastoral care and Discipline. The administrative tasks include providing information to students, making sure they are aware of the school charters and rules, and signing daily report cards. It is also the tutor teacher's responsibility to monitor attendance and write reports and testimonials.

The pastoral care responsibilities of the tutor teacher are focused on getting to know the students in your tutor class by taking an interest in the students' academic progress, ambitions and extra-curricular involvement+(p. 1 of 2). Tutor teachers were also expected to encourage tutor class and house spirit and to participate with your tutor class in house competition activities+(p. 1 of 2). According to the Role of the Tutor Teacher document the tutor teacher also had responsibilities within the

discipline process. They were expected to ensure the general discipline and control of the group as a whole as well as the individuals within the group. Nevertheless, it was not expected that the tutor teacher deal with any serious breaches of discipline, or continual disobedience; it was expected that the deans would managed these.

Deans

There were six deans at School A, one for each year level, years 9-13, and an Academic Dean who focused on NCEA with students in years 11-13. During the focus group with the deans one of the year-level deans was absent, therefore only five were in attendance.

It was apparent in the focus group with the deans that the learning environment played a large part in the success of the learner. DA-4 suggested that both the deans group and the faculty heads had a common goal of providing the best learning and achievement conditions. However, it was suggested, where it gets a bit blurry, is in terms of the information (DA-4). The deans agreed that they look at what is best for the student; though, the faculty leaders, at times, only look within their subject structure. DA-2 believed the deans did the pastoral as well as the academic they bind it all together.

It was recognised by DA-3 that over time there had been a change in the understanding of the need for pastoral care in secondary schools. As a result of this, those in schools who were appointed to a dean position were better suited to catering for the students' holistic needs:

There is probably a greater understanding of the need for pastoral care. I think, intuitively, that many deans have that people understand that the kids are very relational and they need really good pastoral care. I think the deans, going back to when I first became a dean, a couple of the older deans in my previous school, they were purely academic deans, they could not cope with the sort of students that were starting to come through. I think now, yeah we are academic deans and we can do all that but we have to have a much wider skill set that is why you became a dean (DA-3).

In a sense the deans felt they were ~~seen~~ as everything to everybody+ (DA-1). They agreed they were often the first point of contact for parents when they had concerns about student academic progress, behaviour or attendance. Being everything to everybody was not only true for outsiders such as parents, but also for the staff at the school. The dean was the first port of call for both parents and staff when their students had issues such as those to do with attendance and academic achievement. DA-1 suggested the deans were a ~~buffer~~ cushion before people go to senior leadership, and to a certain extent, before they will go to curriculum [Head of Department/Faculty]+. The deans felt they needed to be available for all stakeholders in the learners' education.

The deans felt that a key improvement to their role was the introduction of the email system in terms of communication with ~~everyone~~. Three out of the five deans felt emails had made things easier. DA-3 felt using emails, as a mean of communication, was much easier than the verbal conversations that used to take place. The ability to forward information on to many parties, quickly, made things more efficient and effective:

When I started as a dean I would go back to my office and pick up the phone, there would be 20 new messages, and just clearing those was a job in itself. When a student had broken their leg in the old days, you had to photocopy, go over and put it all in the pigeonholes, now I could put it in an email and flick it off (DA-3).

Despite the improvement in the communication processes, the deans did mention a challenge for them was accessing information important for the learning needs of the student. According to DA-1 learning needs information ~~is~~ one of the things that we don't always have and that can go right through to year 13. You find out that there are some really major issues that have never been brought up+. Both DA-1 and DA-2 felt it necessary for the deans to know pastoral issues about the students to ensure better learning programmes were put in place for the learner.

The tutor teacher in School A was supposed to hold a key pastoral position. Yet, the deans recognised the little time the tutor teacher had to develop a pastoral role with their tutor class students:

The tutor teacher is where it gets tricky, because theoretically they have got a pastoral role, but in reality it's not much. We only have three tutor periods a week, of 20 minutes, 15 minutes, so there is very little time for the tutor teachers by the time they have done the admin (DA-5).

The tutor teacher role, was at times, be seen as additional work for the classroom teacher and with the added external pressures that NCEA created. It could be hard for the teacher to cope with anything outside their curriculum commitments. DA-5 recognised the internal struggles teachers often faced:

To be fair we are expected to internally assess a lot more than what we were, we are coping with the increase in technology, BYOD [Bring Your Own Device] now. There are increasing demands on just the ordinary classroom teacher with pastoral [care] (DA-5).

The introduction of pastoral initiatives had added to the pressures teachers faced. The Academic Dean made reference to the attempt School A made at introducing an academic coaching programme:

We have been doing some academic coaching it was really small, so it was manageable. We had 20-30 kids and it seemed to be working quite well with the kids working with the deans and some year 13 tutor teachers who had self selected. Last year we grew it, we grew it quite quickly, we had 100 students all of a sudden and a lot of them were working with the senior managers and the wheels fell off. The senior managers didn't have the time, it was very cumbersome to manage that many students with there being so much on at the moment we are very hesitant to leap in and pile another layer on the work onion. We want to do it in a way that doesn't add more workload to teachers if we can afford that (DA-5).

Despite recognition from the deans that such pastoral initiatives were important for the improvement in academic results, it appeared the added pressures related to the academic coaching initiative were being acknowledged. This had resulted in little resourcing being set aside for the delivery of what was understood to be beneficial to the learners' achievement.

It was evident from the focus group with the deans that, at times, some teachers had little concern for the pastoral care of the student. Perhaps it was the priority currently given to pastoral initiatives that had led to this belief. Two out of the five deans believed there were teachers who were focused only on the achievement in their subject area. They expected the deans to deal with anything that was outside of that, including the guidance and discipline of the students. Therefore, it was not always easy for the deans to support teachers and tutor teachers if issues arose and they were expected to deal with them without teacher involvement. Often the deans looked to members of the senior leadership team to help in managing the guidance and discipline of the students, particularly the more serious breaches.

Senior leader

The senior leader had been a deputy principal at School A for five years and had the responsibility for overseeing the pastoral care of the students. She acknowledged the evolution of the deans' role over time. This, she explained, had occurred due to a number of factors:

I know that the deans say that they are dealing with greater complexity issues and that there has even been a change at different levels, the change first of all to the cohort, in terms of their ethnic makeup (SL-A).

The senior leader also indicated that the changes to the deans' role had come about because the deans now had to deal with an increase in complex and dysfunctional student issues. She pointed out how this could be the effect of so many closures of institutions, of the emphasis on mainstreaming as opposed to learning support centres that are not mainstreamed (SLA). Mainstream schools now have to accommodate students with high learning needs, such as those with severe behaviour difficulties, or students with educational, social and emotional needs.

These students used to attend centres that were designed to cater for their needs. Mainstream schools don't often have the same capabilities as specialised institutions and both the students and the teachers can struggle to cope with the changes.

The volume of communication between the deans and the parents or caregivers had also led to the evolution of the role of the dean. SL-A believed this had increased significantly, and this, along with the introduction of electronic attendance, had increased the dean's workload:

I think the communication, in terms of the email and access to deans, in a sense, has made them more accessible to students and to their families, so I think that has created an increased volume (SL-A).

The senior leader believed the deans and the senior leadership team at School A wanted the dean's role to evolve further. They hoped to see the deans supporting the teachers better in catering for the learners' needs:

I think that where we are wanting the role to evolve to is rather than being a reactionary role to problem solving issues, that it be a strategic role where actually the deans see themselves as leaders in terms of developing the capability of teachers generally, as well as tutor teachers (SL-A).

A means to providing this support to staff members was through the in-house professional development programme. SL-A discussed the on-going training and development the teachers were provided with by the deans:

Our professional learning cycle is absolutely running courses in-house by our own staff so we have had a big push to have the deans focus heavily on this – the deans have been offering anything from courses on the deans role to conflict resolution, to relationships for learning to mediation or facilitation skill (SL-A).

In discussing the importance being placed on the pastoral care of the student in catering for their academic needs the senior leader suggested the deans were experiencing this more than the faculty:

Deans are very proactive in terms of when they see a student not achieving or investigating that non-achievement from a pastoral point of view. On the other hand, I think the faculty are so under pressure to deliver those great results, they are so assessment driven, that there is hardly time to develop relationships for learning (SL-A).

It appeared to the faculties⁹, that pastoral care was another add-on that only increased their workload. In attempting to implement an academic coaching programme, based on the Starpath programme¹⁰, SL-A believed the failure of the programme was a result of a lack of time and resources:

There hasn't been the time allocation they haven't had the same training that the Starpath schools have had and it's not sitting with the people in the main they were given no time to manage that coaching process programme there is definitely recognition that academic coaching, more than mentoring is something that is going to add tremendous value, but the school has to put in the commitment, through the timetable and allocation of resources (SL-A).

It was an expectation of the deans to monitor and track the academic achievement of their students. In order to meet this expectation it was required that the deans understood the complexities of NCEA. This did become a challenge for the deans with regular changes being made and each of them having to relearn the systems as they returned to each year level. SLA discussed the role of the Academic Dean and the issues the deans faced with NCEA:

⁹ Curriculum area groups that often reflect the eight essential learning areas from the NZC.

¹⁰ Auckland University study working with cluster schools on using data and student tracking to provide a sound evidence base for setting student targets and guiding student achievement.

It is great having someone who is more expert consistently every year rather than just coming to face it, face NCEA, or the particular requirements for the Level Two or the Level Three programmes once in a five-year situation. That is a big volume that the dean has to deal with in terms of really coming to grips with the curriculum at that level, or certainly the assessment at that level. Having someone who is focused on that, he becomes the expert (SL-A).

One of the greatest challenges the senior leader recognised for the deans was time management. As SL-A stated, % is the balance between operating strategically, in the interest of the culture that they are developing with the cohort and pouring their time and energy into individual students+. A further challenge was knowing the limits of their expertise:

We would say a challenge for deans, sometimes, is recognising where their expertise ends and where a student's ability to problem solve, talk through issues and empower students actually should be handed over to the guidance staff, the careers staff, other, more specialist advisors in those areas (SL-A).

This was a challenge for the deans as they sometimes got frustrated with the guidance process and found it difficult that they were not privy to all of the information about their students (SL-A).

Collaboration with the HOFs and HODs could, at times, provide further challenges for the deans. There could be % the perception that the faculty leader is difficult from a deaning perspective or that the HOD has poor relationships with students+ (SL-A). However, SL-A agreed that, for the most part, the % deans and faculty leaders and HODS work really well together and really professionally at the college+. A key step in creating this positive collaboration was when lunchtime detentions were redesignated as a faculty responsibility rather than a dean's task to deal with:

It meant that deans were not managing detentions that were for non-completion of classwork, or for being off task in some sort of relatively

minor way, or not completing homework. Deans were then dealing with high-level behaviour detentions – what it was doing was shifting, actually quite a significant workload back on the faculty, where it should be, and encouraging relationships for learning (SL-A).

This change in direction had been a situation where the middle leaders are working together in catering for the needs of the student+ (SL-A).

An area the senior leader identified that required further collaboration between the key stakeholders in the learners' education was the case conferences at School A. These took place every week where the dean, deputy principals, guidance counsellors, the school nurse, learning support and careers staff met to discuss the most highest needs referrals+ (SL-A). The issue SL-A established was that the people missing are the people that are teaching those students+. As a result there were a number of people problem solving about the students, but often the students were then put back into learning environments where they were not supported (SLA). Although this issue had been identified, there was yet to be a solution agreed upon. SL-A realised the source of this challenge was time. It was clear that teachers couldn't cope with another layer of meetings taking up more of their precious time.

Students

The student focus group was made up of a group of eight year 13 students, both male and female, and from a variety of backgrounds. Two students had joined School A as year 10 students; one of these was an international student. The remainder of the students had joined School A at the beginning of year 9. Of the respondents to the first question about their memorable pastoral care experiences, all of them identified their experiences as being positive. They appreciated the horizontal pastoral structure and felt the system made things easy for them. SA-8 suggested the horizontal structure had allowed the dean to really understand us, she has gotten to know us over the years+.

The students who had joined the cohort during year 10 both appreciated the help the dean provided in getting them settled in:

She tried to help me fit in with a group with the culture shock that I faced. She applied a buddy first, that buddy kind of left me afterwards, after that she tried to help me fit in with other groups she was generally helping us with our fitting in (SA-7).

Despite the positive experiences these students had experienced with the horizontal pastoral care structure, some did recognise that not all students would have had similar encounters. SA-5 pointed out how some friends that used to go to this school, they weren't happy with their Dean. And of course the problem was that they were stuck with her from year 9-13+(SA-5). It can be said that different students can have varying experiences with the same pastoral system.

The Academic Dean, as part of the pastoral care structure at School A, was seen by the students as someone you would go and see if they were experiencing academic problems. SA-8 explained that this dean tends to come to year-level assemblies to talk about exams and preparing for those if you don't have enough English or Maths ones, you have to talk to him to try and sort that out.

The students saw the dean's role as quite complex. According to the students the tasks the deans were assigned included deciding if you could go to the ball, signing things off, writing report comments, assisting with subject changes, sorting out your attendance problems and running assemblies. SA-5 also explained how the dean often played the parent role, mother or father, and they kind of take care of us. The dean was the go-to person for the students for most school matters.

The students felt the dean's role in their schooling had evolved as they had moved through the years of school. As junior students they saw the dean as a person who helped them deal with stupid and childish things+(SA-5) like bullying. However, as the students have matured they felt the dean was there to help them with more important things like what am I going to do with my future+(SA-5). The students found the dean's role had evolved from someone you ran to when you were in trouble, to a person who acted now as more of a role model.

School A had a large student services department and it was apparent from the focus group with the students that the dean was the person they felt most comfortable talking to about any issues they faced. The students felt they needed an adult at school who they could trust with their problems, the dean more often than not fulfilled this role:

I guess the dean is kind of important as they are like a guidance counsellor for us, so someone we can talk to when we can't always talk to our parents or our friends, because of course there are some things that you never want your parents to find out about, but you always need someone to talk to, so I guess the dean plays an important role (SA-5).

There were a number of other adults at School A the students could turn to if they required help, though, the students felt the school counsellor %didn't know our past, they didn't know what we were like+(SA-1). SA-8 also suggested that no one wanted to be seen as going to see the counsellor for a specific purpose. By talking to the dean about a problem %no one knows what you are going to talk to her about, its vague, but you still get the help that you need+(SA-8). The students also saw members of the senior leadership team as quite removed from their lives. SA-3 believed that %more people get intimidated or scared to talk to the Principal, I don't talk to him, never have+.

The students saw discipline as a challenge for the deans. Two out of the eight students believed disciplining students was difficult, particularly because of the relationships the deans had developed with the students over the five-year period:

If you are really close with your Dean and you do something bad, maybe she would feel bad, she has to punish you, but she doesn't want to because she knows you well, she thinks you are a good student (SA-3).

Students were concerned that any incident they were involved in that required disciplining by their dean may result in a breakdown in the relationship that they had formed with the dean over the years.

When discussing the academic achievement of the students they understood the classroom teachers to be those with the best understanding of their grades. The deans were also identified as people who would have good knowledge of their academic achievements. However, the HODs were not recognised by the students as teachers who had knowledge of their success or failures:

The subject teacher will obviously know better, they will know your grades. Our Dean will know if we are having serious problems with our subjects then we could go to DA-1, but HODs, I don't know much about them (SA-3).

