

Leadership identification and development of primary school teachers: Exploring the complexities

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ABSTRACT

Leadership development is a key activity in schools. It can focus on improving outcomes for students, personal development for leaders and support strategic change for the school. This thesis analysed the further development of leadership expertise, for senior teachers, in the primary sector. To explore this topic the need for leadership development was analysed along with the strategies employed to identify and develop leadership expertise. Issues and challenges encountered and expectations of programmes to develop leadership expertise in the future were also a focus. A number of leadership strategies were analysed and the issues and challenges of leadership development implementation were critiqued. A qualitative approach was employed and involved interviews with three principals and six senior teachers all employed in primary schools. The research findings highlighted the assumptions, experiences and the issues and challenges that the interviewees faced when involved in leadership development in their schools. The analysis of the literature with the interview findings led to two main findings; principals need to develop a sound understanding of leadership development to effectively lead this activity in their schools and leadership development needs to be a targeted activity, which is on-going and well planned. This raises questions about developing programmes to support leadership development, focussing leadership development on achieving the school's goals and addressing the barriers that hinder the principals' support for the leadership development of senior teachers.

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CHAPTER ONE

INTRODUCTION

Introduction

Leadership identification and the development of leaders appear to be important activities in schools. As a leader of people and manager of human resources, one of the principal's roles is to develop the potential of all staff (Gronn, 2003). This includes professional development to further develop leadership expertise (Bush, 2008). This thesis aims to study the identification and further development of senior teachers' leadership expertise in the primary sector and to create recommendations to support leadership development. Within this research the strategies employed to develop leadership expertise and the issues and challenges that surround the attempts to achieve this goal, will also be analysed. Both principals' and senior teachers' viewpoints will be sought to allow for the differing perspectives to be examined and critiqued. This study will contribute to the limited literature that exists to support the identification and development of senior teachers in primary schools.

There are overseas models such as the National College for School Leadership (NCSL) (Newton, 2003) in the United Kingdom where leadership development programmes for school leaders are well established. Some of these programmes have moved on from developing principals to supporting the increasingly complex role of the senior teachers and emergent leaders (Dimmock, 2003). This has seen a shift in the discussion so that the importance and place of leadership development is no longer questioned. Within New Zealand a system of formal educational leadership development programmes outside of postgraduate studies is being established. The two programmes available nationwide are the First Time Principals' Programme and the National Aspiring Principals' Programme. However, there is not yet a nationwide programme to support the New Zealand senior teachers and emergent leaders. Leadership development for senior teachers, who make up the first step of formally recognised leaders in the primary sector, appears to be critical because leadership requires different skills to classroom teaching. Yet,

when appointed to a senior teacher role many of these teachers seem to be expected to know how to lead although involvement in leadership development appears to be limited.

The terminology defined

Senior teachers

The senior teacher role is a formally recognised leadership role found within most New Zealand primary schools. Senior teachers receive additional salary in the form of management units and leadership responsibilities are added to their existing role of teaching a class. These added responsibilities are usually leading a small team of teachers, leading a specific curriculum area and/or leading a specific curriculum initiative. This mix of responsibilities leads to a demanding and very busy timetable. In some schools, limited additional release above Classroom Release Time (CRT) is scheduled but there is no mandatory requirement to provide additional release time for senior teachers to carry out their leadership responsibilities. Neither is it a requirement to support them through a leadership development programme. The term senior teacher is very similar or the same as those referred to within some literature as middle managers, subject leaders and curriculum leaders.

For the purpose of this study, the senior teachers interviewed were all identified by their principals as part of the senior teacher team although they may have officially also held the title of assistant principal or deputy principal. Each of the 'senior teacher' interviewees led a small team of teachers and in addition to this either taught a class and/or had curriculum responsibilities and/or were leading special initiatives.

Leadership, management and leadership development

The two terms, leadership and management, occur frequently within the literature being analysed for the purpose of this research. According to Elmuti (2004), management is involvement in planning, leading and controlling the resources so that the goals of the organisation are achieved. He then defines leadership as having the ability to influence the achievement of goals. A

definition from Bush (2005) compares these two concepts. He sees leadership as linked with change while management is working through other people to achieve the organisation's goals.

Within educational literature, the issues surrounding leadership and management have been debated at length. As seen in the definitions of Bush (2005) and Elmuti (2004), scholars distinguish between the two activities. However, within day-to-day operations, it is more difficult to observe the differences as the two often work together within the same organisational routines (Spillane & Diamond, 2007). There may be very little benefit in differentiating between leaders and managers according to Gronn (2003), and there is no point in labelling some tasks as management when they may both be "basic to the well-being, vitality and productivity of schools" (p. 274).

Within the literature of leadership development, there is a focus on both aspects of leadership and aspects of management. While the Bush (2005) and Elmuti (2004) definitions could be seen as generally accepted theories rather than trying to state the differences between these two activities, the stance of Gronn (2003) and Spillane and Diamond (2007) will be accepted. This means that the two terms will be seen as one and the same because this research on leadership development is frequently related to everyday school life.

A current theory is that leadership is everywhere (Gill, 2006), so it is now recognised as being found across the school including within the students (Coles & Southworth, 2005). There is also an increased focus around pedagogical leadership. A teacher may be recognised informally as a leader because they have particular pedagogical expertise. For example, they may take on a leadership role because they have an expert knowledge of thinking skills. Success within this role could lead to being identified as a formal leader in the future, or the teacher could step back from being seen as a leader because others also become knowledgeable in their area of expertise. Although leadership across the school is recognised and discussed at times throughout this research, the majority of the discussion relates to formally recognised leadership roles, in particular that of the senior teacher.

The development of leadership is a specific aspect of professional development. Sound leadership development within an educational setting can result in improved learning outcomes and have considerable influence over the quality of teaching and learning (Bennett, Crawford & Cartwright, 2003; Cardno, 2005; Childs-Bowen, Moller & Scrivner, 2000). Leadership development within the literature is seen as a planned and organised activity.

The New Zealand system

Prior to 1989, New Zealand operated a centralised education system where all school governance was under the control of the Ministry of Education. In 1989 a system of self-managing schools was introduced and schools became governed by an elected Board of Trustees composed mainly of parents. Boards became responsible for the school budgets and professional development was paid out of an operations grant which covered all school expenses apart from a Ministry of Education staffing entitlement and property upgrades. The appointment of all staff also became board responsibility along with other personnel matters. In addition to this, governance policies, property, curriculum, self-review, health and safety and ensuring that legislative requirements were met also became board responsibilities. The principal became responsible for all day to day management of the school and took on a key role in leadership.

Under this system of self governance, the development of leadership and management also became the responsibility of the principal. This responsibility is clearly seen within the 'Professional Standards for Primary Principals' (Ministry of Education, 2008). These standards emphasise that principals work towards supporting staff to take on leadership roles and that they focus on increasing the effectiveness of staff members. In applying these professional standards to New Zealand primary school senior teachers, it could be expected that principals, with the support of their Board of Trustees, would encourage through appropriate resourcing and guidance, the development of leadership and management knowledge and skills.

Rationale

The journey of any primary school senior leader usually begins with the principal appointing the teacher to a formal leadership role and allocating some leadership responsibilities. The acceptance of this leadership responsibility requires the implementation of some leadership skills. Teachers are trained to teach, yet there is no mandatory requirement that school leaders should be trained to lead. Professional development for teachers is a mandatory requirement in all schools (Ministry of Education, 2000). However, according to Harris, Busher and Wise (2001) and Kane and Mallon (2006), there appears to be limited professional development to support the leadership skills of senior teachers. The senior teacher role is critical in working with other teachers to improve learning outcomes for students, according to Patterson and Patterson (2004), therefore leadership development for these senior teacher leaders could also be highlighted as critical.

Recognition of the importance of leadership development for senior teachers in New Zealand has not yet led to the implementation of a specific leadership development programme. This area of leadership development was reflected in the Ministry of Education's strategic intentions to broaden and develop educational leadership expertise. The intention within the 'Kiwi Leadership for Principals' (KLP) (Ministry of Education, 2007) model was to provide a starting point for the Professional Leadership Strategy (PLS) consultation. The PLS (Ministry of Education, 2007) is a three to five year plan outlining how the Government intends to work alongside schools across New Zealand to strengthen and support school leadership. The PLS (Ministry of Education, 2007) included an overall strategy to develop senior teachers in our schools. As can be seen in these Government intentions, senior teacher leadership development is high on the national agenda for schooling, but it may take time for this intentional plan to be fully implemented. The implementation of this plan could also raise the question about effective strategies when developing leaders and whether there are any issues and challenges which may hinder its implementation.

This study has been motivated by my own experience as a senior teacher, an assistant principal and then a deputy principal. As a senior teacher in a large intermediate school, I worked with two principals who took time to mentor and coach me and began to develop me as a leader. With the second of these two leaders highly involved in education at a national level, and therefore often out of the school, I was also able to begin to practise my leadership skills. At the same time I completed a Graduate Diploma in Educational Leadership and Management so that when I took on the role of principal, the change was relatively straight-forward. I had some knowledge of the principal's role and responsibilities. I believed my own experience to be close to the norm until my involvement in the Ministry of Education's 'First Time Principal's Programme'. It seemed that very few of the newly appointed principals had backgrounds similar to mine. Their previous opportunities to develop their leadership potential appeared to be more limited. Based on this personal experience, and with reference to the literature, I would now argue that many senior teachers' professional development packages do not appear to support the development of leadership expertise.

This personal experience, and an initial exploration of the literature, led me to believe that it was worthwhile to further explore literature and undertake research to examine current practices implemented to identify leaders and support leadership development. During this research, I also analysed the issues and challenges of leadership development and examined how these affected the implementation of leadership development programmes. Research focussed on identifying and further developing senior teachers' leadership expertise, with an analysis of the complexities surrounding this activity providing findings for consideration in our primary schools.

Research Aims, Questions and Setting

The overall aim of this study was to contribute to the limited knowledge that exists and to create recommendations on further developing senior teachers' leadership expertise, particularly in our primary school sector.

The two research aims proposed for this investigation were:

- To examine issues principals encounter and the strategies they employ when identifying and further developing the leadership expertise of senior teachers.
- To analyse how principals and senior teachers understand situations related to senior teacher leadership development opportunities and experiences.

The three questions that guided this research were:

- Why is leadership development a significant need in relation to senior teachers?
- What are the barriers that principals encounter and which strategies do they use when identifying and further developing their senior teachers' leadership expertise?
- How can principals and senior teachers' expectations of programmes to develop leadership expertise inform future leadership development for senior teachers?

This research was set within the educational context of three large New Zealand urban primary schools. It involved a total of three principals and six senior teachers in individual interviews. Involving these two groups in the interviews allowed for the differing perspectives of each group to emerge and for comparative analysis to occur.

Thesis Organisation

This thesis is set out in six chapters and the chapters are organised as follows:

Chapter One

This first chapter provides an overview of the research project. The terms senior teachers, leadership and management and leadership development are defined and the decentralised New Zealand system is explained. A rationale on which the

thesis is built and the outline of the research aims and questions complete this chapter.

Chapter Two

This chapter is the review of literature. The first part critiques the development of leadership across all organisations and the second part focusses on the development of leadership within education prior to analysing the New Zealand school setting. Models to support the development of leadership and senior teachers' and principals' roles are analysed, leadership development strategies are critiqued and the issues and challenges are examined as major themes in this chapter.

Chapter Three

The choice of a methodological framework and the method of data collection is explained in Chapter Three. An explanation of concepts of reliability, validity and the ethical considerations complete the chapter.

Chapter Four

'Assumptions', 'Experiences' and 'Issues and Challenges' are the three headings for the themes which structure this analysis of findings and results. This two-part chapter first analyses findings from the principals' interviews and then analyses findings from the senior teachers' interviews.

Chapter Five

This chapter brings the principals' and senior teachers' interview findings together to critically analyse the alignment and non-alignment of these two perspectives. It also employs the relevant literature from Chapter Two to further critique these findings and to gain further insight into leadership identification, the development of leadership and the complexities which emerge.

Chapter Six

The summary of findings presented in this final chapter is based on the three research questions. The in-depth analysis of the identification and further development of senior teachers' leadership expertise and the complexities which surround this activity lead to recommendations. Suggestions for future research conclude this thesis.

Based on my personal experience, and with reference to the literature, I would argue that many senior teachers' professional development packages do not support the development of their leadership expertise. Because senior teachers have the potential to improve learning outcomes for children, research into how leadership can be further developed would appear to be of benefit.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Successful leadership development for senior teachers in schools can result in improved learning outcomes for students. Moreover, effective educational leaders create a culture of learning that influences professional growth (Blase & Blase, 2000; Duignan, 2004) and this includes leadership development for senior teachers. The role of the senior teacher has become increasingly complex so if this leadership development is going to be effective, it requires careful consideration and thoughtful planning (Anderson & Cawsey, 2008).

This literature review is a two-part critique. Part One is an analysis of the development of leadership, while Part Two examines leadership development within educational settings. Leadership development strategies employed to support the development of leadership were analysed, while the senior teachers and principals' roles within leadership development were also examined. This provided a context for the analysis of interview findings and allowed for reasoned conclusions and recommendations to be reached.

The completion of my data analysis led to the addition of writings from Duignan (2004), Crow, Lumby and Pashiardis (2008) and Piggot-Irvine, Ferguson and Youngs (2009) and the deletion of the topic of designer leadership. Leadership identification and development and its relationship to all organisations and development models was also examined. This restructuring developed a clearer picture of the educational context of leadership identification and development and an analysis of the New Zealand setting.

Part One: The Development of Leadership

Leadership development within today's organisations has gained a higher profile and it has been promoted as a planned and organised activity. It is seen as so critical worldwide, that "corporations identified the capability for developing managers as a significant competitive advantage" (Belling, James &

Ladkin, 2003, p. 234). However, it is complex and requires considerable attention so that it effectively develops individuals, whole groups and the organisations where they work (McCauley & Van Velsor, 2004). Leadership development is a process that sits within professional development.

Leadership may be identified with one person, for example the head of a large corporation, or a principal. The new thinking is that leadership can be found and developed throughout the organisation and that it is better for leadership to be shared. The leader as a 'teacher' has become very popular thinking. Indeed, the strategy is for the top leaders to develop other leaders to become decision makers and enthuse them to also become 'teachers' so that even more leaders are developed (Gill, 2006). The development of 'leader-teachers' "reinforces new ideas and directions, the thinking behind them and the behaviours required; it enables them to test the reality of their ideas; and provides frameworks for decisions by managers" (p. 290). It is not just a matter of a leader finding others in the organisation to take on responsibilities. As explained by Gill (2006), the Chief Executive Officer (CEO), as a role model, is required to develop leaders by "sharing their personal experience as a leader in creative and 'teachable' ways" (p. 290).

There is a change in the understanding of the leadership development process. This includes how individuals become effective leaders, how the organisation supports the process and how systems can be planned to support this process. There are now more complex ways of approaching leadership development, according to McCauley and Van Velsor (2004). They have noted four shifts in perspective. The first shift is recognition that leadership development is not an event but an on-going process. The second shift focuses on the kinds of experiences that develop leadership. The third shift is to integrate day-to-day work with leadership development. The fourth shift is recognition that today's leaders need to learn to face continual change and increasing complexity while aiming at evolving goals within an uncertain future. McCauley and Van Velsor (2004) conclude that people who have responsibility for developing leaders in organisations are starting to build connections between the content and the

processes of leader development and between the organisation's context and its systems.

The study of leadership development covers such a vast area that there always seems to be another perspective to consider. The discussion by Duignan (2004) that examines forming capable leaders, highlights the importance of understanding and appreciating culture, focussing on spirituality and practising reflection. He explains that these can be important resources for programmes that support the formation of leaders. Considering Duignan's (2004) different approach to leadership development highlights that leadership development is a lifetime study. Duignan (2004) also explains that leadership development is on-going, from the perspective that for every leader there is continual development of self, others and each other.

However, it is possible to learn about leading without developing as a leader because knowledge alone does not make a leader. According to McCauley and Van Velsor (2004), a change in understanding of yourself and what it means to be a leader will allow for new learning of leadership skills and improvements in leadership abilities to be implemented in ways that make the leadership meaningful. They also comment on leadership development from a different perspective and note that the leader should take steps to develop their own leadership so that they "shoulder greater responsibility for their own learning" (p. 206). This is not to say that the leaders themselves should not also continue to take some responsibility, as all development still needs to align with the school's strategic management and to be exposed to on-going evaluation.

Listing a range of characteristics that leaders should display so that they reach an acceptable skill level, is probably of little benefit. The view of McCauley and Van Velsor (2004) is that leaders need to understand that promotion through the leadership ranks will become very difficult if the leader does not move from "relying fully on others' views for self-definition to where they have begun to form a sense of identity that is partly self-authored" (p. 403). They are then developing their own identity as a leader instead of being dependent on others. The ability to self-revise is seen as the last step where a leader is able to be

adaptable by examining their influence on others. These views of McCauley and Van Velsor (2004) have definite implications and are a challenge for leadership development as they show how the leaders' personal views are critical. In light of this challenge, decisions need to be made about what "beliefs about self are the most useful in today's organisational contexts" (p. 413).

Management development

Leadership development is a part of management development. Management development is the use of a planned learning process to improve the effectiveness of the organisation. Management training, management education and management support are all components of management development. Management training is being involved in practical in-service where there is a formal focus on gaining knowledge and skills (Blase & Blase, 2000). Management support includes both on-the-job and off-the-job opportunities which lead to professional growth (McCauley & Van Velsor, 2004). Management education describes prescribed learning within a formal institute framework, which includes universities, institutes of technology and teachers' training institutes (Rudman, 1999). These three activities of management development cover three aspects of the management and leadership role, which are management of staff, management of the organisation and management of self. The differences between management training and management development are clearly defined by Rudman. Management training is related to the gaining of work knowledge and skills and the learning process is guided or structured. Management development is a continuing process focussed on developing the individual, instead of just emphasising the skills and the learning process may be either formal or informal.

Management development models and leadership development frameworks outline the various components included within each process. An analysis of the development models within the works of Elmuti (2004), McCauley and Van Velsor (2004) and Woodall and Winstanley (1998) show strong commonalities between the component parts. The management of self, the management of the organisation and the management of relationships seem to be significant

features within each of these models. An analysis of Elmuti's (2004) model shows managing self as dealing with intra-personal skills that focus on being emotionally secure and having a positive attitude towards authority and self-control. He sees successful leaders as possessing strong intra-personal skills. According to McCauley and Van Velsor's (2004) 'Leadership Development Framework', leadership development includes "leader development, team and organisational development and connection development" (p. 20). While these models do provide an understanding of the purposes and processes found within the theory base, they also show that there is no one way to undertake leadership development.

Leadership development strategies

Leadership development skills can be learnt in the same way as other skills. According to Mitchell and Poutiatine (2001), the debate has moved on from whether or not leaders can be taught, to become what is the best way to develop leaders. It seems that a planned approach linked to new skills, knowledge and strategic goals is a key to developing leadership. Planning to support the development of leadership is promoted by Rudman (1999). He details specific steps to designing leadership development programmes, beginning with strategic management and leading on to assessment of the programme.

Leaders need experience with a range of leadership development strategies. This will enable them to problem-solve from different viewpoints (Simkins, 2005). According to Coles and Southworth (2005), personal development is the starting point from which to support leadership development. The effective strategies that are promoted include aspects of management training, management education and management support, that were all outlined previously as part of management development. The literature highlights coaching and mentoring as on-the-job management support strategies and views study as off-the-job management training and management education strategies. The idea of successful leadership development consisting of involvement in formal training programmes is challenged by McCauley and Van

Velsor (2004). They see the most effective leadership development as involvement in a range of strategies, that are part of the daily work experiences. However, according to Rudman (1999), while coaching uses work experience opportunities as a way to learn and this does improve knowledge of the job, there is no substitute for training. The opinion of Gill (2006) links the views of McCauley and Van Velsor (2004) and Rudman (1999). He comments that, except for training in the 'classroom', most leadership development takes place on-site as the most effective learning is through real life experiences.

Coaching and mentoring

Managers are found at all levels throughout the organisation. All managers, including the corporate manager, are responsible for the training and development of other managers (Rudman, 1999). This does not mean that the managers will do the actual training, as they often do not have the time or skills. However, a change is noted, as managers are being placed in the position of being a coach. As a coach, managers are "expected to use on-job guidance and advice to help their workers perform to the best of their abilities, to ensure that knowledge is shared and available to the organisation wherever it might be needed, and to encourage innovation and cooperation" (Rudman, 1999, p. 482). In summarising the leader development process, McCauley and Van Velsor (2004) note that the goal needs to be to sustain an environment where there is regular and informal feedback with the opportunity to take on further challenges, yet reducing the fear of being held accountable for short-term mistakes.

The one-to-one leadership development activities of coaching and mentoring are closely linked. These two activities were seen as the most valuable ways to support leadership development in the writing of Bush and Middlewood (2005). Mentoring is usually about career and life development, whereas coaching is about improving performance. According to Coles and Southworth (2005), coaching is an effective leadership development activity as it relates directly to tasks within the workplace and there is little financial outlay. Two or more people work together to set and achieve goals in a coaching relationship.

There is a word of caution from Robertson (2005), as she believes that, within a coaching relationship, time must be taken to develop the relationship and build trust if it is to be successful. The work from Blandford (1997) states that “mentoring is a process whereby you can pass on to someone else your knowledge and understanding, skills and abilities” (p. 191). It is usually where a senior leader helps in sorting out problems and assists in the personal development of a less experienced person. Research into mentoring has shown that it is “associated with higher performance ratings, more recognition, greater compensation, more career opportunities, and more promotions” (McCauley & Van Velsor, 2004, p. 92).

Succession training and sustainability

Succession planning can be viewed as another leadership development strategy. There are no set models for succession planning as this process will only be effective if it evolves to meet the needs of the organisation (Coles & Southworth, 2005). “Leadership succession and sustainability are inextricably linked with leadership development. Instead of thinking of them as separate challenges, somehow set apart from leadership development activities, they are in fact all bound together”(p.165). McCauley and Van Velsor (2004) voice caution in relation to the use of succession planning, because they see a problem in that emphasis is placed on identification with very little consideration of the development of the individual’s needs. Yet another concern is raised by Hargreaves and Fink, (2004) who see succession planning as unsuccessful because leaders often leave the organisation before succession planning has time to be effective and before any changes become imbedded in the culture. The changing nature of organisations also causes concern when considering succession planning as new positions can appear and others can become obsolete. We are reminded by Woodall and Winstanley (1998), that new leaders may wish to exercise their right to choose their own managers. This is a reason why many organisations have shifted to a policy focussed on personal development rather than continue with a traditional succession planning approach.

