CHAPTER THREE

LITERATURE REVIEW

The implementation of research into the roles of, issues faced by and professional development needs of D.P.s, both in Australia and overseas is very limited. Many of the areas of a D.P.'s operation could be compared to those of a principal. The application of literature relating to principals can, however, only be related to the D.P. role after careful consideration of whether the issues or areas of concern have relevance to such. This could possibly occur as a result of the D.P. assuming a particular role that would have been relevant to that role of the principal.

There is evidence of a relatively small number of overseas investigations in the area of D.P.s and their professional development. In Australia there have been only a few studies and these have been limited in use by subsequent changes within the systems researched. Due to the small number of studies directly related to the research topic, the author investigated a number of facets of leadership in today's schools. In so doing, the author collated a range of data against which findings from previous studies from Australia and overseas could be compared and contrasted. The following literature review has been organised into areas that appear to be relevant to a D.P.'s day-to-day activities and, hence, affect in some way the D.P.'s professional development needs.

Personal Needs and Professional Needs - Complementary or Contending?

The personal needs of D.P.s were assumed by the author to be consistent with those of all people. Maslow (1970)was able to identify personal needs and, according to Scott (1987), four of the needs thus identified were considered to be relevant to and consistent throughout a teacher's career. The needs for:

1-freedom from anxiety or threat;

2-affiliation;

3-self-esteem; and

4-self-actualisation,

were, in Scott's (1987) view, varying in strength according to the degree of satisfaction they received from time to time. Consequently, the researcher expected these needs to be reflected in the data collected from the D.P.s. The researcher also considered that these would interact with the professional needs of the D.P.s and form a complementary group of needs.

It was also accepted that, as Scott(1987) proposes, the needs of the D.P.s would differ according to periods of service. In the case of the D.P.s in this study, it was possible to investigate the first two stages of Scott's (1987) continuum of survival, consolidation and extension. In applying Scott's (1987) continuum, in the first stage, survival, the D.P.s would be 'learning the system' and 'fitting' into their roles. In the second stage, consolidation, the D.P.s would be primarily

concerned with developing their confidence in the tasks at hand. This study does not, however, seek to isolate the extension period (with changing responsibilities being complemented by increasing competencies) of professional needs. However, the author did examine this area as a normal part of the study when a D.P. settled into the new position quickly and, after becoming competent, sought to expand the role and its responsibilities.

Professional Develpment In The Educational Setting

Professional development in the educational setting is by nature, different from practices in commercial settings. Neal (in Hughes, 1987:252) believes that, unlike other environments, the educational setting:

1-is driven by a complex and variable set of goals,agreed upon at only a most general level;

2-consists of many parts that focus on different areas and functions and hence, may not always be in agreement with one another; and

3-is controlled by loose mechanisms as a result of design and the nature of education and the necessary semi-autonomy of schools and classrooms.

As a result of the differences outlined, it can be concluded that the role of the D.P., as 'penultimate' manager or leader, is different from the role of assistant managers in commercial environments and that the professional development needs of

D.P.s will be different and peculiar to the educational setting. The D.P. in the school setting will need to be able to:

1-'read', interpret, communicate and 'balance' efforts towards goals;

2-understand the various parts of the system and sub-systems and the pressure imparted by them; and

3-utilise a mixture of faith and professionalism to lead groups within a school.

The D.P. -Some Earlier Studies

In this section, the literature reviewed was written during the 1980s. It provides a basis on which to appreciate the significant changes that have since taken place in the sphere of primary education in Australia, and more specifically in N.S.W.

