

CHAPTER FIVE
FINDINGS RELATED TO SPECIFIC D.P.s

Introduction

The analysis of findings in this area was achieved by considering each of the D.P.s as a case study. The school settings, as well as the responses of the D.P.s to survey questions were considered as unique and specific cases. Analysing the data in this manner enabled the researcher to develop a 'picture' of each respondent and to undertake consideration of comparisons and contrasts within and across case studies. As the specific responses that indicated the themes in the study have already been outlined, the professional development needs in this analysis have been considered in a more 'global' fashion to indicate similarities.

Analysis of Case Study - Respondent One

The school setting in which this D.P. was to operate suggested the need for an ability to enact an educational leadership role in a school on the Disadvantaged Schools Program. The role required specific activities to address the professional development needs of teachers and the self-esteem needs of students. Role responsibilities prior to entering duty were perceived by the D.P. to be curriculum centred and oriented towards implementing adult learning programs to assist staff with curriculum initiatives. The D.P. reported at the final

interview that additional expectations indicated a need for professional development in areas to assist with managerial-type functions e.g. to enable the delineation of roles, development of systems to monitor the work of others, development of community relationships and time management to free the D.P. to develop a knowledge of the students. He believed other staff expected his role to be one of a flexible curriculum leader able to negotiate.

The Principal believed that the incoming D.P. needed to have well-developed interpersonal skills, to be analytical, able to monitor the educational process through staff supervision and able to delineate roles, whilst being able to display good teaching and efficient financial management skills. He also believed that the incoming D.P. might need to undertake professional development to further understand curriculum and administrative processes, and to be aware of students' needs.

Prior to entering the role, this D.P. had experienced professional development activities that involved meetings at various levels, as well as professional reading and discussions with previous Principals. He perceived that problems might have arisen with role delineation, interpersonal relationships with staff and with operating in an 'acting' position. He also expressed the belief that problems had arisen with roles and their delineation, with establishing credibility in the new position and in undertaking a situational analysis of the school.

During the course of the study he expressed a perceived need for professional development in areas that related to curriculum, teaching and professional development practices, administration and networks to assist efficiency and time management. At the conclusion of the study needs were still perceived in all of the aforementioned, excepting professional development practices and time management.

This D.P. undertook professional development through attendance at meetings of collegial groups and was involved in meetings and generally involved by the Principal in many activities and ongoing assistance.

The Principal did not perceive that any problems would arise as the D.P. settled into the new role and none actually did. His role had not undergone any changes by the end of the study. It was apparent that the majority of this D.P.'s professional development needs were being catered for by his efforts and by those of the Principal. The D.P. was attending to his own professional development but, it would appear that to be more effective in implementing his role, he needed to be able to utilise situational analysis skills. He needed to address the area of role delineation which appeared to be causing redirection of energies and hampering overall effectiveness. Additionally, it is suggested that the topic and practice of role delineation could have been addressed as the first part of any school professional development activity because of its importance.

Analysis of Case Study - Respondent Two

This D.P. entered a school setting that suggested a need to be able to enact an educational leadership role in a Disadvantaged School requiring addressing of the professional development needs of teachers and the self-esteem needs of students. The specific task of developing community relations was not suggested by the school setting, but the school student population required that the D.P. be able to integrate and develop programs to assist special education students in the school and to be able to understand and cooperate with mainly single-parent families.

In attempting to perceive professional development needs inherent in role responsibilities, he considered that there would be a need to operate democratically, display a high level of organisational skills and implement effective curriculum development practices. He expressed the greatest number of newly identified professional development needs towards the end of the study. This D.P. perceived the need to keep up-to-date with teaching programs and to develop knowledge of ways to; counsel students K-6, monitor staff, engage in many minor interactions, implement financial management procedures, manage time effectively, change, and be involved in activities in which he was seen as a leader.

In considering expectations other staff held of him, prior to entering duty, he considered he needed abilities to develop

policies and curriculum K-6, develop staff, manage a specific section of the school, and to be a flexible, exemplary teacher able to establish credibility in the new position. At the end of the study, he believed that the staff further expected him to be able to develop community interactions, negotiate the roles of others and manage time competently. The shift in perceived staff expectations and their expanded nature appeared to depict him as more of a manager than an educational leader.

This D.P.'s Principal believed that to assist him to fulfil the role, he needed to help him to be an educational leader, a competent teacher and curriculum developer, and also a competent administrator, able to harness and develop the adult human resources of both staff and community to assist the school in its purpose. The Principal reiterated the need for the D.P. to be a 'people-developer' and added to these dimensions by including references to him developing personal qualities of flexibility, awareness, general interpersonal skills and the ability to 'tap into' support networks.

