CHAPTER SEVEN

IMPLICATIONS AND SUMMARY OF THE FINDINGS OF THIS RESEARCH

Following the Trends

The findings contained in this research report could be utilised to design and improve professional development programs for D.P.s. Support for such a belief may be found in reports of the trends in emerging patterns of the professional development of teachers as outlined by Beeson (1987 in Hughes, 1987:110). To achieve maximum positive effects and outcomes, professional development programs should:

1-be ongoing;

2-link quality teaching, quality education, curriculum development and teacher development;

3-be a shared responsibility involving the individual teacher and the school;

4-give particular attention to inservice education;

5-recognise that school-focussed inservice education is a powerful tool for improving the quality of teaching;

6-ensure collaboration and coordination between groups;

7-ensure that provision has been made for providing practical experiences in the inservice program;

8-consist of activities that focus on areas of need, and

9-ensure that research and development in the area are fostered.

Principles for Delivery of Inservice Professional Development

In attempting to provide activities to satisfy the needs of the D.P.s in schools, activities to be implemented should, according to Scott (1987 in Hughes, 1987:81):

1-be preventive rather than remedial;

2-focus on anticipated or expressed needs (Goodlad, 1975);

3-be planned in consultation with the teachers for whom they are intended to provide assistance (Moore, 1983);

4-include activities utilising a multiplicity of strategies;

5-aim to enhance the competence of teachers as a result of their being development oriented;

6-utilise adult learning theories (Tough,1971);

7-be non-threatening;

8-provide for evaluation of the support structures implemented (Warner and Lipke, 1981); and

9-provide for follow-up maintenance of the support (Warner and Lipke, 1981).

Inschool Delivery of Professional Development Activities

In discussing the following professional development needs and the implications they have for schools and D.P.s, the researcher stresses that the satisfaction of these needs must occur as the result of the delivery of assistance at the school

level. It is also important that the professional development activities delivered be seen, not as entities within themselves, but as part of a 'bigger picture' which has, as its aim, the development of the D.P.'s performance and personal competencies.

Since the conduct of this research, the NSW Dept of School Education has implemented the Scott Review Recommendations and has devolved the role of professional development to the school level (along with the funds to support activities). The researcher has noted that activities are now concentrated mainly at school, cluster, Educational Resource Centre and regional levels. The courses delivered at regional levels often take the form of 'one-off' or conference-type courses. At cluster and Educational Resource Centre level, courses are often designed specifically to fulfil an expressed need or are delivered as part of the meeting of collegial groups. School level courses tend to be focussed specifically on teaching procedures. Of major significance has been the development of the 'Certificate of School Leadership and Management' which involves school leaders from all levels of executive undertaking collegial courses in a workshop situation, but which requires each of them to develop and undertake further activities in their own schools. Response to the course has been quite favourable, probably as a result of its composition which combines both theory and practice and which relates the course specifically to the participants' schools.

This researcher believes, that whilst the professional development needs delineated would all best be met at school level, such an undertaking would place burdens on the school situation. There is, however, a need to provide courses at cluster and Educational Resource Centre levels that would provide prospective D.P.s with experiences focused upon and activities relevant to contemporary theory in the areas delineated. Additionally, such courses would need to have a practical component that would enable the prospective D.P. to explore the practicalities of the theoretical views and to report back to the collegial group that would have grown out of the course implemented. This is not to suggest that there be a number of interest groups related to, for example, curriculum development, but rather that all professional development courses have a school-based component that the prospective D.P. has to explore and then report upon to the collegial group. The follow-up/reporting and discussion sessions would witness the end of the particular 'task force' and would provide a way for various individuals to develop support groups.

The delivery of the professional development activities to meet the needs outlined earlier in this report should:

1-be provided to develop competencies to prospective D.P.s;

2-have a school-related content;

3-be developmental and accessible at various times;

4-be based on contemporary theory;

5-be delivered in response to needs;

6-have action-research based components; and

7-be part of the development of a total pool of

competencies possessed by the D.P.

The Professional Development Needs of D.P.s

The development of the the total bank of abilities that
would facilitate the D.P.s' functioning in the role would not be
a realistic goal in the period of the D.P.s' first ten weeks of
service. It would appear that there is a need to ensure that
development of the competencies to satisfy the outlined
professional development needs occurs, in the majority of
circumstances, prior to the D.P. assuming the new position. It
is also considered that if the D.P. is to begin fulfilling the
role from the first day of duty, there needs to be a period of
familiarisation, prior to entry on duty, when the D.P. is able
to conduct a situational analysis and to experience in some way,
the functioniing of the school and the operation of those within
it. It would also appear that, as the D.P. enters into the new
position, there needs to be a period of induction that allows
the D.P. to 'settle into' the office and to bring the skills and
competencies discussed into action and to 'tailor them' to the
school environment. This period of induction would perhaps be
facilitated if, during the familiarisation period, the D.P. was
able to develop a set of goals, plans or programs to be
implemented during the first ten weeks and which would indicate

to all within the school, the directions the D.P. intended to take.

In the following outline of the implications of the research findings, each of the areas includes a summary of the possible professional development needs, an indication of the best possible time to attempt to satisfy each need and the implications that may exist for any inschool professional development program. Lists of possible ways to address the needs at inschool level are not exhaustive (the consideration of possible ways of addressing these will be the subject of further research, suggested later in this chapter) but they do suggest a possible way in which the matter might be approached.

1-Implications Relevant To Expected or Predicted Needs

Implications relevant to the expected or predicted needs in the area of effective teaching and curriculum development indicate that it would be essential that D.P.s, prior to assuming their new role, develop understandings of and competencies in those areas listed in Table 12. During the first ten weeks of service, it would become the role of the inschool professional development program to assist the D.P. to investigate the need for programs to address the needs of specific groups of students, gain understanding of and prepare recommendations for future curriculum development programs and become conversant with the school approach to teaching/learning programs and practices. It is imperative that the D.P., to

establish and maintain credibility, demonstrates the ability to be an effective educator, able to interact with students and displays an understanding of the students as well as the ability to bring expertise to the teaching/learning situation.

Implications relevant to expected or predicted needs in the area of effective staff development practices include the fact that, once again, it would be sound theory and practice to ensure that any D.P. to be appointed to a school be given a firm foundational understanding of the practice of various approaches to staff development. As this area of operation will witness the D.P.'s direct interaction with the work of the other staff, it is crucial that all activities are effective and efficient and that they achieve their goals as harmoniously as possible. The research findings indicated that the D.P.s should have developed abilities to include those displayed in Table 12. Development of the D.P.'s competencies in this area once again need to be undertaken prior to entry as a D.P. If there has been professional development delivered, and if the D.P. has developed competencies in this area, the way ahead would be, once again, via a familiarisation and induction process that would enable the D.P. to become conversant with the structures within the school. It is suggested that during the period prior to entry and during the first few weeks of duty in the D.P. role, the inschool activities should involve the D.P. in spending time to investigate staff backgrounds and expertise and the systems currently in place to monitor human resources.

