

APPENDIX I

PROPOSAL FOR EDUCATIONAL RESEARCH ACTIVITY AT MANOA COLLEGE.

Intent of the proposed study: The intention is to undertake a study of the administrative system, and its operation, in a New Zealand urban, co-educational secondary school; with emphasis on the relationship and interaction between the school as a small community and the local community of which the school is part.

Nature of the proposed study: If permission is granted, the study would be undertaken by observations over an extended period of time, allowing the researcher to become closely familiar with the school and its workings. In this way, an understanding about the school would be built up and would provide the basis for analysis in relation to the relevant literature and to the overall scene of urban secondary schooling in New Zealand. The research would be undertaken in the same way as an anthropologist would study the workings of a small-scale rural society in, say, Fiji.

Data gathering for the proposed study: Three major data gathering methods are proposed:

1. Observation: especially, of key people involved in the operation of the school (eg. senior staff members, principal, board members) and significant activities involving the school's operation (eg. meetings of staff members, school board, senior staff, PTA). Observation would be carried out in the staffroom, at school events (sports, open days, etc) and in the playground.
2. Interview: of key people involved in the school's functioning - would provide an understanding of the perceptions of these people.
3. Reading: of such items as newsletters, notice boards, committee records, school policy statements, etc.

These methods combine to form an anthropologist's ethnographic approach in which the fieldworker seeks to understand and analyse aspects of life in a small community. The approach allows the researcher to work in a real situation in which daily life carries on around him, yet, in a situation in which the researcher has the freedom to observe and interview, to follow interests and leads. This approach is becoming increasingly significant in research concerned with Educational Administration.

Timing of the proposed study: In the event of the study being allowed, twelve to fifteen days would be spent in informal observation of the life of the school during the latter one-third of Term III, 1980. The researcher would plan on spending similar periods of time in the school during each term in 1981, observing events and activities, and interviewing and talking with key people. The study would conclude at the end of 1981.

Some tentative, but specific, concerns of the proposed study: The ethnographic approach encourages the researcher to enter a situation with an open mind. However, from the standpoint of the proposal stage, likely areas of interest would include: the way in which the school is organised, the place and function of various people in the school, communication systems and patterns, the means and processes of decision-making, the function of the board and its relationship to the school, administrative techniques of key people, the place of the school in the lives of those involved with it, perceptions of people involved with the school in regard to key administrative roles and functions, the task of the principalship.

Reasons for the proposed study: Three main reasons underlie this study:

1. Although deliberately not having sought to build up a close knowledge of the school (and thereby endeavouring to maintain an open mind) the researcher is aware that this is a new school, in which the school-board structure is significantly innovative and different from that of the other secondary schools in Warrington and constitutes a single entity. The school takes an active part in the local community; the board is very active in the administration of the school.
2. Secondary education in New Zealand is a growing area of interest today, while the New Zealand Education Department carried out a detailed survey of "secondary schooling in the '70's". The

- proposed study would build up a case study of the workings of an actual secondary school in New Zealand - the way it operates, relates to it's community, etc. The writer is aware of no comparable study having been undertaken previously in New Zealand.
3. The researcher is new to Farmington city and to research in a secondary school setting; both of which conditions are suited to the entry of a researcher using ethnographic approaches.

Researcher's immediate reason for the proposed study: Since February, 1979, the researcher has been a candidate for the PhD degree of the University of New England, Armidale, NSW, Australia. Twelve months have been spent at the university in gaining the knowledge for undertaking an ethnographic study of an educational environment and for analysing the data which may be gathered. The proposed research would complete the work needed for the PhD degree in the Faculty of Education at the University of New England. The work is being supervised from Armidale by Associate Professor A. Ross Thomas, Head of the Centre for Administrative Studies, and Dr Patrick Duignan, Lecturer in the same centre. In New Zealand, Professor R.S. Adams, Head of the Department of Education, Massey University, is acting as a consultant.

Researcher's background: The researcher has been involved in education for the last 21 years, having been a primary and intermediate school teacher & a lecturer at Auckland and North Shore Teachers' Colleges. The year 1978 was spent in Australia at the University of New England as Kellogg Fellow in Educational Administration, during which time the degree of MEd Admin was gained, with a thesis on "The Role of Principal in Five Primary Schools of High Polynesian Population in Urban New Zealand: An Ethnographic Perspective" (205 pages). That study used similar techniques to those proposed for the present study and formed the basis for an article published in the October, 1979, issue of the Journal of Educational Administration. The year 1979 was spent as Lecturer in the Centre for Administrative Studies at the University of New England. The researcher was appointed to his present position

in June, 1980, and teaches in the area of school administration. The other most relevant qualification held is MA(Hons) in Anthropology of the University of Auckland, with research into the workings of an Auckland church for Pacific Islands' peoples. Other qualifications include: DipEd (Massey) and AdvDipTchg(NZ).

Researcher's guarantees for the proposed study: Should approval be given for the study, the researcher will undertake to:

1. Work unobtrusively, causing no disruption to the functioning of the school or to such events as board or staff meetings;
2. Ensure the confidentiality of all information obtained;
3. Discuss data gathered only with the project's supervisors and consultant;
4. Preserve the anonymity of the school and all individuals connected with the study;
5. Maintain regular contact with the principal, board chairman and teachers' representative, for the purpose of reporting on research activities and answering any queries which may be raised by those people;
6. Refrain from making any statements concerning the study, or the school, to media representatives;
7. Report to the board, principal and staff on the completion of the study, presenting them with any conclusions reached and making available a final report of the work;
8. Gain the permission of interested parties before seeking to publish any aspect of the study beyond the submission of the thesis to the University of New England.

It should be noted that the researcher will not make himself available for the purposes of passing information between individuals or making judgments or giving advice about the workings of the school or anyone connected with it.

The writer is aware that another research project has been approved to be carried out in the school for one week per term during Term III, 1980, and Terms I & II, 1981. Both projects are concerned with different topics, while the already approved project involves shorter time in the school and focuses more on teachers than on the administrative

system and it's operation. The present researcher will ensure that his presence in the school does not overlap with that of his colleague and that data gathering methods will not be duplicated. The present proposal has been discussed with my colleague, who is happy to have another project taking place at the same time.