The HODs and HOFs were seen by SA-1 as becoming involved in their academic achievement only when they had failed to hand in an assessment. They were seen as the person of hierarchy who dealt with the discipline of students when deadlines were not met. SA-1 stated that *in* Health we just had an assessment due and heaps of people didn't do it so our teacher sent people to go to the Head of Health, and the Head of PE and Health. Then they got sent to DA-1. Another instance when an HOD was seen to be involved in the students' lives was when both SA-4 and SA-5 experienced issues with their classroom teacher:

When I was in maths this year my learning wasn't enhanced and I had lots of trouble in that class with the subject teacher the subject teacher emailed my Dean who talked to the subject teacher and the HOD to move me out of the class (SA-4).

It was often interactions such as these that the deans had with teachers and other stakeholders in the learners' education that presented challenges to their role.

Challenges and synergies between the stakeholders

The data collected through the interview with the senior leader and the two focus groups with the deans and the students presented a generally collaborative group of staff according to those interviewed. The majority of those involved in the education of the students were working to benefit their learning. SL-A felt one of the major initiatives of the deans group was to try and bridge the pastoral and academic

divide+. It was evident from the focus group with the deans that such attempts had experienced success. DA-1 who had been at School A for 18 years recognised the changes the deans group and the faculty leaders had experienced:

I think we are closer now than we ever have, before there was quite that defined line of that academic, you're pastoral, there is much more consultation about student placement at each year (DA-1).

Another of the deans, who had been in the pastoral care position for four years at School A, also noticed the greater collaboration:

This is my fourth year here and there have been a lot of forward steps in that time – I thought that there was quite a divide between the two groups, I was quite surprised. I think that there has been quite a lot of movement, but there is still room for more (DA-3).

Still, both the deans and the senior leader did recognise exceptions to this and some room for improvement. This often came down to individual people rather than a collective group:

It depends, again, highly on the faculty head or HOD, if they are very communicative, then you can have good conversations, otherwise they may just be quite dismissive. So it comes down to personality in that regard (DA-1).

SL-A explained the reasoning for the variance might be because there are HODs and HOFs who have a natural inclination to have quite a school wide focus and there are others that can be much narrower, in terms of their subject area+. It was identified in the deans group that sometimes faculty leaders would only look at the structure of their subject and the structure of prerequisites, and class sizes+ (DA-4). In order to better meet the learner needs it was identified that all middle leaders needed to have a school-wide focus.

The senior leader recognised the dilemma deans often faced with the faculties and identified an opportunity where the faculty leaders could gain a broader understanding of the predicaments the deans regularly faced:

I think it is great when deans go on leave and sabbaticals that we get faculty to stand in on those roles as well. Especially when you are faced with that faculty or curriculum leader that says no, I don't want Johnny back in my class and you are faced with Johnny who has nothing to do for that period. You have got no other subject to put him in; he is essentially being denied the curriculum (SL-A).

The students had little understanding of the collaboration the deans group had with the faculty leaders. They didn't see how the faculty leaders or HODs had any part to play in their education unless they were their subject teacher. SA-3 questioned how the two groups could work together:

How would they work together if they don't know the students? They don't know the students well if they don't teach the student. I don't know how the deans and the HODS could work together (SA-3).

It was often the experiences staff members had that created their perceptions of each other. SL-A explained how at times, the deans had developed a perception that some faculty leaders or HODS were difficult. This perception could be influenced by the information they had been provided with from students. Deans are privy to a lot of information from students (SL-A). Working with a large number of teachers at School A, all with varying visions of what learning looked like could present challenges for the deans.

The deans were identified as the go-to people for everybody at School A. However, this view created tension for the deans group. Both DA-2 and DA-4 explained how the correct processes were not always followed at School A:

At our school the teacher feels the need to refer to the deans more than possibly within their own department, it is so much easier to directly go

to the dean, classroom teacher, straight to the dean without going through any other process in between (DA-4).

Being the go to people, the deans felt it essential they be the ones to know everything about their students. Yet, this wasn't always the reality in School A and tension was created at times. SL-A explained the frustration the deans often expressed at the guidance process:

They are not privy to what goes on in the guidance counsellor's office or how the guidance counsellor is working on the information that comes out of the context of that relationship. It is pretty much like the way that teachers can get frustrated with deans. They think that nothing has happened, but actually a whole heap of things is happening (SL-A).

The deans also discussed their frustration with the lack of information they were provided with by others involved in the learners' education. Two of the deans expressed irritation because some of their students had learning needs information not made available until late in the students' time at School A. DA-2 explained the issues this practice creates:

Kids going into year 9, we go into the intermediates - what they were like in intermediate was not conveyed to us - we need that feedback - we need to know about other personal, pastoral things that they did not share. That helps in getting a better programme for that person (DA-2).

At times, this information was not passed on by parents or caregivers and resulted in issues for the deans and the students' teachers. The deans did identify the need for them to work closer with teachers to create a more positive learning environment for the students. However, they did recognise the challenge of time often hindered this. DA-4 discussed how teachers were often the ones that were left out of the loop, but the people who were in contact with the students most:

There is a bit of a misbalance because I think we are working quite well with the student and their parents, but you don't get that same level of effective practice working with that student's teacher, because of the number of teachers and access. So even though you have a good relationship with the student and the parents, you are not available to engage with the teacher to an extent. You don't really get both sides covered. You have so much knowledge about the student and their background but you don't have the resources and the time to talk to six other teachers about them (DA-4).

The interaction the deans had with the parents/caregivers of their students was identified by the deans as vital to the learners' education. They understood the relationships they had with the parents needed to remain positive despite the actions of the students:

The key is a very relational connection to the kids and parents. The parents of my worst kids, we still get on, and that is important. We've got to be able to talk to each other; we've got to be able to do it for five years, it's really important. They know when I suggest something, that I have still got the student's best interest at heart (DA-3).

For the most part the deans recognised the positive interactions they had with their parents or caregivers, this was helped by the efficiency of the email system.

Despite the interactions the deans' group had with all of the key stakeholders in the learners' education they felt they were not recognised for their work. Two of the five deans suggested those in higher positions or those they supported did not acknowledge their work:

You don't get that recognition from authority so you are kind of an invisible layer that sort of makes things happen but you are not really recognised for what you do (DA-4).

Despite the lack of acknowledgement they received, the deans did recognise that when compared to other secondary schools in Auckland they were relatively fortunate in terms of resourcing through remuneration and time.

The table below provides a summary of the key points and findings collected from School A. The rows are presented using the data collections methods and it is clear to see the occurrence of alignment between these.

Table 4.2: Summary of key points/findings in School A

	Academic/pastoral dual focus	Visibility and awareness/appreciation of role
Documents	N	S
Deans	S	M
Senior Leader	M	S
Students	S	S

Key: S = strongly evident, M = moderately evident, N = not evident

School B

School B was a medium school with a vertical pastoral care system. The tutor groups in School B were made up of students from all year levels in the school. The deans in this case were responsible for groups of these tutor classes, the students and tutor teachers that made up each house. DB-3 felt this system was an advantage because:

We are all in charge of a particular house rather than a year level, so we deal with year 9s right the way through to year 13s which is really great. So if you have a particularly bad year you don't have to deal with

year 11s all day. We have a nice cross section of the students that we have to deal with, both female and male (DB-3).

The findings from School B have been shaped by the various data collection methods. The documents the school provided were used to analyse the espoused pastoral care practices. The findings from the interview with the senior leader and the focus groups with the deans and the students all present the perceived performances of those who are involved in the pastoral care of the learners.

School documents

In contrast to School A, School B provided far less a range of documents to be analysed. Still, the majority of those they did provide were of relevance to the pastoral care middle leadership practices at School B. Some documents were eliminated from analysis as they had little application to this research project and some of the names of the documents were changed to ensure anonymity. The documents analysed (see Appendix N, p. 153) as part of this research project were:

- House Dean Position Description (School Document 1)
- Head of College Pastoral Care & Discipline Position Description (School Document 2)
- College Teacher Position Description (School Document 3)
- School Discipline Policy (School Document 4).

Job descriptions

The House Dean was responsible to both the Head of Pastoral and the Executive Principal; they were required to perform a number of key tasks. The description of the position outlines the key tasks that were broken down into the following areas: ~~Students~~ ~~Parents~~ ~~Teachers~~ and ~~General~~. Each of the tasks had expected outcomes associated with them. For example, the house dean was ~~expected~~ to manage the day-to-day pastoral care of the students. As a result of this the students are well supported and cared for+ (p. 1 of 1). The tasks the dean was required to perform involved discipline, student behaviour and uniform. They were also expected

to keep in regular contact with the Head of Pastoral, the Careers Advisor and the School Counsellor.

The pastoral dean was required to manage day-to-day enquiries from parents about pastoral care and ensure they support the teaching staff with regard to their students, including their tutor teachers. General tasks pastoral deans must adhere to were %writing testimonials for all year 13 studentsõ support and assist senior college events such as school camps, sports days and the school ballõ and attend regular pastoral team meetings+(p. 1 of 1).

The Head of College Pastoral Care and Discipline Position Description outlined the responsibilities, key tasks and expected outcomes the person in this position must adhere to. This person was responsible for the %leadership and management of year 9-13 staff and studentsõ performance management of year-level deansõ pastoral care and disciplineõ welfare and guidance of students, staff and parents+(p. 1 of 1).

Among many key tasks the Head of Pastoral Care was involved in was %the orientation of new students to the schoolõ leadership programme developmentõ ensuring that students are well prepared for learning in a senior secondary environmentõ assisting the careers advisorõ and ensuring that year 13 students are well prepared for tertiary study+(p. 1 of 1). By administering the key tasks there were two expected outcomes that should arise from the Head of Pastoral position. These being %senior college students are well led and managed with positive pastoral care strategiesõ and the senior college is regarded as a school of choice of years 9-13 students+(p. 1 of 1).

The final job description document analysed was the College Teacher Position Description. Similar to the Pastoral Dean Position Description, this document outlined key tasks the college teacher was required to perform and the expected outcomes from these. The key tasks were broken down into a number of categories: ~~C~~urriculumq ~~S~~tudentq ~~S~~taffq ~~P~~arentsq and ~~G~~eneralq Those tasks relevant to pastoral care were placed under the categories: ~~S~~tudentq ~~P~~arentsqand ~~G~~eneralq

Tasks the college teacher must perform in regards to the pastoral care of the students included ~~the~~ creating a happy secure environment to motivate and inspire students to achieve excellence+ (p. 1 of 2). College teachers were expected to ensure lines of communication with parents were open and clear and that parental input, concerns or questions were dealt with effectively and efficiently (School B). Finally the college teacher was expected to ~~be~~ seen as a leader and role model for students, staff and parents+(p. 2 of 2). There are no links made to the deans as pastoral care middle leaders within any section of this document.

School policies

The School Discipline Policy was a document that assisted teachers with discipline issues. It detailed the issues all teachers were required to respond to, the strategies for dealing with an incident that occurred on one or two occasions and the role modelling and expectations the teacher should follow. It also outlines what to do when a situation was recurring. Among the issues that this document made reference to was ~~late~~ness to classq ~~homework completion~~q ~~lack~~ of motivation and work completionqand ~~harassment~~ in classq

For the majority of the incidents, for example, lateness to class and eating in class, if they occurred on one or two occasions it was up to the classroom teacher or the HOD to deal with. Exceptions to this were the use of ~~cell~~ phones and iPods in classq as well as ~~uniform~~ issuesq Here the dean was involved where they signed a note allowing the non-uniform item to be worn, or to store the confiscated item. If any of the situations were ~~recurring~~qthe tutor teacher and the dean were more heavily involved in the disciplining process. For example, when a student continually arrived late to class the dean ~~in~~ consultation with the tutor teacher may phone home+(p. 1 of 6).

The dean had a supporting role for the classroom teacher and tutor teachers as stated in the School Discipline policy. They provided this support by consulting teachers and tutor teachers and by contacting home when students had continuous or serious behaviours that need to be addressed. The deans were expected to ~~operate~~ a detention system to support classroom teachers~~õ~~ and work with staff to

ensure that other issues around the grounds at lunchtime and interval are identified+ (p. 6 of 6).

Heads of Departments, according to this document, were expected to %address all recurring issues that were referred to themõ provide guidance and advice to ensure best practiceõ refer all unresolved issues to the Head of Curriculumõ and evaluate the learning of all students+(p. 6 of 6). No links were made to the deans in relation to this.

The final position recorded in this document was the Head of College. It was their job to %address all continually recurring issues referred to them by the deans and heads of departmentõ provide advice and guidanceõ about next stepsq for some studentsõ and contact parents and implement appropriate follow-up consequences+ (p. 6 of 6).

Deans

The deans group at School B consisted of four individuals, all with varying experience of pastoral care middle leadership. One of the deans had only been in the role for six months, though, the remaining three had at least six years experience in the role. The deans believed it was their job to make sure the tutor teachers within their houses %were doing their jobs properly as far as caregiving is concerned+ (DB-3). The size of School B was recognised by the deans to have quite an impact on their workload. They believed the smaller size of the school compared to many other Auckland schools meant they did have less students to manage than other Auckland secondary schools, %we have four periods for 80 kids, it is pretty generous reallyõ all those other deans had about 30 seconds per kid, per term+ (DB-2). Nonetheless, they acknowledged the parents of their students were more demanding than those they had worked with in other, larger schools.

Often it was the parents who created more of a workload for the deans as they %created a little bit of confusion+(DB-2) in the way that they involved themselves in the school practices. DB-2 explained how parents often went straight to the Principal and senior managers. By missing the vital step in discussing issues with the deans, the deans found themselves unaware of issues their students were involved in. The

failure for parents to follow the correct processes had, at times, led to misunderstandings between parents, staff and students.

There were high expectations placed on the deans at School B to be involved in the other areas of their students' lives. DB-3 suggested, 'there is quite a lot of work involved doing extra things rather than just looking after them'. The senior leadership team expected the deans to run sports days, provide leadership opportunities, complete bus duties, run detentions, organise barbeques and school socials as well as run councils. Despite the number of functions the deans performed for the students, the deans perceived the students to think of them as 'disciplinarians'. More often than not the deans perceived the students to see them as someone who would 'tell them off' (DB-2).

The deans discussed the changing organisational structure of School B. Recently there was a new Principal appointed to the school and the deans felt this had resulted in the deans becoming 'more responsible' (DB-3). As a result the role of the dean had evolved '10 fold' according to DB-3. The paperwork the deans were required to deal with had increased as 'it was now more important to ensure they were covered, particularly 'if a parent comes back' (DB-3). The school fees at School B were quite substantial, therefore it was the opinion of the deans that parents were often seen to be questioning the decisions the deans made in relation to the welfare of their students. They didn't want to be paying large amounts of money if their child was not provided with the best.

The deans wanted to be in more contact with the parents or caregivers of their students; however, time constraints often prevented this from occurring. Rather than contacting parents when their son or daughter was not meeting expectations, either academically or behaviourally, the deans wanted to inform the parents of occurrences when their children had performed well:

I would like to have more time to ring a parent up and say 'Hi, this is Johnny's dean here, oh no, what has he done now. No, no, I am actually phoning to tell you he has done really well today' well they

nearly fall over backwards, they just can't believe it. I would love to have the time to do that (DB-3).

The time the deans were provided to perform the numerous pastoral care tasks was not considered sufficient. This prevented the deans from focusing on the positive actions of their students and hindered the deans from being proactive in their role.