Implications relevant to expected or predicted needs in the area of interpersonal relationship and management skills as shown in Table 12 indicate that D.P.s should be informed of what support networks exist and the appropriate methods available for accessing them.

Implications relevant to expected or predicted needs in the area of administrative and organisation skills, as listed in Table 12, relate specifically to providing a set organisational pattern. It would be possible to provide a course or courses on the various ways these administrative structures could be put in place and the relative advantages and disadvantages of each. It is proposed, that in the case of these procedures there would, once again, be a need for the D.P.s to attend courses at a local level and then be able to investigate the practice of such courses at school level.

2-Implications Relevant to Potential Professional Development Needs

As revealed in Tables 12 and 13, there is a commonality between the Expected or Predicted Professional Development Needs and the Potential Needs that have been identified. Firstly, the needs can be placed in similar categories. Secondly, whilst the individual responses indicate similarities between the two groups, after they have been categorised there is once again an indication that the majority of the professional development needs that have been identified, indicate a desire by the D.P.

to, or expectations of others for the D.P. to implement an educational leadership role. Many of the competencies desired (and as listed in Table 13) might be developed as a result of the implementation of activities to address the needs as outlined in Table 12.

Implications relevant to the potential needs in the area of effective teaching and curriculum development (as listed in Table 13) will be related to development of specific programs and curricula to meet the needs of particular groups of students. The development of exemplary teaching skills could be developed through practice and a peer development process at school level. Other competencies, if the D.P. has not had previous experience with them, could be developed through a program that would enable the D.P. to visit other schools and to develop awareness through a collegial group. This would enable the D.P. to call upon past experiences in undertaking a process of familiarisation with special programs at school level. The undertaking of situational and needs analyses are skills that the researcher believes are not practised proficiently and which might be developed, once again through the delivery of a theoretical course with a significant school-based action research follow-up.

Implications relevant to potential needs in the area of effective staff development practices (as indicated in Table 13) relate to effecting change, developing roles and establishing professional development practices. The implications here are

r

that D.P.s need to have a strong theoretical background to these comprehensive areas of school operations. The researcher considers that these are both goals of and prerequisites for effective school development. Aspirant D.P.s should be given opportunity to develop expertise in these areas prior to beginning in the role. It would also appear to be prudent for the Principal to work closely with an incoming D.P. to ensure that this crucial area was handled sensitively and that the human resources were developed to complement efforts to achieve the school's goals.

Implications relevant to potential needs in the area of interpersonal relationship and management skills (as indicated in Table 13) indicate that it would be wise for any prospective D.P. to approach the development of these skills in the position occupied prior to undertaking the role as D.P. This would probably be in the Assistant Principal position. The findings herein indicate that D.P.s need to have developed time management skills, effective communication skills and to practise effective interpersonal relationship skills. The need to be flexible is perhaps much more global than it first appears, in that it would include not merely being approachable, understanding, a good listener, and other humanistic attributes, but would also include various skills such as attentive listening, conflict resolution and avoidance, assertive behaviours and other such abilities that may be developed. To assist the D.P. to develop these skills, it is suggested that

the inschool program would need to provide a method for the D.P. to receive feedback about interpersonal skills as noted by those with whom the D.P. interacts. Once again, there is a need for the delivery of a theoretical base supported by application of various practices in the school environment. The development of time management at the school level could be undertaken through the implementation of a monitored performance agreement.

The listed competencies indicated are very clearly personality-based abilities and capacities that cannot be 'taught' in an isolated fashion. It is necessary that these capacities are assimilated into the D.P.'s interpersonal qualities and capacities prior to entering duty. The development of negotiation and communicating skills would best be undertaken in collegial groups where personnel could discuss problems experienced and practise implementing the skills necessary. In dealing with the 'crisis-type' situations, it would once again be advantageous to provide aspirant D.P.s with theoretical and workshop experiences to explore the possible situations they might encounter, as well as providing them with the necessary decision-making experiences.

It would, however, be most beneficial for the D.P. to have the benefit of either a peer professional development program within the school, or to be directly and indirectly, formally and informally monitored by the Principal and provided with feedback relating to the efficacy of the interpersonal skills being implemented.

Implications relevant to potential needs in the area of administrative and organisation skills (as listed in Table 13) were related to financial administration, departmental policies and outside agencies that could assist the school. The area of budgeting and financial management, whilst restricted by the financial procedures that are mandatory within the Department of School Education, are still areas where the prospective D.P. may utilise strategies to implement the various procedures. The need for awareness of departmental policies and outside agencies could be satisfied by the delivery of inservice courses or via the development of networks and directories for them, to enable D.P.s who are unaware of possible answers to be able to access a quick and easy reference source. Additionally, it would be possible through a regular newsletter, to keep D.P.s aware of what advances are being made in these areas. At present, the Department of School Education provides a number of newsletters and bulletins to schools on countless topics, but these often do not reach the D.P.s or other personnel for whom they are intended, suggesting a need therefore for a specific source of information flow to D.P.s.

3-Implications Relevant to Emergent Professional Development Needs of a Specific Nature

In analysing data in this area and considering the implications arising from it, it is important to remember that the various aspects of professional development needs considered

were, by their very nature, unique in many ways and peculiar to a certain situation. In view of this, it is not feasible to assume that all D.P.s should be given access to activities to address all possible emergent professional development needs as they could, in the main, be irrelevant. Many of the areas considered in the discussion of potential professional development needs appeared again as competencies to be developed to meet professional development needs of an emergent nature. For this reason, the researcher will outline only those implications that would appear to be different from those covered in earlier sections.

Implications relevant to emergent, specific professional needs in the area of effective teaching and curriculum development were related to indications that there was a definite desire to implement an educational leadership role. It would be more difficult for D.P.s (Primary) who were responsible for the full-time teaching of a class to fulfil expectations in this and other areas as the D.P.s' first responsibility would, of necessity be to the classes they taught. A significant response in this area alluded to the expectation that D.P.s should be teachers able to counsel students and to deal with various kinds of discipline problems. It could be expected that all D.P.s should be able to display a certain degree of proficiency in this area. It would, however, be wise to include in any professional development activities designed to increase competencies in this area, activities to keep D.P.s aware of the

support agencies available to them. These would include counsellors, Home-School Liaison Officers, Senior Guidance Officers, Itinerant Support Teachers (Behaviour) and other such specialist staff who are able to provide the support and expertise necessary if the D.P. is to pursue other long-term goals.

It is acknowledged here that a major source of professional development could also be gained through the development of the peer support networks that could operate at cluster and local levels.

Implications relevant to emergent, specific professional needs in the area of effective staff development practices, as indicated by responses listed in Table 14, are of a different nature from those discussed in the teaching area. The professional development competencies that were sought or expected tended to indicate a need for specific competencies in dealing with particular groups of teachers or in undertaking major initiatives in the development of school renewal plans.