Should the board, staff or principal so require, the researcher is willing to consider any suggested activity by which he might assist the school. He is willing, too, to meet with any of the parties involved in this proposal, for the purposes of further explaining any aspect of the project or providing any relevant evidence of his past research work.

Wayne L. Edwards.

THE UNIVERSITY OF NEW ENGLAND
ARMIDALE, N.S.W.

FACULTY OF EDUCATION

Centre for Administrative Studies

Mr D. Main,
Chairman,
Board of Governors,
Manoa College,
Farmington.

October 3, 1980.

Dear Mr Main,

I have attached to this letter a proposal for an educational research project - permission for which I would like to seek from your Board. The proposal outlines my interest in undertaking a study of the administrative system, and its operation in a New Zealand urban secondary school, with emphasis on the relationship between the school as a small community and the local community of which the school is part. The research techniques proposed are those more commonly used by the anthropologist in studying small-scale societies. My supervisors and I believe such techniques to be well-suited to the study of a school's functioning as an in-depth understanding of a real situation can be gained. Anthropological approaches are being used increasingly in research into aspects of Educational Administration. Such features as Manoa College's comparative newness, the uniqueness of the single school-single board structure and the close relationship between the school and its local community have suggested to me that the school would provide an ideal setting for my proposed study.

My immediate reason for undertaking the study is to complete the work needed for the PhD degree in Education at the University of New England. I have been working on related preparatory aspects of such a study since February, 1979, with twelve months of that period having been spent in fulfilling the residential requirements for the degree at the university. I have had previous experience with similar types of research for the MA(Hons) and MEdAdmin degrees.

I am keenly aware of the sensitive relationships and information which are bound up with the administration of a school. In the proposal, I have endeavoured to outline clearly the stance I would take with regard to my own ethics as a researcher. I do assure you of my interests in working sensitively with, and not disturbing relationships between, board members, principal, staff members, pupils or parents. One of my major tasks will be to gain the cooperation of this range of people.

To my knowledge, no other comparable study has been undertaken in Australia or New Zealand. The study would provide a case study of the workings of a secondary school in New Zealand in relation to the broader area of secondary school administration in New Zealand while being analysed in relation to the relevant theoretical approaches in Educational Administration.

I am happy to meet your board, or any other parties likely to be concerned with the study, in order to further discuss any aspect of the proposal.

My address for contact is: 23 Rosamund Avenue, Farmington.

I am grateful for your consideration of my proposal.

Yours faithfully,

Wayne L. Edwards.

APPENDIX IIFacsimiles of Fieldbook Entry Samples

Note: Seven items are included in this appendix:

- a. "Day 5, 9 October, Friday" is a brief excerpt from a day's observations of Jim Carr. Reference was made, in Chapter Nine, (p.386-7) to the writer's notes on "What is a theory?"
- b. "Tuesday, 6 October, P & A" is a short excerpt from the recorded observations of an evening meeting. Use was made of this material in Chapter Eight. (pp 369,373)
- c. "4/5/81: J.C. asked me what I would do" reports an incident which occurred during observation and was used in the discussion in Chapter Nine. (p. 394)
- d. "28/9: Smoking girl interview" is an excerpt from an interview between Carr and a parent. The item was used in Chapter Seven.(p. 333)
- e. "23/11: Intermediate School Form 2 students" is the substance of Jim Carr's address to students attending an orientation at Manoa College.
- f. "21/9: Conversation with J.C." is a short note recording ideas expressed by Jim Carr and used in Chapters Seven and Eight, (337, 357, 361)
- g. "30/6/81: P & A Sub-Committee" is a brief section of recorded observations made during a meeting. Direct reference is not made to this item in the thesis. However, the item provides a sample of the way in which observation notes were made - recording aspects such as seating, times, a point of focus for the researcher, verbatim recording of discussion and attention to Jim Carr's part in proceedings.

DAY 5

9 OCT.
FRIDAY

3:26 pm FM Comes IN to discuss his
new system.

(IC yawnd twice - looks faded)

of recording us. marks.

IC Yes - yes - yes.

FM does all the talking.

IC - is suggestive. 3:29 pm

- makes one suggestion on method

- suggests another idea: FM selects.

IC - I accept what you're saying.

- How do all this going to affect
both fm. Certif. gradings?

FM Explains method.

FM Will you be happy with this?

3:36 pm

IC Yes.

Can it explain what has been decided?
 " " " Predict " has not yet? "
 " " " be tested by further knowt?
 is modified as required by
 new data?
 can it be subjected to a test
 of falsificat.?

What if a hypothesis is modified as required by new data?

FORWARDS PLANNING

P & A

tree boat

DK. resistance need to think ahead of the aware of the inputs & directions in which they're going.

IC. Do you do that at your work? RB. We do it all the time they say, I have in 5 years looked at dislocations, aims, objectives, etc.

IC. I've conjectured that this sch. has done for more or this than 99% of the parents in their area have done about objectives. raising the kinds of objectives have been through drafts & agonizing.

RB. I think that if any Bd member wants to find out, then come into the context. To suddenly hear about it - hell's teeth! - were doing this all the time.

DK. Then why did the Chairman ask us to look into it?

IC. You ask him that. My 1st thought was 'Bleddy hell - we've been thru this many times before.'

IC. I'm very into sailing. I can read books & talk to people about sailing. But the best way to learn is to feel the rope in your hand the wind in your hair, the boat under your seat.

I would respectfully suggest that the way in which Bd. members can get the feel of the place is, really know what's going on - come in & talk with staff and all in the staffroom at staff club & talking with them.

I suggest that the Bd. members take the 'Aims & Objectives' and read them & suggest ways of evaluating them.

- At this point IC & RB are somewhat defensive.
- F. Payne gave some support - good in fact - compared the sch. job to his 9-5 job.
- IC's thought some procedure was likely.

ITEM C

4/5/81.
 After incident between J.C. Jane East
 & I, misbehaved student:

J.C. ASKED ME WHAT I WOULD DO:

Don't think I influenced things:

- She spots about it 6/7 weeks ago.
 - Feels she's losing influence in sch. street: then not able to give advice
- simply gave factual open info.
 opinion on pros, cons, & action
 WTS: she advised the procedures to
 work ago.