Cureton's 1983 study of the role of the D.P. was undertaken at a time when such was beginning to expand and increase in complexity. Cureton was able to produce a role description for D.P.s as a whole and for particular groups within the area. Bozzer (1985) addressed the changing role of Infant's Mistresses (Deputy Principals-Infants) and the effects of their being redesignated, amalgamated with and having to perform the role of D.P.s. Bozzer reported several findings regarding the role ambiguity and role conflict and their relationships with job satisfaction of Infants Mistresses. Both Bozzer's and Cureton's studies provide a source of knowledge to assist the understanding of the roles D.P.s enact in schools. As an

executive teacher with placement on Primary Promotion List Three, a D.P. can request deployment to the position of principal in a Class Two school. Therefore, many aspects of principal's roles may become applicable to D.P.s. The role of the principal investigated by Johnson in 1984 also has relevance for D.P.s. Johnson showed that the principal plays a crucial role in the staff development process. Additionally, Johnson (1984) outlined additional strategies for staff involvement, pointed to general constraints acting upon the principal and suggested implications for the principal's involvement.

These findings would also have relevance for a D.P. involved in leading staff development activities. Greenfield, Marshall and Reed (1986) addressed the question of experience in the deputy principalship and its value as a preparatory step for fulfilling the role of principal. As a result of their research, Greenfield et al. provide a cautionary note for D.P.s to avoid becoming 'managerial-type' leaders.

The literature reviewed has added weight to the argument for further research in the area of the D.P. An important aspect of the findings of Greenfield et al.(1986) is the outlining of a number of areas for further consideration as research topics including the role of the D.P. Gilbertson, in a 1986 article, reported on the results of a Schools Commission investigation to suggest how principals must be motivated and supported along a continuous path of professional and personal growth. The author

contends that D.P.s must, as principals of the future, be similarly developed.

Associated with the professional development of D.P.s and their endeavours to be effective leaders, Rentoul and Fraser, in their 1983 report, outline the development and validation of a school-level environment questionnaire which could become a most valuable instrument for a school administrator. Similarly, Johnston and Deer (1984) report an evaluation of an intervention to improve the organisational climate of a school. Adopting a more global view, Duignan's 1986 outline of the implications of research on effective schooling for school improvement, fulfils the role of encompassing many of the points and issues raised in other reports and further serves to provide guidelines for proactive planning by D.P.s.

In undertaking a review of literature relating to administration and effectiveness, it has been possible to find references to the relationship of the D.P. in the school context. In the second section of this review the author has referred to overseas writers and researchers whose findings have shown relevance to the Australian context. In some instances, reference has been made to studies concerning principals because it has been evident that, in the light of the changing situations in schools, many of the issues could apply to D.P.s in Australia. Where references have been made to overseas studies, it has been necessary to make a comparison by considering the D.P. as a middle to top level administrator.

Additionally, some of the material reviewed relates to research methods.

A selection of the literature reviewed may be seen to provide a view of the study of D.P.s in a very general way. Sergiovanni and Starratt(1983) indicate that other studies (unlike the current study) have been dominated by ideologies associated with human relations and resource management. The importance of decision-making and the problem of defining administrative behaviour (Batchler, 1981), are related to methods for investigating the problems of analysing effectiveness (Duignan, 1982). This relationship further reinforces the need for a case study approach as advocated by the author. The development of an understanding of the socialisation process of school administrators as advocated by Diederich(1987), along with Hogue's(1981) suggestions for beginning service in a leadership position, were utilised to analyse the degree of incorporation of the D.P.s into the school environment. Evans's (1984) study revealed the changing nature of the principal's role, further indicating that top-level administrative positions in schools are in a state of flux.

There is an expectation originating within the Department of School Education that D.P.s will act as educative leaders within their respective schools and that they will possess and be able to implement a vision for their school or department. Additionally, it is expected that they will possess and be able to implement a process of empowering others to strive towards

the vision they articulate to the staff. Studies of the principalship as conducted by Sarros(1984) illustrated a predominance of administrative, non-educational and managerial functions that inhibited the practice of enterprising educative leadership. This study attempted to prove the extent to which these findings were relevant to the area sampled or to the D.P.s participating. Additionally, Smyth's(1985) definition of educative leadership as a process of making activity meaningful for others, was to assist in delineating educative, developmental activities from managerial, routine functions. Willis's (1982) findings that principals spend a lot of time sharing little bits of information was also used as a basis to interpret the relationship betweeen talk and educational leadership.