The implications of the expected provision of higher order competencies highlights the needs for D.P.s to be given access to courses aimed at developing specific competencies in the period prior to undertaking the D.P. role. Other implications could include the development of access to resource personnel, support networks, feedback from others in the school and a familiarisation period before beginning the role. The area of professional development of other staff is considered to be as

important as the area of teaching and curriculum development and will therefore require a high level of competency from the D.P.

When considering the professional development of specific groups of personnel, it is also important that the D.P. be given the opportunity to gain access to the support networks that provide professional development to these personnel to ensure there is a nexus between the efforts of both groups. In undertaking the role of developing staff to begin the school renewal/development process, it would be of benefit to the D.P. to be given access to professional development activities that would provide an education in the theoretical areas of the process, whilst in the early phases of the undertaking, it would be beneficial to the D.P. to have access to support personnel (from peer or specialist groups) who could provide inservice assistance in the early phases of the process. Underlying all endeavours in these aspects is an understanding that the Principal will be providing constant assistance and feedback pertinent to the program in place.

Implications relevant to emergent, specific professional needs in the area of interpersonal relationship and management skills (as listed in Table 14) relate mainly to the selection of and development of D.P.s. The competencies that were analysed point to the need for D.P.s to be effective communicators, positive, motivated, informal at times, involved in activities across the school and open-minded and accepting of positive criticism and the opportunity to develop further. The

development of these abilities cannot be achieved overnight, nor through the delivery of a number of short inservice courses. It may in fact be possible to outline to D.P.s the various interpersonal qualities that would be expected of them and which would assist them to achieve their goals. It is paramount, however, that they do have access to an inschool person who can provide them with objective feedback on how others perceive them and the effects their actions appear to have on others.

Two other points highlighted in this area are significant in terms of the implications they create. Firstly, the data led the researcher to believe that many D.P.s experienced problems with the concept of 'role overload'. The implications here are that the Principal or school executive need to ensure that all areas of school operations are catered for in the roles of all school personnel, that these roles are monitored and that processes are put in place to ensure that no individual's role is allowed to become unmanageable. This would also require D.P.s to have a sound understanding of roles and how to delineate and monitor them that would best be develped whilst the D.P.s were still aspiring to the position. Secondly, underpinning the interpersonal competencies expected and requiring development would be the D.P.'s ability to negotiate and consult, and to be able to successfully exploit and defuse conflict situations. The development of these qualities could be monitored and a development program placed in train whilst the D.P. was still in the position of aspiring to become a D.P. The development of

these skills could be monitored through an inschool professional
development program that focused specifically upon the skills
that were either needed or which were considered by the D.P.
possible to be enhanced. The implications would also include the
fact that the Principal is considered to be a person capable of
providing this development.

Implications relevant to emergent, specific professional
development needs in the area of administrative and organisation
skills (as listed in Table 14) are similar to those outlined in
the section related to Probable Professional Development Needs.
It would appear again that the most relevant implication would
be for the D.P. to have access to an inschool peer or
superordinate. This person could provide feedback on the goals
set in this area and ensure that the D.P. has the opportunity to
develop an understanding of the crucial nature of the
educational leadership role. Additionally, this person could
ensure that aspects that relate specifically to organisation and
administration are seen as processes that will assist the school
to attain its educational role, rather than to establish it as
an administrative or organisational entity.

Implications Arising from Analysis of the Ways in Which D.P.s Received Professional Development

Consideration of the ways in which D.P.s sought and
received professional development revealed that D.P.s:

1-seek relevant, needs-based activities;

2-are willing to work at activities within their own school

setting;

3-prefer to work in small 'task-type' groups;

4-are willing to undertake self-analysis;

5-are willing to attend courses in out-of-school hours; and

most importantly,

6-as a group are keen to develop their professional

competencies.

The implications of these findings are that D.P.s are entitled

to professional development activities that:

1-are programmed, planned and needs-based;

2-utilise a variety of delivery approaches;

3-are developed over time, prior to and into the period of

fulfilling the D.P. role;

4-are essentially school-based; and

5-are rational and realistic in nature.

Conclusions Relating To The Delivery Of Inschool Professional Development Activities to D.P.s

The professional development programs designed for D.P.s need to be, as discussed previously, both needs-based and ongoing, beginning with the D.P. as aspirant and continuing through the period in which the D.P. fulfils the role and is promoted to the next position. In this regard, it is crucial that the professional development be seen as a source of preparing the D.P. for the position, sustaining the D.P. whilst

in the position and as a way of extending the D.P.'s competencies as preparation for promotion to a new position.

This researcher proposes, in light of the data analysed, that there is a need for:

1-all D.P.s to be involved in a professional development program that will prepare them for the position, sustain them in it, and prepare them for the next role;

2-school-based support and guidance to be provided by a peer or superior;

3-delivery of programmed activities based on needs;

4-D.P.s to receive feedback on their performance;

5-D.P.s to be able to develop both their performance and personal professional development spheres;

6-the incorporation of a system to enable D.P.s, after being appointed, to experience and become familiar with their new roles before being expected to operate in them;

7-D.P.s to be encouraged to seek and achieve educational leadership roles; and

8-D.P.s to develop formal, collegial groups that meet regularly to develop programs to satisfy their own professional development needs.

Summary of Findings

The findings of this study have highlighted the need for ongoing research in the area of professional development within N.S.W. primary schools. Schools are currently in a state of

change and the processes associated with the selection of school administrators are evolving. The factors that influence the teaching/learning and curriculum processes and professional development processes in schools are changing and their impact upon schools ensure the existence of an ongoing need to be conversant with the qualities required of school administrators. These indicate their professional development needs. The realisation of the aims and objectives in this research, the collation of the findings and the recommendations for further research will, it is expected, assist the professional development of D.P.s and the furtherance of schools and education generally.

The findings of this study may be summarised thus:

1-newly-appointed D.P.s have generic and specific

professional development needs;

2-there is a need for the professional development of D.P.s

to be oriented towards the development of the qualities of

educational leadership behaviours, attitudes and values

that will be supported by effective and efficient

managerial functions;

3-there is a need for the development of planned

professional development activities for D.P.s that are

based upon the perceived needs they have;

4-a planned program of development should include

activities whilst the D.P. is still in the aspirant stage;

and

5-the roles undertaken by D.P.s often equate to those

fulfilled by Principals, hghlighting the need for aspirants

to be aware of the role to which they aspire and to the

need for an induction process at school level that

will be delivered and supported by the Principal.

Achievement of Major and Minor Aims

The researcher has achieved the major and minor aims as proposed at the commencement of the study.

The Major Aims were concerned with the identification of professional development needs, the methods utilised by D.P.s to satisfy these needs both prior to and during the early period of service in the new role and the identification of factors that are common to D.P.s in their needs and which could be addressed via the delivery of inschool professional development programs were realised.

The Minor Aims, relating to identification of issues, to delineation of common issues, to specific issues and the origins of both, along with the D.P.s' abilities to deal with them adequately formed a major source of information for the identification and categorisation of professional development needs.