She's concerned with the
 general punning of the sch.
 the punishment to her.

Probably stand but keep
 careful check on the student
 in the future.

J.C. says he wants East - he
 asked her to apply for sm. job.

2/19

Smoking girl
interview

IC asks me if I
wd. like to be
present for this

IC to mother: What did Mr. Black tell
you last time?

Mother: Expulsion.

IC: I don't think so: suspension.

IC: My concern in this regard is
that she has disregarded a
sch. rule. I had her in here
& I wanted to find her reaction -
she showed no signs of being
sorry but indicated she
wasn't hooked on smoking.
She was v. bland.

Mother: Every thing she has been
good & this is the only thing
she hasn't been happy about

IC: My concern now is that she has
been disobedient. She hasn't
shown she's dissatisfied with
the school. I'm not prepared
to expell her. But I've put
considerable thought into
this. I'm going to suspend
her for 3 days. One day ind.

be seen as just a holiday.

IC: I wd. like you to do one thing more.
I'm strongly suggesting to you
& your husband that you
offer her to the alcohol & drug
Centre for their help.

I strongly recommend that
you seek their help.

I'll get you a copy of their
newsletter. You not interested
in her leaving this college.
Her in the hundreds of sch.
top. Because I liked kids.

Shows newsletter.
Explains procedure.
Tells what he'll do today: letter
to parents to confirm all this.
You may have to let her
have the odd smoke
at home. IC.

Jim Explains the key in detail - to
Sd. Chairman & D.S.I.

IC: It may be just an outlet of what I

23/11. INTERMEDIATE SCHOOL

Form 2 students -> Form 3, 1982
ORIENTATION VISIT

Introduction: J.E. "You Mr. Carr, the former pol.
This is Mr. Black & Mrs. Semich."

All but 1 or 2 of you will want to come here.
We're fortunate: our enrollment filled 1st.

The characteristics/emphases of Waukena College are:

1) The v. best of what you're capable of
The classroom:

If you're capable of getting 80%, we're
not happy with only 75%.

Similarly, if 40% went 45% - put on
the back - you have succeeded
what you were thought capable of.

Finished up with fewer
than average W, S, & Scholarship
last year.

2) Firm discipline, fairly applied:

As a big place, we have to
have guidelines for you to
operate in and to make
the most of your time here.

To help you will be your
Dean, Mr. Jones.

3) Extra-curricular activities:

Not just 5 hours in the
classroom but time in other
activities - choir, public speaking,
soccer, rugby, etc.

You can pressure your
interest here. There are
Form 3 camps early in the year.

4) Success depends on you:

Despite guidance & 1st. Class
curriculum program it
depends on you. Then, I hope

You'll find your time at
Waukena College will be
enjoyable & will be
really worthwhile.

2-06pm

Black: on "discipline"

Semich: on "docks & uniform"

Both sounded quite heavy.

Later discussion btw J.E.:

J.E. "I'm feeling tired at this time of year."

"Colin Black & Olive Semich are pressing me"

ITEM F

2/9

Power ↙

Communication with IT

Leadership ↙

"I believe the word leadership has different connotations & this has to be looked at."

Channels of Effective Communication ↙

"The reality of how things happen in this place" — Jim Helmer
These 3 words describe this

1st person: "I"

3/6/81 P. A. Subs Ctte.

NOTE: CONCENTRATE ON
• Directions & looks
• Use of names

Seating: KF JG (Chair) Dmain
JG
RB
FF
JG
FW
CW

JG "Fred can you talk about the population?"
"Ch. you define what the 's' mean?"
to F. Wiles.

7:35pm JG welcomes - Wayne here?
KF "He's part of the woodwork!"

(Wiles has the info, to which he spoke.)

JG invites Wiles to speak on his study
to explain the whole picture on the
works-sch. interface.

FW that's the background to the JG. I
probably haven't answered some
of the questions you may have.

JG (to the meeting) interrupts to explain
the setting.
FW explains his program & relates
to the survey. Has some
handout material: "It's like
to retrieve all the Jim happy
to have a copy with Kay at
secretary.

JG looks at FW. It seems to be started
away from academic students.
FW looks at JG & explains B. 5, 11, 13 -
all eyes are on FW.
KF adds information.
JW makes comment now -
substantive comment - opinion.

Explains the questionnaire:
purpose = to find where our
kids are at.

JG was sat thru out making
notes in diary.

JW, JG, KF add comments.

Phone rings: JG goes to answer.

APPENDIX IIIInformants interviewed in November-December

Note: In selecting informants to interview, each staff and Board member was placed in one of the groups below, from which representative selections were made in order to ensure that the researcher interviewed informants from all levels of the professional staff and covering a range of such factors as ages and time at Manoa College, A sample of Board members was interviewed also.

Male StaffFemale Staff

Senior PR Holders	Senior PR Holders	Board Members
Colin Black Fred Miles Kevin Thomas Tom Cooper Paul Hansen (No. in group=5) (No. interviewed=5)	Jane East Colleen Ross (No. in group=3) (No. interviewed=2)	Don Main Frank Payne Jeffrey Grey Kay Free James White Paul Roberts David Kingston Ron Brown (No. in group=13) (No. interviewed=8)
Junior PR Holders	Junior PR Holders	Students
Ron Brown Tom Gregg Bill Johnstone Mark Anderson Denis Morris (No. in group=7) (No. interviewed=5)	Betty Maiden Rose Smith Raewyn Gates Evelyn Jones (No. in group=4) (No. interviewed=4)	3 x female students who attended October meetings of Board.
Teachers	Teachers	
Alan Rich Bill Cowan Brian Gregory Tony Jameson Martin Bell (No. in group=11) (No. interviewed=5)	Rose Peters Carol Green Mary Patterson Kathy Todd Karen Ratcliffe Jean Pitt Philippa Wright Joan Sweetman (No. in group=16) (No. interviewed=8)	

APPENDIX IVQuestions Used During Informant Interviews

Note: The following questions provided the basis for the informant interviews for which the main purpose was to cross-check the researcher's perceptions of people and events in the different arenas which were identified. This is the process of triangulation. The questions were useful in achieving this purpose and in generating wide-ranging discussion of many aspects of Manoa College and Jim Carr's school world, in particular. The interviews ranged from 20 to 90 minutes in length.