The resourcing the deans were provided in terms of time and remuneration was a subject that created tension amongst the deans. They understood they were not going to be compensated in pay for the extra work they conducted. DB-4 explained how the senior leadership team felt the deans job did not require anything more than what was currently received. DB-4 also suggested a lot of what the deans did was perceived to be invisible to the senior leadership team:

If we do a good job, we are not particularly valued because there is no drama for them to see. If we take care of it all and we sort it all out, and we do essentially what is our job, then it makes it look as though we aren't doing anything at all (DB-4).

Despite this the deans all agreed they loved their job and even though they had faced an increase in their workload they continued to accept it because we keep taking it+ (DB-3). DB-2 believed the deans are also in the job because we are prepared to put in more time for the little things+. Two out of the four deans, if offered an HOD position, agreed they would keep their role as a dean.

The dedication of the teachers and the size of School B had also added to the workload of all the staff, including the deans. DB-4 reflected on the school practice:

I think that is true of everything that we do; we offer our kids everything that we possibly can. We don't say, we are just not going to do that+, we offer the students every sport that we can, as many opportunities that we can. We create more work for ourselves by wanting to offer them as much as we can (DB-4).

All of the deans explained how working with other staff provided some of the biggest challenges for them. Time was recognised by DA-1 as another challenge; though, tutor teachers seemed to provide the greatest difficulties for the deans. Among the issues the tutor teachers presented was that they just didn't listen to the deans, they did what ever they wanted (DB-4). Tutor teachers also presented problems when they were absent on a regular basis, which created more work for the deans to cope with. DB-3 complained that some tutor teachers were unable to write quality reports; often the deans had to re-write them. The biggest issue for DB-2 was the consistency of staff, %if you say the rule is this, you expect other teachers to follow the same rule+. However, this was not always the case at School B.

Teachers also provided challenges for the deans when they interrupted the deans' teaching time with pastoral matters. Deans at School B were teachers too; they had only four hours removed from their teaching load to perform their job and interruptions to their classes were problematic:

A kid or the teacher will turn up one day and say there is this issue, or a parent will turn up. If you teach six periods in a day and you have got kid drama going on, you have to find a way to deal with that as well. You have to juggle things to sort it out (DB-4).

The size of School B did allow for greater collaboration between the staff according to the deans group. DB-3 explained how the small school environment allowed for teachers to talk to one another on a regular basis. %When we go to the staff room, more often than not we will mix and match with almost every single staff member during the course of the week+ (DB-3). These opportunities did allow the deans to better communicate with staff on pastoral matters. The school environment also allowed for greater collaboration with the senior leader in charge of pastoral care. Nonetheless, the increase in workload for the senior leader did not accommodate many opportunities for this to occur.

Senior leader

The senior leader of School B had been in the current role for two and a half years. Previous to that he had both pastoral care and curriculum middle leadership

experience in both New Zealand and overseas schools. The senior leader was employed as the Assistant Head of the school with responsibilities primarily for pastoral care.

Recent restructuring in School B had given more responsibility to the HODs; this was also decided as a means to relieve some of the workload from the deans. Prior to these changes the middle leadership positions had varied quite widely in terms of workload according to SL-B. One of the main causes of this gap was the job descriptions of the HODs and HOFs. SL-B believed the original job descriptions were %so broad that they ended up doing nothing+ in comparison to the deans who %have a massive role in the school+(SL-B). According to the senior leader, these recent changes had meant it was now the job of the deans to be %responsible for the behaviour of students and the day-to-day management of students+(SL-B). However, where it used to be the responsibility of the deans to deal with any classroom issues, this job was now placed with the HODs.

Through changes to the processes that occurred at School B more of the workload was being removed from the deans. SL-B is in the process of %training people in to the lines of communication+(SL-B). Where previously people would go straight to the dean for any issue, it was now required that instead of going %straight to the top+ people go to the lower level person, such as the tutor teacher, and they will deal with you (SL-B). This had alleviated some of the challenges the deans %faced in their day-to-day work.

The senior leader recognised a number of challenges the deans faced, time management being the %biggest one+(SL-B). Still, it was also acknowledged by SL-B that tutor teachers present big challenges for the deans. The deans do not feel %their tutor teachers are listening to them, they are not doing as they have been asked+(SL-B). The challenge the staff presented may have been a result of the deans failing to act proactively when it came to their houses. The senior leader explained how the deans should act proactively, though, %most of them aren't to a degree+(SL-B). This was evident when the deans found little time to %regularly visit tutor classes in the mornings to touch base, to make sure the teachers are okay, but also to make

sure the students know who they are+(SL-B). If the deans spent more time with their house staff they may have found work with their tutor teachers more collaborative.

It was also a challenge for the deans to get the relationship balance right with their students. The senior leader felt this was something the deans found difficult to manage:

You have to be a positive person that students see as a person that they can go to with an issue, but then you put on your other hat, if they mess up, you are the one to bollock themõ that is the conflict of a dean, they need to be approachable and positive, but carry the stick as well (SL-B).

Such challenges arose for the deans because they had little, if any, training in how to cope with such situations. The senior leader pointed out it was no wonder the deans experience difficulties at times as %here is nothing for themõ some of them havend done any training for a very long time+(SL-B). Most of what the deans had learnt they had done so on the job, much like what he had experienced. The senior leader identified the gap in the training for middle leaders in learning how to manage situations essential to the academic success of the student.

Students

There were a total of eight year 13 students who attended the focus group at School B, a mixture of both males and females, and from a variety of backgrounds. However, only five of these responded to the questions provided during the focus group session. It was evident the students had experienced a variety of approaches to pastoral care throughout their time at School B. The vertical pastoral care system in place at School B was one of the reasons for such variance. The students in the focus group did not have the same dean responsible for their pastoral care.

The relationships the students had developed with their deans varied widely. SB-4 found she had become quite close to her dean and felt she could go to her Dean for almost anything. SB-2 also found the deans %were very much there from time to time to offer support and advice+. Then again, in contrast to these views SB-1 and SB-3

both recognised that they didn't have a strong relationship with their Dean as they didn't have a lot to do with him (SB-1). It was not that they had encountered bad experiences with their Dean, it appeared it was more the case that they did not have a great number of experiences with the Dean+ (SB-3). It became apparent throughout the focus group that the activities both students and deans were involved in affected the relationships between the students and the deans.

When describing the key role the deans adopted in School B the students agreed the organisation of house competitions was a significant part of what the deans did. SB-2 recognised the pastoral care of the students had taken a backseat to the house events:

I think it has become very focused on house activities and house events. The whole idea of that support network is kind of lost beneath that, unless they have personally come up to you and they are aware of a problem that is going on. It is not widely advertised that the dean is there as pastoral carers, rather they are teachers and they take care of the houses (SB-2).

The students did understand the need for the focus on house sports, recognising the events as a chance to build house spirit, a sense of community and to get people involved. Both SB-3 and SB-5 pointed out how house sports were a way for those in both the junior and senior school to interact and also provided a chance for the deans to encourage participation. However, as many of the students agreed they would like the deans' role to be better advertised so they knew what they provide to students+ (SB-3).

The students felt the deans' role needed to be recognised by students as more than organising house sports. SB-1 explains:

What it has become, and what many people think, is that deans run house sports and are responsible for organising house sports while that is a part of what the deans are doing, I don't think that that is all

they should be doing, they should be providing support [for students] (SB-1).

It was also recognised by the students that the size of the school might have played a part in how they identified the deans. SB-2 believed that in the small school community people didn't recognise the deans in their pastoral care role, %they know them for their teacher roles+. Some of the students did note how their dean had taught them in the past and that perhaps this had resulted in the closer relationship they had established with them.

When discussing the role the dean had played in helping them with their academic needs, the students agreed the deans did not have as great a role as the subject teachers did:

The subject teachers would be at the top as you are dealing with them almost every day; you are constantly going to them for your learning. They play a huge part in that continual learning process throughout the year (SB-3).

There was debate over whether the deans or HODs had been more involved in the students learning. SB-3 suggested the deans %would be at the bottom+ (SB-3), though, SB-2 maintained how %the Dean does sometimes check and say how is it going with reports and stuff I have never had any sort of interactions with the HODs, in fact I don't even know most of them, or who they are+(SB-2). As the students all had varying experiences with both their Deans and the HODs, a consensus could not be obtained by the group.

The students didn't believe the deans required as much resourcing as the curriculum leaders did. They believed the deans dealt with the welfare of students and %isn't very tangible stuff, the deans don't deal with stuff that really requires all the money allocated towards it+ (SB-1). The strong academic focus that School B fostered appeared to influence the students in the focus group. SB-2 believed that %given the very academic focus of the school it would be given to whatever would benefit

learning+(SB-2). The students didn't appear to see pastoral care as beneficial to the learning of the students.

Challenges and synergies between the participants

The data collected through the interview with the senior leader and the two focus groups presented a transitioning school where the restructuring of the HODs roles may help to improve some of the current practices. The lack of equality between the deans and HODs in regards to remuneration had created tension between the deans and the senior leadership team. DB-3 felt the work the deans put into the role was not acknowledged:

I don't think senior leadership appreciate how much extra time we do put in behind the scene, over and above what the job description writes. I got told in my interview that my decisions as an HOD will be more important than they were as a dean. I said, you must be talking rubbish. They have no idea, I'm sorry, senior leadership have no idea, they are clueless, absolutely clueless. They think because you run a meeting that now this is a huge responsibility, you know, its crazy, its absolutely crazy (DB-3).

The HODs were currently paid more for their role and did less work. According to the deans this had created tension between the deans and the HODs. DB-3 has chosen to accept an HOD role to prove this point and stated that "I don't believe that the deans are acknowledged for how much work they actually do compared to HOD positions in this school (DB-3). Unfortunately for the deans there were no plans to review the resourcing for the deans, according to SL-B.

Despite the restructuring within School B, one point of contention remained; the pay that both the deans and the HODs received for their work. SL-B acknowledged the inequality and understood why one of his deans had taken up an HOD role because of the money and to prove a point:

The reality is that the HOFs get paid way more than our deans. This is a whole other argument again. Should they be on equal pay? The

reality is that currently our deans work a hell of a lot harder than these department leaders (SL-B).

The lack of recognition had created friction between the two groups and currently as the senior leader pointed out, there was no collaboration between the two groups:

They wouldn't work together at all, there was a lack of respect from the deans as the deans felt that they were doing all the work, where as the HOFs were getting all the money (SL-B).

The deans expressed their disdain for the inequality between the pay that the HODs received and what they, as deans, were provided with, despite the increase in their workload. The Dean who had made the political move to become an HOD rather than stay as a dean conveyed his frustration at the system:

All I have to do as an HOD, once every two weeks, is write up an agenda and minutes and run a meeting. I go and sit and listen to everyone talk and come up with a few ideas. Yeah, you may be making a few more decisions curriculum wise. I think the care of the students is far more important (DB-3).

A student acknowledged the challenges the deans faced and compared their role to that of other staff in the school:

I think that being a dean could be quite difficult, the way it seems to work, your teachers and your Heads are pretty much the most important people and the deans, they seem to be sort of an extra part. They feel it to be quite hard for people in the school to take them seriously (SB-1).

While one of the students felt the deans were almost invisible to them, the deans acknowledged how one of the challenges they faced in their job was fighting the students' battles with their teachers. DB-4 believed, there tends to be a lot of refereeing between the staff and students (DB-4). The teachers often directed their angst for the students at the deans and it became an issue for the dean to deal with.

The deans felt one of the biggest challenges they faced was the interactions they had with the parents or caregivers of the students. DB-3 felt that there are often one or two of them who make it unpleasant for us, more so because of the parents rather than the individual, it's the parents that cause the trouble more often than not. SL-B acknowledged the relationships the deans had with the parents; yet, he did suggest that improvements were being made through the changes to the school structure and processes:

At the end of the term, one of our staff members said I enjoy coming to conferences now. A couple of years ago that wasn't the case, because a couple of years ago the parents would come in and have a go at the school (SL-B).

The senior leader acknowledged how the changes to the school structure had created challenges for the staff, though, he also explained how some of these challenges had been created by the strengths and weaknesses the deans possess:

The vertical structure provides challenges, some people would be much stronger working with the juniors and then other better working with the seniors and there is always fault in that (SL-B).

It was noted that any new appointments made to the deans' positions at School B were placed on a two-year contract. Previous to this the deans were given permanent positions. The weaknesses identified by the senior leader had played a key part in the decision to make changes to the contract structure of the deans.

The table below provides a summary of the key points and findings collected from School B. The rows are presented using the data collections methods and it is clear to see the occurrence of alignment between these.

Table 4.3: Summary of key points and findings in School B

	House manager/pastoral dual focus	Visibility (lack of for pastoral care) Identity – where does pastoral care sit	Recognition and remuneration
Documents	N	M	S
Deans	M	S	S
Senior Leader	M	M	S
Students	N	N	S

Key: S = strongly evident, M = moderately evident, N = not evident

The data collected in the schools suggested varying understandings of the role of the pastoral care middle leader. However, through the data collection process it became apparent that there were a number of common views, practices and opinions between the schools on the need for the pastoral care middle leadership role.

The need for pastoral care middle leadership

Growing need for pastoral support

All participants in each school discussed the need for pastoral care middle leadership. It was acknowledged by senior leaders and both of the deans groups, that pastoral care middle leadership was an aspect vital to students' success at secondary school. In both schools, the deans and senior leaders recognised pastoral care middle leadership as a key factor in creating a positive learning environment that provided favourable conditions for students to learn. SL-B simply explained, 'If the kid is not happy they are not going to learn'.

There was a common understanding amongst the groups of the enormous pressure placed on teachers in New Zealand secondary schools to strive for improvement in student achievement. SL-A felt there is a greater importance being placed on the

pastoral care of the student in relation to catering for their academic needs. This shift in focus had resulted in more pressure being placed on the deans:

I think that deans are as much under pressure from the senior leadership teams for continuous improvement in academic results (SL-A).

The implementation of pastoral care practices was recognised as worthwhile if improvement in student results was to be achieved. SL-A supported this when suggesting 'there absolutely does need to be an increased need for good, quality pastoral care if students are going to produce work at an ever-higher level'.

Academic support

Quality pastoral care provided by the pastoral care middle leader was considered by the senior leaders and the deans to be an essential component in achieving academic success. It was evident in School B, a school considered to be 'very academic' (SL-B), that the pastoral care of the student was seen to be as equally important as the academic achievement of the student:

We recognise that in our school and all our documentation 'it is about the whole student, everything we do is pastorally based' Any issue in the classroom 'it is very hard to distinguish whether this thing is a pastoral thing or purely an academic thing, normally the two are very closely linked (SL-B).

Deans from both schools felt it was their responsibility to develop in their students the necessary learning behaviours to achieve quality results. DA-4 stated that 'at the junior school it is more about putting your focus into learning behaviour' behaviour towards academic success in the senior school'. DB-3 suggested a key role of the dean was to teach 'them what behaviour is acceptable or not acceptable, teaching them consequences, teach them life skills, social skills, to me that is just as important, even more important at some times'. It would appear from the evidence collected at both schools that without deans the learning behaviours students develop, such as a

failure to listen to the teacher and continual disruptions to the lessons, may hinder their academic success.

The dean was also acknowledged as a person who the students could go to if they were experiencing problems with their academic achievement. SB-4 explained, %I have a problem with my results in my classes, I feel that I can go to my Dean and see if there is a way past the problem+. As well as the subject teachers, the dean was considered a person %who knew your grades+(SA-3). SA-1 felt the Dean was %here to help you get through and motivate youõ she has been there though your whole schooling careerõ what she says is important and you tend to listen to her+. It was apparent from both schools the students relied heavily on the academic support the deans provided.