Prior to entering duty, the D.P. had expressed an opinion that previous professional development had been achieved as a result of participation in activities, by being involved in informal networks and by working as a consultant. He had not set specific professional development goals, tending to be involved in activities he considered had been developed into a 'resource' of skills and competencies that could be called upon when necessary.

In attempting to perceive possible problems, the D.P. considered he needed to develop an ability to establish seniority and roles, avoid interpersonal problems, conduct a situational analysis of the school and to manage time and change. He later reported that interpersonal problems had arisen and that time management and being diverted from planned tasks to correct the mistakes of others had been evident as actual problems. The need for professional development to delineate and clarify roles, as well as for setting expectations was clearly evident.

The D.P. considered that professional development needs prior to beginning the new role were concerned with developing knowledge of students and how they learn, with ways to professionally develop staff and with ways of gaining access to outside support networks. He also considered these to constitute ongoing future development needs, along with the development of administrative and time management systems.

This D.P. expressed an opinion that previous professional development activities had been concerned with interactions in meetings with professional associations. He added that the professional development delivered by the Principal in the first few months of service consisted mainly of participation in meetings, having responsibilities delegated for completion and being given freedom to act independently.

The Principal believed that the D.P. might encounter problems with promotion structures, with the process of change

and with the exercising of power. Whilst the foregoing were areas that could be addressed through a professional development program, the Principal stated that the D.P.'s main problem had been a lack of ability. This area was not explored as the Principal stated that the D.P. could not be professionally developed to overcome the serious, perceived lack of ability. Role responsibilities for this D.P. did not vary during the study.

Analysis of the needs of this D.P. was made difficult as the result of the Principal's judgement that he lacked the ability to develop professionally. Utilising the D.P.'s responses, however, it appeared that his real needs were concerned with being able to relate to the school situation and to understand and work towards the fulfilment of the established role. It is necessary to highlight the fact that the Principal had initially given him the freedom to create a role and yet had not appeared to have intervened when he was considered not to be meeting the requirements held by the Principal. Associated with the assuming of the D.P.'s role was the need for him to seek and act upon feedback from the Principal. Additionally, in view of his movement from the consultancy position to that of D.P., it could be suggested that the Principal needed to prepare and undertake a more formalised approach to his orientation to the new role.

Analysis of Case Study - Respondent Three

The third respondent a D.P. in the same school as the previous respondent, entered a school setting that suggested a need to be able to enact an educational leadership role in a Disadvantaged School. This required specific activities to be undertaken to address the professional development needs of teachers and the self-esteem needs of students. The specific area of developing community relations was not suggested by the school setting, but the school student population required the D.P. to be able to integrate and develop programs to assist special education students in the school and to be able to understand and cooperate with single-parent families.

Unlike his fellow D.P., he perceived a number of professional development needs that he believed were inherent in the role responsibilities to be assumed. The skills and competencies he suggested indicated a balanced approach between being an educational leader through involvement in the teaching/learning process and development of knowledge of students generally and through being an administrator concerned with communicating roles to others and developing them through enabling them to undertake supervised, delegated tasks. Unlike his previously-mentioned peer, he did not perceive any new needs. The D.P. believed that others expected him to fulfil the role of educational leader and to be able to develop staff professionally. At the end of the study, he also believed that

the staff expected him to help them delineate their roles and to develop them professionally.

In outlining the professional skills and competencies the Principal expected of this D.P., the Principal mentioned a similar repertoire of items as the D.P. had anticipated and considered others expected of him, adding that he would be expected to assist the building of teacher-student rapport. The Principal, in discussing perceptions of this D.P.'s professional development needs, added that he should be able to exhibit effective organisational skills, assisting others develop their roles.

Activities experienced by the D.P. prior to undertaking the role included participation in courses oriented towards developing specific competencies, experiencing various activities in an inservice mode and through participation in an informal network. This D.P., unlike the former respondent, progressed from the position of Assistant Principal to that of D.P. He had the advantage of three years service in a previous (although smaller) school in a role similar to his current one.

In discussing the possible anticipated problems he might face, the D.P. was concerned with establishing credibility and time to develop an understanding of the school. The actual problems encountered were quite remote from those anticipated and were related to effecting change and truanting students.

In outlining possible professional development needs, he referred to developing greater understanding of ways of

professionally developing staff and motivating them to take initiatives.