- * What work do you do at Manoa College?
- * Why did you apply to come here? (or, became involved in the college?)
- * Will you please tell me about your background before coming here?
- * What's good about working or being involved here?
- * What's frustrating about working or being involved here?
- * What strengths do you bring to the school?
- * What is the principal's job in a school?
- * What is Jim Carr's function in the school?
- * What are his strengths?
- * What are his areas of lesser strength?
- * What problems does he face in running the school?
- * What techniques does Jim Carr use to do his job?
- * What can you tell me about relationships between the staff and the Board?
- * What can you tell me about relationships between Jim Carr and the Board?

Facsimile Worksheets Used in Grouping and Labelling Business Items from Meetings of Carr, Black and Sumich

Note: These worksheets illustrate the grouping and labelling process used to organise and reduce data in many aspects of the study. The example included was discussed on pages 267-268 of the thesis. Items of business from the meetings between Carr, Black and Sumich were listed individually. The items were then cut separately and grouped with like items. Groups were subdivided into items of major or minor business. Categories were named and each item was colour coded for ease of identification.

COLES, OLIVE & JIM: BUSINESS ITEMS FROM MONDAY MEETINGS: "What they talk about & are concerned with." Page 1.

STAGE ONE: LIST OF ITEMS. Colour code entry for each day!!! (RB)

Filebook (3), pp. 43-51, 163
Sports coaches: difficult
Home Ec. tel. problem
Standard's speech in sport
Senior male tel.
Ski trip at 4:30. tel.
Auxiliary staff hour
Blue - sweater.
Girl: obstacle: log book
Juni term sports day
X - curricula activities - tel. army.

pp. 63-68, 231/2
Reaction to female staff eve.
Wend's dinner.
Funds for mural
Assembly date for Ath. let. coats.
Emergency practice
Leaving team - pay?
Libly applicant and Comm.
Principal's newsletter
Cooper: F. Complaint
Roger Smith's comments
Appl. and tel. of Ath. Comm.
Kevin Thomas' sports arrangements
Musical instruments
Library memorial opening.
The Anderson - needs day off
J. Timeworn: leave applie.
Invent today.

pp. 73-78, 201/2
Dates 1982
K. Thomas to do work
Fun: meeting
Staff at: office (tele)
Munich to staff meeting
F. Timeworn
Work in tel. office
Team concert
Humour of RB & Duv.

Runners on walls of gym.
Emergency procedures.
Not staff hours in day
J.C. camp commandant exp.
Team on people
Staff meeting topics:
Discipline, team.
Visiting student's accom.
Hansen: lunch - reward
for work day.
"The 3" - sales & relationships
6/11, Filebook (4)
General knowl. quiz.
SBA item
Tractor shed extension
P.A. Committee
Munich's eve.
Speech contest
Comm. tel. possibility
Head Comm.
Team's tactics
Discipline problem
Shoes
Woker money
Community newsletter
Team: Barrels
Std. Dr. tel. message
Sumich
Shocks
School visit - Frinks
Team's Club: Intern
Sbn.
13/4
Staff mtg topics
New Home Ec. tel.
Report Eve. : dates
New letter arrangements
Boy - named football team
Team times: 2:03 hours.

Decision making time
Uniform / maille.
Lunch year plan
Winter capital work
Extra. car. Linth. tel.
Unsettled new tel.
Pupils using laws on
Sbn. trips
Late return of students
from flying lessons
Wotsonyds: lunch paper
Dog food outside
Finance memo
Sweating in skatepark
Are the staff alright?
Quiet study room needed
Library supervision at lunch
2/11 pp. 70-71.
Team: club participation
Team challenge music with
Angus at Bay's H. tel.
Swasticks
Munich action group
Extending twilight students
Speech contest: prize?
Munich library etc.
F. assembly: book presents.
Ex change student
K. Keen - support.
Time past by hunter
Munich Anderson
Filebook (5) 15/6, pp. 74-78
Individual staff mtg?
Role of team & their teams
June heat cooking
Meeting of board candidates
R. Keen's abiding well
W. Patterson: sports teams?

Falling race
Tom Cooper
SBA. newsletter
P.A. newsletter
Retiring board members
@ drama & debating
@ change student finances
Pete Peters: award
Staff minute book: lost
Uniform: pant hose
22/6, pp. 87-91
Visit by Activity Centre
T. Colley advice. Survey
Friday Assembly details
In. service management
Centre
NABE conference: reply
J.C. want a spare team.
Adult students
No. for prospectus
Contributions to student
journal.
Spending necessary
You to lunch.
Student wants to do
of Lawrence's meeting
Duty Timeworn: after
of team rules?
Tom Cooper: job
Sbn. Comm. details
@ 1st & 2nd: the
Involvement in policy
meeting & the team
Bring together: job
application
Collect team: anxiety.

continued on page 2.

Short notes/news: ORGANIZATION: "GETTING ORGANIZED"

Inside the school: (ie. INTERNAL)

- End of yr. speaker
- End of yr. speaker at parents' meeting.
- Exam times: 2 or 3 hours
- Office 1982
- 1982 after school
- End of yr. staff function
- Dr. Awards Ceremony
- Hon. Awards
- Sr. Awards Eve.
- Hon. Awards Eve.
- Sr. leaving function
- Sr. Awards function
- Honours Awards Eve.
- Sr. banquet
- Gene. parts 1982
- Fe-7 dance
- Sch. dance
- Tri. farewell assembly
- Tr. Awards Ceremony
- Sch. social: who to pin?
- Topics for assembly
- Exchange student farewell
- Sch. Advice
- F3 evening
- Friday assembly details
- Board am. tea
- End-term am. tea
- Sch trip organization talk.
- F3 assembly: book presentation.
- Meeting dates
- The week's programs?
- Final am. tea: Thanks
- Visiting teacher
- Tr. awards afternoon
- FINAL Days
- Handbook 1982
- Dates 1982
- 1982 day format
- Organization for start of 1982
- Sales start 1982
- Barbecue day 1982
- Calendar Dates