Minor Aims relating to role expectations were, in the case of Principals' perceptions, realised, in that Principals were seen to hold either general or 'open' expectations. In terms of specific role responsibilities, however, this was not achieved

as the practices in schools tended to be away from an approach of this kind. It was possible and the study did successfully establish the D.P.s' expectations prior to and after entry to the role. Whilst a specific discussion of roles as an entity was not undertaken , the implications they had for professional development were investigated as role expectations common to samples and specific to certain situations were explored.

Minor Aims related to the proposal of a professional development framework have been realised along with suggestions as to how and when professional development should occur, and possible topics for inclusion.

Recommendations for Future Research

As a result of the completion of this study, the author would suggest that there is a need to undertake specific research in the area of junior executive (Assistant Principals and Executive Teachers) within schools, as well as to address concerns towards the area of the roles fulfilled by the newly-established position of Advanced Skills Teacher.

It is now also possibile to undertake research that would utilise the results of this study by applying the implications concerning the recommendations of possible ways in which the professional development needs of aspiring D.P.s could be addressed and professional development achieved. Arising out of this study is also the question of the professional development of the participating D.P.s. It would have been of advantage to

have 'tracked' these D.P.s over a period of time, to record their professional development and their subsequent career paths and degree of success in those paths.

The literature reviewed also provides possible suggestions for avenues of further research. Greenfield, Marshall and Reed (1986) outlined a number of areas that should be considered for further research in the area of the D.P. and actually suggest that the D.P.'s role is one area worthy of research. In following the ideas of Hart (1986), it is recommended that future research be considered that would investigate the succession stage of the D.P.'s operation in the D.P. role

In assisting the D.P.s to work towards the role of Principal, it is considered that a study similar to that of Shoemaker and Fraser (1981) will need to be undertaken to ascertain the roles of Principals in light of the implementation of the Scott and Carrick Committees' recommendations and the delivery of professional development activities to D.P.s.

It is also suggested that there is a need to investigate any possible increases required in attending to the technical considerations and the possibility that in attending to these aspects, activities are continuing to divert D.P.s from educational leadership. In concluding, the researcher sees a need in light of the proposed introduction of possible performance agreements, to initiate research to ascertain the degree to which both professional development and personal needs are being addressed. Most importantly, in the light of changes

occurring within the N.S.W. Department of Education, it will be beneficial to the progress of the system if the many aspects of the change process affecting the human factor — the students, teachers and parents — are investigated as appropriate to their situations.

REFERENCES CITED

Augenstein, J.J. and Konnert, M.W.
    1988 Implications of Informal Socialization
         Processes of Beginning Elementary School
         Principals for Role Preparation and
         Initiation. Unpublished Paper
         provided by Prof. A Ross Thomas of
         University of New England.

Batchler, M.
    1981 The Enigma of Administrative Behaviour.
         The Australian Administrator. Vol.2,
         Number 4.

Batten, M.
    1984 Principal Issues of the Decade
         Education News. Vol.18, Number 12.

Beeson, G.
     1982 Draft Statement-Principles for Program
Development for Pre-Service Teacher
         Education, Victoria College-Rusden
         Campus, Melbourne. (cited in) Hughes, P.
         (Ed) 1987 Better Teachers for Better
         Schools. The Australian College of
         Education. Carlton, Victoria

Berman, P., and McLaughlin, M.
    n.d. Factors affecting implementation and
         continuation. Federal programs
         supporting educational change (Volume
         3) Santa Monica, California: The Rand
         Corporation.

Blum, R.E., Butler, J.A. and Olson, N.L.
    1987 Leadership for Excellence:
         Research-Based training for Principals.
         Educational Leadership. Sept. 1987

Bolam, R.
    1979 Priorities in INSET: An International
         Perspective. Unpublished paper.
         Conference on INSET in Canada, Simon
         Fraser University, Vancouver B.C. (cited
         in) Hughes, P. (Ed) 1987 Better
         Teachers for Better Schools. The
         Australian College of Education.
         Carlton, Victoria

Bolam, R.
  1981 Strategies for Sustaining Educational
        Improvement in the 1980s. O.E.C.D.
        Paris. (cited) in Hughes, P.
        (Ed) 1987 Better Teachers for Better
        Schools. The Australian College of
        Education. Carlton, Victoria

Bolam, R.
  1982 School-Focused In-Service Training
        Heinemann Education, London.

Bozzer, N.
  1985 Role Conflict, Role Ambiguity and Job
        Satisfaction among Infants' Mistresses
        in the Riverina Region of New South
        Wales. Unpublished M. Ed. Admin.
        Thesis, U.N.E.

Bradley, Y,
  1987 Leadership In The Biblical Sense. The
        Practising Administrator

Carrick J.
  1989 Report of The Committee of Review of
        New South Wales Schools. New South
        Wales Government.

Chapman, J.
  Unknown
        A New Conception of the Principalship:
        Decentralisation, Devolution, and the
        Administration of Australian Schools.
        (Photocopy of unknown source).

Chapman, J. D.
  1984 The Selection and Appointment of
        Australian School Principals.
        Commonwealth Schools Commission,
        Canberra. (cited in) Hughes, P.
        (Ed) 1987 Better Teachers for Better
        Schools. The Australian College of
        Education. Carlton, Victoria

Clark, D. I., Lotto, L.S. and Astute, A.S.
  1984 Effective schools and school
        improvement; a comparative analysis of
        two lines of inquiry. Educational
        Administration Quarterly, 20 (3) 41-68

Clerkin, C.
    1985 School-based Training for Deputy Heads
        and its Relationship to the Task of
        Primary School Management. Educational
        Management and Administration. Number
        13.

Cureton, R.G.
    1983 Expectations of the Deputy Principal's
        Role as Held by the Members of His Role
        Set in a Sample of N.S.W. Primary
        Schools. Unpublished M. Ed. Admin.
        Thesis, U.N.E.

Daresh, J.C.
    1987 The Beginning Principalship: Preservice
        And Inservice Implications. Paper
        presented at the Annual Meeting of the
        American Educational Research
        Association, Washington, D.C. April,
        1987

Diederich, A.M.
    1987 Tasks While Braiding the Rainbow
        Stripes: The Transition From Teacher To
        Administrator. Paper presented at the
        Annual Meeting of the American
        Educational Research Association,
        Washington, D.C. April, 1987

Docker, J., Fisher, D., & Hughes, P.
    1985 An Evaluation of Professional
        Development Practices in Tasmania
        1983-85. Education Department of
        Tasmania, Hobart. (cited in) Hughes, P.
        (Ed) 1987 Better Teachers for Better
        Schools. The Australian College of
        Education. Carlton, Victoria

Duignan, P.A.
    1982 Developing Behaviourally Anchored
        Measures of Administrative
        Effectiveness: Some Problems and
        Possibilities. Commonwealth Council for
        Educational Administration-Studies in
        Educational Administration. Number 25.
        March, 1982.

Duignan, P.
        1986 Research on Effective Schooling: Some
             Implications for School Improvement.
             The Journal of Educational
             Administration. Vol. XXIV, Number
             1:59-73.