Students and staff saw the deans as people the students could take advice from in regards to their academic pathway. SLA knew the deans to %ave knowledge across the curriculum because of the issues they are dealing with, with students across the curriculum+. It was this broad knowledge the students relied on when going to their dean for advice on %the future, on my career path and my subjects+(SA-7).

Creating supportive environments

Deans were recognised as key components in helping create a supportive environment for the learners. Participants in both schools identified a number of instances where the deans provided support to the students who as DA-3 pointed out were coming %from increasingly complex and dysfunctional families and are increasingly complex and dysfunctional as a result+. Students in both schools acknowledged the deans as someone who knew them, who understood them, and knew their past. SA-5 suggested the Dean %was someone we know that we can constantly talk to+. This was also reflected by SL-A who recognised the dean as the %absolute go-to person for students+.

The deans in both schools felt their role required them to interact with a number of key stakeholders in a learner's education. It was the dean who was often the person who acted as a %cushionõ that liaison person+(DA-1) between students, parents and other teaching staff. DA-2 suggested the deans were often called upon by students,

staff, as well as parents to deal with issues, perhaps those that could be dealt with by other, more qualified staff:

You are supposed to be the mum, the dad, the psychologist, social worker, the OT, the ESOL teacher, you are the person because the teachers come to you, the parents will come to you (DA-2).

Relationships for learning

The deans were identified by SB-2 as people the students could build trusting relationships with. In comparing the deans to members of the senior leadership team SA-3 suggested the dean kind of gets us; they are more approachable people for the students to talk to. The Principal was seen as someone whom people get intimidated by or are scared to talk to (SA-3). Often the relationship the dean developed with the students was fostered through the variety of roles the dean observed the students in. SA-3 believed that with the Dean you have things to talk about, she is also my coach for hockey, so we have things to talk about with our team. SB-3 explained how their relationship with the Dean evolved over time; the Dean has come to me more about interhouse sports the Dean has interacted with me more around house sports.

The dean was seen by SB-4 as someone who was concerned with the students welfare and they often acted in more of a counsellor role. SA-1 pointed out how often the students felt more comfortable discussing issues with their dean rather than the school counsellors:

The fact that she knows us and she knows what we are like is helpful, because none of us had used the counsellor, they didn't know out past, they didn't know what we were like; it was a personal thing (SA-1).

Along with the support the deans provided the students, the deans were also seen as an important support network for the tutor teachers. The deans in both schools were responsible for a group of tutor teachers and it was considered the responsibility of the deans to ensure their tutor teachers developed a good all round knowledge of their students. It is assumed by SL-A the skills and knowledge the tutor teachers

learnt from their deans was then transferable to their everyday practice. These competencies may, in turn, help develop better relationships for learning:

Every tutor teacher is a subject teacher so you are developing that tutor teachers capability for having a wider vision. They will take that back into their faculty, as much as dealing with their tutor class it is a way of up skilling our whole staff really (SL-A).

It was evident in both schools that the deans were considered as key contributors to the development of teachers. Both senior leaders recognised the relationships the staff and students had impacted greatly on the success of the learner. It was the deans who helped develop in the teachers the ability to foster productive learning relationships with their students:

The deans see themselves as leaders in developing the capabilities of teachers generally...developing, I suppose, the skill base the teachers have generally for dealing with conflict, for conflict resolution so that the dean is more working with the teachers where there has been conflict, than the emphasis of working with the student (SL-A).

The increased workload the NZC and NCEA had created for teachers and the continuous pressure for them to improve academic results had resulted in little time being set aside for the development of quality relationships for learning:

Even with our teachers, who we will say, have very strong relationships with their students, those teachers talk about the lack of time in the classroom to have the kinds of conversations and discussions which lead down pathways where you know a lot about the students, where things about their lives is used in feeding the planning and the type of work that is managed in the classroom (SL-A).

It was seen as necessary in both schools that the academic drive was fostered by pastoral care. By doing so, teachers began to gain a wider vision of the learning environment that could support better relationships. The positive interactions the

learner had with the teacher would in turn support the improvement of the learner success rates:

Where we are not achieving is in those priority groups and we know that those priority groups are reliant on relationships for learning – this takes us straight back to the pastoral focus (SL-A).

A recent change to both schools was the redesignation of detentions. When dealing with issues of conflict in the classroom, the discipline process was no longer placed in the hands of the deans. SL-B suggested this had helped to build better relationships between students and staff. Both schools had given classroom discipline issues back to the curriculum to encourage positive interactions. Only when more serious discipline matters¹¹ took place were the deans involved:

When there is a particular child doing badly in a number of subjects, they get hold of us and we then call a meeting to try to establish if there might be something else other than just the academic problems (DB-3).

Students in both schools felt their dean was the person to talk to if they were experiencing issues. SA-4 stated that we come to our dean for all our problems or if we have anything that we want to change, to juggle all our problems. Amongst these problems are those DB-4 recognised as refereeing between the staff and students. It was the dean students would go to if they were not happy with their teachers or the way they conducted themselves in the classroom. Due to these interactions and the knowledge the deans had of the students it was often the dean who was seen to be going out to bat for them all the time (DA-1).

Developing student leadership

Amongst their roles the deans were also expected to develop leadership capabilities in their students. SA-8 explained how the dean was the person who encouraged the students into positions of leadership. I wouldn't have been doing it now if she hadn't

¹¹ E.g. stand-downs, racial harassment, bullying.

have done that+. DB-3 discussed the drive for leadership School B expected the deans to encourage:

This school pushes for leadership roles for the students. Each one of us are also put in charge of a school council within these councils we try to incorporate new leaders within each year group to give them leadership roles (DB-3).

Leadership skills were also developed through the social opportunities the deans were responsible for. Events such as inter-house sporting competitions, student councils and the school ball were key opportunities where students could develop relationships with members of their cohort, others in their houses or with staff. SB-5 suggested the deans want everyone in the house to get involved in sports so that people get to know each other, the juniors know the seniors and the seniors know the juniors+. SB-1 believed it was the deans who tried to instil a sense of community amongst the students in the tutor of houses+. This was identified as one of many methods the deans adopted in attempting to create a positive learning environment that supports student achievement and leadership opportunities.

From the data collected from both schools it is possible to identify the key foci for each of the two middle leadership positions entail. The table below summarises the responsibilities that both the pastoral care middle leader and the curriculum middle leader are perceived to hold in each school. Academic is defined as having a clear focus on the achievement of students within school assessments. Pastoral concentrates on the holistic well-being of the students, encompassing physical, social, mental and emotional well-being. Classroom discipline emphasises a focus on the management of behavioural issues in the classroom. Finally, House refers to the organisation and supervision of house competitions. It is evident from this table how the focus for the pastoral care middle leaders varies within secondary schools in New Zealand.

Table 4.4: Summary of middle leadership responsibilities in both schools

	Deans (Pastoral)	Curriculum Leader
School A	Academic Pastoral	Academic Classroom discipline
School B	House Pastoral	Academic Classroom discipline

Summary

The data revealed pastoral care middle leaders have a crucial yet demanding role. This was conveyed from all three perspectives. The pressure placed on schools to improve student outcomes had led to an increased need for quality pastoral care. A range of challenges were dispersed through the pastoral care middle leadership role that included: Curriculum and pastoral care . joined or separated? The profile of the pastoral care middle leader Unrealistic resourcing . barriers to the high expectations and The intensification and broadening of the role Further discussion of these four challenges linked to the literature reviewed in Chapter Two are discussed in the following chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Introduction

This chapter discusses the significant findings of the research topic on pastoral care middle leadership in two New Zealand secondary schools, from the data reported on in Chapter Four. The discussion integrates the literature from Chapter Two with the thematic findings under the following headings: Curriculum and pastoral care – joined or separated?; The profile of the pastoral care middle leader; Unrealistic resourcing – barriers to the expectations; and The intensification and broadening of the role. The answers to the first two research questions of this study: *Why is there an increased need for pastoral care middle leadership in catering for the needs of the secondary school learner?* and *From examining a range of perspectives, what synergies and challenges are present between pastoral care middle leaders and other key stakeholders in serving the needs of the student?* are encapsulated by the discussion within this chapter. Throughout this discussion I use the term *pastoral care middle leader* except when I am referring to the specific role in the findings when I use the term *dean*.

Curriculum and pastoral care – joined or separated?

It was evident in both schools that each had a goal to join pastoral care with the curriculum to better suit the needs of the learner. However, this goal had not yet been met. There was considerable progress being made towards this goal of integration in School A, yet little headway had been made within School B. The curriculum and pastoral care middle leaders in School B were very clearly separated. It was identified that restructuring had taken place and progress towards this goal was envisioned, though, it was clear the middle leaders were working within a dichotomous environment.

Performance pressures

According to senior leaders in both schools, there had been an increased focus on schools improving student achievement. The two main drivers for this focus were the teachers themselves and the external pressures created by league tables and comparison with other schools. Internationally and in New Zealand, league tables are now published to inform parents and the wider community about the indicators of a successful school as determined by the press and government authorities (Clark, 2008). The addition of such systems to the New Zealand education system has meant schools are forced to adapt and re-examine their procedures and processes to ensure that they are competitive (Clark, 2008).

The deans and the senior leaders acknowledged the pressure placed on schools from the government had resulted in a climate where school performance and excellence was measured using assessment results. This view was also supported by the research of Lodge (2006) and Murphy (2011). For students to achieve greater academic outcomes, they must be provided with an environment that promotes learning. If this is to occur the social and emotional well-being of the student needs to be considered. It was evident in both schools that an improvement in student achievement would not occur unless consideration of the students' pastoral needs took place. Fitzgerald and Gunter (2006) lend support to this as they believe students are more capable to achieve at their maximum when they are placed in an environment where support for all aspects of their learning needs is provided.

Joining of the two domains

Both senior leaders recognised the two domains of middle leadership, curriculum and pastoral care, go hand in hand in providing a positive learning environment for the students. Lodge (2006) and Watkins (1999) in their studies about the restructuring of pastoral care within secondary schools in the United Kingdom have recognised the intermeshing of the academic with pastoral elements. The whole child, rather than from within the confines of a subject area is now being considered when addressing their academic achievement. The senior leaders at both schools believed students who were experiencing difficulties in their lives were more likely to fail at reaching their full academic potential. This finding is supported by Roffey cited in Clarke (2008) who maintains that social and emotional issues are integral to the

effectiveness of the learning environment.

Despite both schools understanding the need for pastoral care and curriculum to be combined it appeared the joining of the two middle leadership domains was more evident in School A than in School B. The deans and the senior leader in School A believed the middle leaders all had a common goal of providing their students with the best learning and achievement conditions for them to succeed. The deans felt they were better at collaborating with the curriculum leaders than in the past and they were finding progress in meeting the common goal joining the two middle leadership domains. The deans at School A found the majority of the HOD and HOFs were becoming easier to work with. There were some new appointments made to the HOD and HOF positions that had seen a shift in focus for the curriculum leaders. These new appointments seemed to concentrate less on their subject silos than their older counterparts and they had adopted a wider school approach to learning. Some of the older HOD and HOFs were seen to have little regard for the pastoral care of the students, a common practice as recognised by Bennett et al. (2007) in their literature review of middle leadership in secondary schools.

The students at School A saw little division between curriculum and pastoral care. It was their dean they often approached if they required academic support, despite the dean being attached to a different subject silo. It was apparent at School A that along with their pastoral responsibilities the dean was also seen as an academic advisor to the students. This finding is supported by Murphy (2011) who discusses the common misconception that deans are solely focused on the pastoral care and support of students. She recognises that on top of their pastoral demands the deans are also often tasked with the curriculum demands from students, teachers, parents and senior leaders.

The appointment of one of the deans to the position of Academic Dean in School A was made in an attempt to provide academic advice to students and remove some of the responsibility from the year-level deans. Despite providing this help to the students it was evident they still felt more comfortable approaching their dean for academic assistance.

Further recognition of the need for curriculum and pastoral care to be joined was evident in the attempts of School A to introduce an Academic Coaching programme. The school experienced success with this programme when students worked closely with their deans and tutor tutors to track and monitor their academic progress. McKinley et al. (2009) maintains that such programmes have seen a shift in the focus for some pastoral care middle leaders and School A was a further example of this. The academic coaching programme at School A created a clear link between curriculum and pastoral care.

Figure 5.1 below illustrates the attempts School A had made to integrate pastoral care practices with the curriculum to create a learning environment for improved student outcomes. In this diagram both pastoral care, through the deans and tutor teachers, and the curriculum, through the HODs and HOFs, are working together to ensure that student learning needs are better met. School A had adopted this approach because of the assumption that it improves student outcomes. The senior leader and the deans hoped the additional influence of pastoral care would occur through the academic coaching programme. This would complement and add to the perceived influence of the classroom teaching via the current curriculum structures.

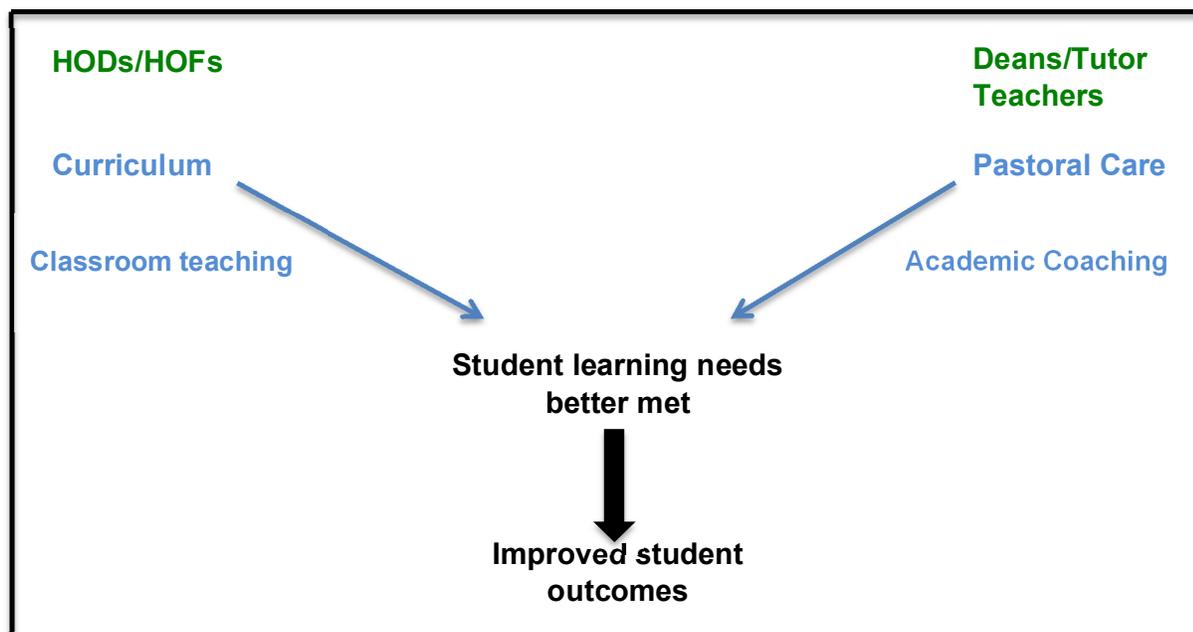


Figure 5.1: The complementing of pastoral care with the curriculum in School A

Separation of the two domains

The separation between curriculum and pastoral care at School B was distinct. The school was in the process of restructuring. However, the current practice, as explained by the senior leader enabled little or no collaboration between the curriculum and pastoral care middle leaders. The micro-politics involved in the continual shifting of the boundaries of control as discussed by Ball (1987) may have influenced the way people co-operated in School B. There were obvious tensions created by the unequal resourcing and workload of middle leaders in School B. The pastoral care middle leaders felt undervalued as they received less remuneration than the curriculum middle leaders; yet, they felt they worked a lot harder.