The D.P. role is an important, poorly-defined stage in the preparation of principals according to Clerkin(1985). Smyth(1985), complementing this view, suggests that unless principals and D.P.s can develop more effective educative leadership roles, acting as supportive process monitors and knowledgeable colleagues, their roles within schools will begin to 'fade'.The studies undertaken by these researchers assisted the author to evaluate the degree of educational leadership being practised by the D.P.s who participated.

The literature dealing with the professional development of Principals, particularly the process of succession to the new Position, provided valuable ideas for the analysis of what a

proposal for a professional development program for D.P.s might be like. The process of succession to a position has been researched by Ogawa and Smith(1985). In their findings related to the succession of educational leaders, they found that others in the school situation made sense of the changes occurring in a number of ways. This author believes that the perceptions and actions of others in schools affects D.P.s and their interactions with others. Hart(1986) investigated the pre-arrival, arrival and succession stages of the newly-appointed principal and delineated areas that could be used as a basis for investigation in the proposed study. Similarly, the research of Augenstein and Konnert(1988) has shown that principals are affected by their previous learning before assuming a position and in their first periods of service in the new position. Additionally, they found that two major influences for principals were the central office and their peer group. This author believes that the findings of these researchers have relevance for D.P.s in this study.

The process of professional development of senior administrators has been addressed by a number of researchers. For example, the findings of Daresh (1987) indicate that the role performance and the actions of newly-appointed administrators are critical aspects of the sphere of beginning principalships. These factors were considered to require comparison with findings in this study. Hersey(1986) has proposed a set of skills for principals to develop and clearly

outlines the need for principals to have a mentor. In their investigations of a year-long series of workshops for beginning principals, Blum, Butler and Olson(1987) outlined the need for a visionary approach to leadership. The findings from these researchers were of assistance in both evaluating the actions of the D.P.s sampled and in considering recommendations for their professional development. Similarly, the work of Shoemaker and Fraser provides role outlines for principals and these could be used on a comparative basis to guide D.P.s in their further development.

The role performance of senior administrators has been well investigated (Nethercote (1983), Manser (1984), Gillies (1985) and Evans (1984)) and these studies were used for purposes of comparison. Whilst the author acknowledges Macpherson's(1984) view that the use of role expectations as a basis for inquiry is questionable, the fact that schools use role statements and that certain responsibilities are delegated to D.P.s makes them relevant to this study. This researcher has followed Macpherson's advice and endeavoured to investigate the personal meanings and feelings the D.P.s attach to issues or incidents.

The D.P. as Staff Evaluator

The D.P., as a senior educational leader within the school, may be expected to oversea staff professional development, to supervise and to evaluate. These will require a wide repertoire of skills and understandings in the areas of adult learning,

communication, negotiation and conflict resolution. Whilst Popham (1988) leaves the choice of who will implement the evaluation of teachers to be considered within the context of the school setting, whether it is a formative or summative evaluation that the D.P. is to be involved in, it is necessary for the D.P. to undertake some form of teacher evaluation and thus, be able to exercise the skills and understandings listed previously.

Leadership and Power

The concept of power, as an ability to control and influence others, is also considered to be a way of providing the basis for the direction of organisations and for the attainment of goals (Stimson and Appelbaum, 1988). The exercising of power and the sharing of it will encourage people at various levels of organisations to become involved in decision making in a real and meaningful way (Stimson and Appelbaum, 1988). The author considered that it would be vital that the DPs involved in this project would both have and be able to use personal and positional power. If, as Stimson and Appelbaum (1988) found, teachers were more satisfied with administrators who used the personal power types of expert, referent, information and legitimate, then the DPs in this study could be expected to be developing or exercising these types of power. More importantly, the researcher considered that the DPs would need to be aware of their abilities to allow participative

decision-making and to bring about a sharing of their power, both positional and personal, and, in so doing, enhance the power bases of others within the organisation.