Duignan, P. & Johnson, N.
        1984 The Social Organisation of Schools and
             Staff Development Practices. Australian
             Administrator, 5 (4) 1-4.

Dutch School Council
        1974 Developing an Autonomous School. The
             Hague. (cited) in Hughes, P.
             (Ed) 1987 Better Teachers for Better
             Schools. The Australian College of
             Education. Carlton, Victoria

Eastcott, L.R., Holdaway, E.A. and Kulken, D.
        1974 Constraints Upon Administrative
             Behaviour. The Canadian Administrator.
             Vol. XIII, No. 8, 1974 The
             University of Alberta.

Edmonds, R. R.
        1979 Effective schools for the urban poor.
             Educational Leadership, 37 (1), 15-24.

Edwards, D.
        1983 Staff Development Within Schools-The
             Release of Human Potential. New
             Horizons in Education. Number 69, Dec.
             1983.

Eltis, K. J.
        1987 Beginning School-Focused Development
             Programs. in Hughes, P.
             (Ed) 1987 Better Teachers for Better
             Schools. The Australian College of
             Education. Carlton, Victoria

Evans, A.
        1984 The Changing Role of the Primary School
             Principal. The Practising
             Administrator Vol.6, Number 3.

Fullan, M.
    1982 Implementing educational change:
         progress at last. Paper prepared for a
         conference on the Implications of
         Research on Teaching for Practice,
         Warrenton, Virginia.

Geering, A.D.
    1981 A Prescriptive Model for Determining
         Professional Development Needs of
         Principals. The Educational
         Administrator. Number 17, Aug.-Oct,
         1981.

Gersten, R. and Carnine, D.
    1981 Administrative and supervisory support
         functions for the implementation of
         effective educational programs for low
         income students. Paper prepared by the
         Center for Educational Policy and
         Management, University of Oregon,
         Eugene.

Gilbertson, M.
    1986 Journey Without End. The Practising
         Administrator. Vol. 8, Number 2:4-6.

Gillies, P.E.
    1985 The Changing Role of the Deputy
         Principal in Selected Independent
         Schools in Victoria. Unpublished M.
         Ed. Thesis, University of Melbourne.

Goddard, D.
    1985 ACSET. Its implementation in a wider
         school context. School Organisation, 5
         (3) (cited in) Hughes, P.
         (Ed) 1987 Better Teachers for Better
         Schools. The Australian College of
         Education. Carlton, Victoria

Goodland, J. I.
    1975 The Dynamics of Educational Change,
         McGaw Hill, New York.
         (cited in) Hughes, P
         (Ed) 1987 Better Teachers for Better
         Schools. The Australian College of
         Education. Carlton, Victoria

Goodman, P. et al.,
     1982 Change in organisations: new
          perspectives on theory, research and
          practice. San Francisco, California;
          Jossey-Bass

Greenfield, W.D., Marshall, C. and Reed, D.B.
     1986 Experience in the Vice-Principalship:
          Preparation for Leading Schools? The
          Journal of Educational Administration.
          Vol. XXIV, Number 1:107-121.

Hall, G. E. et al.,
     1983 Leadership variables associated with
          successful school improvement. Paper
          presented at the Annual Meeting of the
          American Educational Research
          Association, Montreal.

Hall, G. E. and Rutherford, W. L.
     1983 Three change styles: how principals
          affect improvement efforts. Paper
          presented at the Annual Meeting of the
          American Educational Research
          Association, Montreal.

Hallinger, P. and Murphy, J.F.
     1987 Assessing and Developing Principal
          Instructional Leadership. Educational
          Leadership. Sept. 1987.

Hanson, E.M. (editor)
     1985 Administration and Organisation. Allyn
          and Bacon Inc., Massachusetts.

Hart, A.W.
     1986 Leadership Succession: Reflections Of A
          New Principal.Unpublished Paper
          provided by Prof. A Ross Thomas of
          University of New England.

Henderson, A. and Marburger, C.
     Unknown
          Ten Pitfalls of School Based Improvement
          Unknown.

Hersey, P.W.
     1986 Selecting and Developing Educational
          Leaders. The School Administrator.
          Vol.43 Number3: 16-17.

Hoadley, J.A.
    1986 Concepts and Models of Planning in
         Education "Modern Techniques of
         Educational Management". Educational
         Administration Review. Vol 2, Number
         4.

Hogue, B.
    1981 Close Encounters With Your New School.
         The Practising Administrator Vol.3,
         Number 2.

Huberman, A. M. and Miles, M. B.
    1984 Innovation up close: how school
         improvement works. New York : Plenum
         Press.

Hughes, P
    1987 Better Teachers for Better
         Schools. The Australian College of
         Education. Carlton, Victoria

Johnson, N.A.
    1984 The Role of the Australian School
         Principal in Staff Development.
         Unpublished M. Ed. Admin. Thesis, U.N.E.

Johnson, N.A.
    1987 The Pervasive, Persuasive Power of
         Perceptions. The Alberta Journal of
         Educational Research. Vol.XXXIII, No.
         3, September 1987, 206-228.

Johnston, B. and Deer, C.E.
    1984 Improving the Organisational Climate of
         Schools: An Evaluation of an
         Intervention. The Journal of
         Educational Administration. Vol. XXII,
         Number 2:135-145.

Joyce, B. R. et al.,
    1983 The Structure of School Improvement.
         New York: Plenum Press.

Kanter, R.M.
    1985 Managing the Human Side of Change.
         Management Review. April, 1985

Karmel, P. et al.
     1985 Quality of Education in Australia.
          Report of the Review Committee.
          AGPS, Canberra. (cited) in Hughes, P.
          (Ed) 1987 Better Teachers for Better
          Schools. The Australian College of
          Education. Carlton, Victoria

Karmel, P. et al.
     1973 Schools in Australia. Report to the
          Interim Committee for the Australian
          Schools Commission. Canberra.
          (cited in) Hughes, P. (Ed) 1987 Better
          Teachers for Better Schools. The
          Australian College of
          Education. Carlton, Victoria

Klopf, G. J.
     1974 The Principal and Staff Development in
          the Elementary School: Developing the
          Role of the Elementary School Principal
          as an Educational Leader. Occasional
          Paper No. 4, Bank Street College of
          Education, New York. (cited in) Hughes,
          P. (Ed) 1987 Better Teachers for Better
          Schools. The Australian College of
          Education. Carlton, Victoria

Lehming, R. and Kane, M. (Eds.)
     1981 Improving Schools: Using What We know.
          Beverly Hills, California: Sage.

Leithwood, K. A. and Montgomery, D. J.
     1982 The role of the elementary school
          principal in program improvement.
          Review of Educational Research, 52
          (3), 309-339.

Lusthaus, C.
     1983 Administrative Training: Four Issues.
          The Practising Administrator Vol.5,
          Number 3.

Macpherson, R.J.S.
     1984 On Being and Becoming an Educational
          Administrator: Some Methodological
          Issues. Educational Administration
          Quarterly. Vol. 20, Number 4.