The professional development received by the D.P. included participation in meetings, being monitored by the Principal and being involved in professional networks and specific activities. The Principal anticipated that the D.P. might encounter problems concerned with interpersonal relationships or with being a perfectionist. In actual fact, no problems became evident during the study and the D.P.'s role remained unchanged.

This D.P. had been fortunate in that there was a congruence between the perceived and actual expectations and perceptions of various personnel within the school. He attempted to seek a balance between developing and utilising competencies which achieved the role of educational leadership and which accomplished the managerial, administrative and organisational structures that facilitated the implementation of the educational leadership role. It was salient that he had received the benefit of ongoing interaction with the Principal and the District Inspector. Additionally, the movement from position of Assistant Principal to D.P. represented a promotion in terms of the scope of the activities previously implemented and, therefore, he was able to adapt easily to the new role. The lack of problems encountered, the congruence of expectations and competencies exhibited, supported by an active approach to seeking professional development assisted him in settling into the new role.

Analysis of Case Study - Respondent Four

This D.P. entered a school setting which he perceived required him to utilise competencies to undertake extensive curriculum and staff development, develop programs to transmit traditional values, effect major change and develop staff morale and motivation. He perceived that the role responsibilities would require him to be a highly-organised educational leader capable of professionally developing and supervising 'entrenched' teachers through undertaking role delineation activities and the utilisation of positive interpersonal relationships. He believed these role expectations remained constant throughout the period of the study. He further perceived that the staff expected him to be a competent time manager providing release from classroom duties for staff to complete other tasks. Whilst he expressed a belief at the beginning of the study that the staff expected him to develop their roles, he believed that this still existed as an expectation and need at the end of the study.

The Principal considered the D.P. would need to exhibit exemplary educational leadership qualities and professionally develop staff. The Principal also perceived a need for him to have the competencies to be an effective teacher, time manager and curriculum developer and achieve these through the implementation of effective interpersonal, communication and negotiation skills.

Prior to undertaking the role, this D.P. had experienced participation in an informal network and attendance at specific courses. He believed that problems could arise managing to balance aspects of the role and readjusting to implement it successfully. However, at the end of the study, he reported experiencing problems with time management, coordinating student teachers, role overload, interviews with parents, reacting to many small incidents and deputising for the Principal. The Principal had anticipated he would experience problems with regard to role clarification, overcoming others' interpersonal problems, communications and time management, but was not aware of his actually encountering any problems in these areas. The D.P. felt however, that personal professional development needs were related specifically to the areas of knowledge of curricula and developing ways to effect change.

The only professional development activity experienced by the D.P. consisted of being involved in various inschool meetings. The D.P.'s role responsibilities remained, officially, unchanged throughout the study.

It would appear that this D.P.'s professional development needs were not being met and that he needed assistance to analyse the problems and to identify the sources of problems rather than the symptoms. He needed to develop a realistic role statement and resultant responsibilities, to be assisted to prioritise goals and develop a program to pursue these. It appeared he was being diverted from undertaking a proactive

course of action by being expected to assist others to achieve their tasks. Whilst the Principial expected the D.P. to encounter the problems that he did, he was unaware of the actual occurrence of these. This indicated a lack of communication between the Principal and D.P. and that there was no evident program to assist or monitor the D.P. in the implementation of his role.

Analysis of Case Study - Respondent Five

This D.P. entered a school that required him to assist in fulfilling the needs of a significant Non-English Speaking Background component within the student population, to establish procedures and routines, to exercise positive personal relations competencies to promote the school and to establish the new position by undertaking extensive curriculum and staff development. The D.P. perceived a number of competencies that would be required to fulfil the role and which remained unchanged during the period of the study. He thought that the role would require a teacher conversant with contemporary teaching/learning programs, able to delineate roles, with positive interpersonal skills, capable of establishing administrative practices to effect change and involve the community and able to assist and encourage initiatives in staff and curriculum development. In considering the staff, he believed that there were expectations that he would be a major change agent, involved with establishing systems for change

implemented through effective interpersonal skills. The D.P. believed that there were major changes in staff expectations during the study in that they expressed expectations of him as a developer of curriculum and staff able to analyse the needs of others and to bring resources into operation to fulfil these needs.

The Principal perceived that there was no expectation of professional development to assist the D.P. to fulfil the role and was content to leave the role 'open' for him to seek and develop a set of expectations and goals. He also believed that the D.P.'s professional development needs could not be perceived by him and that these could be 'open' allowing the D.P. to develop whatever competencies he chose to focus upon.