Issues and barriers surrounding leadership development

There are a number of barriers to leadership development. According to Woodall and Winstanley (1998), there is often criticism of management education, in particular off-the-job learning, yet learning on-the-job is seldom evaluated. They believe that there is an assumption that it is only action and the practical learning that will prove to be of value and that theoretical learning is not helpful. Theory is seen as an easy option because the learner only needs to sit and listen and minimal effort is required for the learners to apply the theory to themselves. A different perspective is taken by Gill (2006), who sees most of the barriers to leadership development being found within the individual such as “low self-esteem, lack of self-confidence, fear of failure, shame or social disapproval, cognitive constriction, thinking ‘inside the box’ and adverse consequences of stress” (Gill, 2006, p. 168). These barriers, according to Gill, can be mostly overcome “by the use of psychological principles and experiential learning methods” (p. 269). A concern of Rudman (1999) is the transference of skills from one situation to another. He questions whether or not people can learn from one work experience and relate this learning to a subsequent situation. No matter which way leadership development is viewed, whether it is through the writings of Gill (2006), Rudman (1999) or Woodhall and Winstanley (1998), the indication is that numerous issues and challenges surround this activity.

Leadership identification strategies

Literature relating to identification of leaders seems to be limited. However, it may be of benefit to analyse how leaders behave, because this analysis could lead to the employment of strategies to identify leaders. According to Rudman (1999) leaders are active; they initiate the shaping of ideas and have a personal attitude towards achieving goals. They are able to influence moods and expectations and also to motivate others as well as to influence the direction of an organisation. This can result in changing the way people think about what is possible, advantageous and essential. Taking these leadership behaviours a step further, it might be expected that a person suitable for a leadership role

might show ability or potential to: maintain high energy levels; achieve goals; take ideas and build towards implementation; be a positive influence on staff morale and motivate others to move in the direction of a shared vision. There is some alignment between Rudman's (1999) leadership characteristics and McCauley and Van Velsor's (2004) desirable leadership characteristics. Desirable universal leadership characteristics include trustworthiness, honesty, intelligence, win-win problem solving, a positive attitude and decisiveness. In contrast to this list, the universal characteristics that inhibit a person from being seen as an outstanding leader include being a loner, irritable, egocentric, ruthless and non-explicit. The point is also made by McCauley and Van Velsor, (2004) that desirable characteristics can vary with cultural differences because each culture is unique. Leadership characteristics, which are seen differently within different cultural contexts, include enthusiasm, ambition, formality, individualism, class-consciousness and cunning (McCauley & Van Velsor, 2004). The point of cultural difference is taken a step further by McCauley and Van Velsor (2004) and applied to the uniqueness of each organisation. This includes the differences, needs and challenges found within educational settings.

Part Two: Educational Leadership Development

The importance of leadership development in schools

The global emphasis on leadership has impacted on the school environment and led to an increased emphasis on leadership development for all school leaders. In explaining the importance of leadership development for subject leaders and setting the goal to improve teaching and learning through effective senior teacher training, Bennett et al. (2003) state that the "need for high quality professional development for subject leaders remains incontestable" (p.141). Leadership development at the senior teacher level is important because these leaders are placed in a position where they have considerable influence over the quality of teaching and learning. They are positioned to influence change and curriculum development. There seems to be strong agreement on the importance of senior teacher leadership development (Bennett et al., 2003;

Cardno, 2005; Childs-Bowen et al., 2000). They all argue that on-going leadership development can indirectly improve student outcomes. It is recognised by Bush (2008) and Crow et al. (2008) that systematic educational leadership development has been given a high priority in many countries and this is having a positive influence on school improvement.

Leadership and management are vital to improving the quality of teaching and learning. However there is significant variation in the “scope and shape of leadership development provision. These variations reflect different assumptions about the nature of schooling, the role of educational leaders and the place of formal programmes” (Bush, 2008, p.70). For those working to develop less experienced leaders, the development of considered, thoughtful and balanced programmes of leadership preparation is core business (Anderson & Cawsey, 2008). There has to be learning if a leader is to move from a beginner to an expert educational manager (Kydd, Crawford & Riches, 1997). It seems that one of the main reasons that school leaders need on-going professional development is because leadership is specialist work with different skills to teaching so it requires special preparation. Leadership development has led to a change in teachers’ attitudes. According to Strain (2009), leaders were totally focussed on the task at hand but have now become opinionated and organised. This has replaced inactive managers with a “more widely distributed set of roles linked to and motivated by dynamic leadership” (p. 72).

Leadership development for senior teachers is important (Anderson & Cawsey, 2008). However, leadership within schools is not only found within formal leadership roles. There seems to be a significant amount of informal leadership, which can exist across the school community. According to Coles and Southworth (2005), the “best hope for school growth and development, now and in the future, is the creation of ‘communities of learners’ in each school, led by dynamic, dedicated and creative ‘leaders of learning’” (p. 17). Through the distribution of leadership and through experiences of effective leadership development, senior teachers can become the dedicated and creative ‘leaders of learning’ as described by Coles and Southworth (2005). They could use their

leadership skills and knowledge to support those with informal leadership responsibilities to take on this role, which could also support the realisation of 'communities of learners' in each school.

Leadership shortage

The increasing awareness of the importance of leadership in schools has not just grown out of a worldwide awareness of leadership importance, it has also grown out of an awareness of an expected leader shortage (Foskett & Lumby, 2003) and it is economically driven. According to Anderson and Cawsey (2008), there is a gap that the retirement of the 'baby boomers' will leave. Along with this on-going loss, is the risk that the leadership knowledge and the deep skill base of experienced leaders will disappear with the expected chain of retirements. Governments, who view people as a very important asset, drive the importance of leadership in schools. This political goal is expected to achieve well-trained and "committed teachers but they, in turn, need the leadership of highly effective principals along with the support of other senior and middle managers" (Bush, 2008, p. 1).

Management development in education

Management training, management education and management support, which are the components of management development, are not only effective in developing leaders within corporations, they are also seen as effective strategies to develop leadership within schools. The processes of management development need to be on-going and recognise the complex and distinctive nature of each school leader's development (Anderson & Cawsey, 2008; Crow et al., 2008). Management development assists personal growth and it up-skills school leaders so that they can effectively take on their leadership responsibilities (Cardno, 2005). It is a "special form of professional development" (p. 301).

The leadership role of the senior teacher is now so complex that these school leaders require planned support. "However management development cannot occur in a school culture that is unaware of what it is and unprepared to

resource it so it can flourish” (Cardno, 2005, p. 303). This indicates that schools need the knowledge and skills and they need to provide support with resources such as finance, time and personal support if management development is to be successful. Senior teachers who are new to leadership could benefit from specific management training. This could include management training and management education to develop interpersonal skills and management support to assist with the resolution of conflict. As “both new and experienced managers fear of a breakdown in interpersonal relationships” (Anderson & Cawsey, 2008, p.59), this could assist these new leaders to resolve personnel issues more effectively. Management development is also seen as linked to career development. The motivation for teachers to be involved in management development is that it establishes a new career path (Cardno & Fitzgerald, 2005).

A planned approach

Although different systems of leadership development apply across the globe, the message that leadership preparation is no longer optional, seems to be consistent. There is a case for a planned system and specialised training (Bush, 2008). With a programme in place that focuses on the senior teacher as a life-long learner, there can be support to follow the leader throughout their leadership development. The NCSL framework from the University of Nottingham has developed an educational training programme that has recognised the needs of middle managers and it is now developing a training programme to meet the needs of emergent leaders (Dimmock, 2003). Prior to involving any senior teachers in leadership development, the decision needs to be made as to the purpose and strategy to develop these future leaders. Leadership development practices should emphasise the leader’s role and consider what effective leadership development is and which leadership activities promote the delivery of high quality education (Leithwood, 2003).

The interconnection between leadership as a process and a set of tasks connected to position, is likely to be of interest to those designing leadership courses. Senior staff need to gain an appreciation of the theory, as well as the

practice, of educational management. Moreover, they need knowledge of teaching and learning to be successful instructional leaders across the school Bennett et al. (2003). Yet, the senior teachers' role can be much broader than just leading learning, as it includes other aspects of instructional learning, such as building positive relationships and student welfare (Bush, 2003).

To learn about how leaders learn, according to Simkins (2005), it may help to look at how teachers learn. There are three types of teacher learning: knowledge from research which is applied to teaching such as 'best practice', knowledge from reflecting on practice and knowledge from developing theories based on successful practice. Each of these three relationships, according to Simkins (2005), can contribute to developing leadership. However, there is not a simple answer. Indeed, learning to cope with leadership complexities is in itself part of the leadership role. The challenge of leadership development also includes making sense of leadership itself, the roles of leadership and how they are changing and the distribution of influence throughout educational communities. It is not a matter of simple discussions "about 'what works'. Each needs to be addressed through a complex process that draws on both the ethical and the practical, on the individual's personal values and the collegial wisdom of the group" (Simkins, 2005, p. 23).

Professional development models

A model to support professional development within educational settings could provide a sound starting point from which to plan leadership development. While the generic development models of Elmuti (2004), McCauley and Van Velsor (2004) and Woodall and Winstanley (1998) discussed earlier do provide some guidance, Cardno's (2005) model is specifically suited to guide professional development within the school.

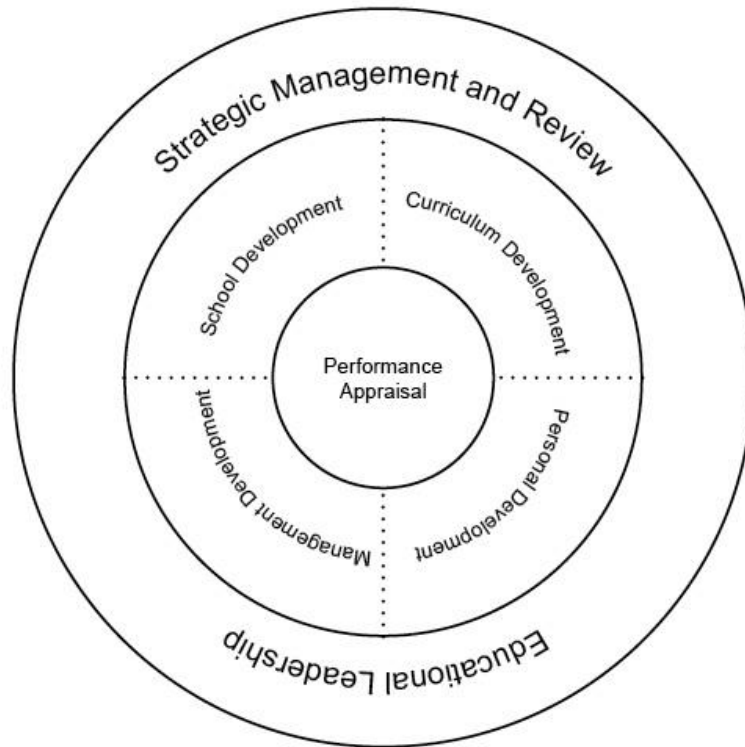


Figure 2.1: Cardno's model of professional development

Source: Cardno, 2005, p. 296

Within Cardno's (2005) model, figure 2.1, three elements are noted as interacting with professional development. These are, "educational leadership to underpin the model, effective performance appraisal at the centre and strategic management and review as an overarching leadership activity to guide and evaluate planning" (p. 296). Professional development has been split into four dimensions of equal value, although the reality is that the emphasis on each of these dimensions may alter in line with the school's goals and immediate needs. In commenting on this model, Cardno (2005) explains that: the focus needs to be on "teaching and learning and school management that enables the staff to concentrate on the core task" (p. 297). Her model is also based on the assumption that there is distribution of leadership and that educational leadership manages change through professional development, which for senior teachers would include involvement in leadership development.

Principal's understanding and role

The principal's role in leadership development does seem to be an important key in leadership development for senior teachers. According to Childs-Bowen et al. (2000), Coles and Southworth (2005) and Patterson and Patterson (2004), the principal has responsibility for leadership development of senior teachers. Cardno (2005) explains "management development is not the preserve of the principal alone, yet it must be recognised that an enlightened principal has the power to open doors for others" (Cardno, 2005, p. 303). The principal can play a significant role in encouraging teachers and identifying their strengths and weaknesses as they take on leadership responsibilities. Principals who value and support teachers in developing their skills, recognise that school goals can only be accomplished with a commitment of care to their leaders (Patterson & Patterson, 2004). A challenge for principals who aim to see good results in improving student outcomes is to put energy into building leaders. These leaders need to be focussed on the key issues around student achievement as well as being knowledgeable about functional and managerial tasks connected to the running of the school (Childs-Bowen et al., 2000). The role of the principal was highlighted within the evaluation of the National Aspiring Principals Project Pilot (NAPP) (Piggot-Irvine et al., 2009). Among the recommendations, it was concluded that it was important for the aspirants' principals to attend at least one residential course and support the programme throughout its duration.

It would appear that a lack of knowledge and skills in developing leaders relates to both the current principals and those coming into principalship. Concern over principals' understanding of management development, is highlighted by Cardno (2005). She states that the "principal's appreciation of the nature and benefits of this dimension in relation to developing other leaders in the school is possibly the most critical aspect that needs to change in thinking about the concept of professional development holistically" (p. 301). This concern of Cardno's (2005) links to statements from Patterson and Patterson (2004) who state that principals lack knowledge and skill development in relation to developing leaders. This lack of understanding and skills, in developing

leadership, also extends to aspiring principals. Within the Blase and Blase (1999) study that sought teachers' opinions on how principals promote teaching and learning in schools, there are specific comments on the development of aspiring principals. The data gathered found that they require programmes to up-skill in order to successfully take on leadership development within the schools where they become principals.

This lack of training prior to principalship seems to be creating difficulties according to the new principals themselves. The majority of new principals felt unprepared for their roles and were unsure of the expectations, according to Bolman (2003). Some had a smooth transition into their role whereas others faced many difficulties. Their experiences seemed to be influenced by their self-belief and the impact of their previous experiences and training. "The ideal model is to provide specific development opportunities before leaders, and in particular principals, take up their posts" (Bush, 2008, p. 130). The challenge is also for senior teachers to be involved in a quality programme of leadership development that builds their confidence and has the ability to allow them to transfer their prior learning. Although teachers who come with no prior experience of leading or managing others are in the minority, it is very important to focus on further and continued leadership development (Anderson & Cawsey, 2008). However responsibilities in community organisations, church, school and in sport may support leadership development they cannot be seen as sufficient leadership development to take on a leadership role in a school.

While the principal has the ultimate responsibility to develop leadership, this role can also be distributed across other school leaders. "The development of staff to take on more senior roles should be seen by all school leaders, at all levels, as a major part of their leadership role" (Coles & Southworth, 2005, p 165). According to Cardno (2005), principals should provide leadership development opportunities to strengthen senior teachers' leadership skills so that they, in turn, are able to develop others. She explained that school leaders should "invest energy in developing the capacity of others to influence the critically important issues of teacher quality and students' achievement" (p. 297). Leadership development can no longer be left to just happen or to be

developed by anyone who has a bright idea, according to Anderson and Cawsey (2008). They note that leadership development needs to recognise the complexities of leadership along with the distinctive and individual needs of each school leader's development.

Leadership development seems to be reliant not only on principals' skill levels but also on principals' attitudes and personal beliefs. In order to develop the leadership potential of senior teachers, principals themselves need to have personal beliefs that are compatible with leadership development. According to Childs-Bowen et al. (2000), if the principal can set aside personal agendas and work within an environment where trust is built, there can be learning for both the principal and the senior teachers. Moreover, the principal may even be able to step aside and allow others to lead. Agreement with this stance was seen in Patterson and Patterson (2004) when they explained that the principal who shows trust and respect for teacher capability would promote robust leaders.

Teachers' understanding

The development of teacher leadership, where teachers were questioned on principals' practices, is the focus of a study by Leithwood, Jantzi and Steinbach (1999, in Leithwood, 2003). The participants recognised that principals contributed significantly to their development as leaders. They indicated that their principals "fostered teacher leadership by encouraging staff to take courses and get advanced degrees" (p.113). There were four main ways these teachers believed principals influenced leadership development. The first was by encouraging the distribution of leadership and providing emotional support and encouragement. The second was through building a collaborative culture, with freedom to make decisions, being open to new ideas and encouraging further study. The third was through modelling of high energy levels, being professional, mixing with people, being open to diverse opinions and being positive. The fourth was by identifying and selecting potential leaders which is generally done on an informal basis, through the principals' informal approach to teachers who may be 'ready' to accept responsibility (Leithwood, 2003). The

principals' encouragement, support and positive approach seemed to have a real impact on the development of these leaders.

Leadership development strategies

Teachers are taking on more leadership responsibilities. However, it is often assumed that they automatically know how to work with other teachers so their leadership development experiences may be extremely limited. If schools are going to be places of learning, then learning for teachers as leaders is necessary and it is important to use a variety of strategies to set the learning in the context of the organisation (McCauley & Van Velsor, 2004). "All types of management and leadership development programmes, therefore, if they are designed and delivered appropriately, have the potential to enable participants to learn and transfer their learning back to their organisations" (Belling et al., 2003, p. 252).

Off-site leadership development

While teachers serve a long apprenticeship before becoming principals, with the average being twenty years, the path to a principal's position is varied. In countries such as Singapore, the United States, Canada, Malta and England, aspiring principals must complete an approved pre-service qualification before being considered for appointment to principalship. This focuses the attention of ambitious teachers, according to Bush (2008), who know what is required to progress towards senior leadership.

University led theoretical courses have provided traditional training for school managers. However, practical in-service models have now become popular according to Cardno and Piggot-Irvine (1996). There have been calls for future management training to include training based in the work place. These strategies include dealing with constant change, working in collaborative teams, development of inter-personal skills, self-improvement, a mix of academic and applied learning to lessen the gap between theory and practice, an emphasis on management processes as opposed to content, reflective practice and

“practice which results in data-based change implementation” (Cardno & Piggot-Irvine, 1996, p. 19).

On-site leadership development strategies

Coaching and mentoring are two specific on-site leadership development activities. Principals promote teaching and learning in schools through developing a “collaborative practice of teaching which includes coaching” (Blase & Blase, 2000, p.130). Coaching supports the processes and practices that support education development so that long-term changes are adopted as a way of life (Robertson, 2005). Mentoring will be seen as an effective leadership development activity if it supports students’ learning. It “provides the potential to identify future generations of potentially effective school leaders” (Bush & Middlewood, 2005, p.176). Being successful as a principal does not necessarily make the person a great coach or mentor (Coles & Southworth, 2005). As discussed earlier, principals require the understanding and skills as well as specific personality characteristics if they are to successfully act as mentors or coaches. Genuine praise is an extremely simple yet highly powerful strategy to develop teacher leadership, according to Childs-Bowen et al. (2000) and celebrating success is a key to leadership development. Coaching and mentoring both have links with praise and encouragement, which means more to most people than money. The value of coaching and mentoring was highlighted in the NAPP evaluation (Piggot-Irvine et al., 2009). The participants’ questionnaire rated the effectiveness of mentors/coaches as 3.87 on a 0 to 5 scale and “noted that coaches had contributed an enormous amount through the sharing of their knowledge and experience” (p. 177).

Appraisal is another on-site activity that can support leadership development. An emphasis on achieving links between the evaluation of practice and its development through systems such as performance appraisal, is examined by Cardno (2005). Performance appraisal can be employed as an assessment and evaluation tool and can assist with goal setting to support development (Cardno, 2005).

Distribution of leadership

Distribution of leadership can also be seen as an on-site leadership development activity as well as a strategy to address principal's workload. This increasing workload has led to principals relying on many people to do their job properly and carry out some of their responsibilities. It has led to a shift away from solely developing the principal as leader, to also developing distribution of leadership so that school-wide leadership development has become the current trend (Bush & Middlewood, 2005). The distribution of leadership is described by Huber (2004) as "real empowerment in terms of true delegation of leadership power" (p. 670). This practice, that can be informal or a more prescribed arrangement (Coleman & Earley, 2005), can be seen as a way to spread the workload so that the principal's role is manageable. It can also be seen to have other advantages. These include using teachers' areas of expertise, providing a greater understanding of the principal's role and developing leadership expertise across the school (Mayrowetz, 2008). Schools are operating with expectations which far exceed realistic expectations and "leadership has been transformed into an over-indulged 'greedy' concept" according to Gronn (2003, p. 285). The distribution of leadership may seem to be an answer if leadership is to be seen as a desirable career. There is "real empowerment in terms of true delegation of leadership power" (p. 670), according to Huber (2004). However, there are two concerns raised by Mayrowetz (2008). Firstly, there is no evidence that distribution of leadership has a relationship to school improvement or leadership development and secondly, distribution of leadership can be seen as a risk because leadership can end up in the hands of incompetent leaders. Because leadership development is focussed on making a difference to learning outcomes and school improvement (Bush & Middlewood, 2005), it could seem reasonable to question whether or not distribution of leadership is an effective leadership development strategy.

Learning on the job only works well if the role model is highly skilled and effective. Moreover, it does not expand the learning to allow for the understanding of other approaches. In referring to research from England and

Wales, Harris, Busher and Wise (2001) explain that in “order to meet the new demands of the role in a much more coherent way, a comprehensive training programme for subject leaders would seem long overdue” (p. 133). This research further highlighted that over 50% of middle managers in England and Wales had no training to assist them in their leadership role. A leadership review, which included Australia and New Zealand, has shown that there are many types of leadership learning and that schools are suitable learning environments and principals are effective training sources (Coleman & Earely, 2005). This review also notes that there is a requirement for leadership centres. The current situation needs investigating to find out what is happening to develop senior teacher leadership and which of these leadership development strategies are effective. Bush (2008) takes a different view and challenges the effectiveness of on-the-job training. He refers to it as an “ad hoc apprentice model” (p. 71), which he believes is highly random. In addition to this discussion on the benefits and concerns relating to on-the-job training, Bennett et al. (2003) note that successful training requires a sense of urgency and action where there is reflection and support through professional teamwork and group discussions.