Manser, B.
    1984 Role, Role Perception and Work Patterns
         of Assistant Principals in Queensland
         State Primary Schools. Unpublished M.
         Ed. Admin. Thesis, University of New
         England.

Maslow, A. H.
    1970 Motivation and Personality. Harper and
         Row, New York.

Massey, S.
    1981 Staff Development in Secondary Schools.
         Department of School Education,
         Washington, D.C. (cited in) Hughes, P.
         (Ed) 1987 Better Teachers for Better
         Schools. The Australian College of
         Education. Carlton, Victoria

McArthur, J.
    1981 The First Years of Teaching, ERDC Report
         No.30. (cited in) Hughes, P.
         (Ed) 1987 Better Teachers for Better
         Schools. The Australian College of
         Education. Carlton, Victoria

McCorley, J.
    1987 Leaders Must Have A Vision- Towards A
         Model. The Practising Administrator.

Miles, M. B.
    1983 Unraveling the mystery of
         institutionalization. Educational
         Leadership, 41 (3), 14-19.

Miller, S. K. et al.,
    1984 Effective schools and educational
         change: implications for teacher
         educators. The Teacher Educator, 19
         (4), 2-13

Moore, G.
    1983 What Teachers Want for Their In-Service
         Education, The Educational Magazine,
         40 (3), 16-18. (cited in) Hughes, P.
         (Ed) 1987 Better Teachers for Better
         Schools. The Australian College of
         Education. Carlton, Victoria

Mulford, B.
        1987 Professional Development through
             Participation in Organisation
             Development. in Hughes, P.
             (Ed) 1987 Better Teachers for Better
             Schools. The Australian College of
             Education. Carlton, Victoria

Murphy, J., Hallinger, P., and Mesa, P. P.
        1985 School effectiveness: checking progress
             and assumptions and developing a role
             for state and federal government.
             Teachers College Record, 86 (4),
             615-641.

Murphy, P. J.
        1984 A New Professional Development Program
             for School Leaders. The Practising
             Administrator Vol.16, Number 1.

Murphy, P. J.
        1987 Barriers to Implementing the
             Instructional Leadership Role. The
             Canadian Administrator, Vol 27, No 3.
             Dept. of Educational Administration, The
             University of Alberta.

Neal, W. D.
        1987 Professional Development: The System, in
             Hughes, P., Better Teachers for Better
             Schools, Australian College of
             Education, Carlton, Victoria.

Nethercote, R. G.
        1983 A Comparative Analysis of the Role of
             Deputy Principal in Independent Schools
             in Victoria. M. Ed. Thesis, University
             of Melbourne.

N.S.W. Department of Education
        1979 Supervision for Deputies. Inservice
             Training Branch. D. West Government
             Printer.

N.S.W. Department of School Education
        1987 Agreed Statement of Principles: Good
             Teaching Practice. N.S.W. Department
             of School Education.

N.S.W. Department of Education.
        1987 The School Book: Information Kit.
             Directorate Of Special Programs. Sydney.

N.S.W. Department of Education.
1987 The Values We Teach. Sydney.

Ogawa, R. T. and Smith, J. F.
1985 How a Faculty Made Sense of the
Succession of Its Principal. Paper
Presented at the Annual Meeting of the
American Educational Research
Association, Chicago, Illinois, April 2,
1985.

Otto, P. E., Gasson, I. S. H. & Jordan, E.
1979 Perceived Problems of Beginning
Teachers. The South Pacific Journal of
Teacher Education. 7 (1&2), 29-33.
(cited in) Hughes, P.
(Ed) 1987 Better Teachers for Better
Schools. The Australian College of
Education. Carlton, Victoria

Peterson, K. D., Marshall, C. and Grier, T.
1987 Academies for Assistant Principals.
Educational Leadership. Sept. 1987.

Popham, W.J.
1988 The Dysfunctional Marriage of Formative
and Summative Teacher Evaluation.
Journal of Personnel Evaluation in
Education 1:269-273.

Power, J.
1984 Teacher development at the school level,
South Pacific Journal of Teacher
Education, 11 (2), 1-11
(cited in) Hughes, P.
(Ed) 1987 Better Teachers for Better
Schools. The Australian College of
Education. Carlton, Victoria

Purkey, S. D. and Smith, M. S.
1983 Effective schools: a review. The
Elementary School Journal, 83 (4),
427-452

Ratsoy, E., Friesen, D., Holdaway, E., and
Johnson, N.
1988 Implications for Principals of a
Compulsory Teaching Internship. The
Canadian Administrator. Nov, 1988

Rentoul, A.J. and Fraser, B.J.
    1983 Development of a School-Level
        Environment Questionnaire. The Journal
        of Educational Administration. Vol.
        XXI, Number 1:21-39.

Sarason, S. B.
    1971 The Culture of the School and the
        Problem of Change. Boston: Allyn and
        Bacon.

Sarros, J.C.
    1984 Leadership Patterns and the
        Principalship. The Educational
        Administrator. Number 23.

Scott, B. W.
    1990 School-Centred Education. Management
        Review N.S.W. Education Portfolio.
        Southwood Press Sydney.

Scott, E.
    1987 Present and Future Needs of Teachers on
        a Career Continuum, in Hughes, P.,
        Better Teachers for Better Schools,
        Australian College of Education,
        Carlton, Victoria.

Sergiovanni, T.J.
    1982 Ten Principles of Quality Leadership.
        Educational Leadership. Feb, 1982.

Sergiovanni, T.J.
    1987 The Principalship: A Reflective
        Practice Perspective. Harper and Row,
        New York.

Sergiovanni, T.J. and Starratt, R.J.
    1983 Supervision: Human Perspectives.
        McGraw-Hill Book Company. London.

Shoemaker, J. and Fraser, H.W.
    1981 What Principals Can Do: Some
        Implications From Studies Of Effective
        Schooling. Phi Delta Kappan. Nov.,
        1981.

Smyth, W.J.
    1985 An Educative and Empowering Notion of
        Leadership. Educational Administration
        Review Vol. 3, Number 2.

Stimson, T.D. and Appelbaum, R.P.
      1989 Empowering Teachers: Do Principals Have
           the Power? Phi Delta Kappan, December,
           1988

Telfer, R.
      1981 Some Variables Associated with Teaching
           Problems, South Pacific Journal of
           Teacher Education. 9 (2), 13-21
           (cited in) Hughes, P.
           (Ed) 1987 Better Teachers for Better
           Schools. The Australian College of
           Education. Carlton, Victoria

Tinkler,D.E.
      1985 The Movement Towards School-focused
           In-service Professional #Development:
           Some Assumptions, Political Perspectives
           and Their Implications. Unicorn. Vol.
           11, Number 1.