The D.P. expressed the opinion that no professional development activities designed to assist or prepare him for the role were undertaken prior to assuming the D.P. position. He expressed the opinion that problems might be encountered in the areas of time management, with the correcting of others' mistakes and with negotiation of organisational systems. Actual problems encountered by him were concerned with interpersonal relations with staff, correcting others' mistakes, development of monitoring systems, communications and lack of awareness of departmental documents and policies.

At the beginning of the study, the D.P. considered that there were a number of areas that he could pursue in undertaking professional development. These did not change throughout the

study and included the need for development of administrative and time management systems, knowing how to effect change to assist exceptional students, counsel students and develop child-centred resources, as well as the development of communication, consultation and negotiation practices, role clarification and standard setting.

The D.P. stated that professional development prior to entering the role included interactions in professional associations, feedback from a Principal (in an unplanned fashion), receipt of materials from official sources, and attendance at conferences.

The Principal anticipated the D.P. would not encounter any problems and believed that he had not experienced any difficulties. The D.P.'s role remained unchanged throughout the study.

As well as the desired professional development the D.P. wished to undertake, needs arose in other areas as a result of a lack of specific role statements and responsibilities. Additionally, whilst implementing the role as envisaged, it appears that problems were developing as a result of the D.P.'s viewing the staff as an 'organism' that could be manipulated and directed through an adherence to administrative systems. Associated with this appeared to be a belief that a majority of his time and effort was to be diverted to correct the mistakes of others. The desire of the Principal to allow him a 'free reign' to undertake whatever activities he chose to, was of no

assistance in helping the D.P. to fulfil and implement a proactive, developmental role. It appeared this D.P. required a professional development program that would develop the skills of strategic and positive planning, directed at 'freeing' the potential of human resources in a constructive, purposeful manner.

Analysis of Case Study - Respondent Six

This D.P.'s school setting required her to possess competencies to assist a significant Non-English Speaking Background student population, set procedures, understand Disadvantaged School Programs, and undertake comprehensive staff and curriculum development to maintain and develop morale and staff satisfaction. She believed the role required competencies that included being able to display proficiency in contemporary teaching/learning programs, knowledge of and expertise in adult learning methods, and highly developed and effective organisation, interpersonal and communication skills to facilitate curriculum development. Additionally, she believed that the staff would expect her to be an exemplary teacher and staff developer who could utilise effective interpersonal skills to assist others. At the end of the first few weeks, the D.P. believed that staff also expected her to be capable of developing their roles, developing community interaction, and to manage time competently.

The Principal considered the D.P. would require competencies to develop and supervise human resources through role delineation, counsel others, utilise knowledge of departmental policies, communicate effectively and be analytical in given situations. In considering the general professional development needs of the D.P., the Principal saw the only need was one of being involved.

Professional development activities experienced prior to assuming the role, included attendance at various courses run by professional associations. In discussing perceived personal professional development needs at the commencement of the study, she outlined areas such as developing knowledge of new curricula and of support agencies that could be accessed, the development of personal qualities and understanding of financial management procedures. The D.P. perceived that her future professional development needs could be the development of communication practices and consultative leadership.

In discussing professional development received in the first few weeks of service in the role, the D.P. stated that she had experienced meetings at regional and district levels, the opportunity to undertake delegated responsibilities and discussions with varied personnel, and involvement in a personal informal network. The D.P. had complemented knowledge, as a result of these interactions, in areas to include ways of developing staff, futures and directions in educational methods

of financial management. There were no planned activities provided by the Principal.

The D.P. anticipated that problems might be encountered in the areas of interpersonal relationships and in effecting change. At the conclusion of the study, she outlined that actual problems had occurred that were concerned with a lack of knowledge of departmental policies, the failure of outside agencies to provide support and the area of teacher morale and welfare.

The D.P. believed that the role assumed had been altered and expanded and that there was a need to consider ways to decrease the overload. She also considered the role changes necessitated a need for improvement of communication skills and of long-term planning skills.

This D.P. was attempting to fulfil a role that was 'fluid' and expanding. The professional development required would be associated with understanding and setting role parameters, setting priorities and communicating these to others. Whilst she was concerned with the process of effecting change, it also appeared that there was a need to consider the human dimension and investigate the various aspects of morale and staff welfare, as well as a consideration of how to enhance these facets of school operation. The need for a comprehensive knowledge of support networks and of departmental policies are aspects that could have been addressed by a school program of professional development.