Outside the school: (ie. EXTERNAL)

- Visiting students' section.
- Dance - large visit
- NZ ABE conference
- NZ ABE conference: reply
- Town Council
- SSA after
- Writers Rights' meet.
- Green Challenge music visit
- Manawa Action Group
- Quora at Dep' H Sch.
- Youth March
- Excursion from sch. info.
- Visit by Activity Centre Director
- Community newsletter
- Leighby Tour
- Electrician speaker
- Invitations: newspaper report
- Invitations: photos in paper
- SSA. newsletter
- T. College. school. survey
- Qualifies. of primary teachers (Civics)
- Visitors to sch.
- Visiting principal to see
- centrum
- Entertainment grants
- Environment grants
- Spout applications
- Grant applica.
- 1x only grant: used?
- 1x only grant
- Grant

"GETTING ORGANIZED" (from outside the school)

- Lost property sale
- Travel claims
- TOP 20 NZ. music student
- Sch. visit: Finishes
- PTA. newsletter
- Speech contest: prize.
- B & G: cricket wicket
- Spurstone missing
- Ex. Had Comm. news
- 2nd term sports day
- W. Perry outside plan
- Invite neighbours to am. tea
- Speech contest
- General knowl. quiz
- "Know-how" book.
- Day student -> job
- writing of board candidates
- Vote return of students from
- teaching lessons
- Pupils using cars on sch. trips
- Visiting phot.
- Courtyard plans
- New wheel
- Wickets on wall of gym
- Wanted in place
- Wanted in place
- Funds for mural
- Funeral: thanks to sponsor.

STAGE THREE: Selecting main themes and representative examples to use in text when summarising each group.

- Turnuk
- Memorial Library eve.
- Memorial eve.
- Library memorial opening
- Lost bikes
- Play at sch. Thurs.
- F7 common fun.
- captains
- Change State for
- meeting
- PTA: A.Gm.
- European tour
- Beesplanter
- dog tied outside
- Ant Gallery trip
- General knowl. quiz
- Capital cases
- Motorcyclists: lunch party
- "Know-how" book.
- Day student -> job
- writing of board candidates
- Vote return of students from
- teaching lessons
- Pupils using cars on sch. trips
- Visiting phot.
- Courtyard plans
- New wheel
- Wickets on wall of gym
- Wanted in place
- Wanted in place
- Funds for mural
- Funeral: thanks to sponsor.

APPENDIX VI

Example of Categories Derived From Observations

Note: Jim Carr's interactions with students on April 16 were placed in groups of "like" activities. A name was given to each category. Reference was made to this item in Chapter Seven. (p. 304). This appendix provides an example of the grouping and labelling process for handling data - to which reference was made in Chapter Five. (p. 209)

Types of Principal-Student Interactions Derived from Observed Incidents

<p>Attends Form 5 assembly: listens to choir, presents hockey trophy Addresses Junior Awards assembly Addresses Intermediate school pupils.</p>	<p>Talks with Form 6 science groups. Talks with Form 7 students. Talks with students in computer room. Greets Susan. Speaks to boys in corridor. Meets Form 3 students: presents merit certificates. Presents merit certificates in office.</p>	<p>Admonishes boy after dangerous behaviour. Discusses newspaper item with girls.</p>	<p>Signs Karen's report. Signs boy's log book.</p>
<p>Taking part in ceremonial occasions.</p>	<p>Giving praise and/or promoting public relations.</p>	<p>Admonishing students.</p>	<p>Undertaking procedural activities.</p>

Derived names of categories

Observed incidents

APPENDIX VIISummary of Jim Carr's Activities on Five Days in October

Note: On the following pages are summarised observations of Jim Carr's activities during the second period of inspection.

Monday, October 5
Tuesday, October 6
Wednesday, October 7
Thursday, October 8
Friday, October 9

Reference is made in Chapter Eight to these summaries which formed the synopsis of a week in October in Jim Carr's school life. (pp. 349-351)

MONDAY, OCTOBER 5

<u>Before school:</u>	Arrived 7.45am: in principal's office. Talked Colin Black: relievers. Opened mail. Talked Gary Wright: sports uniforms. Greeted Olive Sumich. Introduced teachers college student to Tom Cooper.
<u>8.30am meeting:</u>	Announced notices and summarised on whiteboard, Phoned Anne Carr (wife).
<u>9.00 - 10.45am Periods 1 & 2:</u>	Discussed Board investments with Paul Roberts (to 9.40). To staffroom. Informed Sumich: Wright conversation. Talked Brian Gregory: audio-visual equipment. To own office. Phoned by bank: investments. Phoned own father: investments. Began write paper: photocopy charges. Fred Miles in: educational research paper, Form 6 course, student references. To school office. Talked Joan: photocopy machine.
<u>Interval:</u>	To staffroom. Introduced student teacher. Discussed her weekend with Jean Hoskin and Form 3 enrolment evening with Greg Jones. Talked Jane East.
<u>11.05am - 12.05pm Period 3:</u>	To own office. Kay Free in: PR's. Continues paper: copy charges. Jean Hoskin in: mileage allowances. Continues paper. Phone in: trail bike event. Continues paper. Colleen Ross in: counselling course. Continues paper. To school office: typing correction. Jack Forsythe in: Liaison Inspector: eg. Cooper's study leave, paper stocks, pre-employment course, computer maintenance, handicapped student, Miles' job applications, Carr's future plans.
<u>Luncheon:</u>	To staffroom (12.26pm). Alan Rich: Carr gave ginger beer plant. Talked East: promotion prospects in city. To bathroom. To Board office: basketball purchase.
<u>1.05 - 3.05pm Periods 4 & 5:</u>	To own office. Forsythe in briefly. Monday afternoon meeting with Black and Sumich (1.15 - 2.05): eg. ski trip expenses, Forsythe visit, PR. units, handicapped student, research conference, PTA meeting, staff professional consultations, student insinuations about a teacher, sandals. Mary Patterson in: her leave application. Called Denis Morris in: PR units. Phoned District Senior Inspector: PR units. To Black's office with Forsythe: PR units. To staffroom. Paul Hansen: staff meeting. Called to phone.
<u>After school:</u>	Attended staff meeting (3.15 - 3.30). Chaired special meeting: Form six assessment (3.30 - 4.10). To Kevin Thomas' office with Morris and Ron Brown: PR units. To Miles' office: meeting. Talked to student in corridor: enrolment. To own office with Black: PR units. Signed letters. Listed tasks for Tuesday. To staffroom: collected diary. To own office with Black and Miles: PR units. Departed school 5.25pm.
<u>Evening:</u>	