Tisher, R. P. & Taylor, S. M.
      1982 New teachers' job satisfactions. South
           Pacific Journal of Teacher Education, 10
           (1) 9-16. (cited in) Hughes, P.
           (Ed) 1987 Better Teachers for Better
           Schools. The Australian College of
           Education. Carlton, Victoria

Tough, A.
      1971 The Adults' Learning Projects, Research
           in Education Series 1, The Ontario
           Institute for Studies in Education.
           (cited in) Hughes, P.
           (Ed) 1987 Better Teachers for Better
           Schools. The Australian College of
           Education. Carlton, Victoria

Warner, D. & Lipke, I.
      1981 Towards a Systematic Approach to
           Inservice Education for Teachers,
           Unicorn, 7 (2), 180-190.
           (cited in) Hughes, P.
           (Ed) 1987 Better Teachers for Better
           Schools. The Australian College of
           Education. Carlton, Victoria

Wellisch, J. B. et al.
      1978 School management and organization in
           effective schools. Sociology of
           Education, 51, 211-226.

Willis, G.
       1982 What Do Principals Really Do? Education
             News. Vol. 17, Number 10.

Winder, R. B.
       1987 A Statement of Corporate Purpose and
             Goals. N.S.W. Department of School
             Education.

APPENDICES

DATA COLLECTION INSTRUMENTS

LETTER TO PRINCIPALS

Dear Principal,

I am writing to you to obtain your permission to conduct research in your school.

As you are aware, a new Deputy Principal will soon enter duty in your school. The research I am conducting is to focus on " Analysis of the In-School Professional Development Needs of Newly-Appointed Deputy Principals in N.S.W. Primary Schools."

The project is not intended to encroach in any way upon day-to-day activities of your school. A copy of the research proposal, will be available for your information. All information, including; personnel and schools participating, issues and incidents, findings and outcomes will be kept strictly anonymous. The project will involve approximately ten Deputy Principals in the Metropolitan South-West Region. Your school will receive a copy of the research report, along with findings and recommendations.

This research project has both N S W Education Department and Metropolitan South West Region approval (a photocopy of the letter of approval from Management Information Services is enclosed).

I would like to discuss the proposed research project further with you. I will contact you during Week One Term 4, 1988 to arrange a time convenient to you for me to visit your school and discuss the project.

Looking forward to talking to you,

Yours faithfully,

Doug Meaney

LETTER TO DEPUTY PRINCIPALS

Dear Future Deputy Principal,

Congratulations on your recent promotion!

I am writing to you to request your participation in a research project to be undertaken in Terms One and Two, next year.

As you are aware, you will be one of a number of newly-appointed Deputy Principals in the Metropolitan South-West Region. The research project I am undertaking will focus on " Analysis of the In-School Professional Development Needs of Newly-Appointed Deputy Principals in N.S.W. Primary Schools."

A copy of the research proposal will be available for your information. All information, including; personnel and schools participating, issues and incidents, findings and outcomes will be kept strictly anonymous. The project will involve approximately ten Deputy Principals in the Metropolitan South-West Region.

The aim of the project is to examine the incidents and issues confronting Deputy Principals in their first two terms of service in their new position. Information analysed will be used to make recommendations for school-based professional development programs for Deputy Principals.

Your involvement in the project will not encroach in anyway upon your day-to-day activities and will not involve you in any unnecessary, additional activities. You will receive a copy of the research report, along with findings and recommendations.

This research project has both N S W Education Department and Metropolitan South West Region approval (a photocopy of the letter of approval from Management Information Services is enclosed).

I would like to discuss the proposed research project further with you. I will contact you during Week One, Term One 1989 to arrange a time convenient to you to discuss the project.

Looking forward to talking with you,

Yours faithfully,

Doug Meaney

INTERVIEW GUIDE
ANTICIPATED ROLE EXPECTATIONS
PRINCIPALS

Respondent Number........

1. Please outline the role expectations (i.e., in terms of tasks the incoming D P was expected to undertake) that were held for the incoming D.P. and which would be influenced by:
-the principal

-staff

-students

-parents

2.What Professional Development (i.e. skills and abilities), either from formal activities or from experience, did you expect the incoming D P would have received as preparation for duty as a newly-appointed D.P. in schools generally?

3.Is there a school-based inservice professional development program to assist the incoming D.P.?

4.If the answer to Qn.3 was yes, please outline the activities that the incoming D.P. will experience in the first 10 weeks of service and how these are designed to assist the D P. to fulfil the D.P. role.

5.What potentially problematic issues and incidents do you consider the incoming D.P. may encounter?

6.What other points would you like to make regarding the
position of D.P. and:
*role performance,

*professional development programs at in-school level,

*incidents and issues that might arise or be considered to
be seen as problems,

*the first ten weeks of service in the D.P. position?

SURVEY
PRIOR/PREVIOUS PROFESSIONAL DEVELOPMENT ACTIVITIES
RECEIVED RECORD
DEPUTY PRINCIPALS

Number............

Please list on the attached survey sheet, any professional
development activities provided for/to you at School,
District or Regional level.
List only those activities that you consider were either
directly or indirectly designed to assist you to perform the
D.P.s role you assumed.
(Please include activities in the last two years only.)
Please do not include minute details, but rather, a list of
discussion points that we will talk about soon.

The headings of;
 Name of Activity   Brief Description   Level of Delivery

How This Activity Might Assist You

Headings are intended as guidelines only, if you wish to add
or delete headings , please do so, as this survey is only
designed to provide a source for our later discussions.

SURVEY
ANTICIPATED ROLE RESPONSIBILITIES
-DEPUTY PRINCIPALS-

Deputy Principal Number.............

Please list under the following headings, the Role
responsibilities you anticipate (or which you did
anticipate) you would assume (or still will assume) after
entering on duty as a Deputy Principal (please include any
responsibilities you anticipate you may acquire during your
first 10 weeks of service).
Once again, there is only a need to make brief notes here as
these notes will form the basis for discussions regarding
your roles and responsibilities.

ROLE   RESPONSIBILITY/IES

Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department/Area Administrator

Other/s
(Please specify)

SURVEY
ASSUMED ROLE RESPONSIBILITIES
-DEPUTY PRINCIPALS-

Deputy Principal Number..........

Having served four weeks of your first appointment as Deputy
Principal, please revise your anticipated role
responsibilities and list below the actual role
responsibilities you have assumed or have had delegated to
you in the past ten weeks.
Once again, there is only a need to make brief notes here as
these notes will form the basis for discussions regarding
your roles and responsibilities.

ROLE   RESPONSIBILITY/IES

Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department/Area Administrator

Other/s
(Please specify)

SUMMARY OF ISSUES AND INCIDENTS
(WEEKS_____TO_____INCLUSIVE)

Issue/Incident	Priority	Activities Implemented To Address The Issue/Incident

SURVEY
PROFESSIONAL DEVELOPMENT ACTIVITIES RECEIVED
FIRST TEN WEEKS OF SERVICE
DEPUTY PRINCIPALS

Please list below, any professional development activities
provided for/to you at School, District or Regional level
during your first ten weeks of service. List all activities
that you consider were either directly or indirectly
designed to assist you to perform the D.P.s role you have
assumed.

Name of Activity	Brief Description	Level of Delivery	How This Activity Helped You

SURVEY
ANTICIPATED PRFOESSIONAL DEVELOPMENT NEEDS
PRINCIPALS

Principal Number........