The perceptions of the students at School B further emphasised the separation between curriculum and pastoral care. The majority of the students did not believe their dean was someone who they would approach with their academic problems. They identified their subject teachers as the people best to approach, others mentioning the HODs as another source of assistance if required.

Through the restructuring at School B the senior leader was hoping for better collaborative practices between curriculum and pastoral care, as this would support the increased focus on improving student achievement. This finding is supported by Grove (2010) who believes that greater success in a learner's education is brought about by collaborative teams when compared to individuals or groups who work independently.

One step taken in this direction was the handing over of minor classroom discipline breaches from the deans to the curriculum team. Similar practice had also occurred in School A. Both senior leaders believed that by allowing the classroom teachers to deal with issues such as failure to complete homework or minor disruptive behaviours in the classroom, the relationships between the students and the teachers would grow. Bird and Sultmann (2010) support the development of the relationships student have with their teachers. They build the foundations for the exchange of values, skills and knowledge. The deans and the senior leaders felt if they were to deal with minor classroom issues the teachers would lose the opportunity to develop such relationships.

The joining of curriculum and pastoral care had meant greater expectations were being placed on the pastoral care middle leaders. This was predominantly obvious in School A. Studies by Ingvarson et al. (2005) and Wylie (2013) suggest the trend of the intensification of the pastoral care middle leadership role has continued. This was also evident in School B, where there were major expectations that the deans faced, for example, event management. The deans at School B were heavily involved in the organisation and management of house events and they felt this expectation took up a lot of their time. This may have influenced the perception the students had that the deans' role focused more on events than on pastoral responsibilities.

Figure 5.2 illustrates the separation of pastoral care from the curriculum as evident in School B. The HODs and HOFs had a direct influence on the academic achievement of the students through the curriculum. On the other hand, the deans/house leaders, through pastoral care practices, had a direct influence on the welfare of the students. In this figure the pastoral care and curriculum middle leaders are seen as divided unless a person is in both roles. Therefore the two domains are considered separate entities.

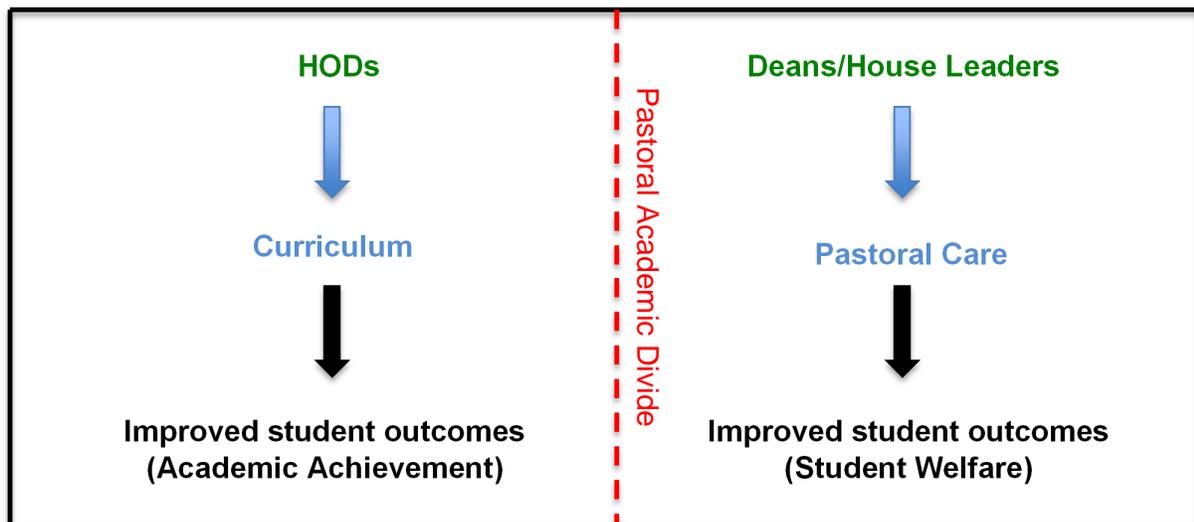


Figure 5.2: The pastoral academic divide in School B

The profile of the pastoral care middle leader

Within New Zealand secondary schools the structure of the pastoral systems do differ considerably. This finding is supported by Megahy (1998) who refers to the variance in pastoral care structures within schools. In this research School A worked within a horizontal pastoral structure, School B utilised the vertical structure. Still, there are other structures additional to these two examples. There was evidence the differing structures of School A and School B had created varying profiles and images of the pastoral care middle leader. This may also have been a result of the official networks the deans were linked to within each school as well as the meeting structures and line managers they reported to.

Perceptions of the pastoral care middle leadership role

The pastoral care middle leaders in School A were seen as those people concerned with student welfare and providing a learning environment conducive to learning. It was the deans who were approached by students if they were experiencing any issues with their learning, be it problems with their teachers or other students. This finding is in line with the research by Tew (2010) who suggests the pastoral care middle leader helps ensure the school environment is one more likely to foster positive relationships and improve school welfare. The dean was seen by School A participants as someone the students could approach for assistance no matter what the circumstance. This included issues with subject choices, other students and teachers, and issues outside of the school environment. The common perception amongst the research participants at School A was that the dean's role encapsulated many areas.

In contrast, the participants at School B had varying perceptions of the profile and image of the deans. The senior leader and the deans had a common view of the role of the pastoral care middle leaders. The deans were seen to be the middle leaders who were responsible for the overall behavior of the students and day-to-day behaviour management of students. This evidence was supported by Murphy (2011) whose research found that deans dealt with student behavior, student appearance and leadership tasks on a daily basis. However, the majority of the students believed the deans were the teachers in charge of event management through house sports.

A number of the students at School B described the little interaction they had with the deans outside of house events. Those students who felt their deans were concerned with their welfare also recognised the dean as their classroom teacher. Perhaps it was this relationship that had influenced their perception of the role of the pastoral care middle leader. The deans perceived themselves through the eyes of the students as taking a disciplinary role in School B. Again this can be supported by the research of Murphy (2011) who found the traditional discipline type of dean work had not abated. Still, the two cases of School A and School B suggest that the perceptions of the deans can differ from school to school.

Despite the variance in profiles between the two schools, there was a common perception from both groups of deans that a lot of their work seemed invisible to other staff. This included classroom teachers, curriculum leaders and the senior leadership teams. Calvert (2009) highlighted this occurrence by suggesting it is unlikely staff within a school are *au fait* with pastoral care and its objectives. The senior leader at School A believed it to be of benefit to the deans' case when a curriculum leader took over their role in the dean's absence. This often provided the curriculum leader greater understanding and appreciation of the pastoral care middle leadership role and its objectives within schools.

Recognition of the pastoral care middle leadership role

The deans and senior leaders recognised the frustrations some teachers and curriculum middle leaders created. Some staff did not view pastoral care as having an equal profile to that of the curriculum; often they saw no relationship between the two domains. This finding is supported by Murphy (2011) whose research indicated, that while the pastoral care middle leader role is supporting learning, the reverse is not occurring as some teachers and curriculum middle leaders continue to perceive the pastoral care to be the dean's job+ (p. 89). Some teachers were identified as focusing solely on the curriculum in their teaching. They were seen to give little consideration to the effects pastoral care had on the results their students achieved.

The deans discussed the lack of recognition they received from the senior leadership teams, either through general acknowledgement or resourcing. Often they felt the senior leaders saw things as being calm and under control, though, they didn't notice

or acknowledge the effort the deans were putting in under the surface to create this image. The lack of recognition was highly prevalent through the resourcing at School B. Although given equal time compared to curriculum leaders to perform their duties, the deans were not given equal pay. This had occurred despite the admittance from the senior leader that the deans had far greater responsibilities and therefore workload. Murphy (2011) and Feist (2007) support this phenomenon; they believe the deans have a much fuller job with more responsibilities because of their wider links across the whole school.

Despite the deans being seen to have a fuller job, the HODs and HoFs are often seen as having more positional authority than the deans and are therefore provided with greater pay. The tension this situation had created in School B had resulted in one Dean intentionally accepting an HOD position in order to prove a point to the senior leadership team. The Dean believed the HODs to have far less responsibilities than the deans at School B; therefore their workload was considerably smaller. He did not agree the HODs should be paid double what the deans were paid. In taking up an HOD position he wanted to show the senior leadership team the inequalities they were supporting.

Unrealistic resourcing – barriers to the high expectations

On a number of occasions it was recognised the high expectations placed on the pastoral care middle leaders were not being achieved. A number of barriers related to resourcing often met these expectations and resulted in the deans failing to perform their jobs at a standard they felt acceptable. Remuneration of the deans position was mentioned, also considered was the money and time set aside for the implementation of pastoral practices. The success of initiatives such as *The Starpath Programme* (The University of Auckland, 2011) is heavily reliant on the commitment of the school, both financially and in terms of time. Despite understanding the benefits schools experience and seeing the positive results in the initial stages of implementation in School A, it was evident that low priority was given to pastoral initiatives. Deans and senior leaders explained how the time and money required to train teachers in such practices would not be viable. This finding is supported by

Murphy (2011) whose research demonstrates the common misconception that pastoral care is less valued; therefore initiatives in this field are given less resourcing.

The time barrier

One of the greatest barriers pastoral care middle leaders faced in their role was the lack of timetabled pastoral care time. Deans and senior leaders felt the pastoral care middle leaders, along with other middle leaders, required more time to conduct their job. Research by Collier, Dinham, Brennan, Deece and Mulford (2004) confirmed how time is considered the *enemy* by the middle leaders, with too little time available to deal with the multiplicity of demands of the positions they hold. Both deans and the senior leaders explained how the pastoral care middle leaders have little time to be proactive and focus on the *positive*. They wanted to spend more time praising their students for their achievements rather than disciplining students for behavioural breaches. Too often the deans found themselves *putting out fires* and dealing with the few students who were bringing dysfunctional and complex issues to schools at an increasing rate. The deans felt they should be taking on more of a role model position for their students, yet the time barrier has meant they have little time to work with the majority of their students who bring little in the way of behavioural problems.

There was evidence in the findings that deans wanted to be more proactive in their role. They wanted to be able to make contact with parents and caregivers when their children had performed well. The deans explained how it was often a shock for parents to hear positive comments about their children. More often than not they received phone calls when their child was underperforming, not the opposite. The lack of time for the pastoral care middle leaders to conduct their roles to an effective standard is a reoccurring theme in the literature for all middle leaders in New Zealand secondary schools. Ingvarson et al. (2002) recognise this when suggesting that New Zealand secondary school middle leaders are generally frustrated by the lack of time they had to perform their leadership duties effectively. The time deficiency has created further consequences for the pastoral care middle leaders; it also affected their ability to further develop capabilities required to conduct their role.

An additional expectation placed on the pastoral care middle leader is for them to foster leadership in their students. It was accepted the dean had a greater overall

knowledge of the students and was therefore best suited in expanding their leadership capabilities. Providing leadership opportunities for students was identified as rewarding, yet, it was also acknowledged as time consuming.

Insufficient training

A key finding in this research project was the lack of professional development available for secondary school pastoral care middle leaders. Senior leaders spoke of the absence of training the middle leaders received. Most were expected to learn on the job and the senior leader in School B explained how it wasn't until now, as a member of the senior leadership team, that he had received any form of training. Spillane and Diamond (2007) argue there is little attention given to middle leaders within the professional learning in education; however, Murphy (2011) suggests that even less attention was given to pastoral care middle leaders than curriculum middle leaders. Within the findings the deans and the senior leaders suggested curriculum resourcing was perceived in schools to be more urgent than pastoral. Staff and students in both schools saw pastoral care as less tangible when compared to curriculum matters.

Despite the lack of professional development in pastoral care it was apparent from the findings that students were bringing greater complexities to schools for the deans to cope with. This finding is supported by Calvert (2009) who notes the shift in the pastoral care middle leadership role. It appears to be the norm for deans to manage situations well outside the boundaries of their documented job descriptions. Murphy (2011) reinforced such occurrences when explaining how there is an expectation for deans to do everything, often too varied to capture in a job description. Often the issues students bring to the deans are too complex for their expertise, yet, as maintained by senior leaders, the deans often struggle to pass the issues on to those better qualified.

Interactions with other stakeholders

The pastoral care middle leaders in New Zealand secondary schools are positioned in a way where they are accessible to a number of people, for example parents, teachers, tutor teachers and outside providers. It is the multiple relationships the deans have with differing groups that can create issues for them. The tutor teachers

were identified as a key resource in providing pastoral care to the students; though, they were also seen as people who could create problems for the deans. It was evident that tutor time was considered as a low priority by the teachers compared to their curriculum responsibilities and as a result the quality of the pastoral care they provided was not of a satisfactory standard. The low priority given to tutor time may be a result of the little time provided for the tutor teachers to be trained and the insufficient time they were given to conduct their additional pastoral care role. Some tutor teachers committed themselves to their curriculum silos over their pastoral responsibilities. This finding is supported by Feist (2007) and Murphy (2011) who suggest that pastoral teams are usually less cohesive than curriculum.

Depending on the relationships developed with the pastoral care middle leaders they could be seen as the absolute go-to people for some students. Despite the qualifications and experience of the guidance counsellor it was often the dean the students turned to for help with their problems. Deans and senior leaders discussed the expectations of them to fulfil a number of roles for their students. However, senior leaders also pointed out the frustrations deans experience when forced to hand over a situation to someone better qualified. Deans felt it was their right as the pastoral care middle leader to be informed of all issues and outcomes related to the welfare of their students. This didn't necessarily occur if a student visited a school counsellor with their problem as confidentiality procedures prevented the deans being informed of the issues and the outcomes of the appointments. The deans felt the guidance process could prohibit them from doing their job properly as they weren't privy to all of the information about their students.

The intensification and broadening of the role

The role of the pastoral care middle leader in New Zealand secondary schools has intensified and broadened. Tasks additional to those concerned with student discipline, and increasingly, welfare, appear to be the norm for deans to deal with. A number of factors have influenced the changes to the pastoral care middle leadership role, both from internal school structures and external agencies. The pressure from

the broadening focus to the overall achievement of the student has been a large influence on the burgeoning pastoral care middle leadership role.

Increasing demands

Senior leaders and deans believe the pressures to produce improved student results have created greater challenges for teachers. Wylie (2013) supports this finding when suggesting that NCEA workload and the assessment driven curriculum are among the demands that have created considerable pressures on schools. It was recognised that middle leaders play a key role in influencing student results through the leadership practices they adopt. Research by Fitzgerald and Gunter (2006) that investigates middle leadership in New Zealand and in England reinforces the pivotal role those in the middle play. Often it has been the curriculum leaders who have been identified as those to lead learning, yet, there is evidence the pastoral care middle leaders are adopting this role, as indicated in School A and several studies (Murphy, 2011; The University of Auckland, 2011). Leadership responsibilities for the pastoral care middle leader have grown as more has become known about effective teaching. It is the demands from recent policy and curriculum changes that have also filtered the accountability through to those in middle leadership positions (Ingvarson et al., 2005; Murphy, 2011).