Succession planning

Succession planning could include involvement in both on-site and off-site leadership development strategies. There are varying viewpoints on the effectiveness of this strategy. According to Coles and Southworth (2005), the “practice of structured leadership succession is not widespread in the schools’ sector” (p. 164). They explain that taking a business model for succession planning and placing it within a school structure is not good practice. Schools need to choose leaders because of their potential to lead learning, rather than select leaders who fulfil a list of competencies (Coles & Southworth, 2005). A different perspective of succession planning has been taken by Bush (2008) as he believes that this activity has the potential to reduce “the ‘chance’ element and provide the potential for smooth leadership succession” (p.54). He explains that England and Wales are facing a leadership crisis in schools due to the retirement of the post-war ‘baby boom’ era of school principals. A solution to

this situation has been the development of a national 'succession planning' initiative that leads on to central decisions about who should be considered for promotion.

A critical aspect of leadership development is the senior teachers' responsibilities in relation to their own training. It is time that senior teachers took some responsibility for their own learning instead of just relying on principals to arrange their leadership development. Brundrett and Crawford (2008) explain that the most successful programme would be one where the leaders themselves have ownership. This could be achieved through participation in planning the strategies that would be in line with the school's development plan.

Issues and challenges

Resourcing

Time and workload seem to be significant issues related to leadership development. Although additional time may be allocated for leadership responsibilities, this is usually not considered to be enough. Moreover, this lack of time begins to interfere with teachers' personal lives and classroom work (Leithwood, 2003). In discussing the role of middle managers, Gunter (2001) explains that middle management work is very busy and there is little time to be involved in reflective thinking and planning. "Typical of middle management work is a long day, in which it is never completed" (p. 108). The dual issues of time and workload do not seem to be isolated to primary schools. When referring to research conducted to study the work of middle managers in secondary schools, Fitzgerald (2009) comments that as principals have delegated the responsibility for teaching and learning on to middle managers this has "intensified both the 'people work' and 'paperwork' " (p. 61). According to one research participant, this intensification has consumed them both at school and after school. According to Fitzgerald (2009), this was a common reply and her findings indicated that middle managers believed bureaucracy left little time to focus on leadership. This situation of middle managers in

secondary schools may also be applicable to senior teachers in primary schools.

Not all leadership development issues and challenges centre on time and its related issue of workload. According to Coles and Southworth (2003), the challenge can also be financial and may be focussed on the need to spend wisely. Leadership development is a costly exercise and it consumes a large sum of taxpayers' dollars. "We must use these investments wisely and carefully. And we must ensure that in doing so, we sustain the contemporary belief in leadership as a key driver in developing schools and the school system" (Coles & Southworth, 2005, p.172). The challenges of resourcing within leadership development do not seem to sit within isolation. According to Hargreaves and Fink (2004), there can be a 'flow on' effect from poor resourcing to leadership development. The depletion of resources and the educational reform seems to have hastened the move to retirement (Hargreaves & Fink, 2004).

Preparing for the future

Catering for the future within leadership development is a significant challenge, but unless this challenge is taken on, leaders will be prepared for a bygone age. "Leadership development programmes should reflect the new thinking on the nature of the leaders' role. This includes a focus on the leader's role in promoting achievement, personal development and strategic change" (Peeke, 2003, p. 178). When planning a professional development programme, it is important that it works towards improving performance of the current job. There is also the dual focus of preparing for future tasks and opportunities (Anderson & Cawsey, 2008). Rather than just concentrate on today's challenges, it is important that leadership preparation has an emphasis on the future (Crow et al., 2008).

The issue of sustainability is a leadership development challenge related to change. Principals come and go. It is interesting to note that during these times of change, most of the teaching staff remains so systems need to ensure sustainability regardless of whether or not the principal remains in the school

(Childs-Bowen et al., 2000). A significant future-oriented factor in leadership development is the understanding of the management of change. Leaders need to develop the ability to make well-reasoned judgements so they can think critically and manage change effectively. According to Coles and Southworth (2005), understanding the emotional influences of trust, teamwork, involvement and willingness to take risks are critical aspects in leadership development and change management. They also believe that leaders need to know how to have influence and not just react to changes. For change to be effective, planning for sustainability is necessary. According to Hargreaves and Fink (2004), school leaders need to model sustainable leadership. They comment that sustainability will only occur if systems support the distribution of leadership and responsibility sits outside the individual.

Identifying educational leaders

Leadership development cannot begin without the leader first being identified. While McCauley and Van Velsor (2004) and Rudman (1999) both include identification of leaders within their generic leadership development literature, educational literature relating to the identification of leaders appears to be limited. Bush (2008) sees two main strategies available to identify and appoint school leaders. Firstly, those interested in leadership positions may be able to apply for jobs that are available and secondly, there can be a planned approach where 'the system' makes the decision about who is suited for promotion as was explained in succession planning. Nominating oneself is usually found in decentralised systems, such as in New Zealand, while the second option is usually found in centralised systems. There is some concern expressed by Bush (2008) over both of these approaches to leadership identification. He sees that self-nomination can limit numbers of suitable applicants applying for the job and that planned selection may give the opportunity for a more seamless transition. Yet this approach can limit opportunities. Leaders can be selected on the basis of their similarities in political stance or qualities to the existing employees so new candidates may duplicate those already holding the positions.

Childs-Bowen et al. (2000) takes a different approach to Bush (2008) by identifying the criteria that may be considered in the selection process when selecting leaders within schools. Suitable candidates for leadership show, even prior to becoming formal leaders, that they can operate successfully within a school environment and work towards school improvement. This means that the school's needs and its customs and traditions influence how leaders are identified. The principal's role in identifying leaders is seen as aligning the potential leader's interest and passion.

When surveyed as to how leaders were identified, teachers themselves voiced three differing opinions (Leithwood, 2003). The principal "played the key role in deciding who became leaders" (p. 111), others became leaders because of what they did, while others were appointed to leadership positions because of a 'combination of being tapped on the shoulder and self-identifying' " (p.111). Here the teachers' observations of leadership identification can be seen to align with Bush's (2008) comments on leaders identifying themselves while 'shoulder tapping' relates in part to a planned approach.

When other school leaders became involved in the decision to allocate leadership roles, they preferred teachers already in leadership roles. This contrasted with strategies that teachers observed principals using: by knowing the teachers well and knowing when they are ready to take on responsibility, a personal approach was made to see if the teacher was willing to accept this responsibility (Leithwood, 2003). With senior teachers' strategies to identify leaders differing to those of principals', the processes involved in identifying leaders may remain unclear.

Issues and challenges of leadership identification

The issues and challenges surrounding identification of leaders within the literature seem to relate to the lack of a system to identify leaders and an expected shortage in the coming years. Crowther, Kaagan, Fergusson and Hann (2002) and Gronn (1999) challenge systems that are frequently used to identify leaders. The description of Gronn (1999), likening the selection of leaders to "a game going on in the dark in which the aspirant leader has to keep

guessing what the rules are by which the selectors are playing as she or he stumbles along” (p. 146), summarises some of the issues within the processes employed to develop leaders.

Systems to select leaders within schools vary widely, so that the processes seem unclear for both employer and employee. A factor impacting on leadership identification noted by Crowther et al. (2002) is the diversity of potential leaders. Leaders can be found anywhere. They teach all subjects, at all levels and in a wide range of schools. They have diverse political and religious views and different personalities. Trying to identify leaders before taking the opportunity to observe them within the school context poses difficulties (Crowther et al., 2002). Therefore, the exercise of selecting a teacher to take on formal leadership positions, such as a senior teacher in a primary school, could be seen as challenging.

Leadership development: The New Zealand context

The Ministry of Education within New Zealand has specific requirements for principals in relation to identification and development of leaders, as was seen previously in the reference to the professional standards for principals that were revised and updated in 2008. According to the Ministry of Education, under the present school structure, the principal has the majority of responsibility for extending positive leadership. However, this responsibility comes with a degree of concern if the details in the Hodgen and Wylie (2005) report are considered. This report studied stress and wellbeing of 61% of New Zealand principals. With over 90% of principals working for over 50 hours a week and 42% of those working more than sixty hours a week, 80% of principals felt that they couldn't get on top of the work. Issues around time and workload seemed to be significant. Moreover, being 'worn out' or constantly tired was how almost 50% of principals described themselves. The analysis of time spent on management as opposed to leadership was also detailed in this 2005 report. Principals reported that 70% or more of their time was spent on management as opposed to leadership, with the lack of time to focus on teaching and learning impacting negatively on stress levels. With leadership development for senior teachers

being a component of leadership activities, it appears that principals' capacity for leadership development of senior teachers may be limited. While the principal's role in senior teacher leadership development was clearly outlined in works such as Cardno (2005), Childs-Bowen et al. (2000) and Coles and Southworth (2005), the significance of findings from the Hodgen and Wylie (2005) report may impact on the principals' *ability* to address the responsibility of senior teacher leadership development.

The New Zealand senior teachers seem to be 'missing out'. New Zealand is one of the countries identified by Bush (2008) as having optional programmes to develop principals, but no formal prerequisites except for the need to be qualified and experienced teachers. The NAPP evaluation (Piggot-Irvine et al., 2008) concluded that the programme was "highly relevant as preparation for principalship" (p. 175). However, New Zealand is yet to develop a leadership development programme to support senior teachers as newly appointed leaders. In the countries where formal qualifications are a prerequisite, such as England and Wales, to become a principal the focus has moved on to continued professional development for principals and leadership development for senior teachers.

Resourcing has been highlighted as an issue within leadership development in New Zealand schools. The Ministry of Education highlighted this issue in their review of in-service training for teachers undertaken in 2000. Impediments to training in the Education Review Office (ERO) report on in-service training for teachers in New Zealand schools from 2000, listed the cost of relievers as the top impediment followed by, teacher workload and the cost of fees for in-service programmes (Ministry of Education, 2000). Senior teachers' time and energy, time away from the classroom and money are central to these resourcing concerns. According to Kane and Mallon (2006), teachers' workload, which has increased considerably over the last few years, is hindering teachers' involvement in professional development, which would include leadership development.

The Kane and Mallon (2006) report covered many aspects relating to perceptions of teachers and teaching. In speaking of the leadership development within New Zealand schools, they challenge the current system. The recommendations they made for the Ministry of Education to consider included the following points.

Support is required to encourage and induct future leaders into management positions that are adequately rewarded and resourced. The Ministry, Teachers Council and other teacher agencies could consider the strategies through which potential leaders are identified and supported through professional training, achievement of appropriate higher degrees and mentoring to ensure ongoing leadership training in schools and centres. (p. 164)

These comments were made because Kane and Mallon (2006) believe that it is essential that teachers' work is supported and adequately resourced. They also note that not all resourcing has financial implications because some changes could be "implemented through changes in attitudes and practices" (p. 163).

Conclusion

Leadership development is complex, yet well-planned management development can support the employment of a range of successful leadership development strategies. Principals who understand leadership development and who are skilled in developing leadership, can be highly effective in developing the leadership potential of all staff, including senior teachers. However, it is the successful identification of leaders that will begin the process of leadership development. This identification will allow for senior teachers to start building the knowledge and skills that will result in improved outcomes for students. The focus of the next chapter will be to outline and critique a research methodology suited to this study.

CHAPTER THREE

METHODOLOGY AND METHODS

Introduction

An informed selection of methodology design and strategy is necessary to focus on the research aim and questions. It is very important to be able to capture the experiences of the principals and their senior teachers as they share their stories and thoughts of leadership development. To meet this requirement a qualitative investigation found within an interpretive research paradigm was selected.

This chapter begins with an analysis of qualitative research as it relates to leadership studies and leads on to a focus on leadership research within educational settings. Interviews are analysed as the preferred data collecting method and the selection of a sampling frame of nine interviewees is examined. The analysis of data is described and explained. The concepts of reliability and validity are critiqued and implications of the ethical considerations are outlined.

Methodology

Research of leadership development

The selection of a research approach was influenced by the study being undertaken. While some topics suit a qualitative approach, others suit a quantitative approach or even a blend of the two approaches. According to Conger (1998) qualitative studies of leadership are limited. Moreover, they are complex and demanding yet they can be seen as “the methodology of choice for topics as contextually rich as leadership” (p. 107). Quantitative research would test leadership theories in a scientific manner and take no notice of contexts, meanings and the picture as a whole. The use of qualitative methodologies would cope with “the contextual and complex nature of leadership” (Antonakis et al., 2004, p. 54). It would also focus on the context and meaning of the whole discussion instead of breaking it down into component parts and it could generate theory. Although most leadership

studies use a quantitative approach, it is the opinion of Antonakis et al. (2004) that a qualitative approach should be chosen as the methodology to study leadership because of its complexities, rich contexts and detailed viewpoints. Ary, Jacobs and Razavieh (2002) who are of the same opinion as Antonakis et al. (2004) sum up the qualitative approach as having a concern for context and being “rooted in phenomenology which sees social reality as unique” (p. 22). A word of caution is noted by Conger (1998) as in-depth qualitative studies can create a significant amount of data. However, he balances this thought with the understanding that quantitative methodology is unable to explore the wealth of leadership experiences yet “qualitative methods are ideally suited to uncovering leadership’s many dimensions” (p. 119).

Some researchers lead us to the understanding that qualitative research is best employed when the field being investigated is a new area of study. This view of qualitative research is challenged by Conger (1998) when he discusses leadership research. His main reason for challenging this opinion is that while leadership is not a new area of research, “there will be no endpoint – a moment where researchers will be able to say that we now have a complete and shared understanding of leadership” (p. 109). He believes that although there have been thousands of leadership studies, there is still very limited understanding of leadership because it “involves multiple levels of phenomena, possesses a dynamic character, and has a symbolic component” (Conger, 1998, p. 109). According to Conger (1998), quantitative research alone cannot investigate leadership phenomena because it is not able to connect the numerous layers of leadership. He also argues that it is also unable to measure the dynamic processes and explain the related experiences and their influences.

The study of leadership has expanded significantly over recent years. It has become a “more confident, self-assured and fertile field” (Bryman, 2004a, p. 731) since the 1970s and 1980s. The ways in which qualitative research are distinctive have been outlined by Bryman (2004a). The context in which the leadership is undertaken is recognised while different forms of leader behaviour are studied. New forms of leadership, the significance of the leader in managing and engaging in change and a look into the world of senior teachers

within education have all been successfully explored with qualitative research studies (Bryman, 2004a).

Research of educational leadership

Both quantitative and qualitative research approaches can be used to research educational issues. The qualitative approach has become a very popular choice for researchers working within schools. “All educational research needs to be grounded in people’s experience” (Coleman & Briggs, 2002, p. 18). The emphasis within educational settings on researching human behaviour and actions may be a significant factor in the selection of this interpretive approach. There seems to be a close alignment between teachers’ observations, discussions and assessments and the qualitative strategies. Within qualitative research there is “a tendency to focus on senior leaders, such as school principals and their teams” (Bryman, 2004a, p. 752). Researchers observe and interview a range of leaders to voice an opinion on any aspect of educational leadership.

There has been a significant increase in research within education and the findings are now widely published. Moreover, educational research can be seen as having its own identity within research methodologies. Educational research has been defined by Ary et al. (2002), as applying science to study educational problems and “the way in which people acquire dependable and useful information about the educative process” (p. 17). It is able to influence both policy and practice within schools. Coleman and Briggs (2002) take time to make a detailed analysis of educational research. They see that it has a dual focus, as it is both a way of thinking about educational occurrences and the action of investigating so it is both an attitude and an activity. According to Bryman, (2004a) “the future of qualitative research on leadership looks bright” (p. 764).

It was necessary to select a research methodology, which had the ability to focus on exploring and understanding the complex process of leadership identification and development within primary schools. Principals and senior teachers needed to be able to share their experiences and individual

perspectives so words would provide the required in-depth data. Rather than take an instantly strong stance for or against a quantitative or qualitative approach, I chose to accept the Ary et al. (2002) and Holliday, (2002) opinions that all approaches are valuable and the choice depends on the research question being asked and personal preference. These goals of qualitative research create understanding through a picture by using description of the events as described (Bryman, 2004b; Cohen, Manion & Morrison, 2007). This allows for an impression to be given by detailing the viewpoints of the interviewees being researched and to answer the question “what is going on here?” (Bouma, 1998, p. 169). These goals of qualitative research seemed to sit well with my educational research aims and questions so I was able to analyse and critique the issue of leadership identification and the development of leadership expertise.

Research Method

Semi-structured interviews

I decided to use interviews as a data gathering method. According to Davidson and Tolich (2003) and Hinds (2000), interviewing is the best method to capture experiences of individuals. Interviews can go far beyond other methods and look into the unseen to seek information on interviewee’s feelings, perceptions, opinions, values and perspectives (Bouma, 1998; Seidman, 1998; Wellington, 2000).

My first plan was to conduct three group interviews so that the two senior teachers in each school could be interviewed together. However, this was not possible because the teachers could not be released from their classes at the same time due to a lack of teachers available to cover two classes. As Creswell (2002) explains, the type of interview depends on the time available and the availability of interviewees. The change to separate time slots so that individual interviews were conducted for each senior teacher solved this problem.

Two data-collecting tools were plotted which provided an outline for each group of interviews. The principals had one set of questions (see Appendix A) and the

senior teachers (see Appendix B) had a slightly different set to take into account the different roles they played in relation to leadership development. The research questions provided a base for this tool so that each participant discussed strategies to identify leadership potential, the importance of leadership development, strategies employed to develop leadership expertise and the related issues and challenges. A table was constructed to check that the proposed interview questions covered each aspect of the three main questions as proposed in the rationale (see Appendices C & D). The interviews were restricted to forty minutes. This timeframe was checked when both sets of questions were piloted prior to the start of the formal interviews. It proved to be adequate time to gather in-depth data. I was also very aware that the interviewees' time was precious and that the data had to be transcribed so I needed to work within the time constraints available for this research project.

Semi-structured interviews were selected because they involved a series of questions that became the interview guide. With more than one school participating in this research, a set of focus questions was necessary to guide the discussions. This allowed for findings across the three sites to be contrasted and compared within the analysis. Further questions were asked at times to clarify information or to follow through on significant points, although my aim was for the interviewees to participate without interruption. The well-worded interview format provided adequate structure to prevent wandering and time wasting. This semi-structured format also allowed flexibility so that the interviewees were able to share their experiences without being restricted by the demands of specific questions (Bryman, 2004b; Cohen et al., 2007).

Advantages and disadvantages of interviews

In considering whether or not to use interviews, it was important to consider the advantages and disadvantages of this data gathering method. Interviews have a number of advantages. They can provide very good information if they are conducted correctly (Coleman & Briggs, 2002) and are useful for gathering in-depth information. They also create the opportunity to ask for clarification of information and have the advantage of supplying a large amount of data fairly

quickly (Ary et al., 2002; Bryman, 2004b; Hinds, 2000). Individual interviews can also avoid the disadvantages of group interviews. These disadvantages could include group members dominating the discussion with a long speech, threatening behaviour, limited contribution of more reserved group members and the requirement of higher quality of recording equipment (Wellington, 2000).

However, individual interviews also have a number of disadvantages of which the researcher needs to be aware. They may be very time-consuming and they may be costly because of travel time, actual interviewing time and transcribing of the interview data. Important points may also be overlooked when employing a semi-structured interview approach. Different wording of questions can result in a variety of interpretations therefore making comparisons difficult and the information is 'sifted' through the views of the researcher (Creswell, 2002). In addition to this, the researcher may have an influence on how the interviewee answers the questions. Researchers may also need to give attention to the interviewee and may need to respond to emotions, uncertainties and any hesitancy. Overcoming shyness can be an issue when researchers and interviewees have not previously met. Moreover, the interviewees may present false information so the researcher needs to have the knowledge to assess the information along with the skills to conduct a successful interview. Another disadvantage within interviews is that the participant is unable to remain anonymous (Ary et al., 2002; Creswell, 2002).

To minimise these disadvantages the selection of schools from a specific geographical area limited the travel and the restricted interview timeframe, as discussed previously, was effective. Limiting the number of interviews to nine also kept the time commitment to a manageable level. Trialling of the questions prior to interviewing the principals and senior teachers allowed me to establish my role in guiding the interviewees so that meaningful data was collected. When listening to the digital recording of the pilot interviews, I became aware of the importance of limiting my comments in order not to lead or influence the interviewees' responses. Prior to each interview, time was taken to relax the interviewee by chatting about the research in a general way and spending some

time hearing about their school and experiences. This also had the dual purpose of providing data used to complete the interviewees' introductions that are found in Chapter Four. Interviewing three people in each school also provided a check on the perceptions of each interviewee. My own experience as a principal and a senior teacher also provided an additional check, as I was able to assess whether or not the data seemed to be reasonable. However, I did not need to use my judgement to question the accuracy of any of the data provided by the interviewees.

Sampling

It is important to plan the details of sampling techniques before beginning to gather data because careful sampling enhances validity and therefore supports soundness of the data. The principle of sampling is that a sample represents the whole but there can never be certainty unless everyone is part of the sample, which in most instances would be impractical. The researcher's real interest does not lie in the small sample of interviewees but instead the researcher is keen to establish the findings because they may be applicable to the much larger group (Cohen et al., 2007; Davidson & Tolich, 2003). However, Wellington (2000) cautions the researcher by stating that it can never be certain "that our sample is representative of the whole population. Sampling always involves a compromise" (p. 58).

Research sample

All of the interviewees in my sample were from U5 (school roll numbers between 301-500) or U6 (school roll numbers 501-675) primary schools because it is usually larger primary schools that have greater numbers of senior teachers. By selecting these larger schools, I believed that I was more likely to find senior teachers who, along with the principal, were willing to participate in these individual research interviews. As my own school is U5, I also believed that, as the researcher, I might be able to relate to the findings with greater understanding. Only public funded schools were included in my sample because schools that are not fully public funded, operate on a different financial

basis and therefore may have different staffing ratios, which may alter perspectives of leadership development.

The choice to select both principals and senior teachers as interviewees in this research is based on the view that these educationalists play contrasting roles within senior teacher identification and leadership development. The principal could be seen as the initiator whereas the senior teacher may be seen as the receiver, so gathering data from both sets of interviewees could provide a relatively balanced set of viewpoints to analyse. According to Coleman and Briggs (2002), there is no set answer as to what size a sample should be, but the way the sample is selected is more important. A sample free of bias is more important than having a large sample where lack of bias cannot be assured. Three different sites were selected for data collection to strengthen the findings and allow for the possibility that the findings may be applicable to schools of similar size. I involved only interviewees from outside of my local principals' association to lessen any bias, which might arise from working with colleagues with whom I associate frequently.