The Instructional or Educational Leadership Role

The concept of exactly what constitutes leadership in the school setting is important to the outcomes of this study. In the historical and traditional role of administrator, the D.P. would merely have been, according to Hanson et al.(1985), an organisation functionary. In the more recent times, the D.P.'s role has been seen as one of manager and with that label there appears to have been invested a significant degree of decision-making relating to the position. At the time of this study there was a general 'groundswell' with the almost universal use of the term leader being applied to principals and senior school administrators. This term, in the view of Hanson et al.(1985), concentrates on two significant differences between manager or leader. These are first, that a leader has a strategic vision about the direction the organisation should be taking and, second, that the leader will be able to exercise a noncoercive skill to draw subordinates into the active purpose of the strategic view.

McCorley (1987), in supporting the view of a leader as a visionary, suggested a model in which pre-conceived ideas and values (core meanings and values, educational philosophy, belief in human potential, personal experiences, curriculum policies,

futures for students, professional experiences) are realised through a dramatic consciousness and articulated to the school community to build a communal vision and commitment. Given this scenario, D.P.s should be able to develop the ability both to envisage their beliefs and values and to further develop their skills of imparting these to others. Bradley (1987), in analysing the leadership roles, attempted to draw analogies with biblical concepts and considered that:

1-leaders must have a vision that is articulated to others;

2-leaders require energy, thought, enthusiasm and a desire for hard work to convert visions to reality;

3-perseverance and determination would need to be exercised to both overcome and help others overcome barriers;

4-leaders must have a spirit of consideration for others;

5-in exercising leadership, leaders serve others; and

6-that leaders have discipline -emotional, intellectual and physical to assist them in achieving their vision.

Bradley's characteristics of leadership indicate the further need for D.P.s either to possess or to be in the process of developing skills and qualities that will enable them to be leaders in the true sense of engendering followership and in empowering others to be part of a larger 'driving force'. Finally, in considering the leadership role of D.P.s, it is necessary to give consideration to the leadership forces identified by Sergiovanni (1987). As practising administrators, it would be reasonable to expect that D.P.s would be able (i) to

recognise the leadership forces available to them as they impact on their schools and (ii) to realise which forces might successfully be imparted to others whilst the D.P. goes about the process of communicating and helping others to work towards the vision that has been communicated and accepted by the staff. In utilising Sergiovanni's identified forces, it would seem realistic to expect that D.P.s could utilise these forces in the follwing ways:

   1-the technical by being able to plan, organise, coordinate and schedule;

   2-the human by being able to harness the school's social and interpersonal potential by knowing people and their strengths;

   3-the educational by being able to utilise expert knowledge;

   4-the symbolic by focusing the attention of others on matters of importance; and

   5-the cultural by building a school culture that is unique to the school and valued by its personnel and students.

For Sergiovanni (1982) to practise quality leadership, the D.P., will need to be able to possess the ability to display both tactical and strategic facets, based on a sound ability to develop and maintain basic leadership competence.

   A great deal of attention was and is being devoted to the educational leadership role of the Principal. Studies of instructionally effective schools (Edmonds, 1979; Murphy, Halinger and Mesa, 1985; Wellisch et al., 1978 and Purkey and Smith, 1983) indicate that principals are active in technical

core activities. Studies of successful change (Fullan, 1982; Goodman et al., 1982; Huberman and Miles, 1984; Lehming and Kane, 1981; Miles, 1983; Sarason, 1971), school improvement (Clark, Lotto and Astuto, 1984; Hall and Rutherford, 1983; Hall et al., 1983; Joyce et al., 1983; and Miller et al., 1984) and program implementation (Leithwood and Montgomery, 1982; Berman and McLaughlin, n.d.) indicate that administrators, to be successful, need to be strong instructional leaders.

Murphy (1987) reported that researchers in educational administration maintained that instructional leadership was a 'fundamental tenet' of the job of administrators. Other researchers such as Gersten and Carnine (1981) maintained that the instructional leadership role was one that most administrators did not perform well. Additionally, Murphy (1987), in summarising the findings of others, found that school administrators are typified as professionals whose time is devoted to matters other than curriculum and instruction. Instead, their time was devoted to issues of discipline, parent relations, plant operations and school finance. It was also reported by Murphy (1987) that principals did not meaningfully supervise and evaluate teachers, plan and coordinate curriculum, actively monitor the school or students or spend much time in classrooms.