Student complexities

Along with new initiatives enforced by the government, students are coming to schools with greater social and emotional needs. Research by Addison (2012) suggests young people are being confronted with a cocktail of uncertainty caused by systemic collapse. He believes that the digital world is creating discord and uncertainty. It is the responsibility of the pastoral care middle leader to respond to these demands where historically they were expected only to deal with discipline (de Jong & Kerr-Roubicek, 2007).

The greater complexities students are bringing to schools have meant the deans are finding themselves as key players within multiple relationships. It is common practice for the dean to engage with teachers, parents or caregivers, social workers and guidance counsellors among many others. The complexities these relationships create have added to the intensification and broadening of the pastoral care middle

leadership role. Deans are seen as more accessible to those both inside and outside of schools and this availability can create complications for the deans. The deans and senior leaders believed the parents or caregivers could often generate challenges for deans. These are discussed by Drewery (2007) who doubts all parents would share the discipline values of the school, particularly when the communities are so diverse.

The more complex and dysfunctional students arriving in New Zealand secondary schools has seen the involvement of external agencies such as Child, Youth and Family (CYFs), social workers, the RTLB and the police. These interactions have further added to the workload of the pastoral care middle leader. Literature from Calvert (2009), Drewery (2007) and Murphy (2011) acknowledges the changes to students care have resulted in a more demanding role. As the dean is the go-to person for the student it is expected they liaise with such parties when student behaviour requires such interventions.

The deans identified themselves as the type of people who were willing to take on the job. They felt they had the expertise to cope with the complexities of the position, otherwise, they believed, they wouldn't have chosen the role in the first place. Despite the recognition of their capabilities, they did acknowledge times when they felt overcome by the responsibilities that came with the job. However, they also admitted to the fact that they continued to say yes they were unwilling to let go. The pastoral care middle leaders are maintaining the current culture of the intensification of their role. Unless the expectations of the pastoral care middle leader and the current structures within New Zealand secondary schools change simultaneously the deans will continue to grapple with this dilemma.

Validating the themes with other case studies

This chapter has provided a discussion of the empirical data and linked it to the literature base from Chapter Two. The following tables have been created by summarising the discussions of findings within three research projects, Joyce (2013), Murphy (2011) and Clark (2008). All of these studies have been based around

pastoral care middle leadership. There is limited research on this topic, therefore it is important to synthesise my findings with other cases.

The tables have been created as part of a small-scale cross-case analysis and have provided a context for the first two research questions to be answered. After the themes within this chapter emerged it was possible to compare the cases in this research project to other studies. This allowed for the testing of external validity of my two cases with similar cases carried out in other studies. It also allowed me to identify similarities and differences between the findings evident across the six cases. By including these tables it was possible to enhance the external validity and transferability of the conclusions and recommendations made in the following chapter.

Table 5.1: Cross-case analysis - summary of school descriptions

Joyce (2013)	Murphy (2011)	Clark (2008)
<p>School A - A large school in Auckland. Horizontal year-level pastoral care system. Deans stay at their allocated year level.</p> <p>Academic Dean works with all year levels.</p> <p>An attempt at academic coaching as a school wide pastoral care initiative.</p>	<p>School C . A medium school in Auckland. Horizontal year-level pastoral care system. Deans stay at their allocated year level.</p> <p>One dean plus an associated dean per year level.</p> <p>No school wide initiative implemented.</p>	<p>School F . A medium school in Western Australia. Combination of horizontal and vertical year-level pastoral care system. Head of Year stay at their allocated year level. Head of House works with year-level tutor groups (years 8-12) in their house.</p> <p>No school wide initiative implemented.</p>
<p>School B - A medium size school in Auckland. Vertical pastoral care system.</p> <p>No school wide initiative implemented.</p>	<p>School D . A large school in Auckland. Vertical house based pastoral care system with one dean per house.</p> <p>Restorative practices as a school wide pastoral care initiative.</p>	
	<p>School E . A medium school in Auckland. House based pastoral care system, horizontal tutor groups. One dean per house as well as a dean at year 9 and 10.</p> <p>Restorative practice and Te Kotahitanga initiatives implemented.</p>	

This table has provided details of the location and size of the schools involved in each case study. It also identifies the type of pastoral care structures in place. It was important to note whether the schools in each case study had attempted to implement a school wide initiative to improve the levels of student achievement that encompasses pastoral care as part of the initiative to improve student outcomes. If a

school had attempted to implement such an initiative it would be clear that attempts had been made to join both pastoral care and curriculum as in Cases A, D and E.

Table 5.2: Cross case analysis - meta-themes

Meta-theme	Joyce (2013)	Murphy (2011)	Clark (2008)
Two domains	Curriculum and pastoral care . joined or separated?		The pastoral academic divide. Pastoral care as a foundation to learning.
Challenges with other stakeholders	The profile of the pastoral care middle leader.	Relationships; Working in teams; People management challenges.	Issues of communication.
Common barriers	Unrealistic resourcing . barriers to the expectations.	Professional development of pastoral care middle leaders.	An enabling bureaucracy in action. An enabling culture.
Growing demands	The intensification and broadening of the role	A complex and demanding role doing everything	

The meta-themes identified in the table above illustrate the key similarities found within the findings of the three research projects. The first of the meta-themes recognises the value of joining pastoral care with student learning through the delivery of the curriculum. This is particularly related to pastoral care middle leaders performing a direct role in discussing achievement with students across multiple subject areas. It also acknowledges the division of the two domains, curriculum and pastoral care within a number of schools. The second meta-theme identifies the challenges the pastoral care middle leader experiences when working with other key stakeholders in the secondary school learners' education, particularly influenced by the profile the pastoral care middle leaders have within schools. The third meta-theme shows the common barriers the pastoral care middle leaders face, including the absence of professional development opportunities for the pastoral care middle leader. The final meta-theme presents the growing demands and expectations the

pastoral care middle leader is faced with. The meta-themes evident in this study are also apparent in cases from other research studies, thus strengthening the external validity of the findings discussed earlier in this chapter.

This chapter has discussed the significant findings of the research topic on pastoral care middle leadership in two New Zealand secondary schools. The following chapter offers conclusions in response to the final research question and considers the implications of these findings and outlines the limitations of the study and recommendations for further investigation.

CHAPTER SIX

CONCLUSIONS

Introduction

This study has provided a valuable insight into the role of the pastoral care middle leader and helped break the silence in the literature surrounding this topic. This study has illustrated the growing need for pastoral care middle leadership in serving the needs of the learner and the challenges these middle leaders face. Furthermore, the study has determined how these leaders can better cater for the learning needs of the student through effective practice. The following chapter focuses on three main areas. Firstly, the meta-themes identified within Table 5.1 have helped in providing the concluding points drawn from the study. These are presented under the third research question: How can pastoral care middle leaders better cater for the learning needs of the student? In a way the final question overarches the first two research questions that have been addressed in Chapter Five. The chapter then moves on to the limitations of the study and the future recommendations.

Raising the profile of pastoral care

It is evident in most New Zealand secondary schools that pastoral care is integral to learning. Student learning through the curriculum cannot occur without the contribution of pastoral care practices (McLaughlin & Clarke, 2010; Roffey, 2010). The increased pressure for schools to report on student outcomes (Lodge, 2006) has led to the implementation of a number of initiatives. If attempting to implement an initiative to improve student outcomes, it has been identified as essential for the initiative to encompass pastoral care as a way of improving student outcomes. Examples of initiatives where schools have experienced success are *Te Kotahitanga* (Ministry of Education, 2006), restorative practices and *The Starpath Project* (The University of Auckland, 2011). All of these initiatives focus on the pastoral care of the student in improving their academic achievements, however, these examples have had a direct influence through their focus on learning conversations (McKinley et al.,

2009; The University of Auckland, 2011).

The structural way to implement pastoral care initiatives to improve student outcomes is through use of the deaning structure. This would suggest that pastoral care middle leaders have a part to play in educational leadership, and along with curriculum middle leaders, they should be considered as leaders of learning (Youngs, 2010). Yet, from this research study, and from others about pastoral care (Clark 2008; Murphy, 2011), it is apparent that schools are still experiencing a pastoral academic divide.

In this study of two New Zealand secondary schools it was apparent that School A had made significant progress towards the joining of the two domains, though, School B was far from it. The workload of the middle leadership roles at School B had supported the division. The pastoral care middle leaders were identified as working a lot harder than their curriculum equivalents. Restructuring of the roles to provide greater balance between the leaders had occurred, yet, remuneration of the two domains has continued to reinforce the split.

The second of the meta-themes identified in Table 5.1 focuses on the challenges the pastoral care middle leader experiences when working with other key stakeholders in the learners education. These challenges can often come about through the reinforcement of the pastoral academic divide within secondary schools (Clark, 2008). The profile the key stakeholders hold of the deans can be hindered by the structures and processes (Clark, 2008) put in place by the senior leadership team. If pastoral care is not recognised by those in management positions as equal to curriculum, as it is in Figure 6.1, other key stakeholders, such as teachers and parents, may replicate this view (Murphy, 2011). This can create challenges for the pastoral care middle leader, especially as they attempt to meet the high expectations placed on them.

The pastoral academic divide (Clark, 2008) is also reinforced through the current *Professional Standards for Secondary Teachers* (Ministry of Education, 2011) and the *Registered Teacher Criteria* (New Zealand Teachers Council, 2009). There is no reference made to pastoral care in these documents, however, there is reference made to curriculum. The divide is also evident in this study through the job

descriptions of the deans. Little, if any, mention of curriculum responsibilities is made in their job descriptions. This only reinforces the dominance of the curriculum middle leaders over the deans in these two cases when academic achievement of the learners is considered. It should be noted that no school documents were analysed as part of the other studies so it is not possible to assume this is true of all schools.

The acknowledgement of the curriculum middle leaders over the deans has created a number of challenges for the pastoral care middle leader; among these was the lack of acknowledgement they received from others (Clark, 2008). At times they felt invisible, despite the intensification of their workload. It was often other teachers who were identified as creating the extra work pressures for the dean as some teachers had little recognition for pastoral care. The current school structures have allowed these teachers to focus solely on their subject silo (Bennett et al., 2007; Youngs, 2010). The pastoral care middle leaders found these teachers challenging as they had little understanding for the consideration of the pastoral care of the learner in improving their academic achievement. Such teachers promoted the pastoral academic divide.

The third meta-theme demonstrated the common barriers within schools that pastoral care middle leaders face when attempting to meet the high expectations placed on them. A barrier common across the research studies was the lack of opportunities in professional development the deans received (Murphy, 2011). Training for middle leaders is deficient, though, the availability of professional development targeted at pastoral care is far less than the opportunities provided to those in the curriculum. It was apparent the pastoral care middle leaders are expected to learn on the job (Adey, 2000), despite the growing demands being placed on them. The complexities students are now bringing to New Zealand secondary schools are often far beyond the expertise of the deans. Nevertheless, as they are considered as ~~æ~~everything to everybodyqthey are also expected to know how to deal with all manner of issues students bring with them.

One of the biggest barriers for the pastoral care middle leader in the current secondary school structure is the lack of timetabled time put aside for pastoral care. The little priority given to pastoral care means little expectation is being placed on

others to manage pastoral issues. Teachers are committing themselves to their classroom teaching through the curriculum and give little thought to their pastoral responsibilities. These responsibilities are often passed on to the pastoral care middle leader to deal with and this, in turn, adds to their workload.

The pastoral care middle leader doesn't have enough time in the day to meet the high expectations placed on them (Ingvarson et al., 2005). In an ideal world the dean would be proactive in their job, spending time visiting their students in their lessons and setting aside time in each day to contact parents about the positive things their students are doing. However, reality finds the deans adopting a reactive role where they find themselves putting out fires all day.

The final of the four meta-themes presents the intensification and broadening of the dean's role. It is recognised that students are growing up in more complex and dysfunctional home situations and as a result they are bringing more complicated issues to schools for the pastoral care middle leaders to cope with (Calvert et al., 1998; Drewery, 2007; Murphy, 2011). At times the deans feel they take on roles more similar to those of a social worker and guidance counsellors than that of the traditional disciplinary role.

The pastoral care middle leaders role has evolved considerably. On top of the behaviour management responsibilities of the past, the deans are now expected to be leaders of curriculum delivery and assessment (Murphy, 2011). This middle leader has proven to be the key link in improving student outcomes due to their overarching position over the curriculum subject silos. To accommodate the changes to the pastoral care middle leadership role, and to further improve student outcomes, the current secondary school structures need to be revised. As Figure 6.1 (p. 113) illustrates, pastoral care and the curriculum need to be considered as one entity. Only then will students and their needs be considered central to all school process, policy and practice.

Recommendations

Answers to the final research question of this study of pastoral care middle leadership within New Zealand secondary schools have provided the foundations for the following recommendations. It is important to note the wide range of pastoral care approaches evident within all of the different case study schools in Table 5.1. From this observation it is obvious there are a number of differences and similarities and when providing recommendations to a school, a one size fits all approach cannot be applied. If a school decides to implement a new pastoral care initiative it is important they don't just do what another school has done. A senior leader must be socially and culturally aware of their past and present set-up before they attempt such a task.

Dichotomy or integration?

There is a need for senior leaders of New Zealand secondary schools to recognise the importance of the joining of pastoral care roles with curriculum leadership in order to improve student outcomes. A huge shift in thinking needs to occur. Despite the recognition that relationships for learning are essential for the success of the learner, external pressures and traditional structures that favour curriculum middle leaders and their respective departments are currently preferred. There needs to be a commitment from the senior leaders of secondary schools to throw out the traditional school structures and develop something completely new. A new approach is required that provides more proactive integration of pastoral care into school culture, structures and systems. An approach that provides more timetabled pastoral care time, more pastoral care management units and increased staffing for pastoral care. This may help alleviate some of the pressures on students because a holistic stance to learning and achievement can be taken.

Invisibility

There needs to be a far greater amount of research and literature on pastoral care middle leadership (Fitzgerald et al., 2006; Murphy, 2011). This research study has demonstrated the role the pastoral care middle leader plays in the educational leadership of New Zealand secondary schools. Yet, greater research on this topic would confirm the importance of the pastoral care middle leader and better inform current practice.

A greater amount of research on this topic will clarify the profile of the pastoral care middle leader in New Zealand secondary schools. Currently the pastoral care middle leadership role is less valued than the curriculum middle leadership role in some schools. This is evident through the resourcing attached to the roles (Murphy, 2011). Further research will allow for the pastoral care middle leader to be better appreciated for the roles they perform.

Mismatch

Current practice demonstrates a mismatch in the field of pastoral care middle leadership. Quality pastoral care has been recognised as an essential element in raising student achievement levels (McLaughlin & Clarke, 2010), yet, official documents fail to acknowledge this. *The Registered Teacher Criteria* (New Zealand Teachers Council, 2009) and the *Professional Standards for Secondary Teachers* (Ministry of Education, 2011) make no reference to the pastoral care of the student. Therefore, both of these documents need changing with input from senior and middle leaders. It is also apparent that there are anomalies in the relevant job descriptions in schools. The MoE should acknowledge pastoral care in their official documents and senior leaders, in consultation with pastoral care middle leaders, need to develop relevant job descriptions that include reference to pastoral care and pastoral care middle leadership.

It needs to be recognised that pastoral care middle leaders do not receive adequate professional development opportunities. The two cases in this thesis concur with the overall conclusion in Murphy (2011). The growing complexity of the pastoral care middle leadership role is not being balanced with chances for improvement of skills and knowledge to cope with the evolving issues they are faced with. The establishment of nationwide leadership training programmes for pastoral care middle leaders could support the understanding of theory and practice.