Using the Auckland Primary Principals' Association Directory, which lists all schools within the greater Auckland area, I created a list of all schools within Auckland City. The list was then narrowed to include only schools within approximately twenty minutes drive of my home. This allowed for schools adjacent to where I live and work to become the sample. This provided ease of access and eliminated travelling significant distances to complete the interviews. The Ministry of Education and individual school websites were then used to narrow the list to include only public funded, U5 and U6 schools. Each of these schools on the final list were emailed and asked if they would be willing to participate. This resulted in two positive replies where both the principal and two senior teachers were willing to participate within the required time frames.

Defining a specific geographic area within Auckland City followed by further selection of the specific group of U5 and U6 public funded schools is an example of cluster sampling, which involves choosing a unit from the population prior to selecting individual interviewees (Ary et al., 2002; Cohen et al., 2007). If

more than three schools had indicated a positive response, I had planned to use systematic sampling to follow the cluster-sampling exercise. Both cluster sampling and systematic sampling, are examples of probability sampling which “is a mechanism for reducing bias in the selection of samples” (Bryman, 2004b, p. 105), that increases validity. According to Coleman and Briggs (2002), probability sampling creates a “method where the researcher controls and specifies the likelihood of any individual in the population appearing in the sample” (p. 98). In order to obtain the third school, the geographical area was widened and another four schools were emailed which resulted in one positive response so the requirement for three schools to participate in the research was met.

Analysis of Interview Data

There is no one way to analyse and present qualitative interview data. The literature does suggest using three steps, which are labelled as organising, summarising and interpreting as a guide to data analysis (Ary et al., 2002). While the process that was employed was not as clear-cut as three distinct and separate steps, this did provide a general guide for the analysis of data. It is this process of analysis which turns the information collected into data (Coleman & Briggs, 2002).

The first step in organising my data was to listen to the digital recording of the complete interviews. This allowed me to hear the full interview as the interviewees complete their statements without having to concentrate on the questioning. The interview data was then fully transcribed. A transcription of the interview was sent to each participant for checking and they were invited to make any corrections. While most interviewees confirmed that they had received the email, no amendments were made. Each of the transcriptions was then read through with the recording to ensure that the transcription was correct. This also allowed me to become more familiar with the data and to begin the step of noting possible connections between the nine sets of data.

The step of summarising by finding common themes, involved looking for repeating words and phrases and categorising these into similar groups. It was

decided not to follow the individual questions because within the format of the semi-structured interview, and with very little interjection from me, the feedback on the questions did not fit into neatly packaged answers. Three themes were selected as a way to organise the data. These were 'Assumptions', 'Experiences' and 'Issues and Challenges'. The data on both leadership identification and leadership development was examined under each of these three themes. The interview data from each interviewee was literally cut and pasted onto large charts under these headings with a space for further notes to assist with this stage and the last stage of interpretation which flows on into the Chapter Five discussion.

The third stage of interpretation was where the data was examined, analysed, contrasted and compared. Extensive interview data was included to avoid taking excerpts out of context and placing an emphasis on it to suit my own purposes. As the interpretation of the data progressed, the three main themes were broken down into further sub-headings such as 'Workload', 'Personnel Matters', 'Principals' Skills' or 'Issues and Challenges". Coleman and Briggs (2002) remind the researcher to not only be aware of the themes which come from the questions but that other important themes may appear as the analysis is undertaken so to be aware and look for these. One theme emerged which was found across much of the data. This was 'On-site Leadership Development' so this theme was analysed and placed in the Chapter Five discussion. Developing and using this clear process to organise, summarise and interpret data was a way to increase validity as it provided a system that could be understood by the reader. In the past, a criticism of qualitative data analysis was that no one explained how it had been analysed so the process was not open. However, analysis within more recent research has become more systematic (Neuman, 1997).

This research involved the use of more than one school so it provided a range of experiences of both principals and senior teachers. The schools were not compared with each other but rather the principals' and senior teachers' transcripts were compared both as individuals and as groups. With this opportunity to compare and contrast the findings, both the commonalities and

differences featured in the findings. As the researcher, I could describe, summarise, look for themes and test and look for commonalities and differences, as long as this analysis matched the purpose of my research. It was not just what was said that required consideration, it was also what was not said that required reflection. What was missing became important. The comparisons made were “based on logic and judgement” (Neuman, 1997, p. 439). While the elements of group comparisons came into my analysis, the specific context of each interviewee’s feedback was also kept in focus (Bryman, 2004b).

The first phase to prepare the Chapter Five discussion was to compare the principals’ views with that of senior teachers. A word search of ‘senior teachers’ was completed on the principals’ interview data to uplift all comments where principals had spoken of senior teachers. The second phase was to complete a word search of ‘principals’ on the senior teacher interview data to uplift all comments where senior teachers had spoken of principals. The comments from both groups were listed and the rest of the findings were scanned to see if there was alignment of thought between the two groups or non-alignment. Fifteen comments were compiled on an ‘Aligned Views’ table (see Table 5.1) and ten comments were compiled on a ‘Non-aligned Views’ table (see Table 5.2). The sub-headings, which divided these comments into groups within each table provided headings to guide the Chapter Five discussion.

Validity and Reliability

Reliability relates to being consistent over time with methods and treating all groups the same when gathering data. Validity is achieved when the researcher’s data gathering relates to the concept being studied so it is in line with the actual research aim (Bryman, 2004b; Cohen et al., 2007; Davidson & Tolich, 2003). It is important to address these two issues of reliability and validity within qualitative research as they support the authenticity of the findings.

As indicated previously, addressing reliability and validity within a qualitative approach may be seen as challenging. There are no direct answers in

qualitative research, but rather description and explanations. Moreover, methods such as semi-structured individual interviews can compromise reliability even further. This is because it is difficult to ensure a consistent approach with the practice of treating each participant as an individual respondent (Coleman & Briggs, 2002). There is also potential for bias that can come from the researcher, interviewee or the questions themselves and therefore influence the findings. Within the writings of Seidman (1998) and Wellington, (2000) there are further concerns expressed in relation to reliability and validity. Wellington (2000) explains that total reliability, which is linked to whether or not research results can be replicated, is a debatable issue because it is impossible to replicate natural behaviour. Seidman (1998) questions the whole concept of validity when he comments that many “qualitative researchers disagree with the epistemological assumptions underlying the notion of validity” (p. 17). He believes that words such as trustworthiness and transferability should replace validity. Internal and external validity can never be claimed as a certainty as these are only perceptions, which is a concern noted by Wellington (2000). These concerns leave the concept of validity and reliability wide open for debate, but this does not change the fact that they remain part of the requirements if research is to be recognised as genuine.

In order to establish reliability and validity within my research, the following steps were implemented. The processes of checking both sets of interview questions, prior to interviewing, against the aim and key questions and the piloting of the questions supported validity (see Appendices C & D). To support reliability, the sampling process was carefully planned and systematic, the interviews were structured with prepared guiding questions, the research design was thorough and the data was compared with previous research outlined within the literature. According to Coleman and Briggs (2002) and Holliday (2002) validity and reliability need to be considered in every aspect of methodology and methods.

Ethical Considerations

Ethics play a very important part in educational research because the processes involve people. The ethical protocols for every aspect of research are clear. “Ethical research might be unethical in its design, its methods, its data analysis, its presentation or its conclusions” (Wellington, 2000, p. 56). Informed consent is necessary so that all interviewees know what the research is about and what is involved in being a participant. Invasion of privacy is a consideration so interviewees have the right to refuse to answer certain questions and the issue of confidentiality remains highly important. Deception is also an ethical consideration so the purpose of the research has to be clearly stated and no inducements are to be used to entice participation. The “main criterion for educational research is that it should be ethical ... Ethical considerations override all others” (Wellington, 2000, p. 54).

Prior to beginning any research, approval was obtained from the Unitec Research Ethics Committee. It was only after receiving formal approval that my interviewing in schools could commence. After indication of willingness to be involved in an interview, each participant was emailed an ‘Information Sheet’ and ‘Consent Form’ so they could view these documents prior to my arrival to conduct the interview. Each participant signed the ‘Letter of Consent’ before the interview began. Time was given for the interviewees to ask any questions and at the end they were asked if they wished to make any further comments. Pseudonyms were given to maintain anonymity of both schools and interviewees. Venues for interviews were chosen carefully so that the participant would feel comfortable and the discussion would remain confidential. Any information, which could identify either the school or participant within the transcription, was removed without altering the essence of the statement. Transcriptions were sent back to the interviewees for checking and procedures for storage of data were clearly outlined.

Ethical considerations cannot be an additional extra because for research to be truly ethical these considerations need to be built in from the beginning of the planning stages and continue to be considered throughout the whole process.

As Mertens (2005) states, ethics need to be a fundamental part of the complete research package and not just added on.

Conclusion

The best way to reach an understanding of leadership identification and further development of senior teachers in primary schools is to hear the experiences of those who were involved. In-depth interviews found within a qualitative approach were chosen to provide the opportunity to hear how principals and teachers think, feel and react as they experience leadership development within their schools. The data gathered from the nine interviewees during these interviews will be examined and analysed in the next chapter.

CHAPTER FOUR

FINDINGS AND RESULTS

Introduction

This chapter presents leadership identification and development as seen through the eyes of three primary school principals and six primary school senior teachers who have experience of leadership development. The principal interviewees are introduced (identified along with their schools by pseudonym) and the findings, from the semi-structured interviews, are analysed under three major themes. These three themes are 'Assumptions', 'Experiences' and 'Issues and Challenges'.

'Assumptions' links to the key question that asks why leadership development is a significant need in relation to senior teachers. 'Experiences' and 'Issues and Challenges' links to the key question relating to the barriers that principals encounter and which strategies are actioned to identify and further develop senior teachers' leadership expertise. 'Assumptions' also links to the key question of how principals' and senior teachers' expectations of programmes to develop leadership expertise inform the future of leadership development for senior teachers. The findings and analysis of the primary school senior teacher interviewees in Part Two follow the same procedure. This two-part analysis allows for sense to be made of the data and it leads on to the Chapter Five discussion of this data in light of the literature reviewed in Chapter Two.

Part One: Interview Findings for Principals

Introducing the principals

The three primary school principals who willingly spoke of their experiences relating to leadership development were:

Nigel, who has been the principal of Stirling Primary School for twenty-one years and has had a total of twenty-four years of principalship. He had been principal in one other school. Nigel was the only principal interviewed who had

been in his current school for over eighteen months. Stirling Primary is a multi-cultural, full primary school with a staff of just over forty.

Sandra is in her first principal's role at Omana Primary School. She has been in this position for one year and one term so is relatively new to principalship. Omana Primary School is a full primary school with a staff of around thirty. In her interview Sandra made some reference to her experiences of leadership development in Roselin Primary School where she was part of the senior management team before taking up her current position.

Colin has been in his principal's position at Pencarrow Primary School, which is a full primary, for eighteen months. Although Colin was new in this position he had been a principal in five other schools so his length of experience totalled approximately twenty-two years. These schools ranged in size from one and two teacher schools where his experience totalled seven years, to his current school where he has a staff of around forty. Colin recalled some of his experiences in his last position at North Primary School, as he said he was not yet fully established at Pencarrow Primary, so had limited experience of leadership development in this school.

Leadership development and its importance: Principals' assumptions

When considering the importance of leadership development, Nigel, Sandra and Colin all considered it to be highly important. Each principal followed up this initial judgement with a different reasoning.

The Stirling Primary principal, Nigel, believed that different schools saw leadership development differently. He even went so far as to say that leadership development looked different in his school from year to year depending on who was in the team and their development needs. Prior to the distribution of the new primary units at the start of the 2009 school year, Nigel saw leadership progression as a clear process but he said that had now changed.

It's got a bit muddy with units... and it becomes a bit more complicated as to who is in charge of what and who has taken responsibilities and why they're taking it on.

At Stirling Primary, according to Nigel, there was a strong belief in distribution of leadership and it was not just the senior teachers who took on leadership roles. Teams were fairly autonomous so they made most of their own decisions and some of his senior teachers were highly skilled.

The benefits of the distribution of leadership, where there was collective responsibility and a commonality, with shared language and vision and values, were an important reason to develop leadership expertise at Omana Primary. Sandra explained that it was important that the messages remained clear.

I think we are an awesome team.... We all lead.... It's quite scary being a new principal and thinking that you are the 'head' leader. I don't think of myself like that. I just think that I'm part of the team. It's not me. People come and say, well you're the principal and it's like no, I'm just part of the senior leadership team. This is a collective responsibility. It's our collective decision-making based on the talk that we've made. I might just facilitate the talk but it's our decision, it's not mine. And whether that's in the context of our senior leaders in a meeting or as a staff. Because if it's only ever going to be mine then it's never going to be sustainable. Without that senior leadership ability to develop and lead staff as well, then you just can't sustain it.... it has to be a collective responsibility and eventually teachers take that responsibility for themselves, but that's a wee way down the track I think.

Another reason for leadership development was provided by Colin from Pencarrow Primary. He saw developing leadership expertise as connected to succession planning.

The.... plan is for people to move on through. It's about having people prepared and confident to take on the challenge when they work through a range of experiences.

Each principal provided only the one reason as to why they considered leadership development to be important.

Leadership identification: Principals' experiences

The principals were asked to list the strategies employed to identify leadership expertise. While the principals' statements were varied they seemed to follow a

common theme. All three responses indicated that principals did not use a checklist or set criteria to identify leaders. Principals' responses seemed to identify special qualities in teachers that were considered linked to leadership potential.

Although there were very few changes to the senior positions in the last ten years, appointing teachers already known to the school seemed to be the strategy employed by Nigel when filling a senior teacher vacancy. In each vacancy, although there were applicants who were both known and unknown, the successful applicant for three of the four most recent vacancies was either a previous or current employee. The senior teacher appointed from outside of the school, stayed for only three years. Nigel used his understanding of his teachers' leadership potential when identifying and appointing senior teachers from within the school.

She was well and truly ready to be a leader.... you couldn't ignore her at that stage.... Mary had something really special....I'm sure I encouraged her at the time.

Most of Sandra's comments in relation to this question relate to identifying readiness for teachers on her staff to take on leadership responsibilities rather than seeking to fill job vacancies. She had offered opportunities for teachers to take on additional responsibility while sometimes the offer came from the teachers themselves. She believed that the other teachers were also able to identify leadership potential, because she had observed her teachers consulting with one of her basic scale teachers and treating them as a leader. In an instance like this she believed that it was often just a matter of the principal formalising that role and allocating a management unit.

I don't know whether I actually employ strategies. I think they themselves show their potential.... he's just a natural.... it's just so apparent.... I think the staff identified him as the leader because they would just go to him. So I think the staff indicate and it's actually being aware of that in relation to giving them those roles with management units and things to start recognising that and formalising.

Teachers identified themselves and Colin was able to pick this up and work to support the development of leadership skills. These teachers were keen to take on additional responsibility before they had any formal leadership role.

It is a sort of willingness to get on board.... they put their hand up because they are willing to go the extra mile.... these sort of teachers you tease out.

Issues and challenges

There were some comments on the issues and challenges faced by principals when identifying leaders. Principals believed that great teachers would not necessarily become great leaders. Although identifying leaders was a fairly common occurrence in these primary schools this exercise was not without issues and challenges. The hardest thing was seeing a highly organised and effective teacher in a classroom and trying to assess their leadership potential.

I think the hardest thing is to know when somebody is very well organised in their own class – they run a good class and they step up to the next stage and [have to] manage a group of teachers. Because it's a complex task to be a team leader and it's also a growing role – they feel they have more and more responsibility all the time. Once upon a time it was just to co-ordinate the team but it has become much, much bigger than that and I think that it's a big jump up to go from a Scale A classroom teacher to a team leader, especially if there's a group of four or five teachers in there. And they often have two or three part-timers associated that work in with their teams too. So I think it's a gamble as you don't really know when you make the appointment.

Sandra made no comment on the issues and challenges of identifying leaders. According to Colin, it was about making the correct appointment and also trying to ensure that the resources were in place to support the new appointee in their role. When appointing senior teachers, contrasting personalities were important within the senior teacher team from Pencarrow Primary. Indeed leadership development was not about appointing and developing leaders to be like and think like each other but rather to develop each senior teacher's potential.

Freda is completely different to me. I didn't want a Colin clone. I don't think we need clones, the contrast is important to have.

The difference between classroom teaching skills and leadership skills was highlighted and seen as having an impact on leadership identification. According to the principals, observing a classroom teacher did not identify leadership potential because a leadership role was far more complex than that of a classroom teacher.

Leadership development strategies for senior teachers: Principals' experiences

Leadership expertise can be developed through involvement in a wide range of activities. While there were options for off-site leadership training, each principal agreed that significant leadership development occurred as part of the job while senior teachers undertook their leadership responsibilities. A plan to develop senior teacher leadership was evident in one school. The other schools operated in a more informal manner. Classroom teaching was not listed as a leadership development activity. This confirmed the theory that the skills involved in teaching a class are different to the skills required to be a leader.

The senior teachers' role was complex and also a growing role, according to Nigel, so once a teacher had been identified and appointed, considerations of suitable leadership development might follow. Principals were not provided with a checklist of leadership development strategies during the interview but instead I listed the strategies each one recalled. This means that there may be strategies that they have used, yet were not discussed in the interview

Table 4.1 Principals recall of leadership development strategies

Leadership development activity	Stirling Primary Nigel	Omana Primary Sandra	Pencarrow Primary Colin
On-site personal development			
modelling	*	*	*
reflection		*	*
coaching		*	
mentoring	*	*	*
appraisal	*	*	

On-site management development			
curriculum leadership	*	*	*
distribution of leadership	*	*	*
team leadership	*	*	*
whole school contracts: asTTle/ AtoL/ICT	*	*	*
Off-site management development			
post-graduate papers	*		*
leadership conferences short courses	*		*
Activities applicable to every category			
professional readings	*	*	*
productive dialogue	*	*	*

Some of the categories listed in Table 4.1 above were described by the principals using different terminology, but I have taken the liberty of grouping the responses so that similar strategies are grouped as one. For example, Colin described meetings with his senior management team that involved rigorous discussion and I have labelled this activity as productive dialogue. The strategies arranged on the table in four categories were all noted by at least two of the principals interviewed. As can be seen in Table 4.1, there were no strategies noted by only one principal.

Within the three interviews, there were numerous comments outlining the principals' experiences of leadership development in their schools. Here is a selection of their comments to provide an understanding of their viewpoints of on-site personal development, on-site management development and off-site management development. At Stirling Primary, there was no set plan to develop senior teacher leadership expertise but there was an individual needs-based approach that involved mostly on-site personal development and on-site management development. Nigel also encouraged his senior teachers to be involved in any off-site management development which supported them in their role and suited their particular stage of development, although this was not as common as it had been several years ago. He recognised that his team of

senior teachers, who had generally been in their roles for several years, needed to be refreshed. He took time to encourage these senior teachers to take opportunities to up-skill and discuss any leadership matters with each other and with him. Within whole school contracts such as the Information Communication Technology (ICT) contract, Nigel saw opportunities of leadership development for his senior teachers.

There's an overlap between the curriculum and leadership....what they take out of it is a little bit different to what the average teacher takes out of it... they themselves, through their perceptions of what is going on, they pick up what is important as... [they lead] their teams.

Senior teachers' self-sufficiency was promoted at Omana Primary, according to Sandra. The opportunity was given and the challenge was put to the senior teachers, and then Sandra acted as coach or mentor as needed. These strategies are seen in the category of on-site personal development.

Jan Robertson's coaching.... So I just pose it now and one of [my teachers] in particular, she just goes and then she comes back to me a couple of days later – I've been thinking about what you said about such and such and this is what I've put together.... giving them the rope sometimes... go and do this and see how you get on and come back and tell me about it.

She explained that using this strategy depends on having relationships built on trust so that senior teachers will actually give it a go, which some were beginning to do. According to Sandra, there was now greater independence and deeper level skills of reflection were developing. A specific plan to support leadership development was actioned at Omana Primary. Twice a term, formal individual meetings of one hours length were held with each senior teacher where leadership matters were discussed and the senior teachers were coached by the principal. In addition to this, twice a term there was a full day of discussion as a leadership team so that a shared understanding and common language were developed around matters such as revising the curriculum.

The strategies to develop leadership expertise, according to Colin, came from a blend of his experience and Pencarrow Primary's culture. The Board of Trustees (BoT) focussed on management development off-site and supported teachers who made a commitment to undertake postgraduate study with

generous grants. It was believed that, as the result of this, two people were involved in study while four had completed their chosen studies. The teachers undertaking this study tended to be those who were about to become formal leaders or they were already in formal leadership roles. Colin also outlined a number of on-the-job leadership development opportunities in which the senior teachers from his school were involved. While these are displayed in Figure 4.1 as on-site management development, some detail may develop a greater understanding of leadership development at Pencarrow Primary. Senior teachers were involved in significant discussion relating to curriculum such as developing an inquiry model for the school. Planning and taking school community events and meetings was an expectation, as was reporting to the BoT on curriculum and student achievement and working on plans to market the school. Some senior teachers involved themselves in professional readings which were shared with the staff while others were involved in conferences and Ministry of Education training. Leadership development packages developed and offered by the Ministry of Education were rated fairly highly by Colin. Along with Nigel and Sandra, Colin also used mentoring to develop leadership expertise.

It's about sharing, and putting things in the right direction to the right people – not everyone is ambitious. You have to keep that in mind a little bit, but those who have got potential you need to encourage.

Issues and challenges of developing leadership expertise: Principals' experiences

There were several issues and challenges in developing leadership expertise, which emerged from the principals' interview data. These were the two interrelated issues of time and teachers' workload, followed by finance, principals' workload and their skill level, the skill level of senior teachers and teachers' reluctance to take on leadership roles. The dual role of teaching a class and undertaking leadership responsibilities was identified as creating a significant concern.

Time and workload

Managing the dual role of classroom teacher and senior teacher was a significant issue according to Nigel. This posed a difficult situation where there did not seem to be a solution.

If you give them too much relief then it damages their performances as classroom teachers.... If you're out of the room too much quite often you're actually affecting the quality of education the children are getting. I think just that whole business of time pressures and lack of time to do things.... in a school there are so many competing needs.... And as time has gone by we've just given a little bit extra here and there as I've been able to squeeze the resources out. So they have a bit more time than they used to but it's not enough really. And yet if they're out much more, it would be too much.