1. What do you feel the incoming D.P.s professional
development needs might be in the first few months of
service in the following areas;
Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department Administrator

Other
(Please specify)

INTERVIEW GUIDE
ANTICIPATED PROFESSIONAL DVELOPMENT NEEDS
SPECIFIC AREAS
DEPUTY PRINCIPALS

Deputy Principal Number...........

What do you feel your professional development needs might be in the following areas, during the first ten weeks of your service as a D.P.;

Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department Administrator

Other (Please specify)

INTERVIEW GUIDE
EFFECTIVENESS OF PREVIOUS PROFESSIONAL DEVELOPMENT
ACTIVITIES RECEIVED
DEPUTY PRINCIPALS

Deputy Principal Number.............

Would you please outline the professional development
activities delivered to you prior to your assuming the D.P.s
role and discuss your perceptions of their effectiveness in
preparing you to undertake the new role. It may assist you
if we consider the activities delivered in terms of your
operations in the areas of;
Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department Administrator

Other (Please specify)

INTERVIEW GUIDE
EFFECTIVENESS OF PREVIOUS PROFESSIONAL DEVELOPMENT
ACTIVITIES RECEIVED
PRINCIPALS

Principal Number........

How well do you feel the professional development activities
received by your D P prior to taking up the position has
prepared the D P in the areas of operation that include:
Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department Administrator

Other
(Please specify)

INTERVIEW GUIDE
ANTICIPATED ROLE EXPECTATIONS
DEPUTY PRINCIPALS

Deputy Principal Number.................

1.What do you perceive were the role expectations (i.e., what tasks do you perceive you were expected to undertake) held for you as the incoming D.P. by;
-the principal

-staff

-students

-parents

2.What Professional Development (i.e. skills and abilities or other general competencies), either from formal activities or from experience, do you expect you would have received as the incoming D.P. and as preparation for your new position?

3.Is there a school-based inservice professional develpment program to assist you as the incoming D.P.?

4.If the answer to Qn.3 was yes, please outline the activities that you as the incoming D.P. will experience in the first 10 weeks of service and how these are designed to assist you.

5.What potentially problematic issues and incidents do you consider that you as the incoming D.P. may encounter?

6.What other points would you like to make regarding yourposition as D.P. and;

*role performance,

*professional development programs at in-school level,

*incidents and issues encountered in the first ten weeks of service in the D.P. position?

SURVEY
ANTICIPATED ROLE RESPONSIBILITIES
-PRINCIPALS-

Principal Response Number...............

Please list below, the Role responsibilities it was
anticipated the incoming D P would assume (or still will
assume) after entering on duty as a Deputy Principal in 1989
(please include any responsibilities the D P may acquire
during the first 10 weeks of service). We will use list to
discuss the possible professional development needs the D.P.
may have as a result of being responsible for these roles.

ROLE   RESPONSIBILITY/IES
Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department Administrator

Other (Please specify)

INTERVIEW GUIDE
THE SCHOOL SETTING
-PRINCIPALS AND DEPUTY PRINCIPALS-

Please discuss/outline your school setting/environment using the following headings as a guide. Please include any additional aspects you believe to be important.

STUDENTS
    -Number
    -Transport to and from school
    -Special needs
    -Diversity (NESB, Special Ed, etc)
    -Aspirations
    -Home backgrounds
    -Community background
    -School involvement
    -Aspirations

TEACHERS
    -Number (beginning, Certificated, List Placement, Promotion
    Aspirant)
    -Classroom and Supplementary
    -Aspirations
    -Special Talents

GENERAL
    -Age
    -Special Needs (e.g. DSP)
    -Growth Patterns
    -Organisation
    -Physical Factors of Significance (e.g. layout,
    demountables)
    -Tone/Culture
    -Developmental Processes

NEEDS ANALYSIS

OTHER/S

In terms of the points made in discussing the above aspects of the school, what specific competencies and hence possible professional development needs might the incoming D.P. have?

SURVEY
EXPRESSED PERCEPTIONS OF IMMEDIATE PROFESSIONAL
DEVELOPMENT NEEDS
-DEPUTY PRINCIPALS-

Deputy Principal Number..............

Please list under the following headings, any professional
development needs you believe you could have benefited from
had they have been delivered during or prior to your
undertaking of the D.P. role. Once again, there is only a
need to make brief notes here as these notes will form the
basis for discussions regarding your roles and
responsibilities.

ROLE   RESPONSIBILITY/IES

Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department/Area Administrator

Other/s
(Please specify)

SURVEY
EXPRESSED PERCEPTIONS OF FUTURE
PROFESSIONAL DEVELOPMENT NEEDS
DEPUTY PRINCIPALS

Deputy Principal Number..............

Please list under the following headings, any future
professional development needs you believe you might have
and as a result of the delivery of activities to assist you
to develop competencies in the areas outlined, will benefit
from as a result of their being delivered to you. These
activities might relate to your D.P.role or to any other
role in which you believe you might find yourself. Once
again, there is only a need to make brief notes here as
these notes will form the basis for discussions regarding
your roles and responsibilities.

ROLE   RESPONSIBILITY/IES

Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department/Area Administrator

Other/s
(Please specify)

SURVEY
PROFESSIONAL DEVELOPMENT ACTIVITIES EXPERIENCED BY D.P.s
IN THE FIRST TEN WEEKS OF SERVICE
-DEPUTY PRINCIPALS-

Deputy Principal Number..............

Please list under the following headings, any professional
development activities experienced by you during the first
ten weeks of your service as a D.P. Please asterisk any
activities that were provided by your Principal. Once again,
there is only a need to make brief notes here as these notes
will form the basis for discussions regarding your roles and
responsibilities.

ROLE   RESPONSIBILITY/IES

Teacher

Student Welfare

Staff Developer

Supervisor

Community Involvement

Curriculum Developer

School Administrator

Department/Area Administrator

Other/s
(Please specify)

INTERVIEWS/SURVEYS PROGRESS GUIDE

Respondent Number..........
Activity

Preliminary Steps
     Phone calls-to both D.P.s and Principals to   alert them
of
          letter   to   introduce   project   and   seek   serious
consideration
     for their inclusion in the project.

Pre-Implementation Phase
     Presentation of letter of Departmental approval.
     Overview of project.
      Administering of first interview surveys.(both   D.P.s
and
     Principals.)
     Signing of Agreement to Participate (both D.P.s and
     Principals).
     Explanation of Diary and sample outline.

Research Data Collection Implementation
     1.During Week Two-Discussion with D.P.s to ensure diary
is
     working and to present and discuss survey regarding
revised
     Role responsibilities assigned.
     2.During Week Ten-Discussion with D.P.s to;
     -discuss changes in Role Responsibilities over 10 week
     period.
          -interview D.P.s to discuss the professional
development
      activities delivered to them and the relationship of
these
         activities in assisting them. Areas considered to
include;
     A)Courses ·
     B)In-school assistance-Supervision, Incidental
     C)Tertiary Study
     D)Others