A compounding issue or opportunity?

The current structure of the pastoral care systems in New Zealand secondary schools and the expectations placed on the pastoral care middle leaders need to change, but they need to change simultaneously. The current culture sees the deans

as expected to take on greater responsibilities; yet, they are also the people who are willing to say yes.

If the current pastoral care structures evolve to reduce the workload of the pastoral care middle leader, they will continue to work above and beyond expectations unless they reach the point where they are willing to let go.

The need for change

It is time to revise the current secondary school structures in New Zealand particularly when considering the existing pastoral care and curriculum structures. Despite schools strongly stating that they put the student and their needs first, it is clear that existing structures start with the curriculum, placing subjects and assessments at the centre. Subjects may be considered as the most important focus within a school but if they were to put the student and their pastoral care and curriculum needs at the centre, improvements in the subjects would be a natural outcome. Assessment does need to be considered, yet, it should be thought of as a means to an end rather than driving the current practice.

There is evidence that pastoral initiatives that place the student at the centre such as *Te Kotahitanga* (Ministry of Education, 2006) and *The Starpath Project* (The University of Auckland, 2011) promote learning environments for improved student outcomes. However, there is also evidence, for example, in School A, which suggests the current resourcing of these initiatives is inadequate. If the New Zealand government is serious about seeing improvements in students' NCEA results it needs to provide better resourcing through staffing and budgets.

To make the radical change necessary to school structures we need to better consider the size of the schools, the students who are entering our schools and the expectations of the community.

Figure 6.1 below represents a possible alternative to the current secondary school structures in New Zealand.

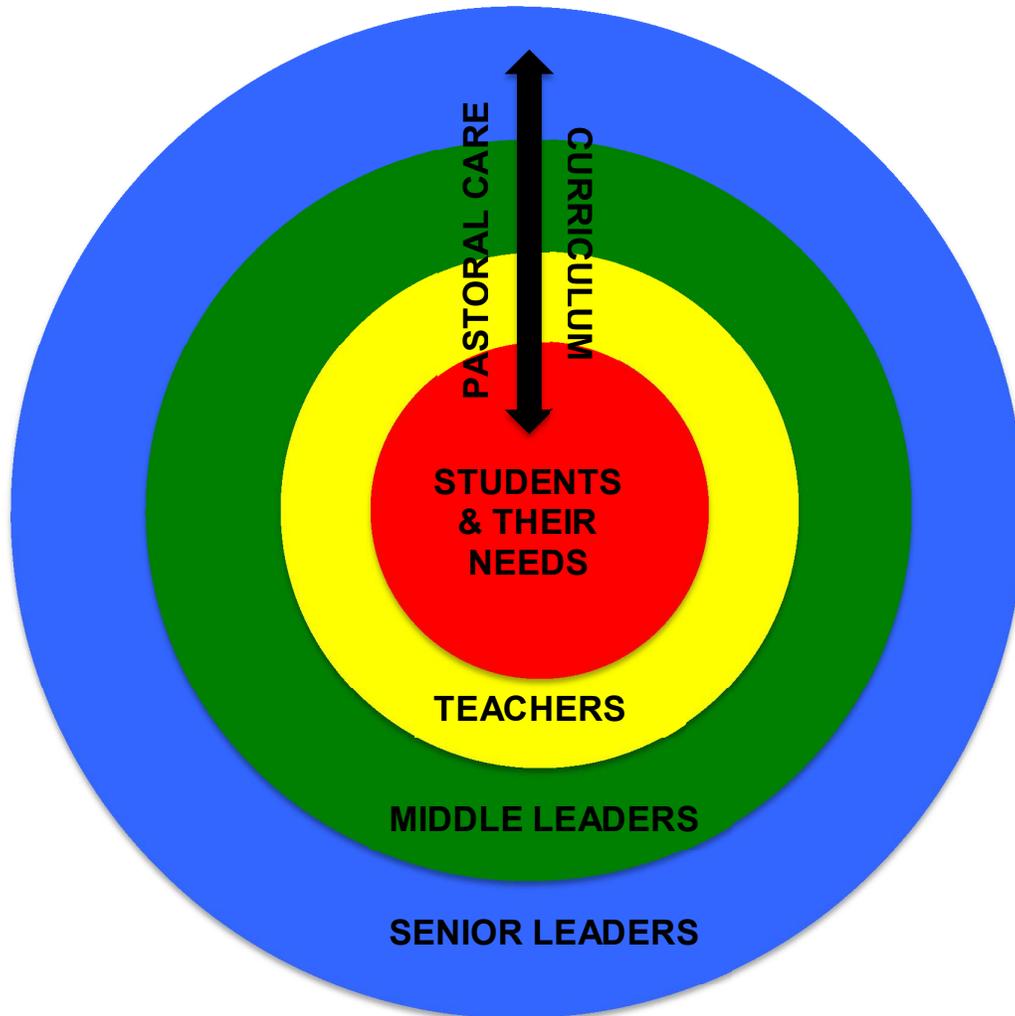


Figure 6.1: The coming together of pastoral care and curriculum

Figure 6.1 demonstrates the placement of the students at the centre of the school structure. This would ensure that the student and their needs would be at the heart of all school processes, policies and practice. The teachers envelope the students as they have the greatest direct influence on the students and their needs. The next layer refers to the middle leaders. There have been no titles given to these middle leaders, for example, HOD or dean, as they are all considered to have the same goal

of meeting the students pastoral care and curriculum needs. The final layer represents the senior leaders, those that envelope all parties within a school organisation. It would be expected that senior leaders in this structure would lead by example and focus on the studentsqholistic needs.

The black arrow represents both pastoral care and the curriculum. These two domains are no longer seen as separate entities; they are identified as one unit. The black arrow is positioned across all layers of the school structure to demonstrate the collective focus of pastoral care and curriculum for all staff and students. The arrow is double ended and is directed from the students and their needs at one end through all layers of staff. This indicates the greater sense of agency the students are provided when considering their pastoral care and curriculum requirements. The arrow is also directed from the senior leaders, through the middle leaders and teachers to the students and their needs. This signifies the recognition of the staff as professional educators. All staff members are expected to identify when their level of pastoral care and curriculum expertise is required and respond as appropriate.

This new structure would suggest that fundamental changes would need to take place around a number of current practices to support the culture of students being placed in the centre and to protect the joining of pastoral care with the curriculum.

Fundamental changes would need to be made to the current meeting structures in secondary schools. Rather than having separate meetings for senior leaders, curriculum middle leaders and pastoral care middle leaders, all senior and middle leaders would need to meet together. These meetings would provide a forum for discussing all school pastoral care and curriculum issues as a collective group. This structure would work well in small schools, but not so well in large schools as too many people would be involved. Meetings with more than 10 people have proven to be ineffective and would only be required when general information is being presented. To counter this issue in large schools representative groups would meet to engage in deeply considered decision-making. This is proof that the size of a school needs to be considered when implementing changes to current structures.

Fundamental changes to the current tutor class systems would need to occur. It is evident that curriculum middle leaders have little interaction with tutor classes. In the current secondary school structures tutor class responsibilities are often removed from those in this position. To avoid the pastoral academic divide all middle leaders would have tutor class responsibilities.

To further protect the joining of pastoral care with the curriculum it would be important for schools to redesign their physical environment to prevent staff from delving back into their curriculum silos. Large integrated workrooms would see staff from all curriculum and pastoral care areas working in the same environment. Senior leaders would operate from a collective area as would middle leaders. To avoid the pastoral academic divide students would not visit ~~p~~astoral care~~or c~~urriculum~~q~~areas within a school.

It is evident that radical reforms to New Zealand secondary school structures are required. The alternative structure in Figure 6.1 and the suggested modifications to current practice are a courageous step towards suggesting change.

There is a need for principals and senior leaders to provide more time for the pastoral care middle leader to do their job whilst their students are at school. A lot of the work they complete can only be done when students are in school. Currently a lot of this time is taken up by teaching commitments so adjustments to schools~~s~~budgets and staffing need to be made.

It would be beneficial for some schools to provide experts such as social workers to help the pastoral care middle leader cope with growing complexities the students are bringing to schools (Calvert et al., 1998; Drewery, 2007; Murphy, 2011). This would ensure the student is being provided with more proficient care and it would allow the pastoral care middle leader greater time to spend being proactive in their role.

Limitations of this research

There are a number of people involved in the pastoral care teams within New Zealand secondary schools. The two schools that participated in this study had a range of teaching professionals and paraprofessionals including senior leaders, deans, an academic dean, international deans, adults deans, administration services deans, guidance counsellors, careers advisors and RTLB. Pastoral care is part of the day-to-day school life and involves all staff members. However, it was outside the bounds of this research to include all of these professionals and how they collaborate in this research study. Still, the inclusion of these is relevant for a wider study of pastoral care in secondary schools.

As part of this study senior leaders, pastoral care middle leaders who were the deans and students were interviewed. A strength of the study was the insight gained from these different perspectives on pastoral care practices in each of the two schools. As curriculum middle leaders, parents and teachers were discussed throughout this study it would be beneficial to approach all key stakeholders, including these, to gain further insight into pastoral care practices in New Zealand secondary schools.

Within the two Auckland secondary schools who participated, there was one large school with a horizontal pastoral care system in place, and one medium school that utilised a vertical pastoral care system. A strength of the study was the variance in school size and the pastoral care structures between the two participating schools. However, there are further pastoral care structures in place within schools in New Zealand that have not been investigated. A larger study comparing other schools and their structures could produce a different set of findings.

Recommendations for future research

- Aggregation of case studies on pastoral care middle leaders that further researches the role and draws on other studies to gain a deeper understanding of the role. By joining the case studies it would allow recurring patterns to emerge.

- Research into the drafting process for both *The Professional Standards for Secondary Teachers* (Ministry of Education, 2011) and *The Registered Teacher Criteria* (New Zealand Teachers Council, 2009). This must lead to references being made to pastoral care and pastoral care middle leadership within the standards and criteria.
- Research into the relationship between pastoral care middle leaders and curriculum middle leaders within secondary schools. It would be beneficial to gain an insight into the perspectives of the curriculum middle leaders on the shift in focus for the pastoral care middle leader. This may also lead to a better understanding of how the two middle leaders could more effectively work together.
- Research into the relationship between the pastoral care middle leaders and the parents or caregivers of the students within secondary schools. This would give insight into the perceptions of pastoral care and pastoral care middle leaders within secondary schools from those outside the pastoral care team. This may also lead to a better understanding of how pastoral care is perceived by the wider community.
- Research into the pastoral care structures within secondary schools would be useful, for example vertical, horizontal, house, whanau. This could lead to a better understanding of the advantages and disadvantages of the various systems by principals, staff, students and the wider community and how appropriate different structures would be for schools of different sizes.
- Research into pastoral care and pastoral care middle leadership within schools of varying decile ratings. This could lead to a better understanding of the complexities students bring to schools and how to best cater for their learning needs.

- Research into schools where new and innovative structures and programmes are being trialed with the goal of raising student achievement. Our current acceptance of curriculum and pastoral care roles and structures may be stopping us from looking beyond the current horizon.

Final conclusion

This study set out to critique the increased need for pastoral care middle leadership to benefit the needs of the secondary school learner. Pastoral care middle leadership has become a multifaceted role, which is fundamentally supporting learning through maintaining a holistic school-wide view in order to bridge the pastoral academic divide. The shift in the schools focus from the MoE to improve student outcomes and the increase in the complexities students bring to schools has meant the need for pastoral care middle leadership has increased. This increase has resulted from the joining of the two middle leadership domains in better meeting the student learning needs. Where once pastoral care and curriculum were previously separated, the shift in school focus has created a joining of the two middle leadership domains. As the pastoral care middle leadership role brings the multiple subjects and teachers together in catering for the learning needs of the student, it is the pastoral care middle leader who has shaped the current shift in school structure.

It was an aim of this study to critically examine, from multiple perspectives, the synergies and challenges between pastoral care middle leaders and other key stakeholders in serving the learning needs of the students. The position of the pastoral care middle leader within the secondary school structure has resulted in multiple relationships for the pastoral care middle leader and it is often these relationships that create the biggest challenges for them. The profile the key stakeholders hold of pastoral care and pastoral care middle leadership can, at times, be of the detriment to the learner. These leadership dilemmas that the pastoral care middle leader experiences only add to the intensification of the role.

Finally this study set out to determine how pastoral care middle leaders can better cater for the learning needs of the student through effective practice. If these schools

are reflective of other secondary schools in New Zealand, the evidence in these schools would suggest that the day-to-day practice of pastoral care middle leadership is at a critical crossroads in New Zealand secondary schools. In order for the pastoral care middle leader to have a greater possible input on influencing student achievement, schools need to ensure the responsibility for supporting student learning and student outcomes is heavily resourced. This can be managed through relevant professional development opportunities, remuneration, but most importantly, time (Robinson et al., 2009). Current practice would suggest the expectations placed on the deans are only increasing with little compensation of time. The current dilemma the pastoral care middle leader faces was perfectly summarised by DA-3, %~~to~~ would take a brave school, but deans need to teach less+.

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APPENDICES

Appendix A – Profiles of participating schools

School	A	B
Description	A large school. Horizontal year level pastoral care system. Deans stay at their allocated year level. Academic Dean works with all year levels.	A medium size. Vertical pastoral care system. Deans stay with their house.
School Size	Approx. 1800	Approx. 750
Tutor system	Deans . horizontal year level Tutors . horizontal Students - horizontal	Deans . Vertical Tutors . Vertical Students - Vertical
Deans per year level	1	1
Total deans from Yr 9-13	6	4
Deans contract	Permanents	Permanent, however, those new to the role are now given a two year contract
Management Units	4MUs	1MU
Senior leader/s	One senior leader . Deputy Principal of Student Welfare	One senior leader . Head of College . Pastoral Care
Other	Adults Dean Administration Services Dean International Dean Academic Dean	International Dean
Initiatives	Adult ESOL programme Supported Learning Unit Pacifica Co-ordinator Academic Coaching	Peer Mentoring



INFORMATION SHEET FOR PRINCIPALS

Title of Thesis:

The profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

My name is Shanley Joyce and I am currently enrolled in the Master of Educational Leadership and Management degree in the Department of Education at Unitec Institute of Technology. I am seeking your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

The overall aim of my research is to interpret from multiple perspectives the profile and challenge of pastoral care middle leadership in New Zealand secondary schools. I wish to compare the need and support for pastoral care/departments with that of academic care/departments. The following sub-aims have been developed to assist in this research:

1. To identify and critique the increased need for pastoral care middle leadership to benefit the needs of the secondary school learner.
2. To critically examine from a range of perspectives the synergies/challenges between pastoral care middle leaders and other key stakeholders in serving the learning needs of the students.
3. To determine how pastoral care middle leaders can better cater for the learning needs of the student through effective practice.

In order to gather the data required for this study I am seeking the support of your school in the following way:

I will be collecting data using both interviews and focus groups. I plan to interview a senior leader who has experience in both curriculum middle leadership and pastoral care middle leadership. I also intend to conduct two focus groups. The first being with the pastoral care middle leaders who are the Deans/House Leaders. The second group I would like to conduct a focus group with is Year 13 students.

I would like to hold a focus group interview with Year 13 students who have been students of your educational organization since Year 9. I will be conducting the focus group in the presence of an adult advocate agreed to by the students and as recommended by the school. At all times will I adhere to school and Maori protocols as appropriate. The interviews would involve a small group of students and these will not occur during class time so that their studies or sport practices are not compromised in any way. Participation would be completely voluntary. Students will be able to withdraw, should they choose to, at any time prior to the discussion of the preliminary findings of the research project. Parental/caregiver consent will be required for student participation.