Comments made by Sandra showed agreement with Nigel because she saw senior teachers in the classroom juggling their class with leadership responsibilities as really challenging. She actually said that she would not like to be back in this situation.

Too much work for a relatively small number of senior teachers was an issue raised by Colin. He recalled the process to develop curriculum through consultation with teachers as having a really great result but the impact on workload and time was significant. To complete this curriculum development, the time frames had to be extended and Colin commented that "being realistic in your time frames is important" yet you can only "go so far to stretch time."

Nigel saw workload as contributing to the stepping-down of two of his senior teachers. He understood that this might also be a factor in teachers' reluctance to take on further leadership roles at Stirling Primary.

Too much work, too much effort.... at a certain stage they think, I don't need this.

He explained that he was keen to see his teachers step up and take on higher-level leadership positions. He noted that although he had sought to identify potential leaders and encouraged his senior teachers to be ambitious, they seemed reluctant to move out of the school and take this step. He still hoped that he would see a senior leader make the move and one day go on to become

a principal. Sandra commented that her very experienced teachers didn't want the leadership role offered at the end of last year, so it became the responsibility of a younger teacher who was new to formal leadership. Teachers believed that there was a lot of work associated with curriculum leadership. They sought both units and an additional allocation of time before they took on leadership roles at Pencarrow Primary. Colin had used the new units system introduced at the start of 2009 and his BoT had created a school unit to seek to address this reluctance to take up leadership positions. In revisiting the issue of time later in the interview, Nigel saw that study leave and sabbaticals could provide an answer, because the teachers were on leave for a length of time and they were then involved in leadership development in one block of time. This lessened the impact of constant changes of teacher on the students.

Principals also saw their workload and lack of time as hindering leadership development. Although she understood leadership development to be highly important, Sandra commented that it was very difficult to fit in, while Nigel said that time was always a problem for him in his principal's role.

It's just always so busy. We sort of think, okay, we've got through that one and now it's like, maybe we'll have a bit of down time. No, we've got to get this sorted (Sandra).

I think probably time is always the problem for me in the job in that they've got all these competing things – there's property, there's support staff, there's general 'nuts and bolts' with the payroll and everything else. So probably, I don't feel like enough of my time goes into mentoring, supporting, discussing, and helping (Nigel).

Principal's skills with leadership development

Within the data there were some comments where principals questioned themselves and their own ability to stay informed and up-to-date. It was really difficult to find time to keep up with the professional reading according to Nigel.

I know that my area that I don't do enough of is the professional reading these days. I did a lot more while I was studying but these days I find it's really hard trying to find the time to do the professional reading. Even a few things with all the stuff the Ministry sends you out all the time.... I've

got a lot of that stuff that's still waiting 3,4,5 years to catch up. I'll read it one day when I've got time.

Starting off as a new principal had its challenges according to Sandra. She was just becoming established in her role.

I'm finding my way as a principal myself so you sort of sometimes just go on what sounds like a good idea.... well I'm hoping, I don't know.... it's knowing to what level of support to step in with and how.

Sandra was not the only one to have this concern of when to step in and support and when to leave the issue alone. Nigel, who was the principal with most experience in dealing with large numbers of teachers on the staff, said that situations which pose the questions of whether or not to intervene or offer advice or keep out of the situation, were common. He also noted that making this judgement was not easy. He commented that sometimes he didn't find out about something until it was resolved and, for him, this was the ideal situation, because it meant that the senior teachers themselves had come up with the solution.

Finance

Stirling Primary already budgets for three additional teachers beyond the Ministry's allocation so financial support for leadership development was an issue and a challenge because the additional staffing came at a significant financial cost. Sandra's perceptions of how she believed teachers might view spending on appraisal for senior teachers at Omana Primary could also be viewed as a financial barrier. This decile ten school found balancing the school's needs with professional development, which included leadership development, a challenge. Juggling the budget and dealing with financial issues can turn the principal's job into that of a bursar rather than a general manager, according to Colin. When speaking of planning leadership development, Colin commented that one of the hardest things for his decile ten school was the finance.

Senior teachers' skill level

Finding a senior teacher who had a really good balance of skills was an issue raised by Sandra. Some senior teachers were very strong in pedagogy and some had great people skills, while the reverse also applied. She saw it as important that there was a blend of the two strengths. Sandra believed that senior teachers needed to be able to do great things in curriculum, but they also needed to be able to draw the team together. At Omana Primary she attempted to develop both of these sets of leadership skills in senior teachers.

Senior teachers will sometimes consult with each other to discuss their issues at Stirling Primary. According to Nigel, one of the concerns which arose the most for the senior teachers, was how to lift the performance of teachers who were not performing up to the school's expectations.

Challenges for young leaders

There were specific issues and challenges for young, inexperienced leaders at Omana Primary. Often they were leading much older and very experienced classroom teachers with strong opinions and this was a real challenge for them according to Sandra.

How much that you let them try and find out for themselves and the pressures of an experienced group of teachers with a young teacher and those dilemmas that come through.... I don't know all the answers yet. But we are talking all the time.... Being there if they need me there but not being there too much.

Inexperienced leaders needed time and the space to make mistakes along with the support. In relation to these young teachers and young up-coming leaders, Sandra questioned her understanding of the difference between the generations. She commented that it seemed as if the younger ones expected that they had the rights to a lot more than the last generation of senior teachers and sometimes these expectations came without the thought of having to put in the hard work.

That difference in how people think I think is a barrier and I completely just keeping on doing the talk and providing the challenge and the deeper questions and reflective practice.

Colin was the only principal to outline a strategy to overcome an issue and this was a BoT funded unit to address reluctance to take on leadership roles. Coaching and mentoring seemed to be Sandra's main strategies in overcoming issues and challenges. Other strategies which could be drawn out of the interview data included employing additional teachers to provide release, extended time frames to complete goals, time in other schools, study leave and sabbaticals. However, most of these strategies to address the issues and challenges had a negative impact on resourcing, especially finances. There were no suggestions of ways to overcome the issues of principals' workload and their ability to keep up-to-date.

Ideal leadership development plans: Principals' assumptions

When asked what a plan to develop senior teacher leadership expertise in their own school would look like, each principal based their plan on a different assumption. In outlining this proposed plan the principals were asked to set aside any issues and challenges which could arise.

With twenty-one years of experience at Stirling Primary, Nigel commented that things just happen, not because of a plan but because that was the way Stirling Primary instinctively operated. Leadership development was happening all of the time, according to Nigel, as senior teachers and senior management problem solved and worked with each other.

I don't know that I deliberately set out to do a whole lot of professional development specifically for leadership that is just a small part of what happens. But I do encourage them to go along and take the opportunities, if they've got leadership focus.... Nothing comes out of isolation – everything is within a context of the history of the school which is the people you are working with and how well you know each other – how well they co-operate together – who gets on really well with who and who doesn't – all sorts of things that you just know about your organisation.

Nigel assumed that teachers were too busy to be involved in training, but he thought that they would be keen on choosing a study option if it could be undertaken without being a burden. He mentioned study during the school day with study release as a satisfactory solution or a block of study leave.

That's where maybe the sabbatical approach is the best in the long run where they just get out of it, do their training and learn in one big hit.

He believed that leadership development was not always just about money. He went on to comment that teachers gained a lot of satisfaction from carrying out an informal leadership role and they grew in confidence.

I think probably one of the things that help people to grow is just living the job – you know - senior staff meeting, a lot of debate, discussions, making decisions, finding we've made the wrong decisions – having to discuss it and change it.... people learn quite a lot not only about each other, but also about themselves.... give opportunities to people to show responsibility and it doesn't have to be about units. You find something that suits [their] strength area and give them an opportunity to show leadership within the school.

A recent trend, which Sandra had heard was being developed in some schools, provided the basis for Sandra's leadership development plan for Omana Primary. Her plan was to involve all teachers with formal leadership responsibilities in an external appraisal. This would include both appraisals as a group and as an individual. This plan was only a suggestion because Sandra assumed that teachers would not see the required investment of around \$15000 as reasonable, given that funding for professional development was already limited. Even though she herself considered leadership development to be absolutely critical, she thought other teachers might not see leadership development in the same light and therefore could resent the expenditure.

Colin's plan for Pencarrow Primary was based on his own leadership development experiences. He recalled the rural advisor, an exchange to Australia, acting as a curriculum facilitator and a situation where a senior teacher had to 'act up' and take on a deputy principal role. Because Colin found each of these experiences very worthwhile in developing leadership expertise, he believed that they could effectively support his own senior teachers. He thought that these strategies would provide an independent voice

to support leadership development, an opportunity to see education in other settings therefore broadening teachers' perspectives and giving them the opportunity to experience a higher level of leadership. Colin also wondered if the First Time Principal model could be adapted to provide a leadership development programme for new leaders. He also believed that completing his Masters was very valuable, so he would include further study in his ideal leadership development package. Colin also added that sabbaticals could be quite invigorating, although he had never experienced one himself. He thought that they could allow for space and provide opportunity for reflection.

Concern was expressed by both Nigel and Colin over senior teachers who stayed in the one school for a long time because they had little opportunity to widen their experience by getting out into other schools. While they believed that these teachers could provide significant stability, being in the one school for many years was seen to have its negative side.

Some senior teachers have never been outside of this school in twenty years. We can learn a lot from each other.... they get lots of reinforcement but they need to be challenged and get to observe another class [in another school] over several visits ... and be recharged (Colin).

There is so much you can learn from getting out of your own school (Nigel).

According to Colin and Nigel, a plan was needed to cater for long serving senior teachers. They needed a chance to get out of their own school environment and benefit from seeing how other senior teachers worked effectively.

Part Two: Interview Findings for Senior Teachers

Data was gathered from two senior teachers in each of the schools where the principals were interviewed. As explained in Chapter One, senior teacher is a term used in primary schools to describe a formal leadership role. The teacher has curriculum responsibility and/or responsibility to lead a small team and is being paid at least one management unit.

Introducing the senior teachers

Mary is a senior teacher at Stirling Primary. She has been in a leadership role at this school for just over nine years and gained this position after working in the school as a long-term reliever. Her only other experience as a senior teacher was in an acting role for one term. She believes that having both parents as non-Kiwi made her “a bit more tolerant” and that this had given her a drive to succeed. She has full class responsibilities.

Talia began her teaching career at Stirling Primary. She has returned more than once to teach at this school and was successful in gaining a senior teacher position three years ago. She has no other senior teacher experience in any other schools and referred to herself as the ‘baby’ of the Stirling Primary leadership team. She has responsibility for a full class, school sport and was special needs co-ordinator (SENCO).

Glenis has held a number of leadership positions in primary schools. When she came to New Zealand from the United Kingdom she stepped down from a leadership position to take up a basic scale position. She has been in her current role at Omana Primary for almost two and a half years. Her leadership positions in other schools total over eleven years. She does not have a full time class responsibility. She is the leader of the junior syndicate and is leading a special initiative.

Cindy was a senior teacher for two years before gaining her leadership position at Omana Primary three years ago. She has experienced having full class responsibility and has balanced this with a leadership role. At the start of 2009 she had taken on responsibility as the SENCO and did not have full class responsibility when she was interviewed. Cindy has worked at Omana Primary for over eighteen months so had experienced a change of leadership when Sandra had taken on the principal’s role.

Tess is a senior teacher at Pencarrow Primary. She has twenty-two years of experience in a leadership position at her current school and had six years in her previous school. In her interview, Tess referred to her experiences of

leadership development with Colin, her current principal, and Paul who was her previous principal at Pencarrow Primary. Tess has full time class responsibility.

Freda has been in a leadership position at Pencarrow Primary for one year. She has a total of twenty-four years of leadership experience in other primary schools. During the interview she referred to her experience as a team leader in schools other than Pencarrow Primary. Freda has full responsibility for a class. She was the teacher in charge of IT and was also leading the e-asTTle initiative.

Leadership development and its importance: Senior teachers' assumptions

Every senior teacher assumed that leadership development was important and that it was effective in developing leaders. It was noted as particularly important for newly appointed senior teachers and it was also seen to up-skill all experienced leaders who were working in a constantly changing environment. The senior teachers from Stirling Primary saw it as fairly important. They both said that it was important to develop your leadership potential and move forward once you had been chosen for a leadership role. Talia's understanding was that as you became more familiar with your leadership role, leadership development became less important. She assumed that teachers were selected to take on responsibility because they already had ability to lead. She did add that "to progress further and develop that, then it would be important." In her role, which according to Tess was constantly changing and growing, she believed that leadership development was extremely important because, as a leader, you had to be up-to-date and be aware of new ways and methods. Leadership development was also important to Freda because she was keen to learn more and improve her performance as a leader. She was always looking at new approaches to "improve teaching and learning." However it was Glenis and Cindy from Omana Primary who were most convinced of the importance of leadership development. Cindy recalled her experience as a new leader.

When I was in my first role, which was a team leader role, there was absolutely no provision made for development at all. It was like, here's

your team – go to it... Moving into a different school where the philosophy of developing leaders was very strong. there was in-school professional development happening for middle management and that was amazing. You do the job for a little bit longer and you find out all the things you didn't know.

When asked how important they thought senior teacher leadership was to their school, Glenis and Cindy were noted as the most enthusiastic about leadership development. They were also the most positive about the importance of leadership development to their schools.

[It is] very important. It's a very strong culture within this school that's recognised, acknowledged and developed (Cindy).

Extremely important. This is an ever changing, ever growing role and I don't believe that you ever know completely the whole story... of what people bring... and what you need to do to develop people.... I have the benefit of working for a principal who is very collegial and so her style of management is one of training her senior managers with an eye to the future development for us and for education.... It's a secure base because there isn't one person trying to go alone (Glenis).

The importance of leadership development was further explained by Glenis, when she assumed that leadership could be “nurtured” and that leaders can be developed so they understand how the school ‘thinks’ and operates. Glenis described that alongside this were the skills and personal interests that the senior teacher brought to their role and these could also be developed. She understood leadership development as being able to “add someone else’s experience” to hers.

Some senior teachers explained how leadership was found throughout the school. Leadership was not just the domain of those who had official leadership responsibilities.

I consider leadership from the ground level, from classroom teacher level who are the leaders in their rooms for their children as much as through to senior leadership. So at all the stages, we need to be developed as leaders within our own room. And in fact, my personal view is also that children can be developed as leaders. I lead the syndicate for the juniors here and I'm looking at how we can teach our children to be leaders in their own sphere of influence. What skills they can use, what they can learn about, how to be an influence on others and how to be a good role model. And that's all leadership (Glenis).

It's with different levels. Every teacher, is a leader in their classroom so sometimes I guess maybe it starts from that. Giving people the opportunity to be better teachers to run certain things. The children are encouraged to be leaders (Tess).

There was agreement between Tess, who said that leadership development seemed to work on different levels, and a number of other senior teacher interviewees. They saw leadership development as relating to themselves as senior teachers, other teachers within the school and the children.

Leadership identification: Senior teachers' viewpoints and experiences

Teachers became leaders through identifying themselves, being encouraged by the principal and successfully undertaking minor leadership roles, according to most of the senior teacher interviewees. There was agreement between the senior teachers that it was often possible for principals to observe leadership potential in their teachers.

Mary from Stirling Primary thought that principals were looking for a particular skill set, which included organising ability, good temperament, passion and an area of expertise. Talia believed leaders presented themselves and that senior teachers provided valuable information on the leadership potential of other teachers. The joint opinion of the two Omana Primary senior teachers was that leaders can be identified through their ability to capture the school's vision, work with a diverse group, build relationships and grow into leadership by "giving things a go". Tess from Pencarrow Primary agreed with Talia's observation that senior teachers can contribute to leadership identification. She also saw the influence that positive outcomes in minor leadership roles had when appointing teachers to formal leadership roles.

Sometimes it's through what they do. Every teacher is a leader in their classroom so sometimes... it starts from that. Giving people to opportunity to... run certain things.... The principals that I know have a reasonable success rate. I think the hard part for them is to find leaders that fit into what I call the culture of the school. And sometimes if you appoint within the establishment you get that if that's what's important to you. If you want to change the culture of the school then you're going to find other people, aren't you. And that's not always successful....

Freda had observed a broad range of strategies employed by principals to identify leaders. These experiences came from observations in a number of schools where she had worked.

I've seen a mixture... principals who identify leaders by their actions and their passion for what they do.... I've also seen other principals who give leadership to people because they've been there the longest or they are the noisiest or they're their friends.... I've certainly seen principals who identify leaders as those people who really are working hard and have something to offer.... I have known people within a school to be appointed to a leadership position simply because they think that it's their right.

Appointing from within current teaching staff was generally seen as a more successful strategy than appointing from outside of the school because the new leaders 'fit' within the culture was known. Alongside this was also the recognition that any leadership appointments can be a bit of a gamble and, some appointments, which seemed to be set up for success, just didn't work. Talia saw the effective leadership team at Stirling Primary as proof that Nigel was able to successfully identify leaders, while Glenis added another dimension to this discussion.

[Principals who] are closed-handed with feeling that they need to be in control or to have a tight-grip on the reins of what's going on, often cannot give the amount of freedom to allow emerging leaders to actually develop.... The successful principals I've worked with are secure enough in their leadership to know that difference is not threatening but that actually thinking sideways or outside of the normal way of working in a leadership forum in debate or in discussion.... is actually building a very strong basis upon which to work as a leadership structure in a developing school.

Talia likened the identification of school leaders to identifying the nephew in her family who will be "groomed to be the Matai" [head of the family]. She had very recently discussed their family leadership with her sister.

We've looked at our nieces and nephews, and we're like "okay, which one do we think will be equipped to be the head of the family?".... [We were looking at] confidence, the ability to communicate, and I suppose for us it was a bit of an aura. I think it's something you are born with and something that's encouraged, then we thought of our extended family, and one of our cousins had been groomed to be the Matai. He had completely been groomed and he ticked all the right boxes, but that was

something that he had been brought up with.... So it makes you wonder if you can just take [any] person and try and make them a leader. I don't know. I don't think so.

Issues and challenges of leadership identification

Appointing a successful classroom teacher to a leadership position did not guarantee a successful appointment. Indeed, appointing suitable teachers to any leadership position was seen as challenging.

One of the challenges in appointing leaders according to the senior teacher interviewees, was the appointment of an applicant from outside of the school. The situation of an interview and contact with referees named by the applicant was identified as, at times, inadequate. This was because most people can sell themselves during a relatively short interview, but it was difficult to determine how they would fit with the existing team. It was Freda who suggested that there was a need to fully investigate the applicant and also see them in their own environment. According to Cindy, appointing a current teacher to a leadership position was not guaranteed to work either. Cindy's comments could be seen as a summary of the comments by all of the other senior teacher interviewees.

I have seen some appointments made that haven't worked so it's a mixed bag. And certainly at that stage the appointments were made yes, that person was going to be right for the job. I hate to use the term 'hit and miss'.... With the best intentions someone was appointed and for a variety of reasons it didn't work. So... they [the principals] don't always get it right. And of course it's a lot easier when you're looking at someone within the school because then you've got a track record. Although having said that, a wonderful class teacher was appointed to a senior teacher role and it didn't work.... I think a leadership role is just so different from a classroom teacher. It's a different set of skills that they need. Certainly, if you're looking at building relationships, a good classroom teacher would have that.... But the ability to cope with stress.... and also the responsibility of having to deal with colleagues. It has to be someone who can cope with that.

According to Glenis, some teachers were not willing to take the risk of stepping into a leadership role, while others needed to be convinced that they had the ability to do the job. Tess explained that some potential senior teachers questioned what their colleagues might think if they put themselves up for a

senior position, so this became a reason to avoid leadership responsibilities. According to Talia, making the correct choice was obviously the greatest challenge. She explained that balancing personalities, ethnic backgrounds, ages and experience were part of the considerations when identifying leaders.

Leadership development strategies: Senior teachers' experiences

The principal was identified as having a key role in leadership development. Some of the leadership development strategies discussed by the senior teachers as being the most successful involved learning with others. Moreover leadership development was seen as capable of changing the senior teacher.

Throughout the interviews the senior teachers mentioned a number of leadership development activities. The activities marked with a # have all been employed to develop the leadership expertise of these senior teacher interviewees, either in their current position or in a previous position. Where there are two #s in the one square both senior teachers in the school identified this as a strategy they had experienced. In some interviews, an activity was described and I have placed it in a category, under a different name, based on the senior teacher's description. For example, Freda described working in a dual leadership role with another senior teacher in a previous school and how as good friends they did things together. I have labelled this as buddy support.

Every senior teacher was able to list at least six leadership development activities in which they had been involved, see Table 4.2. They had experienced a range of activities, from on-site personal development to on-site management development and off-site management development.

Table 4.2: Leadership development experiences of senior teachers

Leadership development activity	Stirling Primary	Omana Primary	Pencarrow Primary
On-site personal development			
modelling	* # #	*	* #
reflection		* #	* #

coaching		* # #	#
mentoring	* # #	* # #	* #
appraisal	* #	*	
On-site management development			
curriculum leadership	* # #	* # #	* # #
distribution of leadership	*	*	*
team leadership	* # #	* # #	* # #
whole school contracts asTTle / AtoL	*	*	*
Off-site management development			
post-graduate papers	*		* # #
leadership conferences short courses	* # #	# #	* # #
Applicable to more than one category			
professional readings	*	* # #	* #
professional dialogue	* # #	* # #	*
buddy support		#	#

Key * Leadership development for senior teachers: experiences of principals
Leadership development: experiences of senior teachers

While Table 4.2 does list the interviewees' experiences of leadership development, it does not fully explain the senior teachers' experiences. The following findings are provided to detail these experiences.

The value of learning with others as a way to support leadership development was highlighted in every interview. These quotes from Cindy and Freda are examples of how valuable the senior teachers found the experience of working with their colleagues.

The development we had inside the school was hugely valuable because we did it as a group.... I think working as a group.... is quite important, rather than trying to do it on your own. The ability to come back the next day and say – I was thinking about what we talked about yesterday.... Then you've got somebody right here who is also doing the same... you can have that conversation (Cindy).

[As buddies] we supported each other and bounced ideas off each other.... I think we both grew tremendously.... and I think we brought our team a long way – a bit further than we would have done individually (Freda).