TUESDAY, OCTOBER 6

<u>Before school:</u>	Arrived 7.40am. In own office. 'Talked visitor: photocopying. 'Talked Sunich: relationship between 2 staff. Opened mail. Betty Maiden in: Form six student matters.
<u>8.30am meeting:</u>	Read 2 letters to staff and wrote notices on whiteboard. 'Talked Cooper: hayfever; Bill Cowan: interview time. Phoned Kay Free: meeting time. To own office.
<u>8.50 - 11.00am Periods 1 & 2:</u>	Brown in: certificate presentations. Visited classrooms: certificates. Brief discussion: 3 teachers and form six students. Cowan in: discussed relationship with staff member (9.00 - 9.55). Sorted papers. Phone in: parent anxious about son; makes notes. Wrote memo for Board: conference. Forsythe in: Form six assessments. Phone in: income tax claim. To school office: proofreads letter. Discussed Black: teachers and courses. Discussed Forsythe: guidance allowance. To Board office: introduces Forsythe to Free. To own office: staples letters. Tom Gregg in: computer lists. Phone in: teachers college. To staffroom.
<u>Interval:</u>	Sat and talked with group. To Brown's office: deliver memo. To staffroom with East: drama. 'Talked Maiden: student marks. To corridor: reprimands noisy student. To own office with Maiden: marks.
<u>11.20am - 12.20pm Period 3:</u>	Continued discussion Maiden. To staffroom: displays letter. Bill Johnstone gave Carr tech. drawing projects. To own office. Put project on wall. Made notes in diary: PR units and other topics for lunchtime meeting. Maiden in: mark lists.
<u>Luncheon:</u>	'To Board office: met Kay Free and James White. All to own office: informal meeting in preparation for P and A meeting (12.15 - 1.23).
<u>1.20 - 3.20pm Periods 4 & 5:</u>	Free in: PR units. Phoned garage: car appointment. Asked student deliver letter to teacher. Miles in: Cowan situation. Signed letters for Principals' Association - into envelopes. Raewyn Gates in: job prospects. To bathroom. To carpark. To neighbouring school: chaired Principals' Association meeting (2.05 - 4.30).
<u>After school:</u>	Returned to Manoa College. To own office. Brown in: discussed P and A meeting (4.30 - 5.00). Wrote letter Main: sympathy at mother's death. Departed school 5.05pm.
<u>Evening:</u>	P and A meeting (7.30 start): eg. School Certificate, computers, sandals, human relationships teaching, integration of neighbouring school into State system, college's aims and review of these, speaker for awards ceremony, Form 6 non-Bursary English course, voluntary termination of Kathy Todd's job, HOD Commerce and Gates' job, cleaners' complaints, staff leave. Departed school 11.05pm.

WEDNESDAY, OCTOBER 7

<u>Before school:</u>	Arrived 7.40am. In own office. Patterson in: leave. Read magazine article: vocations. Maiden in: course report. To photocopier and return. Greeted Sumich: meeting time. Miles in: signed references, UE results. Opened mail. Cowan in: relationship. Hansen in: current events. Mail. To staffroom.
<u>8.30am meeting:</u>	Talked Brown: P and A meeting. Announces notices. Talked Ross. To school office. Talked Jones, Ross, office women: enrolments, etc.
<u>8.50 - 11.00am Periods 1 & 2:</u>	Talked to students in corridor: sandals. Delivered letters to 2 HOD's. Read day's notices. Talked to students in corridor. To Board office: finances. To own office. Woman teacher in: relationships (9.15 - 9.50). Phoned Education Board: travel claim for teacher. To Board office. To Remedial Reading room and French room: talked to students and staff. To Board office: stock. To own office. Prepared for F and E meeting. Phone in: Rotary luncheon for students. F and E preparations. Talked to parent: daughter's health. To Board office: finances.
<u>Interval:</u>	To staffroom. Talked Hansen: relationships, exchange teaching opportunity.
<u>11.20am - 12.20pm Period 3:</u>	To Brown's office: PR units. To school office: photocopy procedures. To Board office: investments. East in: meeting time. Graham Perry in: physical education purchases. In Board office: investments. To school office. To own office: made 4 phone calls before connecting to Roberts: investments. Phoned 2 banks: investments. To Board office: investments. To own office. Took note to Kay Free.
<u>Luncheon:</u>	To staffroom. Purchased item from Save the Children table. Joined group in social talk. Walked around grounds with East: P and A meeting decision on English course. Talked groundsman: cricket wicket. Reprimanded boy: shoes. Talked student: Rotary luncheon. To own office.
<u>1.20 - 3.20pm Periods 4 & 5:</u>	To staffroom. Talked Jones: computers. Talked Mark Anderson: biology expenditure. To Maiden's office: student luncheon. To own office. Free in: Board business. Investment calculations. To Black's office: cricket wicket costs. To own office. Phoned 2 banks: investments. Phone in, bank: investments.
<u>After school:</u>	B and G meeting (2.05 start): eg. minor capital works, grounds development scheme, future school hall, neighbouring fence, classroom acoustics, building of tractor shed. Departed school 3.30pm.
<u>Evening:</u>	F and E meeting (7.30 start): eg. balance sheet and budget, staffroom dishwasher, investment possibilities for excess funds, payment of unapproved accounts for a-v equipment, need for financial discretion for principal, typewriter replacements, procedure for paying cleaners, photocopying efficiency, own travel claim. Departed school 10.55pm.