Analysis of Case Study - Respondent Seven

This D.P.'s school required him to operate with a significant Non-English Speaking Background student population, implement community involvement programs and promote the school image, address significant professional development needs of staff and improve their morale and general welfare and, through the delivery of commitment and the implementation of specific programs, to effect significant change. These expectations suggested professional development needs clearly related to the implementation of an educational leadership role. He saw the need to be proficient in the area of contemporary teaching/learning programs and practices, an analytical staff developer, well-organised and effective in managing time and able to effect change. He believed these needs remained constant during the course of the study.

In considering the expectations of staff, at the commencement of the study, the D.P. believed they expected him to be capable of increasing community interaction and, through the negotiation of the roles of others, to effectively achieve the development of staff. At the end of the first few weeks of service, the D.P. perceived that they also expected him to be a competent negotiator, able to analyse their needs and provide organisational expertise.

The Principal, in discussing the professional development needs inherent in the role of the D.P. offered no examples as he

left the role 'open' for the D.P. to develop. In discussing the general professional needs of the D.P. he considered these too difficult to assess. The D.P. believed that prior to entering the role, whilst opportunities might have been in existence to attend professional development activities, none were experienced.

Prior to entering the role, the D.P. anticipated that problems might be experienced requiring competencies of him in the area of effecting and coping with change. At the conclusion of the study he considered that problems had been experienced that required increased competencies in areas of time management, reacting to many emergent situations, negotiating administrative systems and building teacher welfare and morale. These needs revealed themselves after the D.P. had 'experienced' the school setting.

Prior to entering duty, the D.P. perceived a need for possible professional development in the areas of increasing knowledge of departmental policies, role negotiation, delegation methods, long-term planning, knowledge of legal ramifications, knowing what outside networks existed and how they could be accessed and development of a personal evaluation system. He forecast future professional development needs as including increasing competencies to develop administrative systems, time management strategies and developing personal qualities. It appeared to the researcher that there were interpersonal problems emerging between the D.P. and Principal, that the D.P.

considered these were partly caused by him and that as soon as possible, an effective way of minimising these needed to be instituted.

The D.P. sought professional development through attendance at regional meetings, undertaking delegated responsibilities, developing a professional network and by undertaking an analysis of possible strengths and areas for further development. There were no activities planned or delivered by the Principal.

The Principal chose not to discuss possible anticipated problems the D.P. might face in the first few months of service, nor to discuss his perceptions of the actual problems encountered. The Principal's reactions supported the researcher's belief that there were emerging interpersonal problems between the Principal and D.P.

At the end of the study, the D.P. considered major changes had occurred in the role and that his needs consisted of ways to develop understanding of roles and ways to avoid roles being changed and renegotiated. This D.P.'s professional development needs were perceived by him to be associated with implementation of an educational leadership role, focussing on the teaching/learning process and curriculum issues. However, emerging problems with the Principal and other issues indicated a movement towards managerial-type needs. For the D.P. to achieve the educational leadership goals sought, he would need to develop the ability to implement the managerial structures to facilitate the implementation of his role. Whilst he had

recognised the emerging problems with the Principal, these problems should have signalled an urgent need to undertake development in conflict resolution skills.

Analysis of Case Study - Respondent Eight

This D.P.'s school required him to possess competencies to satisfy the needs of a significant Non-English Speaking Background student population, implement community involvement programs, address significant professional development needs of staff, operate effectively in a school classified as disadvantaged, bring major change through special programs and have a knowledge of support structures that could be accessed.

The D.P. believed that, prior to entering the role, it required a competent professional development agent, highly-organised and able to delineate roles through effective time management. He confirmed these perceptions as being correct after the first few weeks of service. In considering the expectations of staff, he believed they expected him to counsel students, and be effective in interpersonal and negotiation skills. At the end of the first few weeks of service, he perceived the staff's expectations also included him being able to develop staff K-6, negotiate roles in a positive and motivated way and be able to provide organisational expertise.

In discussing the professional competencies inherent in the role to be fulfilled, the Principal believed the D.P. needed to be able to exhibit effective interpersonal skills and qualities,

be capable of developing other staff, exhibit knowledge of the educational process and of departmental policies to develop curriculum and communicate effectively. In considering the general professional development needs of the D.P., the Principal perceived he needed to be aware of professional and curriculum development processes, be able to conduct self-analysis of professional development needs, be able to communicate and negotiate and document, achieve and evaluate long-term goals.

The D.P. considered he had not experienced activities to assist him in the new role before entering duty as a D.P.