Leadership development can be seen to have a negative effect on a school according to Cindy. She had observed that leaders in her school were developed so well, that they were up-skilled to the point where they became successful in gaining a leadership position in another school. This meant that the position became vacant so the cycle starting with identification had to begin again.

The principal's role was also highlighted as a critical aspect of leadership development by each of the six senior teachers. The teachers spoke of the principal's role as a mentor, a knowledgeable leader, a great team leader and an encourager.

I go right down there and talk to him about it and work my way through it. If I have a problem sometimes I can go in and “Nigel I’ve got a huge problem with this. Help me. What shall I do?”.... Nigel is the master of a pause. He will put a question out there and he’ll just sit and wait... (Mary).

She’s definitely passing on her [the principal’s] knowledge... My learning curve under her has been just exponentially grown. Having worked under a couple of principals now, you can see so clearly how important the principal is in developing and encouraging that development (Cindy).

I think the strategies that I have particularly seen and enjoy is the willingness of leaders – principals – to give you a go, to give you a chance to have a go and.... it doesn’t matter if you don’t achieve it and it’s not a disaster if you fail but the growing process that happens defines and refines you as an emerging leader (Glenis).

Both Tess and Talia believed that leadership skills developed outside of the educational setting were transferable and highly valuable. Tess had gained leadership status through the Guides’ Association and became a top-level trainer. She saw significant crossover with leadership development in the association and in her school. Talia was an exchange student and had held positions as a sports’ captain. She saw these ‘life skills’ as benefitting her current leadership position as a senior teacher.

Although all teachers listed courses and conferences they had attended, it was only Glenis who highlighted any. She recalled one that focussed on the big picture as being particularly beneficial, and the other focussed on principalship. Talia compared the value of working with others with attending a two-day course.

I really did have to seek assistance from other people, and people are always willing to help you if you are genuinely interested and willing to share... So, in a way that's more valuable than me going to some leadership course of some random person.... I'll be asking their advice and I'll be helping them with their whatever they need help with, so we're sharing our resources.... So it's a two-way thing.... good relationships, that's very important...

Leadership development had changed her way of dealing with people according to Mary. She developed new strategies so her communication skills improved and she became more tolerant.

I used to be very much a "I think this is the right way of doing it." I probably still think that.... but I think I have a wider understanding and I am more accepting of other people. I'm more tolerant of their viewpoint.... I'm a better listener now than I used to be and that's huge. Listening is huge.... I now know that the things that I thought mattered before are not the things that really matter.

Issues and challenges of developing leadership expertise: Senior teachers' experiences

Senior teachers saw their role as demanding and their workload as a significant issue and challenge. Dealing with challenging personnel matters rated as a significant concern. A reluctance to step up and take on principalship was also noted.

Time and workload

The tension between classroom and leadership responsibilities was an issue that obviously concerned the senior teachers. Most of the senior teachers expanded considerably on this point. They explained their concern about the workload and expectations of their leadership role and the loyalty to their class.

Sometimes I actually miss being in the classroom.... It can be hard.... I've had to split maths... and I'm a stickler for them ruling off and underling the date.... whereas she [the reliever] doesn't have those same thoughts. That was a biggie.... The hardest thing was for them [the children] to adjust to two teachers (Talia).

They might be a fantastic teacher and they spend 100% of their time doing that, then they have to share that and maybe they've got to share their class. I found that really really hard at first, giving away your class to someone else.... You can't please everyone can you (Tess).

For those classroom teachers who are also in a leadership role, it's hugely demanding. And for those people it's going to be a lot harder to do that development because they've got their classroom focus which they're not going to want to move away from. At the same time they're being encouraged and expected to develop their leadership as well (Cindy).

Workload and time concerns arose in every interview and sometimes this was a focus several times within a single interview. The demands of other teachers, lack of time to actually 'think', balancing school and home, overloading teachers new to a leadership role, learning to say 'no', and the pressure of the job itself were all points noted during the interviews. Finding time to develop personal leadership skills was an additional issue raised by three senior teachers. Tess, who had completed a course of university study, commented that balancing home and school and study was extremely difficult. Freda found the demands of her class, her IT role and completing her current study demands really challenging and Cindy couldn't see herself fitting in any leadership course because she would not meet the deadlines expected by other teachers in her school.

A different perspective on workload was explained by Mary. She recalled a conversation about staff development with one of her current senior teacher colleagues.

There was so much staff development [in a previous school] that the teachers never felt good about themselves. They never felt like they got there. They never felt they were successful or they achieved it because there was always so much more to do. I think there are a lot of people out there that feel like that....

To develop leadership potential, senior teachers require the support of the principal, according to Freda. She explained that the principal is required to put the infrastructure in place to support the leadership development, for example, budget considerations and additional time. The principal also needs to value the contributions and efforts of the senior teachers.

Personnel matters

There was one more significant challenge identified by all of the senior teacher interviewees. This was coping with and dealing with personnel issues. This concern was seen from several different perspectives but most of the comments made can be summed up as difficulties in dealing with different personalities and opinions, and young senior teachers leading older, more experienced, teachers.

Sometimes your mentor has a different way of seeing things. that's a huge thing.... The other big issue is different ideas and different ways of managing things. Sometimes when you do get teachers who've been doing a job for a very long time they get quite regimented.... It's managing your people and knowing what their strengths are and what their weaknesses are. Personality would be a biggie (Talia).

People would have to be the most difficult.... people who.... are reluctant to change. I find that really hard.... When people have been in their positions for a long time, sometimes they... might forget what is that they're leading or are responsible for leading (Freda).

Mary, who had been on a course to up-skill in undertaking difficult conversations, still needed to consult several times with Nigel over this same issue. Although she understood how to undertake difficult conversations, she continued to be concerned about offending people and getting into arguments. She found it really difficult if the staff member concerned was rude or showed signs of stress.

Tess believed that some teachers found it difficult moving into a leadership role because they were no longer part of the main group. The leadership role distanced them from their colleagues, as they could no longer be on the same basis with their friends. Some senior teachers' lack of understanding of personalities and relationships was another issue identified by Tess.

Some people don't want to face reality about their particular style.... they are going to give orders about everything and that's how it's going to be.... Really understanding how other people work. I think maybe that interpersonal relationship thing and the listening skills.... if they haven't got those kinds of skills, it becomes a barrier.

Three senior teachers stated their current reluctance to look at the possibility of taking on the role of principal some time in the future. Too much time spent on issues such as property, finance and lawn mowing instead of focussing on teaching and learning were some of the reasons given along with general comments on work overload.

Ideal leadership development plans: Senior teachers' assumptions

Senior teacher interviewee responses focussed on support from colleagues, providing additional time and providing a supportive infrastructure when they were asked to outline a plan to develop senior teachers' leadership expertise. Collegial support took various forms: from being available to discuss situations as they actually arose to keeping a close watch on how their senior teacher colleagues were coping, teamwork, buddy support and mentoring.

They certainly need to be coached, buddied and mentored within the structure of what's being asked of them. Often in education you're thrown into the lion's den and left there. So a manager who is not interfering but is there as a resource point. But then somebody – the resource point person.... to actually give feedback and pointers for development... and look out for that person.

Training in various forms was also a popular option and included In-school training of understanding the vision and values and training of understanding change and leadership styles. The completion of a management course was also a suggestion from both Mary and Cindy.

The importance of having time to settle into the role and adjust to the new leadership responsibilities, while providing time to reflect and assimilate any leadership development, was considered to be important. According to Tess and Freda, just having time to step back and consider what was going on and how things were working was really important, particularly for a new leader.

Mary had a different starting point from everyone else. She would take the new leader from their area of passion and encourage them to develop that further. This strategy has similarities to Freda's suggestion of limiting their role so they can concentrate on a small aspect of leadership rather than giving them too much responsibility.

Although Glenis commented that she had never considered what a plan for senior teacher development might look like, she detailed a number of options and considerations for senior teacher leadership development.

Their key performance indicators have to be extremely clear. What responsibilities will they have. Let them take risks but be very clear in what you want of them too.... Let the time frame develop itself.... often.... you've found the role you want and you get there and it's not quite the role you thought it was – you need to have time to settle in.

While Glenis was keen to discuss leadership development and how to support new leaders to develop their expertise, she also saw leadership development from another perspective. She believed that leaders have a responsibility to develop themselves.

I'm as equally responsible for my growth in this role as it is for somebody to grow me.... my focus is – what can I do to improve myself in this position.... They are just as responsible to know what's new and how they can do something different, as much as it is their... leader to show them.

Conclusion

All interviewees saw leadership development as very important, although the reasoning of the interviewees provided a broad range of explanations. When considering leadership identification, the interview data indicated that there were specific issues that challenged the successful identification of leaders, yet there was no promotion of a particular successful strategy. Both the principals and senior teachers outlined a number of leadership development strategies that were part of their leadership development experiences, while the importance of the principals' role in developing leadership was highlighted throughout the interviews. The issues and challenges that were identified could be seen as significant hindrances to successful implementation of a programme

to develop senior teachers' leadership. Future leadership development plans for new senior teachers included a number of different suggestions, yet the difficulties discussed throughout the interviews were not specifically addressed. There were no suggestions of strategies to cope with the principals' key role in leadership development and their position of being overworked and no suggestion of solutions to the issue of classroom responsibility and the requirement of time and space for leadership development.

The analysis of the interviews has provided the basis for the discussion of findings in Chapter Five. The issues that will be discussed in more detail in Chapter Five are the aligned and non-aligned views of principals and senior teachers.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Introduction

An understanding of leadership and its development, as seen through the interview data and supported by the literature, will introduce this Chapter Five discussion. Interview data where principals refer to senior teachers and data where senior teachers refer to principals, will then frame the shape of the discussion. Where there is alignment between the interviewees' viewpoints, opportunity has been taken to analyse these findings alongside the literature. The non-aligned viewpoints where there is no evidence of shared understandings within the interview data, provide an opportunity to analyse the complexities and any tensions relating to leadership identification and development.

Understanding Leadership Development

Differing perspectives

Contrasting viewpoints of leadership development and why it is a significant need can be seen throughout the interview data and literature. The broad view that leadership development relates to the whole school, from the children to formal leadership roles, was seen in the data from Tess, Talia and Glenis and is also found within the literature. There is agreement with this viewpoint from Coles and Southworth (2005) who see leadership developing across the school. Their view is that the development of leadership across the school brings hope for the future. Leadership development can be all-inclusive and include developing the leadership expertise of children, young and experienced teachers, those with management units and the principal. Although most of the discussion for this research followed the direction of the questioning and focussed on the formal leadership role of the senior teacher, leadership found across the school is not ignored. This is because it could be seen as the beginning of a formal leadership role therefore it can have a direct link to the

identification of leaders and senior teachers can support the development of leadership across the school.

There appears to be little doubt within both the interview data and literature that leadership development within schools makes a difference. Glenis assumed that leadership can be fostered and that leaders can be developed and leadership development had changed Mary's relationships with others. There seems to be agreement from Bennett et al. (2003), Childs-Bowen et al. (2000) and Cardno (2005) who all argue that leadership development can also improve students' learning. It was Freda who made a direct link between improving teaching and learning and leadership development. She saw leadership development as important for herself, because she could be involved in looking at new teaching and learning approaches and consequently improve her performance as leader.

The publication of The Best Evidence Synthesis Iteration [BES] by Timperley, Wilson, Barrar and Fung (2007) and its arrival in our New Zealand schools, brings a reminder that professional development can equip teachers with a strong theory base and this can be employed to make changes to practice. However this message comes with a reminder that "teachers need time and opportunity to engage with key ideas and integrate those ideas with a coherent theory of practice" (p. 225). Changing teaching practice so that it has an impact on student outcomes does not happen 'automatically' according to Timperley et al. (2007). The importance of the leader having time to step back and consider, was also noted by Tess and Freda. The learning of leadership theory has potential to impact on leadership development if the time, the space and the opportunity is given to explore the learning and if ways are found to make it a reality within the context of the leadership work.

A focus on the distribution of leadership

Every principal and senior teacher took the view that leadership development was important. When questioned as to why, there was only one reason which the interviewees had in common. This was that it involved the distribution of leadership. Sustainability, collective responsibility with a shared vision, and a

way of managing her workload as principal, were Sandra's reasons for employing the distribution of leadership. Sandra's view of seeing distribution of leadership as a way to manage workload, is in line with Coleman and Earley (2005), who agree that this strategy is a way to spread the workload and make the principal's role manageable. Nigel believed that the distribution of leadership was very important at Stirling Primary but he did not explain why. He did explain that leadership was distributed not just to leaders with management units, but also to others who took on informal leadership roles. Although Colin did not use the term 'distribution of leadership', he seemed to practise this in his school, as he spoke of the responsibilities that senior teachers undertook such as reporting to the Board of Trustees and undertaking curriculum initiatives. Colin referred to these activities as on-site leadership development.

There are considerable references to distribution of leadership within the literature. According to Mayrowetz, (2008) distribution of leadership allows the senior teacher to develop their leadership expertise as they take on the delegated responsibilities. He explains that principals now rely on many people to do their job properly and carry out many of their responsibilities. This has led to a shift away from solely developing the principal as a leader, to also developing a distributed leadership structure. However, although Bush and Middlewood (2005) and Coleman and Early (2005) see the distribution of leadership as desirable, Mayrowetz (2008) questions this practice. His concern centres on his belief that there is no evidence that it has a relationship to school improvement. This is a concern because senior teacher leadership development is about making a difference to learning outcomes and school improvement (Bush and Middlewood, 2005). Yet, the interview data shows that distribution of leadership is seen by both principals and senior teachers, as a leadership development activity. Secondly, according to Mayrowetz (2008), distributed leadership can be seen as a risk because leadership can end up in the hands of incompetent leaders. Principals may need to take an unbiased look at the distribution of leadership and analyse Mayrowetz's (2008) viewpoint to evaluate the effectiveness of this strategy in developing leadership.

On-site leadership development

On-site leadership development was an overlapping theme seen within the findings outlined under the headings of 'Assumptions', 'Experiences' and 'Issues and Challenges'. It was one of the strategies actioned to develop senior teachers' leadership expertise. As shown in Table 4.2, the leadership development experiences of principals and senior teachers included several on-site activities, which belong within the categories of both personal development and management development.

The three principals referred to leadership development occurring on-site as they spoke of the distribution of leadership, appraisal development, school wide contracts, coaching, mentoring, and team leadership. Nigel and Colin both recalled the activities, which their senior teachers were involved in as part of their regular leadership responsibilities and noted how these activities developed leadership expertise. The senior teachers at Stirling Primary consulted with each other and with Nigel to discuss concerns and seek advice. At Pencarrow Primary, leadership development was focussed on the experiences of 'being' the senior teacher. According to Colin, leadership development was about consultation, sharing and offering the right teachers opportunities. In the plan to develop leadership at Omana Primary, Sandra discussed the use of on-site personal development and management development. Modelling, coaching and mentoring were all part of the support package for senior teachers, along with formal meetings throughout the year. The principals' interview findings show that on-site leadership development dominates the strategies to develop leadership.

The senior teachers also spoke of the value of on-site leadership development. This was seen in Talia's comment, where she found support from her colleagues more valuable than attendance at a conference. She explained the value of working with her more experienced senior teacher colleagues. Cindy found a course that was based in her school really excellent, because she could continue the discussion long after each session was finished. Freda and Glenis both found buddy support very valuable. Principals' and senior teachers' ideal

plans to develop leadership expertise did include some off-site training. However, most of the suggested programmes were based on collegial support, guidance, mentoring and coaching. On-site leadership development activities also dominated the senior teachers' interview findings.

The principal's role in on-site development should not be overlooked. It is the principal who has the responsibility and plays a key role in developing senior teachers' leadership (Cardno, 2005; Childs-Bowen et al., 2000; Coles & Southworth, 2005; Piggot-Irvine et al., 2009). School goals can be achieved through leadership development and this includes improving student outcomes (Patterson & Patterson, 2004). Senior teacher interviewees saw the principal as a skilled and informed leader and a valuable on-site resource. They commented on how the principal's door was open, so they could seek advice and guidance, particularly to support them in matters relating to personnel. Although on-site leadership development was very valuable, it had its issues and challenges. The most significant of these was that on-site activities were initiated and monitored by the principals, who, as seen in the previous discussion on principals' workload, were extremely busy and at times overloaded (Hogden & Wylie, 2005). The principals knew how important they were in developing leadership expertise. They understood the effectiveness of on-site leadership development experiences. However, as Sandra and Nigel explained, developing leaders is one aspect of a very full list of responsibilities. The three principals seemed to be struggling to find time to focus on the leadership development of their senior teachers.

An Analysis of Aligned Views

As described in Chapter Three, the aligned views of both the principals and senior teachers have been listed and categorised. These aligned views will be discussed under four main headings. These are 'Leadership Development is an On-going Need', 'Relational Leadership Development', 'Leadership Development Issues and Challenges' and 'Leadership Identification'. Aspects of the three key questions can be identified within each sub-heading and the discussion under each heading will further highlight the main themes of each

question. The start of each section will begin with part of a table outlining the interview information. For the full table see Appendix H.

Leadership development is an on-going need

Table 5.1: Aligned views of leadership development as on-going

The ST role had changed over the years and it will continue to change.
The ST role required both curriculum and personnel skills.
The STs carried a heavy workload.
Some teachers and STs were looking for opportunities to take on leadership responsibility.
No ST had yet taken on the role of a principal (at Stirling Primary).

These aligned views focus on the need for leadership development and they are future orientated. Leadership development was recognised by the interviewees as requiring an on-going emphasis. The interviewees who clearly explained this importance were senior teachers Glenis and Talia. Glenis explained that because we will never know everything this meant that leadership development was a continual process. While Talia explained that although she believed that the longer you were in your role the less important leadership development became, she still took the view that to develop your understanding further and grow as a leader remained important. The principals recognised the importance of further developing their senior teachers' leadership skills and both Colin and Nigel noted the importance of developing leaders who may step up and take on leadership roles at a higher level.

There is considerable alignment between the interview findings and the literature. Senior teachers, attempting to reach an understanding of leadership development and the ever-changing environment within schools, identified on-going leadership development as a requirement in all schools. According to McCauley and Van Velsor (2004) and Crow et al. (2008), leadership

development is not an event, but needs to be an on-going process. In the countries such as Singapore, the United States and England, where formal qualifications are a prerequisite to becoming a principal, the focus has moved on to continued leadership development for senior teachers (Bush, 2008).

Catering for the senior teachers' changing role

Schools are not exempt from the rapidly changing world and the senior teachers' role is no exception. Within this discussion the emphasis remains on the need for leadership development and the future. The changing nature of the senior teachers' role was highlighted by Nigel. He explained that the jump from being a classroom teacher to being a senior teacher was a significant shift. He also added that the role had changed from coordinating a team to taking on a complex leadership role. There is a reminder of the changing role of senior teachers in research conducted by Fitzgerald (2009). She comments on the intensification of both work related to people and the paperwork. According to Nigel, with this growing complexity of the senior teacher's role, leadership development needs to take place once a senior teacher has been appointed. Bush (2008) explains that the challenge is for senior teachers to be involved in a quality programme of leadership development that builds their confidence.

While Talia noted the importance of leadership development for new leaders, Nigel and Colin expressed concern over leadership development for senior teachers who stayed in one school for a long time. This was because opportunities to get out of their classrooms and observe other systems and methods were limited. Nigel and Colin both stated that these teachers would be refreshed and challenged as a result of spending time in another school. Tess explained that leaders had to be up-to-date and be informed of new ways and methods. "Leadership development programmes should reflect the new thinking on the nature of the leaders' role. This includes a focus on the leader's role in promoting achievement, personal development and strategic change" (Peeke, 2003, p. 178). Today's leaders need to be prepared to be leaders of the future rather than just focus on today's concerns (Crow et al., 2008). If the

future-oriented goals are not achieved then senior teachers will be prepared only to lead schools of the past.

The need for a plan

The implementation of strategies to support the further development of senior teachers' leadership expertise can be supported through the development of a sound leadership development plan. Leadership development that takes place in a purposeful and coherent manner, provides on-going support for teachers willing to take on leadership responsibility. This could mean that these teachers would be more likely to experience success and have a desire to continue in their leadership role and possibly seek further responsibility. Colin spoke of how he focussed on further developing teachers who showed a willingness to take on leadership responsibility and how it was important that teachers developed a range of leadership strategies and were confident.

Strategies for leadership development within the three schools included one school with a plan employing a specific strategy and two schools without a formal plan or fixed strategies. Sandra outlined her coaching and mentoring plan for leaders receiving management units. When compared with the other senior teacher interviewees, Sandra's two senior teachers displayed the greatest enthusiasm about leadership development. They described leadership development as being really important and seemed to have a full understanding of this activity within their school. It appears that the existence of a formal plan and the conversations that surrounded the implementation of this plan, may have focussed the senior teachers at Omana Primary on the importance and benefits of leadership development. At Pencarrow Primary, there was a very specific plan to support post-graduate study and it could be the existence of this plan that had influenced a number of teachers to participate in a personal study programme. There were no other teachers undertaking postgraduate study at either Stirling Primary or Omana Primary and none of the participants from these two schools outlined a school initiative to support this aspect of leadership development. Omana Primary had a leadership development plan and two senior teachers enthusiastic about leadership development.

Pencarrow Primary had a plan to support post-graduate studies and a significant number of teachers who were involved in personal study or had completed their course of study. It seems that the principal and school systems could influence both attitudes towards leadership development and the strategies adopted to develop leadership.

Leadership development, where teachers have input, may be more successful than presenting a plan and expecting teachers to take the learning on board. Brundrett and Crawford (2008) explained that the most successful programme could be one that the leaders themselves have planned in line with the school's strategic management. Senior teachers' responsibility for their own leadership development was taken a step further by Glenis. She believed that she had equal responsibility for her own growth as a leader. According to McCauley and Van Velsor (2004), there is now an emphasis on the employee taking some responsibility for their own leadership development.

There is agreement from McCauley and Van Velsor (2004) and Bush (2008) that planned programmes need to be developed to provide on-going leadership development throughout the leaders' career. Aspiring leaders require support as they plan to take on leadership responsibility and this needs to continue on throughout the career in leadership, so that principals are also involved in on-going leadership development. As Sandra explained, the plan needs to support the senior teacher to achieve a balance of skills so that they are knowledgeable in both curriculum and personnel skills.