THURSDAY, OCTOBER 8

<u>Before school:</u>	Arrived 7.40am. In own office. Morris in: photocopier "out". Phoned caretaker: fuses. Tidied office. Made coffee. To photocopier room: fixed. Arranged diary for day. Black in: questions. Tried to phone out. Jones in: Form 3 arrangements. Greeted Sunich in her office. Miles in: staffroom. Opened mail. Phone in: Principals' Association. Joan in: correspondence.
<u>8.30am meeting:</u>	Gave letters to several staff. Announced notices and wrote some on whiteboard. Talked Rose Peters: health. To own office: got gown.
<u>8.50 - 11.00am Periods 1 & 2:</u>	To school office: greeted staff; photocopier. Greeted 2 students. Visited 4 classrooms: presented certificates. To own office. Miles in: letter from PPTA. Phoned neighbour principal: staff claims. Read daily notices. Mailed cheque for education conference fee. Greeted Joan. Phone in: principal. Custodian in: window open last night. Noted claim procedure in diary. Wrote F and E memo re travel claim; gave to Free in Board office. To own office. Joan in: photocopying machine. Theresa James in: museum. To Sunich office: Joan's work. To school office: road postcard, signed letters. To copying room: exam memo; talked Joan. To Board office: finances. Gregory in: purchases. Talked with Free: fire safety, conference leave request. Talked Robyn: investments. To own office: filed material, read SSBA newsletter. To staffroom: Gregory: responsibilities. Wrote on board, finished newsletter. To office: mail & memo. Black in briefly: leaving grounds. Prices, letters, phone in, dictates letter re handicapped student. Ross in: glue-sniffing student. Forsythe phones: HOD Commerce job. Talked with Ross: staff news (10.15 - 11.00). To school office. To Brown's office.
<u>Interval:</u>	Talked Brown: F and E meeting. Talked Hansen: photocopier. To own office.
<u>11.20am - 12.20pm Period 3:</u>	Sunich in: student. Phoned 2 banks: investments. Made notes in diary. Begins work on "once only" finance grant. To bathroom. To staffroom. Talked Gregg: claims, grant. Phone in: bank. To own office. Filed Art material. Phone in: Principals' Association. Sunich in: glue-sniffing student. Wrote memo: smoking student.
<u>Luncheon:</u>	To staffroom: talked women staff; sat with group: own schooling stories. Talked Hansen: photocopier.
<u>1.20 - 3.20pm Periods 4 & 5:</u>	To photocopying room: working machine. To own office. Hansen in: photocopying. Education Board visitor: staff travel claims, income tax. To school office: claim forms. To own office. To photocopy room: travel claim. Greeted student in corridor. To own office. Custodian in: rubbish. Glues papers. To school office: talks staff. To counsellor's office. In corridor, talked student and parent. To own office: finance grant. Called Gates in: HOD's job. Finance grant. To Board office: grant. Talked Cowan in corridor: relationship. To own office. Grant. Phone in: neighbour-fence. Hansen in: photocopier. Free in twice: visiting speaker. Grant. Joan in: newsletter. Grant continues intermittently. Phone in: teacher training advice to parent. Free in. Grant. Black in: English Department.
<u>After school:</u>	Grant. To Board office, photocopy room, staffroom. Phone in: bank. To own office. Grant. Hansen in: time. Grant: coffee. Phone in: daughter. To canteen: Maths book. Talked with 6 teachers: examinations, Parents' Evening, etc. Jones in: responsibilities. Departed school 4.30pm.
<u>Evening:</u>	Parents' Evening (7.30 start): talked with parents, answered questions. Departed school 8.55pm.

FRIDAY, OCTOBER 9

<u>Before school:</u>	Arrived 7.40am. In own office. Sumich in: glue-sniffing incident. Joan in: mail. Opened mail. Parent and son in: Form 5 subjects. To Morris: Form 5 choices. Mail. Cooper in: course next week. To staffroom. Talked to Joan Pitt: confirmation of job.
<u>8.30am meeting:</u>	Announced notices. Talked teachers: Gregg, Perry, Anderson, Gates, Jones. Wrote notices on whiteboard.
<u>8.50 - 11.00am Periods 1 & 2:</u>	To Ross' office: travel claim, glue-sniffing incident. To Sumich office: glue-sniffing incident. To own office. Wrote Principal's Report for Board. To school office: typing. Phones neighbour principal: Association. Sumich in: note. His report. Miles in: student matters. His report. Gregory in: library spending. Office woman in. To corridor: departing student. His report. To Black: report to proofread. To carpark. To city: Inland Revenue Department re tax claim for school visits. To school.
<u>Interval:</u>	To staffroom. Wooden spoon ceremony.
<u>11.20am - 12.20pm Period 3:</u>	To own office. Checks diary. Placed tasks for Monday. Hansen in briefly. To sports noticeboard: letter. Talked to student on duty in foyer. Talked to Smith: health; and Brown. To own office. Sumich in: his report, Parents' Evening. To school office. Talked to office staff. To carpark. To home 12.14.
<u>Luncheon:</u>	Lunch at home.
<u>1.20 - 3.20pm Periods 4 & 5:</u>	To school 1.22. To own office. Neighbour in: fence. Talked to Anderson: lecture series innovation. Glue-sniffing student's parent in: interview. Phone Ross: reported interview. Wrote report on interview. Office woman in: visiting lecturer arrived. Finished report. To staffroom. Met visitors. To school office. To a-v room. Talked Ross: interview report. Talked informally several students and teachers. To own office.
<u>After school:</u>	4 female students in: wish to attend Board meeting. Talked in corridor with 2 teachers and visitor about visiting lecturer. To Sumich office: she not there. To own office. Miles in: UE marks recording, Form 6 form period, senior function. To staffroom: talked visiting lecturer. Phone in: Dr., distressed student. To own office with Miles: distressed student, "teaching" experiences. Sumich in: glue-sniffing and Cowan incidents. Joan in. Sorted out desk. Departed school 4.45pm.
<u>Evening:</u>	

APPENDIX VIII

Facsimile Worksheets Used in Deriving Categories of Strategies

Note: These worksheets were used in deriving the categories of Jim Carr's coping strategies as discussed in Chapter Eight (pp. 346-348) and Chapter Nine. (p. 384). Pages 424 and 425 were used in constructing and labelling the categories. Page 426, "Balancing Activities," provides an example of the way in which each category was further examined, sub-divided if appropriate and exemplified with selected incidents occurring during the week's observation.