The D.P. did not anticipate encountering any problems before entering the role, but did report a number of incidents that had diverted him from fulfilling the role as planned and which indicated a need for professional development. The problems discussed indicated he would have benefited from the delivery of professional development activities relating to improvement of interpersonal relationships with staff, effecting change, time management and priority setting, control and development of monitoring systems, communications, increased knowledge of various departmental documents and policies, financial management procedures, methods for motivating staff, making decisions without relevant information available, community interactions and legal ramifications of various decisions. He encountered many more issues that caused diversion

from programmed activities and which indicated more professional development needs than any other D.P. in the research sample.

The D.P., at the beginning of the study, expressed a need to increase competencies in the areas of staff development practices, conducting needs analyses, developing knowledge of how students learn, awareness of outside support agencies, undertaking financial management, creating and maintaining a school vision and ways of operating as a school Principal. Whilst he wished to develop and implement an educational leadership role based upon a vision for the school, the problems encountered were to impede movement towards this goal.

In discussing the professional development experienced in the first few months of service, the D.P. considered that the Principal had provided activities that included the provision of 'on-the-job' experiences (and that feedback was provided regarding these), discussions concerning ways to develop communications, enhancement of negotiation skills and supervision techniques and discussion of ways to negotiate professional and school goals. Additionally, he attended various local and district meetings, became involved with 'near-crisis' situations, participated in Disadvantaged School Programs and Effective Schools Development Program activities, was involved in teaching activities and reacted to various situations that were utilised to establish proactive planning.

The Principal did not anticipate the D.P. encountering any difficulties and believed that, by the end of the first few

weeks, none had been encountered. The D.P. considered there had been no significant changes in the role during the study.

This D.P. appeared to be aware of his professional development needs and how these would be of assistance in the performance of everyday activities. Additionally, it appeared that there was support provided and that he was working towards the achievement of recognised and emerging professional development needs. Whilst there seemed to be a discrepancy between the problems identified by the D.P. and the Principal's belief that these problems were not evident, there does appear to have been support to respond to these needs. Whilst it was commendable that the D.P. was able to identify an extensive array of possible needs, it was necessary for him to consider prioritising these and to delineate a program to develop the relevant competencies.

Analysis of Case Study - Respondent Nine

This D.P. was at the same school as respondent eight. Whilst they had similar professional development needs there were differences in the needs as this respondent fulfilled the role of teaching D.P. and, whilst sharing many of the same duties as respondent eight, was additionally responsible for the full-time teaching of a class. The D.P. was to operate in a school that would require him to possess competencies that would assist him to satisfy the needs of a significant Non-English Speaking Background student population, implement community

involvement programs, address significant professional development needs of staff, operate effectively in a classified Disadvantaged School, bring major change through special programs and have a knowledge of support structures that could be accessed.

The D.P. believed that, prior to entering duty, the role to be fulfilled would require foremost, a teacher with competencies in the area of current teaching/learning programs and practices, able to delineate roles through effective time management. He also believed the role required him to conceive or 'tap' and develop mission and value statements for school development planning processes. He confirmed these perceptions as correct after the first few weeks of service. In considering expectations of staff, he believed they expected him first and foremost to be able to manage time in a competent and effective manner. At the end of the first few weeks of service he perceived staff's expectations had not changed to any significant degree.

In discussing the professional competencies inherent in the role, the Principal believed he needed to be able to exhibit exemplary teaching skills, be capable of developing other staff and exhibit knowledge of adult learning processes and exhibit knowledge of the educational process and of departmental policies to develop curriculum. In considering the general professional development needs of the D.P., the Principal perceived a need to be aware of professional and curriculum

development processes, able to conduct self-analysis of professional development needs, able to communicate and negotiate and to be able to document, achieve and evaluate long-term goals.

The D.P. considered that activities involving professional development to assist him in the new role had not been experienced.

The D.P. did not anticipate encountering any problems before entering the role but did report a number of incidents that had diverted him from fulfilling the role as planned and which indicated a need for professional development. Problems discussed indicated that he would have benefitted from the delivery of professional development relating to improvement of methods for delineating roles of executive and classroom teachers, time management and priority setting, adjusting to the role, developing systems to assist being able to react to many minor situations and by developing ways of facilitating efficient and effective management systems. This D.P. had not encountered as many issues that caused diversion from programmed activities and which indicated professional development needs as respondent eight had, but this may have been the result of being 'less accessible' as a class teacher.

The D.P., at the beginning of the study expressed a need to increase competencies in the areas of developing and understanding new curricula and financial management and global

budgeting procedures, along with coping with change in the general activities of the school.