Relational leadership development

Table 5.2: Aligned views of relational leadership development

Principals spend time coaching and mentoring their STs.
The principal played a very important role in developing the STs' leadership expertise.
Principals were willing to give STs opportunities to try out their ideas and develop independence.

Principals have a mandated responsibility to develop all staff and improve their effectiveness. The data showed that the principals recognised their responsibilities to support the development of their senior teachers and knew that this support was important. The senior teachers also recognised that the principal played a key role and had significant influence in developing their leadership expertise, particularly when they were involved in on-site personal development and management development. Table 4.2 shows a number of on-site leadership development experiences built around this relational leadership, which extend from individual leadership development through to group involvement in leadership development contracts. Responsibility for leadership learning is a key role of the principal according to Coles and Southworth (2005).

One aspect of the principals' responsibility in leadership development is to provide space for senior teacher leadership to emerge. Glenis really appreciated it when principals gave senior teachers freedom to explore their ideas. There is agreement with Glenis's view in the writing from Leithwood (2003), who saw that principals influenced leadership development by building a culture where there was shared decision making and freedom to make decisions while being open to new ideas. This aspect of the principal letting go of the leadership role could also be seen within the distribution of leadership.

The senior teachers highlighted the importance of the principal in developing their leadership expertise, particularly as coach and mentor. Mary described how she would discuss any problems with Nigel and how he would support her to find a solution. Cindy explained how Sandra was passing her knowledge on and encouraging her and it had become really clear to Cindy how critical the principal's role was in developing leadership. According to Leithwood (2003), teachers understood how the principal could have an influence on leadership development. This influence was seen in the principals providing individual support and encouraging the distribution of leadership. Sandra saw particular value in coaching and mentoring, which were the two activities seen by Bush and Middlewood (2005) and Piggot-Irvine et al. (2009) as very valuable ways to support leadership development. Colin outlined the importance encouragement

played in leadership development and Nigel explained that mentoring and discussion were very important. However, it was highlighted by the principals, that setting aside time to undertake these responsibilities was a significant issue that posed problems for them.

Issues and challenges of leadership development

Table 5.3: Aligned views of issues and challenges

STs found the demands of balancing off-site training with their STs' roles difficult.
Young teachers found leading more experienced teachers a challenge.
Balancing leadership priorities with those of being a full time classroom teacher was difficult.
STs were concerned about dealing with personnel problems e.g. teachers seen as under-performing.
Many STs were reluctant to step up and take on greater leadership responsibility.
Principals needed to support their STs with sound resourcing decisions e.g. time to undertake their responsibilities and funds to support the achievement of their leadership goals.

The interview findings showed that principals understood the issues and challenges of leadership development. There was also agreement between the senior teachers as to what their issues and challenges were and how these affected their leadership development. In discussing the most significant barriers, both principals and senior teachers saw a very similar 'picture'.

Workload

Workload of both principals and senior teachers was seen as a significant issue and challenge by all interviewees and also within the literature. As explained by Nigel, when he commented on his lack of time to support his senior teachers, principals are very busy. Sandra was in total agreement with Nigel. Although she believed that leadership development was highly important, she still found it

very difficult to find time to support her senior teachers. Principals' workload was a significant concern because senior teachers seemed reliant on their principals to further develop their leadership expertise.

Although the senior teachers did not comment directly on principals' workload as a barrier to their leadership support, some of them seemed to be aware of this issue when they explained their reasons for not wanting to take on a principalship. Three senior teachers noted that their reluctance was based on their view that principals carried a high workload and spent too much time on issues such as property and finance with very little time to spend on teaching and learning. The Hodgen and Wylie Report (2005) agreed with this view and stated that principals felt they couldn't get on top of the work. Principals spent 70% or more of their time on management as opposed to leadership, with little time to focus on teaching and learning causing high stress levels. Senior teacher leadership development may be one of the leadership activities which principals had limited time on which to focus.

While both the Hogden and Wylie Report (2005) and the interview data highlighted principals' workload, the workload of senior teachers was also an issue and challenge. Kane and Mallon (2006) explain that teachers' workload is hindering involvement in leadership development. They recommended in their report that the existing strategies be investigated so that there is adequate reward and resourcing to support leadership development to induct future leaders into leadership roles. Finding a balance between classroom teaching and leadership responsibilities was the most significant workload challenge according to all of the interviewees. This issue was explained by Nigel when he analysed the tension between leadership responsibilities and responsibilities for a class. According to Leithwood (2003), as time is allocated to leadership activities this has an impact on the classroom and the Education Review Office Report (2000) stated that, "senior teachers time and energy, time away from the classroom" is a key resourcing issue. Leadership development seems highly unlikely to occur if a senior teacher is not adequately resourced. Leadership is specialist work (Bush, 2008), so time away from the classroom seems to be essential if leadership development is to occur.

Senior teachers did not highlight the leadership versus classroom problem in terms of time balance, but they saw it from another point of view. They found that leaving their class in the hands of another teacher, while on release to work on leadership responsibilities, was really difficult for the children and for them. There were no solutions provided within either the interview findings or the literature to resolve the issues of the principal's workload or the senior teachers' time away from their class.

Comments from Sandra could be seen as linking the principals' workload and the leadership versus classroom debate with senior teachers' reluctance to take on greater leadership responsibilities and eventually, principalship. She understood that the senior teachers who have full time class responsibilities have a difficult job. It would seem that Sandra, who had experienced both roles, preferred her principals' position over that of senior teacher, yet the senior teachers were reluctant to take on a principalship. Sandra and her senior teachers saw the principals' role from different perspectives.

Only one of the senior teachers spoke of being involved in leadership development relating to the principals' role. It could be possible that this was a gap in the leadership development of the senior teachers interviewed because it seems that these senior teachers lacked an understanding of the principals' role. They possibly saw the principal's role as involving more work, as opposed to increased responsibility.

Personnel issues

Senior teachers concern over dealing with personnel problems is seen in Table 5.3 as an aligned view. This was one of the more significant issues identified by all of the senior teacher participants and two of the principals. Some senior teachers lacked an understanding of relationships and how to deal with different personalities according to Tess, whereas young teachers leading teams of experienced and older teachers, was the personnel concern for Sandra. Nigel recognised that lifting the performance of under-performing teachers was a situation of concern which often surfaced for senior teachers.

The concern of dealing with personnel problems was also emphasised in the writings of Bullock, Jamieson and James (2005). They highlighted that teachers new to leadership had a fear of conflict and this was complicated by the fact that they desired to be seen as successful leaders. This study reached the conclusion that these inexperienced, senior, teachers possibly lacked consistent leadership development. A solution could be seen in the work from Bush (2005), who explained that the senior teachers' role is not just to lead learning but also includes building positive relationships. "The ideal model is to provide specific development opportunities before leaders, and in particular principals, take up their posts" (Bush, 2008, p. 130), while the challenge is for senior teachers to be involved in a quality programme of leadership development to build their confidence.

The literature examines issues surrounding leadership development that occur while learning on the job. According to Bush (2008), this is an "ad hoc apprentice model" (p. 71) which is effective if the role model is knowledgeable and skilled, but doesn't achieve quality leadership development if the role model is lacking in understanding of leadership matters. An alternative option for leadership development which was promoted by Harris et al. (2003), was a "comprehensive training programme for subject leaders."

Leadership identification

Table 5.4: Aligned views on leadership identification

Teachers' leadership potential could be identified by the STs themselves, principals and colleagues.
Principals were able to observe leadership potential.

There was limited comment from principals and senior teachers on the characteristics that identified teachers as leaders and the issues and challenges faced when identifying leaders. Strategies employed to select leaders were explained and it was recognised that leadership ability can be seen within

individual teachers. According to Leithwood (2003), identifying and selecting potential leaders was usually an informal process with the principal approaching teachers who may be 'ready' to accept responsibility. It was the interviewees' opinion that it is very difficult to know how successful a teacher will be in a senior teacher role until they are actually appointed and begin the job. As Nigel and Cindy explained, teaching a class and taking on a leadership role involved different skills, so ability to handle the stress of leadership and lead colleagues was not obvious when observing a classroom teacher. There was total agreement between Nigel and Cindy with this quote from Bush (2008). "Leadership is a specialised profession, distinct from teaching, and requiring specific preparation" (p. 70).

A view on leadership identification, outside of the education context, was seen in Talia's comments on selecting the next Matai for her family. She had a degree of confidence that she and her sister may be able to identify the next family leader. She explained her thoughts and related these to senior teacher leadership identification. Her belief was that leaders show special qualities, which they were born with and you can't just take anyone and turn them into a leader. Talia also believed that once selected, a leader could be further developed and groomed through encouragement, so they fulfilled all of the necessary requirements. Although taking Talia's comments and aligning these directly to senior teacher leadership identification may seem to be taking the analogy a little too far, there does appear to be an alignment between her view, the interview data and literature.

Sandra and Nigel also observed special characteristics which identified leaders. The comment from Sandra was that she saw natural potential in one of her teachers, while Nigel saw something special which could not be ignored. Neither of these principals described this natural potential or what something special looked like. However, the remainder of their interviews made it clear that both believed that leadership expertise could be further developed through involvement in a range of leadership development experiences. The literature does include characteristics that can be employed to identify leaders such as proving capability by working successfully within the school environment

(Childs-Bowen et al., 2000) and displaying leadership characteristics considered to be desirable (McCauley & Van Velsor, 2004). While working successfully within the school could indicate leadership potential, if the previous discussion of the difference between classroom teaching and the leadership role is to be recognised, any observation would need to be of leadership work.

Being able to identify leadership is not only important for our schools of today, but also has a future focus because it has the potential to establish a line of leaders who will become the next school principals. Finding the next generation of school leaders, according to Brundrett and Crawford (2008), is an important challenge. Principals are seeking to identify the next generation of leaders when they use their knowledge of teachers to offer further leadership responsibilities. It would seem that the principals are more focussed on the identification of leaders than senior teachers who would prefer to allocate further responsibility to those who are already in leadership roles (Leithwood, 2003). Although principals seem to have some skills in identifying leaders, Gronn (1999) has doubts as to the effectiveness of these processes. Indeed, he questions the effectiveness of the strategies employed and describes selection of leaders as 'a game played in darkness, where the rules are unknown to the aspiring leader'.

An Analysis of Non-aligned Views

As displayed in Table 5.2, principals and senior teachers' views of leadership development are not always aligned. These non-aligned views show a number of differing perceptions and opinions within the small number of principals and senior teachers interviewed for this research study. To highlight this variation and the leadership development complexities, aspects of the interview findings will be analysed contrasting the viewpoints in the interview data.

Table 5.5 Non-aligned views

Non-alignment	Comparison of principals' and senior teachers' (ST) comments.
ST satisfaction	<p>Principals stated: teachers gained satisfaction from their role and from developing as leaders.</p> <p>Whereas STs didn't speak about job satisfaction at all. Although most of the STs interviewed seemed positive about leadership development and their ST roles when interviewed, this was an impression gained and it was not spoken.</p>
Keeping STs refreshed	<p>Principals stated: experienced STs need to be refreshed.</p> <p>Whereas STs didn't comment on this aspect of leadership development. They did discuss the viewpoint that leadership development was a continuing process but made no comment on the specific requirements of experienced teachers.</p>
Leadership development as part of the daily routine	<p>Principals stated: leadership development took place as the STs undertook their responsibilities each day.</p> <p>Whereas STs did not recognise this. The STs listed their everyday leadership responsibilities. However, they did not comment on how leadership development took place as part of the job.</p>
The influence of distribution of leadership	<p>Principals stated: by working in an environment where there is a distribution of leadership roles, STs will themselves begin to take on responsibility, but this will take time.</p> <p>Whereas STs did not recognise this. One of the more experienced STs described herself as an "emerging leader".</p>
Potential STs skill set	<p>STs stated: principals are looking for a particular skill set when they appoint teachers to senior positions.</p> <p>Whereas principals didn't speak of a skill set required for new leaders. They spoke of qualities they recognised in teachers when they were questioned on leadership identification and willingness of teachers to take on responsibility.</p>
Leadership identification errors	<p>STs stated: principals don't always get leadership identification correct.</p> <p>Whereas principals didn't speak of errors or failure in appointing leaders but one did say that it was 'a bit of a gamble'.</p>
Principals' views of debate	<p>STs stated: principals who were successful in developing leadership were not threatened by debate or discussion.</p> <p>Whereas principals did not speak about either being successful or unsuccessful in developing leadership. They did not comment on how they viewed debate and discussion except that it involved considerable time.</p>

Praise and appreciation	<p>STs stated: principals' praise and showing that they value the STs efforts to up-skill and develop their leadership expertise is very important.</p> <p>Whereas principals didn't comment about supporting their STs with praise or using any particular strategies to show that they valued them.</p>
Principals as mentors	<p>STs stated: principals are good at mentoring STs</p> <p>Whereas principals did not make any judgement as to whether or not they did a good job at mentoring STs. They did question their ability to set aside the time to support their STs.</p>
Attitude influences leadership	<p>STs stated: principals' success in developing leadership expertise depends on their leadership skills and attitude towards leadership.</p> <p>Whereas principals didn't question their attitude or ability to develop the leadership expertise of their STs but they did question their ability to keep up-to-date and allocate the necessary time to do a really thorough job. They did explain that there was some difficult decisions related to leadership development and it was difficult to judge when to intervene.</p>

Viewpoints of leadership identification

Each principal saw the identification of senior teachers from a different perspective. Sandra, who said that she did not have a specific plan, observed her existing staff to see who identified themselves as ready to take on a leadership role. Once a leader was identified, Sandra allocated management units. This view of formalising leadership is in contrast to Colin's view. He stated that teachers took on leadership roles without any formal recognition from management units. Teachers identified themselves and Colin was able to pick this up and work to support the development of leadership skills. These teachers were keen to take on additional responsibility before they had any formal leadership role. When appointing from outside of the school to fill a vacancy, Colin looked for senior teachers who would bring an alternative viewpoint. Nigel believed that developing leadership and allowing teachers to take on responsibility wasn't always about units and money. Rather, it was about using strengths and allowing leadership to be shown. It would seem that Nigel was looking for leaders who would 'fit' with the school, as he usually chose teachers who were already proving to be successful within his school.

The analysis of these short excerpts shows differences in how leadership is perceived, with one school formalising leadership and the other two seeing leadership as much wider than the team of formal leaders. Each principal employed different strategies to identify leaders, although they were all focussed on appointing to very similar leadership positions. The principals' varying perceptions of leadership and their differing methods of identifying leaders could be seen as an indication of the complexities which are found within leadership identification.

Viewpoints of skills and knowledge

Principals are responsible for the leadership development of their senior teachers. However, principals often received little training or advice in developing leadership skills. Senior teachers saw principals' weaknesses and noticed any errors. Moreover, they also saw principals' strengths. Senior teachers made statements which were not aligned to the principals' comments. They judged principals as either being skilled or not so skilled within particular areas relating to leadership development. The principals themselves did not make any statements about lacking in skills in any particular areas and neither did they recognise success. According to the ERO Report (Ministry of Education, 2000), principals' limited skills could become a problem as they seek to carry out their responsibilities. Principals may not recognise their lack of skill or their ability and knowledge, but those working alongside can be quick to notice. Leadership development will not be successful if the leaders themselves are unskilled and not prepared for the job. Principals' skill level in developing leadership was recognised by Cardno (2005) when she stated that the greatest need in relation to professional development is the principals' understanding of how to develop leaders.

All three principals had some knowledge and understanding of leadership development, while the comments from the senior teachers interviewed indicated that their understanding of leadership development was varied. The examination of leadership development within these interview findings indicated that the focus was on practice and did not include the understanding of theory.

Principals recognised that leadership development occurred as senior teachers undertook their responsibilities on a daily basis. Senior teachers did not speak of leadership taking place as part of their daily routine although, as seen in Table 5.2, they listed several leadership development activities which were part of their daily routine as leaders.

Senior teachers were fulfilled through their role and leadership development, according to the principals. However, none of the senior teachers indicated that they enjoyed their role or gained any satisfaction from it. Their statements were not focussed on satisfaction, enjoyment, likes or dislikes, although they were definite about the issues and challenges they faced.

Principals also thought that by senior teachers working within a system where distribution of leadership occurred, over time the senior teachers themselves would take on responsibility. Yet Glenis, although she was one of the most skilled and experienced senior teachers interviewed and she worked within a school where leadership development was promoted, did not indicate that she was ready to take on principalship. Instead she described herself as an “emerging leader” and said that principalship did not interest her.

Conclusion

The non-aligned views give an indication of the complexities of leadership identification and development. Leadership identification discussions seem to have brought out a range of differing perspectives and there is limited alignment within the strategies, which have been promoted. Here there is agreement with Gronn (1999) who explained that no processes were identified as effective in identifying leaders.

Leadership development shows considerable alignment within the principals' and senior teachers' data findings. However, these interviewees' discussions centre on a narrow view of leadership development. It is seen as mostly focussed on up-skilling the senior teachers to carry out their responsibilities as a leader. The literature develops a very broad view of leadership development and this leads to an understanding that unless leaders fully understand

leadership development and have the skills to develop their leaders, they will not be effective in fulfilling this important role. It could be that leadership development is so multi-faceted that to understand and address each aspect is just too complex, so schools just focus on the leadership capabilities required to complete the list of leadership related tasks. Chapter Six reaches conclusions on the identification and further development of leaders and makes recommendations to support the development of leadership within the primary sector.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This final chapter employs both the literature and interview findings relating to senior teacher leadership identification and development to reach in-depth conclusions and to make recommendations. The summary of findings first reaches conclusions related to the three key questions that guided this study, before examining conclusions related to the theory underpinning leadership development. These 'big picture' concepts are the understanding of leadership and its development and the on-going nature of leadership development.

Summary of Findings

The development of leadership

Leadership development of primary school senior teachers is regarded as an important and beneficial activity, according to both the interviewees and the reviewed literature. In order to meet the leadership development needs of these leaders, leadership development needs to be understood and the multi-faceted nature of senior teachers' jobs needs to be recognised. Leadership development needs to be a specifically targeted activity because teachers are trained to teach and are not trained to lead (Bush, 2008).

Strategies and barriers

Leadership development is seen from a range of perspectives and it involves the employment of a wide range of strategies. It sits within management development and is seen to include the three activities of managing self, managing the organisation and managing relationships. This could involve collective or individual activities that could be under the umbrella of either leadership training or leadership development. Figure 6.1 on the next page displays the interview findings of the strategies which develop leadership. These strategies are categorised into four quadrants and this leads on to a short theoretical discussion.

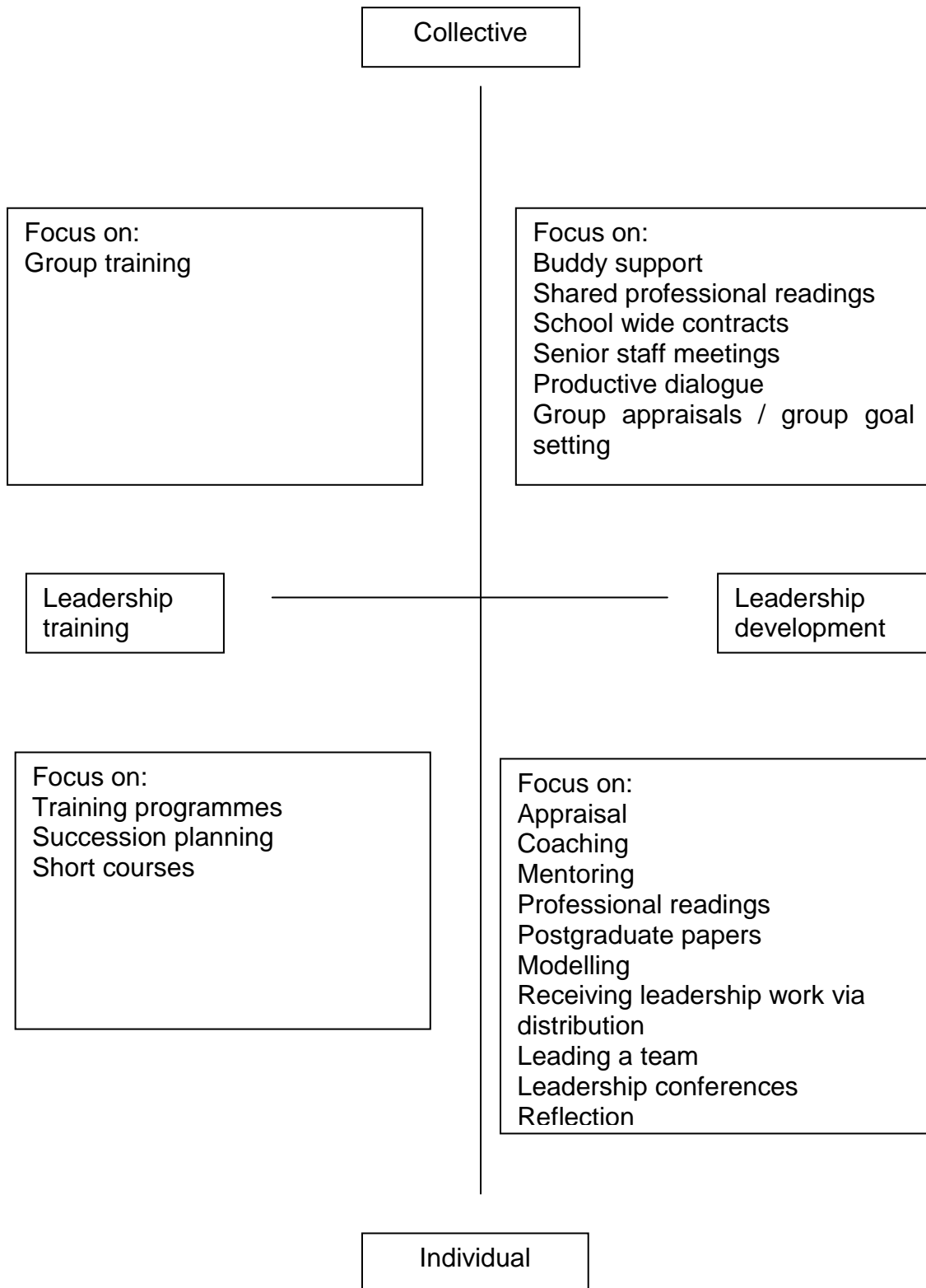


Figure 6.1: Overview of strategies to develop leadership in schools.

The strategies outlined in Figure 6.1 all require a focus on leadership if they are to be effective in developing leadership. For example, buddy support and

postgraduate papers would need to be centred on leadership to be effective strategies.