RESEARCH: WHAT IS LIFE LIKE IN THE SCHOOL WORLD OF ONE NZ. SECONDARY SCHOOL PRINCIPAL AND HOW CAN THAT LIFE BE EXPLAINED?

Jim Carr is the central figure in the school world (from table 2 & the descriptions in Chptrs. 6, 7)

"multicultural" (the answer makes it so)

• being the obvious figurehead
• being "THE PRINCIPAL"
• speaking - giving opinion
• taking active interest in all areas of affairs
• providing information
• being on deck

② TAKING THE LEAD

• having knowledge
• controlling/having information
• articulating/expressing ideas
• telling people his ideas & values for the school
• he knows about procedures, people & issues
• he knows what kind of school he thinks it should be, and, he tells people about it.

③ CREATING HIS REALITY OF THE SCHOOL WORLD.

to next page →

How DOES THE COPE WITH LIFE IN THAT WORLD?

He seems to cope by:

① NOT TRYING TO PLEASE EVERYONE
• being pleasant/friendly
• being businesslike/professional
• being independent/intuitive
• action
• keeping to his values
• having a reserved personality
• not using confrontational humour

④ STANDING ALONE

"communication gets things done in this place" - J.C.

Table 3: SUMMARY OF THE AREAS WHICH CONSTITUTE JIM CARR'S SCHOOL WORLD

Carr's Participation

Directs the discussion; keeps in touch with his school world; has his actions questioned; provides a training ground for Colin and Olive. Interacts freely with Colin and Olive.	Exercises active leadership; provides information; has his actions questioned; controls discussion; gets on with the business; speaks frequently with his advice and opinions. Friendly, but maintains a professional relationship with colleagues in this arena.	Is "on deck" - leads with ideas and opinions and is aware of his position; being pleasant to and interested in staff and aware of professional issues; knowing who does what; giving advice and information; stating his expectations; sometimes being criticised or thanked. Friendly and interested in staff members but maintains a social distance from them.	Takes the leading role as principal; promotes the positive features of the college; controls conversations; seeks to establish common ground with students. Formal relationships on most occasions.	Follows affairs actively; provides ideas, information and explanation as the Board's professional advisor; responds to questions and criticism; receives some supportive comments. Participates fully but maintains some distance from Board members; is an ex officio Board member.	Takes a less active part; provides information and ideas	Takes the lead in managing proceedings; controls discussion; promotes his image of the school; provides information; functions as the figurehead. Formal relationships on most occasions.
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Take ideas from Mrs. Thompson
we cope.
we share.
we cope.
we share.
we cope.

He seems to cope by: (continued)

"Power gets things done at M.C." -JC.

- having clear expectations of people in the school
- knowing what people expect of him
- being aware of pushes & pulls
- knows there is tension between Board (lay) & staff
- "I'm the bloke whose paid to do this" - JC.
- managing expectations
- anticipating/being prepared

4) MANAGING EXPECTATIONS

- following routines
- being there - at school & the key meetings & staffroom
- being available to all at most times
- says he's good at organizing
- chairs HOD's meetings
- controls discussions
- works to his vision for the place

(cf. "Synergy" - interesting - but not one of Carr's ideas. It's a special kind of balance.)

5) BALANCES ACTIVITIES

- he's aware of each arena.
- understands the interactions
- can act differently in different arenas (cf. with students - or staff - or Board: he's different)
- he's the central figure
- he's the only one in each arena
- he takes an active part in each arena - knows the business - is prepared, has knowledge
- is able to anticipate things which might happen
- he tries to "shape reality" in the college.
- he has the whole picture of the school.

6) BEING CULTURALLY COMFORTABLE

Next step:
For each activity/ coping strategy, will need:
Examples
any sub-divisions

5 BALANCING ACTIVITIES : strategies:

THINKING AHEAD PREPAREDNESS ANTICIPATION

casual letters (10) p. 30
 streetman am. & lunch
 uses diary i. memo
 has the broad view

follows routines in all sorts of ways!
 - arrival time, manner, assemblies, use of day.

daily notices (10) p. 35

PLANS AHEAD - often in diary before next day.

handicapped student (9) p. 15

PR's - covered opinions (9) p. 20, (9) p. 28, (9) p. 24-25, 27.

was view of own future (9) p. 17

pre-meeting before P.A. (9) p. 57 & with R. (9) p. 63

memos (9) p. 22

mail: 1st thing each am.

ANTICIPATION
 (for) ^{anticipating} ^{anticipating} ^{anticipating}

CONSIDERABLE TIME TO TASK

NZARE. paper (9) p. 10
 once-only finance grant
 INVESTMENTS - all week

Bill Cannon

Shoe-swifling (9) p. 67

"don't let things dig into me" - J.C.

CONSTANTLY "ON" - few breaks

or time alone or "personal" time

gliding (9) p. 44 & 46. Stapling (9) p. 23

SPENDING TIME

IK TOUCH WITH ALL PEOPLE: THE WHOLE PICTURE

few suspects, to caretaker
 catches people in corridor (9) p. 53-55

F. writes job applications - talked with Inspector (shortlist) & advice (9) p. 21

P.S.C. (9) p. 22

Reporting back: many (9) p. 76, (9) p. 11

same (9) p. 11

sharing jobs (9) p. 49: P.S.C. course

GAINING AN OVERVIEW

FOCUSING ON POLICY

"I've got to stand aside & review policy" - J.C.

Board wants to review aims - "done" J.C.

purchasing discretion
 girls: smoking, shoe-swifling
 all the business on P.R's.

STANDING ASIDE & REVIEWING POLICY

letting the parts know
 reports Insp. visit to Olive
 knows who does what
 (10) p. 33, (10) p. 37, (10) p. 67.

Circled no. = Fieldbook no. p. 40, eg. = page 40.

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