Barriers to Implementing an Educational Leadership Role

Murphy (1987) believed that the reasons for school administrators failing to practise educational leadership were based in the organisational context of their daily work and in the set of skills, beliefs and expectations that they bring to the task. The author considered that the competing factors of conflicting demands, lack of knowledge and the ability to devote time to more 'do-able' activities might be identified in some of the findings of this study. It was envisaged that the major barriers would also closely parallel those suggested by Murphy (1987) and which included:

1-poor training and or preparation of D.P.s , including promotion that may have been based on management skills rather than on those of educational leadership;

2-misunderstandings about curriculum and instruction including administrators' views of these as not being critical, lack of knowledge about outcomes, and the failure of training institutions to provide satisfactory instruction in this area;

3-the development of professional norms which has resulted in teachers being left to operate, often in an unsupervised work environment;

4-poor coordination of activities and expectations at the local level; and

5-the diverse nature of the roles and expectations that
senior school administrators may be expected, in
differing degrees, by different groups, to meet.
In considering this area further, Eastcott et al. (1974)
investigated the concept of constraints on administrative
behaviour and found that:

1-identification of the type and nature of these by
administrators will assist them;

2-constraints may be personal (physical, psychological),
intraorganisational (structure, task, human resource) or
extraorganisational (legal, ethical, traditional expectations,
political, economic, community value related) in nature;

3-the impact of administrative constraints will vary
according to the constraint and the administrative process it
affects; and

4-that the administrator needs to distinguish between those
constraints that are specific to certain tasks and those that
are pervasive in nature as a result of their being related to
personal characteristics, philosophies or values. The
consideration of these constraints highlights the needs for
D.P.s to be able to adopt a strategic approach to a myriad of
actions within the school.

The report, 'School-Centred Education' (Scott:1990),
advocated the development of a school system which was focused
upon the school unit. The authority for major decision-making
was to find a new locus within the school and its community. For

in-school administrators to develop successfully the new 'autonomous and accountable' school, it would be necessary for them to develop a school-based improvement program that would avoid the pitfalls suggested by Henderson and Marburger (undated). To attempt to begin developing a culture conducive to the 'new' school for the 1990s, D.P.s would need to be able to:

1-develop a broad platform of support based on trust;

2-develop shared decision-making procedures;

3-instil in all personnel that school-based improvement programs are not merely projects with limited lives;

4-convince others to tackle the difficult issues;

5-get others to focus on the improvement of teaching;

6-develop clear lines of authority;

7-develop 'true' committee management;

8-be providers of information;

9-involve as many people as possible; and

10-provide sound time management to enable personnel to feel secure and to operate in a stress-free manner.

Perceptions Others Have of D.P.s and D.P.s' Perceptions of Others

Johnson (1987) noted that perceptions dominate all the situations that educational researchers study. Human attitudes and behaviour are accordingly shaped by the pervasive, unavoidable and persuasive impact of perceptions. In a positive way practices, administrative decisions and policy initiatives

are guided by the perceptions of individuals and educational needs, as are responses, to the actions of others (Johnson, 1987:207). The knowledge administrators have of stakeholders' perceptions helps them to revise policy and directions, to change the experiences of others within the organisation and, hence to improve educational leadership and practice. Perceptions would operate in contexts that would include at least:

1-the D.P.'s perceptions of the role and the context in which it would be enacted;

2-the staff, principal's and other personnel's perceptions of the role the D.P. was to fulfil;

3-the D.P.'s perceptions of the researcher's role and hence the effects these would have on the data collection phase; and

4-the researcher's perceptions of the contexts and respondents that were included in the study.

In considering the part that perceptions could play in the study, a conscious effort was made to consider perceptions in the light of actual events that would either confirm or discredit the thoughts that had arisen through the process of initial perceptions.

The D.P. Position as Preparation for the Principalship.