Leadership training or leadership development: collective or individual

There appears to be an imbalance in the contribution that each quadrant makes in developing leadership. The leadership development strategies out-number the leadership training strategies while the individual strategies out-number the collective strategies within the interview data. However, the length of the list may not be the way to judge the significance of the strategy. There is no indication of the amount of time spent on each activity and this was not a consideration within the collection of the interview data. For example, leadership training strategies are a short list, yet they may involve a leader's time for months, in fact years. The interviewees generally identified relational leadership development strategies, such as those found in the collective quadrants as well as coaching and mentoring from the individual leadership development, as the most effective approaches.

There are a range of opinions within the literature which discuss the benefits of the strategies within the various quadrants. According to Anderson and Cawsey (2008) and Cardno and Piggot-Irvine (1996), leadership training has a definite part to play within leadership development. Indeed Bush (2008) is seen to agree with this stance when he notes the lack of training as a concern. However, Bush (2008) goes a step further to describe on-site training as 'ad hoc' while McCauley and Van Velsor (2004) and Rudman (1999) present the contrasting opinions that real life experiences of leadership development are the most effective. These opinions of which strategies are the most effective could lead on to a discussion of whether or not there can be too much emphasis on one particular quadrant and not enough on another.

The employment of strategies to develop leadership could be an 'and' so that strategies from each quadrant are experienced, or it could be a case of 'or' so that selected quadrants become the vehicle to develop leadership. The interviewees gave the impression that there were benefits from strategies belonging to all four quadrants. Although each piece of literature has its

individual bias, after considering all perspectives and after analysing the interview findings, I would now argue that leadership development is best viewed as an 'and' rather than an 'or'. This is not to say that in selecting the 'and' option that strategies from all four quadrants would need to be applied at the same time. It could be likely that at different stages of a leader's development, particular strategies would be more applicable and therefore more effective in developing leadership. For instance, individual or collective leadership training may be most effective as a lead into a new leadership position and once in the new position, individual leadership development strategies may be the best support to establish the leader in the new role. A return to more individual leadership training or a move on to collective leadership development or training could then be part of the plan.

I would further argue that while strategies to develop leadership might also be more appropriately employed at particular stages of a leader's development, they might also be employed to run concurrently. An example of this could be the individual leadership development strategies of mentoring or coaching, or the collective leadership development strategy of buddy support which could be employed to support postgraduate study. This situation could see collective or individual leadership development supporting individual leadership training.

References to leadership training are found throughout the literature. However, whether referring to individual or collective strategies these are very limited within the interview findings. It is possible that while there may not be too much leadership development within one quadrant, there could be a case of not enough in other quadrants. The balanced approach of the development models (Cardno, 2005; Elmuti, 2004; McCauley & Van Velsor, 2004; Woodall & Winstanley, 1998) and the inclusion of the three components within management development of training, management and education (Cardno, 2005; Rudman, 1999), provide an indication that a balanced approach to leadership development is also desirable. Each leadership development strategy can be seen to have issues and challenges that can hinder the implementation of leadership development programmes. For example, on-site leadership development strategies can be limited by the principals'

understanding of leadership development and workload (Hogden & Wylie, 2005), while collective leadership training strategies could be limited by financial constraints.

Principals' responsibilities and workload

The senior teachers who seemed to be the most enthusiastic about leadership development were those who were in the school that appeared to have the greatest focus on leadership development. This enthusiasm for leadership development may be because these senior teachers felt involved in their leadership development, which could link to the perception of Brundrett and Crawford (2008), who explained that senior teachers get the most from leadership development when they are part of the planning process. There was no suggestion that principals abdicate their responsibilities towards developing their senior teachers. However, encouraging senior teachers to take on some responsibility for their own development (McCauley & Van Velsor, 2004) may support principals who are experiencing overload (Hogden & Wylie, 2005) and could result in the senior teachers becoming involved in beneficial leadership development. In reference to the Hogden and Wylie (2005) report, the findings relating to principals' high workload could be seen as a significant barrier to leadership development, particularly when considering that the interviewees and literature support the understanding that the principal played a significant role in developing leadership.

Although not always an essential component of leadership development and training, the principal is seen by senior teachers, and within the literature, as a key to the success of most strategies implemented to develop leadership. The importance of principals' openness to new ideas as well as holding a positive attitude towards senior teachers' development is understood to have significant influence over leadership growth and development (Leithwood, 2003; Piggot-Irvine, 2009). The principal also appears to play the key role in identifying leaders, although both Crowther (2002) and Gronn (1999) do not see the processes employed as clear. Many of the interviewees would agree with this

stance as they listed several leadership identification strategies, yet comments on the effectiveness of these strategies were limited.

Further issues and challenges

Principals' workload was not the only issue and challenge. While there seemed to be agreement on positive aspects of leadership development, all interviewees saw numerous issues and challenges, which appear to have a significant impact. These issues and challenges were all discussed with limited recognition of solutions from the interviewees. One of the suggested solutions, within the literature to improve leadership development in schools, was to involve the senior teachers in formal off-site leadership development. Another solution is found in the writing of Timperley et al. (2007), where it is suggested that time, space and an opportunity to apply the new learning could support the implementation of theory into practice. These two suggestions may be workable answers or they could spiral into creating further problems such as more time away from the class (Leithwood, 2003) and more funding required to employ relievers (Education Review Office, 2000). Whatever the solutions may look like, there seems to be agreement both within the literature and from the interview data, that leadership is a "specialised profession, distinct from teaching, and requiring specific preparation" (Bush, 2008, p. 70).

Informing the future of leadership development

If leadership development is not preparing leaders for the future, then it could be seen as a waste of resources. Senior teachers need to have a full grasp of leadership development, including how to influence future direction (Anderson & Cawsey, 2008). The new thinking on the leader's role is that it includes promoting student achievement, personal development for the leader and strategic change, with recognition of the importance of processes and systems (Peeke, 2003; McCauley & Van Velsor, 2004). The literature discusses the importance of senior teachers being able to use and therefore lead the employment of new ways and methods. The literature also emphasises that to meet the needs of senior teachers in the future, a sound training programme is

required. The interviewees' comments on leadership development or its links to preparing leaders for the future were very limited.

The leadership development that the senior teachers had participated in had not left them willing to consider taking on principalship. Identifying and establishing new leaders to take on further responsibility is a critical aspect of leadership development (Brundrett & Crawford, 2008). If the current leadership development packages fail to encourage leaders to move towards principalship, the leadership development could be identified as unsuccessful and it may require a different approach. An examination of different models including those found overseas, as mentioned by Bush (2008), could support this goal. It is possible that the implementation of the Ministry of Education's strategic intentions as outlined within the KLP could provide a system of leadership development to meet the needs of middle managers.

Understanding leadership development

The importance of principals developing an understanding of the development of leadership, sits within the bigger picture. There is a mandatory requirement that principals develop leadership within their schools (ERO, 2000). However, it appears that principals may not have the knowledge of leadership development required to fully support this activity. Although there were some common understandings of leadership development within the interview findings, the non-aligned views could lead us to the understanding that the development of leadership is complex and this complexity affects the understanding of leadership development. All interviewees believed that the development of leadership was important and two interviewees noted that it had made a difference to them. Yet, no interviewees spoke of their understanding of the development of leadership, nor of the importance of grasping an understanding of leadership and its development, although they had had the opportunity to outline a plan to develop the leadership of a senior teacher. The interviewee's focus was on up-skilling to successfully take on leadership responsibilities and there was a more minor focus on personal development as a leader.

The literature is clear on the importance of developing an understanding of the development of leadership. According to Bush (2008), Cardno (2005), and the Ministry of Education (2000), principals' lack of skills and their limited understanding of leadership development could hinder the development of leadership. This situation is highlighted even further when the importance of the principals' role in developing leadership is considered. Systematic leadership development, which is well established in many countries, is having a positive influence on these overseas schools (Bush, 2008) but in New Zealand, we are yet to establish a comprehensive leadership development programme outside of postgraduate studies (Kane & Mallon, 2006). It seems that until there is progress towards a sound programme to support leaders understanding of leadership development, this important activity is totally dependent on the initiative taken by individual principals to extend their own understanding.

Planning for on-going leadership development

A clear grasp of leadership development would include an understanding that it needs to be on-going and that this activity requires a planned approach. This is because of the complexities of leadership development and its importance. The interviewees recognised the importance of being involved in further leadership development, but the implementation of a specific plan was only evident in one school. This importance of a plan has links back to the discussion surrounding Figure 6.1, which outlines a wide range of possible strategies. The studies of McCauley and Van Velsor (2004) and Crow et al. (2008), clearly states that the development of leadership is not just an event, but is an on-going process. One of the reasons for this need is that schools are undergoing constant change, therefore the senior teachers have a changing role. Another reason is that there are so many opinions and views to read and consider and that there are many aspects of leadership development awaiting further research and study. Duignan (2004) also explains that leadership development is on-going because the development of self, others and each other will never be completed. It appears that leadership development needs will continue on forever.

Recommendations

This study of leadership identification and development of primary school senior teachers and the complexities that surround this activity has led to the following recommendations.

1. That the Ministry of Education work to address the need for principals to be up-skilled in leadership development so that they develop an understanding of the theory of leadership development, as well as the practice of educational management. The establishment of nationwide leadership training programmes could support this understanding of theory and practice.
2. That schools evaluate the purpose of leadership development and focus on improving learning outcomes for students. This focus on the core task of the school would allow leadership development to achieve its potential.
3. That schools and the Ministry of Education work towards addressing the barrier to leadership development created by principals' high workload. Through the involvement of senior teachers in the planning of their own professional development programmes, they may take on board some responsibility for their own leadership development. A comprehensive nationwide leadership development programme may also lighten the principals' workload in relation to leadership development.
4. That the principals, senior teachers and the Ministry of Education work together to make involvement in leadership development strategies an 'and', so that the senior teachers are involved in a balanced programme over the course of their career.
5. That school leaders, principals and Boards of Trustees work to provide the time, the space and the opportunities to learn from the theory so it becomes implemented and embedded within practice.

Limitations of the Research

These research findings can only be seen as indicative of leadership development within primary schools. Although this qualitative study did gather in-depth data and literature was used to compare, analyse and evaluate the findings, the sample was small. Moreover, although the interviewees came from a wide geographical area, the principals all belonged to the same citywide principals' association. This could have given some commonality of thought, which may not have been seen if the participating schools had been spread nationwide.

Time constraints limited this research. I was aware of the strain on each primary school's resources caused by setting up three interviews on each site, especially as several interviewees had full class responsibilities with very limited release. In addition to this, two of the senior teachers were on tight time frames, so while there was time to discuss each question fully, there was limited time at the end of the interview. This limited the interviewees' responses when asked to add any further comments or thoughts on senior teacher leadership development. It is to be noted that in some of the other interviews, significant data came from this brief discussion. There were only the three positive replies out of fifteen when requesting schools to participate in this research. This was a reminder that principals protect their own time and that of their teachers. This made me very aware of keeping to the agreed time constraints of 30 to 40 minutes for each interview, although this time frame did prove to be adequate to collect the required data. The semi-structured interview did allow for the interviewees to speak freely and I was very aware of keeping the discussion free flowing so that the interviewees would feel confident, relaxed and enjoy their participation.

Suggestions for Future Research

This research has highlighted possibilities for future research. These possibilities include:

- Research into the strategies which best develop the principals' understanding of leadership. This could lead to improved principal support for leadership development within the school.
- Research to analyse the effect that various forms of leadership development have on the senior teachers themselves in order to determine the strategies that are the most effective in developing leadership. This would include monitoring any KLP initiatives to assess their effectiveness in supporting leadership development.
- Research into the issues and challenges of leadership development and an exploration of ways to minimise their impact.

Conclusion

The five recommendations in this chapter may seem to totally ignore the issues and challenges outlined within this research. Each one could be seen as either increasing the principals' or senior teachers' workloads, or as setting the senior teacher up for even more time away from their teaching responsibilities. However, it seems that there is always going to be a tension between further involvement in leadership development and addressing the constantly impacting issues and challenges. Finding a balance may not be easy, yet leadership development appears to be so significant that persistence seems vital.

There are numerous strategies available to assist the development of leadership. Consultation and informed thought would provide support for the selection of suitable strategies. It seems important to go beyond training so that leadership development relates directly to the workplace. It also seems important to go beyond on-site leadership development so that the theory and many dimensions of leadership development are understood. This leads to the conclusion that leadership development programmes would be best if they took on the 'and' approach to include both individual and collective, as well as leadership development and leadership training. Allowing time to understand the theory and working to implement it into school practice (Timperley et al.,

2007), would be needed to support the transference of skills so that all learning became part of the school. Leadership development embedded into the school would not only improve learning outcomes for today's students, but it would also support schools of the future by allowing them to cope with change, influence direction, plan for sustainability and prepare future leaders (Anderson & Cawsey, 2008; Hargreaves & Fink, 2004).

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APPENDICES

Appendix A - Interview questions for principals

In these interviews the identification of leadership expertise and the development of leadership expertise will be covered in separate questions.

1. How important is senior teacher leadership development? Why is it? / isn't it important?
2. What priority does senior teacher leadership development have in your school?
3. What strategies do you employ to identify leadership expertise/skills?
4. What are the successes and the issues and challenges you have had in identifying leadership expertise?
5. What strategies have you implemented to further develop senior teachers' leadership expertise?
6. Why did you select these particular strategies to further develop senior teachers' leadership expertise?
7. What are the successes and the issues and challenges you have experienced in further developing senior teachers' leadership expertise?
8. Have you been able to address these issues and challenges? If so how? / If not why not?
9. How have your experiences in supporting the development of senior teacher leadership expertise changed what you would do in the future?
10. Which strategies would be ideal to develop senior teachers' leadership expertise, in your school?
11. What do you think the barriers might be in implementing these ideal leadership development strategies for senior teachers?
12. Is there anything else you wish to say?

Appendix B - Interview questions for senior teachers

In these interviews the identification of leadership expertise and the development of leadership expertise will be covered in separate questions.

1. How important is senior teacher leadership development to you? Why is it? / isn't it important?
2. How important do you think senior teacher leadership development is in your school? Why do you think this?
3. What strategies do you think principals employ to identify leadership expertise/skills of senior teachers?
4. What success do you think principals have when identifying leadership expertise?
5. What are the issues and challenges faced by principals when identifying leadership expertise?
6. What has your own leadership development been both in this school and in any previous schools?
7. What successes have you had when involved in your own leadership development?
8. What issues and challenges have you faced when involved in leadership development?
9. If you were planning leadership development for a senior teacher in a primary school what would it look like and why are you suggesting these strategies?
10. What do you see as possible barriers to successfully implementing this programme?
11. Is there anything else you wish to say?

Appendix C - Principals' interview questions : key questions

Interview Questions	Key Questions		
Principals	Why is leadership development a significant need in relation to senior teachers?	What are the barriers principals encounter and which strategies do they action when identifying and further developing their senior teachers' leadership expertise?	How can principals' and senior teachers' expectations of programmes to develop leadership expertise inform future leadership development for senior teachers?
How important is senior teacher leadership development?	◇		
What priority does senior teacher leadership development have in your school? Why?	◇		
What strategies do you employ to identify leadership expertise/skills?		◇	
What successes and issues and challenges have you had in identifying leadership expertise?		◇	
What strategies have you implemented to further develop senior teachers' leadership expertise?		◇	
Why did you select these particular strategies to further develop senior teachers' leadership expertise?		◇	
What are the successes and the issues and challenges you have experienced in further developing senior teachers' leadership expertise?		◇	
Have you been able to address these issues and challenges? If so how? / If not why not?		◇	
How have your experiences in supporting the development of senior teacher leadership expertise changed? What you would do in the future?			◇
Which strategies would be ideal to develop senior teachers' leadership expertise, in your school?			◇
What do you think the barriers might be in implementing this proposed leadership development programme for senior teachers?			◇

Appendix D - Senior teachers' interview questions : key questions

Interview Questions	Key Questions		
Senior Teachers	Why is leadership development a significant need in relation to senior teachers?	What are the barriers principals encounter and which strategies do they action when identifying and further developing their senior teachers' leadership expertise?	How can principals' and senior teachers' expectations of programmes to develop leadership expertise inform future leadership development for senior teachers?
How important is senior teacher leadership development to you? Why is it/ isn't it important?	◇		
How important do you think senior teacher leadership development is in your school? Why do you think this?	◇		
What strategies do you think principals employ to identify leadership expertise/skills of senior teachers?		◇	
What success do you think principals have when identifying leadership expertise?		◇	
What are the issues and challenges faced by principals when identifying leadership expertise?		◇	
What has your own leadership development been both in this school and in any previous schools?		◇	
What successes have you had when involved in leadership development?		◇	
What issues and challenges have you faced when involved in leadership development?		◇	
If you were planning leadership development for a senior teacher in a primary school what would it look like?			◇
What do you see as possible barriers to successfully implementing this proposed programme?			◇

Appendix E – Information sheet



INFORMATION SHEET

Title of Thesis:

Identification and further development of senior teachers' leadership expertise from the perspectives of principals and senior teachers in primary schools

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

The aim of my project is to:

Examine the identification and further development of senior teachers leadership expertise by interviewing principals and senior teachers in primary schools.

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, for 40 to 45 minutes, 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 the option to withdraw yourself, or any information that has been provided for this project up to ten days after the interview. 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

Linda Harvie

UREC REGISTRATION NUMBER: (2009-946)

This study has been approved by the UNITEC Research Ethics Committee from (29 April 2009 to 29 April 2010). 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 7248). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix F - Consent form: Primary school principals



CONSENT FORM – PRIMARY SCHOOL PRINCIPALS

DATE

TO: [participant's name]

FROM: Linda Harvie

RE: Master of Educational Leadership and Management

THESIS TITLE: *Identification and further development of senior teachers' leadership expertise from the perspectives of principals and senior teachers in primary 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 the interview will be 40 to 45 minutes long. 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 (or summary of findings if appropriate) for checking before data analysis is started and that I may withdraw myself, or any information that has been provided for this project up to ten days after the interview.

I agree to take part in this project.

Signed: _____

Name: _____

Date: _____

UREC REGISTRATION NUMBER: (2009-946)

This study has been approved by the UNITEC Research Ethics Committee from (29 April 2009) to (29 April 2010). 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 7248). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix G - Consent form: Senior teachers and assistant principals



CONSENT FORM – SENIOR TEACHERS AND ASSISTANT PRINCIPALS

DATE:

TO: [participants name]

FROM:

RE: Master of Educational Leadership and Management

THESIS TITLE: *Identification and further development of senior teachers' leadership expertise from the perspectives of principals and senior teachers in primary 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 the interview will be 40 to 45 minutes long and that I will be interviewed, in a group interview, with another senior teacher. 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 (or summary of findings if appropriate) for checking before data analysis is started and that I may withdraw myself, or any information that has been provided for this project up to ten days after the interview.

I agree to take part in this project.

Signed: _____

Name: _____

Date: _____

UREC REGISTRATION NUMBER: (2009-946)

This study has been approved by the UNITEC Research Ethics Committee from (29 April 2009) to (29 April 2010). 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 7248). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix H - Aligned views of principals and senior teachers

Principals' and senior teachers' (ST) views	The senior teachers' / principals' aligned views
Leadership development is a continuing need	
The ST role has changed over the years and it will continue to change.	There was agreement from STs. STs showed an understanding of the ever-changing nature of their role.
The ST role required both curriculum and personnel skills.	There was agreement from STs. There were references that both curriculum and personnel skills were desirable for the role of ST.
The STs carried a heavy workload.	There was agreement from all STs. They recognised the heavy workload they had and acknowledged their colleagues workload.
Some teachers and STs were looking for opportunities to take on leadership responsibility.	There was agreement from STs that some teachers were willing to take on leadership roles.
It would be really good to see a senior teacher eventually take on a principals' position.	There was agreement from STs. They knew there was a need for STs to take on principalship and that their principals were keen for them to go on in leadership. However, during the interviews half of the STs said they didn't want to be a principal while the others made no reference to this.
Relational leadership development	
Principals spend time coaching and mentoring their STs.	There was agreement from STs. They spoke of principals' support through coaching and mentoring.
<i>The principal played a very important role in developing the STs leadership expertise.</i>	<i>There was agreement from principals. Principals recognised the important role they played in developing leadership expertise. They were also aware of the issues and challenges which surrounded this activity.</i>
<i>Principals were willing to give STs opportunities to try out their ideas and develop independence.</i>	<i>There was agreement from principals. Principals spoke of allowing their STs opportunities to develop independence in their leadership roles.</i>
Issues and challenges	
STs found the demands of balancing off-site training with their STs roles difficult.	There was agreement from STs. Off-site training and study was difficult to maintain alongside their leadership role and classroom demands.
Young teachers found leading more experienced teachers a challenge	One ST showed alignment with this statement from principals. The ST who was the 'newest' to a senior teacher role saw this as an issue.
Balancing leadership priorities with those of being a full time classroom teacher was difficult.	There was total agreement from STs. Balancing ST leadership with the role of classroom teacher was identified as the greatest issue and challenge.
STs find it difficult to deal with personnel problems e.g. teachers seen as under-performing.	There was agreement from the STs. Personnel problems were seen as one of the greatest issues and challenges.
Many STs were reluctant to step up and take on greater leadership responsibility. It would be really good to see a senior teacher eventually take on a principals' position.	There was agreement from STs. They had observed a reluctance, at times, to take on leadership roles in their colleagues and themselves.
<i>Principals need to support their STs with sound resourcing decisions e.g. time to undertake the responsibilities and funds to support the achievement of their leadership goals.</i>	<i>Principals showed agreement with this with their awareness of the responsibilities to support their STs towards an understanding of the issues and challenges, which surrounded leadership development.</i>
Leadership identification	
Teachers' leadership potential can be identified by the STs themselves, principals and colleagues.	There was agreement from STs. Principals can identify leadership potential, teachers can identify their own leadership potential and colleagues can identify leadership potential in each other but everyone can at times get it wrong.
<i>Principals are able to observe leadership potential.</i>	<i>There was total agreement from the principals. Principals identified leadership by observing their staff and knowing them well. They could identify readiness to be a leader. However sometimes incorrect judgements were made.</i>

KEY - Standard Arial print is the principals' statement followed by the senior teachers' related comment

- *Italicised print is the senior teachers' statement followed by the principals' related comment.*