In discussing professional development experienced in the first few months of service, the D.P. considered that the Principal had provided activities that included the provision of 'on-the-job' experiences (and that feedback was provided regarding these), discussions concerning ways to develop communications, enhancement of negotiation skills and supervision techniques and development of ways to negotiate professional and school goals. Additionally, he attended various local and district meetings, became involved with 'near-crisis' situations, participated in Disadvantaged School Program and Effective School Development Program activities and was involved in teaching activities.

The Principal did not anticipate the D.P. encountering any difficulties and believed that by the end of the first few weeks, he had not encountered any problems. The D.P. considered that there had been no significant changes in his role during the course of the study.

As in the case of respondent eight, this D.P. appeared to be clearly aware of the professional development that would assist in the performance of everyday activities. Additionally, it appeared that there was support and he was working towards the achievement of recognised and emerging professional development needs. Whilst there seemed to be a discrepancy between the issues encountered (as identified by the D.P.) and

the Principal's belief that these problems were not evident, there does appear to have been support to respond to these needs. Whilst it was commendable that the D.P. was able to identify an array of possible needs, it would be necessary for him to consider the prioritising of these and to delineate a program to develop the relevant competencies, as the need to devote a majority of time to the function of teaching a class would impede the undertaking of other activities. In the case of this D.P., there was an obvious need for the development of a program of realistic, realisable goals and the development of a method for achieving other goals in a time efficient way.

Analysis of Case Study - Respondent Ten

This D.P.'s school suggested a need to have professional competencies that would assist him to operate in a school setting that included a significant Non-English Speaking Background population amongst the students, a need to address the professional development needs of a significant number of beginning and promotion aspirant teachers (to include the development of induction programs for newly-arriving teachers), a need to establish routines and procedures in a growing school and a need to undertake significant staff and curriculum development (including the implementation of specific programs) utilising positive and effective interpersonal skills. The D.P. believed that he would need to be conversant with contemporary teaching/learning programs, have a sound knowledge of students

and psychology K-6, and be able to conduct situational and needs analyses. He believed that these expectations remained constant throughout the study.

In analysing the expectations staff held of him and the subsequent possible professional development needs, this D.P. perceived that they expected him to be a knowledgeable and effective communicator capable of negotiating and developing the roles of others, to be positive and motivated, to be able to manage time competently and provide organisational expertise utilising effective interpersonal skills. He perceived these expectations to remain throughout the duration of the study.

The Principal believed there were no perceived professional development needs inherent in the role as he was going to allow the two D.P.s to 'create' and negotiate their own roles as a developmental exercise. In discussing this particular D.P., the Principal believed that he should have possessed an understanding of current trends within the education department and be able to cope with change and delegate responsibilities.

The D.P. did not attend any professional development activities specifically designed to assist him to function as a D.P. prior to entering the role. He anticipated possible problems might arise with the development of control and monitoring systems and with interactions with a new District Inspector of Schools. At the end of the study, he acknowledged that the most significant problem encountered was one of needing to react to many minor situations that diverted him from planned

activities, and that other problems arose highlighting a need for the development of competencies in areas to include financial management procedures, legal ramifications of incidents, and knowledge of problem-solving procedures.

In discussing current professional development needs, the D.P. referred to the development of administrative systems, financial management procedures, delegation and personnel development and implementation of departmental initiatives. He did not perceive any future development needs.

Professional development activities delivered to the D.P. during the study included attendance at conferences, local and district meetings, experiencing 'on-the-job' activities both formal and informal, undertaking activities to develop motivation strategies, role negotiation and monitoring, consideration of ways to develop and promote 'self' and preparation and inspection for promotion. He stated that there had also been compulsory attendance at limited courses that were unrelated to his professional development needs. He made the point that the Principal had assisted with the negotiation of personal, professional and school goals and in interactions with varied personnel.

The Principal perceived the D.P. would not encounter any problems and suggested this was the case at the end of the study. The D.P.'s role underwent no significant change throughout the study.

This particular D.P. appeared to have professional development needs that were especially relevant to establishing a known set of procedures within which the staff could operate and be involved in professional development programs. It would appear that although the Principal provided an 'open' approach to establishing and undertaking role development, the Principal was in fact participating in this process and thereby influencing the D.P.'s professional development. As the D.P. perceived that the role being implemented was being effective and unhampered and as the Principal was in agreement with the process, the D.P.'s perceptions of and expressed professional development needs would have been the basis of an effective program of development.'

It was of concern to the researcher that the D.P. had participated in courses that were considered irrelevant and that he was concerned as regards the best method of relating to the new District Inspector.