The author perceived the assumption of the DP's role as the beginning of the preparation for the movement to the position of Principal. Additionally, the Deputy Principal is a

deputy, a person whose role it is, either to fulfil some of the principal's roles on a fulltime basis, or to stand-in at short notice to assume the principal's roles until relieved. This led the author to consider the DP's roles as possibly being expanded to those of principal without notice.

Chapman (undated) considered that, as a result of the decentralisation and devolution of the N.S.W. education system, the traditional views of the principal's power and authority would be challenged. Amongst the implications Chapman (undated) identified were the need for principals to:

1-understand and deal with the expansion of the principal's decision-making arena and the need for the development of a participative approach within schools;

2-'come-to-grips' with the administrative complexity brought about by a system in a state of flux;

3-assist staff to change with the system and to change deeply-rooted beliefs and actions;

4-ensure the school maintains a focus on the teaching and learning process;

5-'open' the school to community participative decision-making; and

6-establish a school operation that allowed them to spend more time out of the school attending various meetings.

D.P.s assuming the principal's role would similarly need to be working towards establishing a school culture that was supportive of the devolution process.

Culmination and Possible Recommendations

As the culmination of this study will lead to developing a body of information from which others may make recommendations for the professional development of D.P.s, there has been a need to examine the literature relating to the area of professional development generally. Recommendations will probably need to incorporate material related to issues as proposed by Lusthaus(1983), Edwards(1983), Murphy(1984), Hoadley(1986), Hallinger and Murphy(1987) and Batten(1984).

The research implementation mode of this study partially emulated the second step of Geering's(1981) model for determining the professional development needs of principals. Recommendations made for professional development activities will need to encompass aspects of Tinkler's(1985) suggestions for school-based professional development. Additionally, the leadership framework proposed by Hallinger and Murphy(1987) will be integrated with the proposal for administrators to study the process of organisational leadership and problem-solving in frameworks as proposed by Peterson, Marshall and Grier(1987). The literature reviewed relating to the professional development needs of DPs has not been definitive. It is also necessary to consider the needs of others who, for various reasons, look to DPs for their professioanl development. This process involves considering the need of a DP as arising from

the needs of others who are dependent upon the DP for the satisfaction of their needs.

The Needs of Other Teachers

Scott (1987: in Hughes), in researching the needs of teachers as a group, found that there was a continuum of needs expressed by teachers that in turn reflected the teachers' movement through their careers. In summarising the needs of teachers as a group, Scott found that the following needs (listed in descending order) were expressed by teachers as the general areas in which they desired professional development:

1-understanding education as a process;

2-skills and knowledge of teaching groups;

3-interactions with parents and the community at large;

4-skill in filling the role of school administrator;

5-skills and knowledge of teaching individuals;

6- skills and knowledge of curriculum organisation and implementation;

7- developing the teacher's professional role; and

8- interaction with professional colleagues.

The above list has implications for D.P.s in two very important ways. First, the needs of the respondent D.P.s should have reflected Scott's findings, if the D.P.s are indicative and representative of teachers in Australia generally. Second, as these findings may be considered representative of teachers generally, it can be assumed that one of the roles assumed by

the D.P.s may have been to professionally develop other staff. If this was the case, then it can logically be expected that the D.P.s in the study would have had as their needs the development of skills and competencies to enable them to develop, implement, monitor and evaluate programs that would have satisfied the needs of the teachers whose professional development came within their sphere of influence.

Additionally, Moore (1983: in Hughes, 1987:80) found that various sorts of teachers will have needs that will be perceived in varying degrees according to the location and time in which the teachers are situated. This finding suggests the need for D.P.s to be flexible and adaptable to respond to the needs of teachers and to their own perceived needs.