The interviews/focus groups will take place at a time that is suitable to the participants and the school and in a location approved by the school. I will be seeking permission to use

suitable school premises for these.

These interviews will be recorded and transcripts will be made so that the data can be coded and analysed. The participants will be given a transcript of the interviews (or summary of findings if appropriate) to read and they will be able to change, add or delete information they have contributed. They will have 10 days from receiving the transcript to edit and/or withdraw their data. The thesis will not include any names of participants, the school or any information that may personally identify either the participants or the school. Both myself and my supervisor at Unitec are the only people who may have access to the data.

I would also like to analyse any school documents that make reference to pastoral care. Such documents may include pastoral care policies, job descriptions of Deans/House Leaders and any other relevant documentation.

I would be happy to share a summary of the final report with schools that participate. I do hope that you will agree to take part and that you will find this participation of interest. If you have any queries about the project, you may contact my supervisor at Unitec Institute of Technology.

My supervisor is Howard Youngs and may be contacted by email or phone.
Phone: (09) 815 4321 ext 8411 Email: hyoungs@unitec.ac.nz

Yours sincerely,

Shanley Joyce

UREC REGISTRATION NUMBER: 2013-1023

This study has been approved by the Unitec Research Ethics Committee from 29.05.13 to 29.05.14. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.



INFORMATION SHEET FOR SENIOR LEADERS

Title of Thesis:

The profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

My name is Shanley Joyce and I am currently enrolled in the Master of Educational Leadership and Management degree in the Department of Education at Unitec Institute of Technology. I am seeking your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

The overall aim of my research is to interpret from multiple perspectives the profile and challenge of pastoral care middle leadership in New Zealand secondary schools. I wish to compare the need and support for pastoral care/departments with that of academic care/departments. The following sub-aims have been developed to assist in this research:

1. To identify and critique the increased need for pastoral care middle leadership to benefit the needs of the secondary school learner.
2. To critically examine from a range of perspectives the synergies/challenges between pastoral care middle leaders and other key stakeholders in serving the learning needs of the students.
3. To determine how pastoral care middle leaders can better cater for the learning needs of the student through effective practice.

I request your participation in the following way:

I will be collecting data using an interview schedule and would appreciate being able to interview you at a time that is mutually suitable. This interview will take approximately 45 minutes. I will also be asking you to sign a consent form regarding this event.

Neither you nor your organisation will be identified in the Thesis. I will be recording your contribution and will provide a transcript (or summary of findings if appropriate) for you to check before data analysis is undertaken. You will have 10 days from receiving the transcript to edit and/or withdraw your data. I do hope that you will agree to take part and that you will find this participation of interest. If you have any queries about the project you may contact my supervisor at Unitec Institute of Technology.

My supervisor is Howard Youngs and may be contacted by email or phone.

Phone: (09) 815 4321 ext 8411

Email: hyoungs@unitec.ac.nz

Yours sincerely,

Shanley Joyce

UREC REGISTRATION NUMBER: 2013-1023

This study has been approved by the Unitec Research Ethics Committee from 29.05.13 to 29.05.14. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.



INFORMATION SHEET FOR MIDDLE LEADERS

Title of Thesis:

The profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

My name is Shanley Joyce and I am currently enrolled in the Master of Educational Leadership and Management degree in the Department of Education at Unitec Institute of Technology. I am seeking your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

The overall aim of my research is to interpret from multiple perspectives the profile and challenge of pastoral care middle leadership in New Zealand secondary schools. I wish to compare the need and support for pastoral care/departments with that of academic care/departments. The following sub-aims have been developed to assist in this research:

1. To identify and critique the increased need for pastoral care middle leadership to benefit the needs of the secondary school learner.
2. To critically examine from a range of perspectives the synergies/challenges between pastoral care middle leaders and other key stakeholders in serving the learning needs of the students.
3. To determine how pastoral care middle leaders can better cater for the learning needs of the student through effective practice.

I request your participation in the following way:

I will be conducting focus group interviews and would appreciate your contribution as a member of the group. This focus group interview will take approximately one hour and will be conducted at a time that is mutually suitable. I will also be asking you to sign a consent form regarding this event.

Neither you nor your organisation will be identified in the Thesis. I will be recording your contribution and will provide a transcript (or summary of findings if appropriate) for you to check before data analysis is undertaken. You will have 10 days from receiving the transcript to edit and/or withdraw your data. I do hope that you will agree to take part and that you will find this participation of interest. If you have any queries about the project you may contact my supervisor at Unitec Institute of Technology.

My supervisor is Howard Youngs and may be contacted by email or phone.

Phone: (09) 815 4321 ext 8411

Email: hyoungs@unitec.ac.nz

Yours sincerely,

Shanley Joyce

UREC REGISTRATION NUMBER: 2013-1023

This study has been approved by the Unitec Research Ethics Committee from 29.05.13 to 29.05.14. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix E – Information sheet for students



INFORMATION SHEET FOR STUDENTS

Title of Thesis:

The profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

My name is Shanley Joyce and I am currently enrolled in the Master of Educational Leadership and Management degree in the Department of Education at Unitec Institute of Technology. I am seeking your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

The overall aim of my research is to interpret from multiple perspectives the profile and challenge of pastoral care middle leadership in New Zealand secondary schools. I wish to compare the need and support for pastoral care/departments with that of academic care/departments. The following sub-aims have been developed to assist in this research:

1. To identify and critique the increased need for pastoral care middle leadership to benefit the needs of the secondary school learner.
2. To critically examine from a range of perspectives the synergies/challenges between pastoral care middle leaders and other key stakeholders in serving the learning needs of the students.
3. To determine how pastoral care middle leaders can better cater for the learning needs of the student through effective practice.

I am seeking your participation in the following way:

I would like to hold focus-group interviews with Year 13 students who have been students at the school since Year 9. This will probably take place during one session of about 45-50 minutes, this will not be held during your class time, but at a time that is mutually suitable. These interviews will be recorded and transcripts will be made so that the data can be coded and analysed. Later, the completed thesis may be published.

If you choose to participate neither you nor your school will be identified in the thesis. The tapes will not be heard and transcripts of the interviews will not be read by any other person in your school. Both myself and my supervisor at Unitec Institute of Technology are the only people who may have access to the data.

You will be shown a copy of your transcript after your focus group (only the comments that you have made) and you are free to ask me not to use any of the information you have given. You will have 10 days from receiving the transcript to edit and/or withdraw your data.

If you have any further queries about the research, you may contact my principal supervisor at Unitec New Zealand.

My supervisor is Howard Youngs and may be contacted by email or phone.

Phone: (09) 815 4321 ext 8411

Email: hyoungs@unitec.ac.nz

Yours sincerely,

Shanley Joyce

UREC REGISTRATION NUMBER: 2013-1023

This study has been approved by the Unitec Research Ethics Committee from 29.05.13 to 29.05.14. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix F – Consent form for the senior leader



CONSENT FORM FOR SENIOR LEADER

Research event: Individual interview

Researcher: Shanley Joyce

Programme: Master of Educational Leadership and Management

THESIS TITLE: The profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

I have been given and have understood an explanation of this research and I have had an opportunity to ask questions and have had them answered. I understand that neither my name nor the name of my organisation will be used in any public reports.

I also understand that I will be provided with a transcript for checking before data analysis is started.

I am aware that I may withdraw myself or any information that has been provided for this project up to 10 days from receiving the transcript.

I agree to take part in this project.

Signed: _____

Name: _____

Date: _____

UREC REGISTRATION NUMBER: 2013-1023

This study has been approved by the Unitec Research Ethics Committee from 29.05.13 to 29.05.14. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.



CONSENT FORM FOR MIDDLE LEADER

Research event: Focus Group

Researcher: Shanley Joyce

Programme: Master of Educational Leadership and Management

THESIS TITLE: The profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

I have been given and have understood an explanation of this research and I have had an opportunity to ask questions and have had them answered. I understand that neither my name nor the name of my organisation will be used in any public reports.

I also understand that I will be provided with a transcript of my data for checking before data analysis is started.

I am aware that I may withdraw myself or any information that has been provided for this project up to 10 days from receiving the transcript.

I agree to take part in this project.

Signed: _____

Name: _____

Date: _____

UREC REGISTRATION NUMBER: 2013-1023

This study has been approved by the Unitec Research Ethics Committee from 29.05.13 to 29.05.14. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.



CONSENT FORM FOR STUDENT

Research event: Focus Group

Researcher: Shanley Joyce

Programme: Master of Educational Leadership and Management

THESIS TITLE: The profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

I have had the research project explained to me and I have read and understood the information sheet given to me, along with my parent/caregiver.

I understand that the focus group will be conducted out of class time for approximately one hour. There will be a student advocate present during the focus group.

I understand that everything that is said will be treated ethically and none of the information I give will identify me and that the only persons who will know what I have said will be those present at the focus group.

I understand that the focus group interview with the researcher will be taped and transcribed and that I will have an opportunity to view my data and to delete or change any aspects that I am unhappy with.

I understand that I don't have to be part of this if I don't want to and I may withdraw myself or any information that has been provided for this project up to 10 days from receiving the transcript.

I also understand that all the information that I give will be stored securely in a locked filing cabinet for a period of 5 years and that I will be able to see the finished research document.

I have had time to consider everything and I give my consent to be a part of this project.

I agree to take part in this project.

Signed: _____

Name: _____

Date: _____

UREC REGISTRATION NUMBER: 2013-1023

This study has been approved by the Unitec Research Ethics Committee from 29.05.13 to 29.05.14. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.



**CONSENT FORM
(FOR USE WITH CAREGIVER OF CHILD/MINOR)**

Research event: Focus Group

Researcher: Shanley Joyce

Programme: Master of Educational Leadership and Management

THESIS TITLE: The profile and challenge of pastoral care middle leadership in New Zealand secondary schools.

I have been given and have understood an explanation of this research and I have had an opportunity to ask questions and have had them answered. I am aware that I may withdraw my Year 13 student or any information that has been provided for this project up to 10 days from when the transcript has been receiving for checking.

I agree that the child/minor named below may participate in this project.

Name of Year 13 student: _____

Signed: _____ (caregiver)

Name: _____ (caregiver)

Date: _____

UREC REGISTRATION NUMBER: 2013-1023

This study has been approved by the Unitec Research Ethics Committee from 29.05.13 to 29.05.14. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix J – Interview questions for senior leaders

Thank you for agreeing to be interviewed for this research project.



As agreed, we are to meet _____ at _____

INTERVIEW QUESTIONS FOR SENIOR LEADERS

Possible Questions:

1. What middle leadership experience have you had that has led to your current senior leadership position?
2. How would you describe the role of the middle leaders in your school?
 - I. What do you think is the key role of the dean?
 - II. What do you think is the key role of the HOD/HOF?
 - III. Do you think these roles have evolved over time? If so, how?
3. a) Is there a greater importance being placed on the pastoral care of the student in catering for their academic needs? Explain, why/why not.
b) Do you feel there has been an increased need for pastoral care at the middle management level, if so why?
4. What are some of the biggest challenges that deans face in their pastoral care middle leadership role?
5. Have they been able to address this challenges? If so, how? /If not, why not?
6. a) How well do pastoral care middle leaders and curriculum middle leaders work together in catering for the needs of the student?
b) Do you think there are any challenges in balancing time and resources allocated to pastoral care verses other areas (eg. curriculum) in order to best serve student needs?
7. Do you feel that there is room for better collaboration between the two groups? If so, why? /If not, why not?
8. How can pastoral care middle leaders better cater for the learning needs of the student through?

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Appendix K – Focus group questions for students

Thank you for agreeing to be part of this focus group.

As agreed, we are to meet _____ at _____



I encourage you all to have a say.

Please don't wait for the researcher to ask before you want to comment, the aim of a focus group is to get a conversation going.

FOCUS GROUP QUESTIONS FOR STUDENTS

Possible Questions:

1. What is one memorable experience of the house system at your school?
2. Do you know who the Deans/House Leaders are in the school? If so, who are they?
3. How would you describe their roles?
4. What do you think is the key role of the Deans/House Leaders?
5. a) How have these people's roles changed for you as you moved from a year 9 student through to a year 13 student? How have your needs changed?
b) Do you feel that there is now a greater need for the Deans, if so why?
6. How important are the dean, the subject teachers and the HOD/HOF in helping you with your academic needs?
7. Can you provide an example of where your subject teacher, your HOD/HOF has worked together with your Dean/House Leader to provide support for your learning?
8. When providing time and resources to the school middle leaders to better serve the students needs, do you think that any challenges occur when deciding on who to give these to?
9. Do you feel that they could work together better? If so, why? /If not, why not?
10. What do you think are some of the biggest challenges that a Dean/House Leader faces?
11. How do you think they could address these challenges?
12. What could the Deans/House Leaders do to better cater for your needs?

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Appendix L – Focus group questions for the pastoral care middle leaders



Thank you for agreeing to be part of this focus group.

As agreed, we are to meet _____ at _____

I encourage you all to have a say.

Please don't wait for the researcher to ask before you want to comment, the aim of a focus group is to get a conversation going.

FOCUS GROUP QUESTIONS FOR DEANS/HOUSE LEADERS

Possible Questions:

1. What experience have you had as a pastoral care middle leader?
2. How would you describe the role of the middle leaders in your school?
 - I. What do you think is the key role of the dean?
 - II. What do you think is the key role of the HOD/HOF?
 - III. Do you think these roles have evolved over time? If so, how?
3. a) Is there a greater importance being placed on the pastoral care of the student in catering for their academic needs? Explain, why/why not.
b) Do you feel there has been an increased need for pastoral care at the middle management level, if so why?
4. What are some of the biggest challenges that deans face in their pastoral care middle leadership role?
5. How easy is it to address these challenges?
6. a) How well do pastoral care middle leaders and curriculum middle leaders work together in catering for the needs of the student?
b) Do you think there are any challenges in balancing time and resources allocated to pastoral care verses other areas (eg. curriculum) in order to best serve student needs?
7. Do you feel that there is room for better collaboration between the two groups? If so, why? /If not, why not?
8. How can pastoral care middle leaders better cater for the learning needs of the student through effective practice?

UREC REGISTRATION NUMBER: 2013-1023

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Appendix M: School A Documents

The Pastoral Dean Job Description	<ul style="list-style-type: none">• General responsibilities• Functional Relationships• Tasks
The Safe School Policy	<ul style="list-style-type: none">• Expectations• Procedures
Student Discipline Policy	<ul style="list-style-type: none">• Rationale• Procedures• Detentions• Purple Card Room
The Role of the Tutor Teacher	<ul style="list-style-type: none">• Administrative Tasks• Pastoral Care• Discipline

Appendix N: School B Documents

House Dean Position Description	<p>Key Tasks & Expected Outcomes for:</p> <ul style="list-style-type: none"> • Students • Parents • Teachers • General
Head of College Pastoral Care & Discipline Position Description	<ul style="list-style-type: none"> • Responsibilities • Key Tasks • Expected Outcomes
College Teacher Position Description	<p>Key Tasks & Expected Outcomes for:</p> <ul style="list-style-type: none"> • Curriculum • Student • Staff • Parents • General
School Discipline Policy	<ul style="list-style-type: none"> • Issues to respond to • Strategies for 1-2 occurrences • Role modelling and expectations • What to do when a situation is recurring • The role of the Dean • The role of the HOD • The role of Head of College