As senior school administrators it is probable that D.P.s, in administering change in schools, would need to be able to assist others to cope with the phenomenon of change and the way it impinges upon individuals and groups and the way in which they react to the change. This aspect is especially relevant to this study as the data implementation stage occurred during the early stages of the implementation of the restructuring of the N.S.W. Dept. of School Education. Kanter (1985), in identifying aspects of the human side of change, suggests that individuals will have to manage certain effects. The author believes that as a normal function of the staff welfare role of the D.P. in schools, where individuals could not effectively manage these effects, it would be part of the D.P.'s role to assist them in

their efforts, as well as perhaps pointing out to them what they might feel or experience. As an outcome of this belief, D.P.s may need the skills to be able to assist staff to:

1-adapt to and feel comfortable with a certain loss of control;

2-deal with uncertainty;

3-accept surprises;

4-question the familiar and the traditional;

5-realise they may have to admit there was a better way of doing things than they had previously practised;

6-overcome concerns about their personal competence;

7-deal with the fact that the ways that others change may affect them;

8-deal with increased workloads;

9-forget their 'gripes' about the school or system and work for the common good; and

10-investigate the intended changes in an objective and unemotional way to test whether or not the threat 'felt' is in fact real.

The Needs of Teachers in Administrative Positions

In outlining the possible needs of teachers in administrative positions, Moore (in Hughes, 1987:83) found that the incumbents of these positions need appropriate managerial skills and to be strong in human relations, supervision and communication. Additionally, Moore (in Hughes, 1987:83) found

that the skills necessary to fulfil roles in these positions were in many instances acquired via courses at tertiary institutions prior to appointment to positions. Additionally, it was also found that the training to gain the necessary skills was unfortunately often received after appointment and through specifically oriented inservice activities.

As D.P.s may be vested with responsibility for the educational programs of schools, it may be necessary for them to have the skills of curriculum developers, implementers, facilitators and evaluators. Moore (in Hughes, 1987:35) suggests that teachers in these positions should be steeped in the knowledge and competencies required in their positions. Further, it was suggested (Moore in Hughes, 1987:85) that teachers in these positions should:

1-be essentially academic leaders, facilitators and coordinators of others;

2-be enthusiasts;

3-listen as well as be heard;

4-be visionaries in their domains and active in research; and

5-be above average practitioners of human relations and communication skills.

D.P.s, by nature of their positions and the roles they are expected to fulfil, are therefore expected to be leaders of people who are able to interact with and inspire others through their oral and written skills.

The D.P. Position -The First Few Months

The author considered that the outcomes of this study would indicate that newly-appointed D.P.s do have specific professional development needs that can best be addressed within the school setting. Ideally, this induction process would be similar to the internship suggested for principals by Ratsoy et al. (1988). Whilst these authors suggest the concept of an internship for classroom teachers, in taking this concept to a different setting, with different personnel, the author would consider that for D.P.s, the internship would assist them to:

1-refine teaching and educational and curriculum leadership skills;

2-develop communication, negotiation and conflict resolution skills;

3-develop their management and administrative skills;

4-recognise and utilise their personal qualities;

5-develop their abilities to professionally develop others; and

6-consider their role, strengths and areas for further development within the school.

Hypotheses Deduced from the Literature Review

As a result of applying the findings of some of the investigators in this literature review to the area to be researched, this researcher believed that:

1-the D.P.s would have professional and personal needs that would contribute to the 'total' of their professional development needs;

2-the needs of the D.P.s should be considered within the educational setting;

3-the DP may need to have developed a perception of the principalship and to have been prepared either to exercise or to develop the skills necessary to successfully fulfil the role of principal;

4-the role of the D.P. is not fixed, but relative to a particular situation, within which it is continually changing;

5-if Principals have an educational leadership role, then D.P.s fulfilling similar responsibilities or deputising for the Principal should also be able to display these abilities. They will therefore have professional development needs in these areas;

6-many of the factors exerting influences on overseas education systems were the result of societal changes. If similar changes were occurring in Australian society, then similar effects could be expected; and

7-in this study, perceptions were in many ways central to the study and these will have an effect on how others view the D.P.s and how the D.P.s view themselves.

Conclusion

This literature review has acknowledged the lack of literature available in the area that was investigated. The consideration of personal and professional needs, within the educational setting, was undertaken along with aspects of the various roles assumed by D.P.s. The barriers that could prevent implementation of an educational leadership role were explored, as were the place of perceptions and possible recommendations that could emanate from this report.