Analysis of Case Study - Respondent Eleven

This D.P. was the peer and second D.P. in the school to which respondent ten was appointed. She was, however, appointed to the position of teaching D.P. and was engaged throughout the period of the study in negotiating a sharing of the teaching role with respondent ten. Many of the professional development needs inherent in the school setting, such as role expectations, were therefore very similar.

The school setting suggested the D.P. would need to have professional competencies that would assist her to operate in a school setting with aspects that included, a significant Non-English Speaking Background student population, a need to address the professional development needs of a significant number of beginning and promotion aspirant teachers (to include the development of induction programs for newly-arriving teachers), a need to establish routines and procedures in a growing school and to undertake significant staff and curriculum development (including the implementation of specific programs) utilising positive and effective interpersonal skills. The D.P. believed that the role would require her to be conversant with contemporary teaching/learning programs, to have a sound knowledge of students and student psychology K-6, and be able to conduct situational and needs analyses. She believed that these expectations remained constant throughout the study.

She perceived staff expected her to be a counsellor of students, to be conversant with a specific section of the school, to be a developer of organisational systems, to be positive and motivated and to provide organisational expertise utilising effective interpersonal skills. The D.P. perceived these expectations as remaining constant throughout the study, but added that the staff expected her to be able to develop a knowledge of and interaction with the community.

The Principal believed there were no perceived professional development needs inherent in the role, allowing the two D.P.s

within the school to 'create' and negotiate their own roles as a developmental exercise. In discussing this particular D.P., the Principal stated the belief that she did not require any particular professional competencies. The researcher was led to believe that the Principal had a working knowledge of this particular D.P. and that the Principal perceived that she possessed the competencies necessary to fulfil the role effectively.

The D.P. did not attend any professional development activities specifically designed to assist her to function as a D.P. prior to entering the role. She anticipated possible problems might arise with the development of control and monitoring systems and with interactions with a new District Inspector of Schools. At the end of the study, she acknowledged that the most significant problem encountered was one of needing to react to many minor situations that diverted her from planned activities, but that other problems arose that highlighted a need for the development of competencies in areas to include effecting change and assisting others to cope with the change, financial management procedures, legal ramifications of incidents, knowledge of problem-solving procedures and lack of preparation for undertaking the new role that was emerging.

In discussing current professional development needs, the D.P. referred to the development of administrative systems, understanding of ways to initiate and motivate staff to create change, knowledge of outside support systems, teaching ideas,

role negotiation, and financial management procedures. She did not perceive any future development needs.

Professional development activities delivered to the D.P. in the period of the study included experiencing 'on-the-job' activities both formal and informal. She stated that there had also been compulsory attendance at limited courses that were unrelated to her professional development needs. The D.P. stated that all previous professional development activities delivered in prior roles appeared to concentrate on ensuring that a satisfactory or better performance was achieved in these roles and that none specifically seemed to be designed to prepare the participants for undertaking the D.P. role.

The Principal perceived the D.P. would not encounter any problems and the Principal suggested this was the case at the end of the study. The D.P.s' role underwent no significant change throughout the study.

This particular D.P. appeared to have professional development needs that were especially relevant to educational leadership. It would appear, however, that in the case of this D.P., as in respondent ten's case, although the Principal provided an 'open' approach to establishing and undertaking role development, the Principal was in fact participating in this process and thereby influencing the D.P.'s professional development. As the D.P. perceived that the role being implemented was effective and unhampered and as the Principal was in agreement with the process, the D.P.'s perceptions of and

expressed professional development needs would have been the basis of an effective program of development.

Once again, it was of concern to the researcher that this D.P. had participated in courses that were considered irrelevant to him and that the D.P. was concerned with the best method of relating to the new District Inspector. Additionally, and most importantly, she made the point that the previous professional development activities experienced were designed to assist in those roles and that specific activities that would assist preparations for assuming a D.P. role were either not available or not advertised or recognized as such.

Conclusion-The Professional Development Needs Of Deputy Principals As Identified In Individual Case Studies

Consideration of the D.P.s in the case study form allowed the researcher to confirm that the professional development needs of D.P.s are of two kinds. There are those specific professional development needs which relate to a particular school setting and which might include development of competencies to professionally develop a significant number of staff who are promotion aspirants or to develop conflict resolution skills to enable the improvement of the interpersonal relationships between a D.P. and a Principal.

On the other hand, there are those skills that are generic in nature and which could be called upon in any situation. Areas that required consideration here could include role negotiation,

awareness of and proficiency in curriculum development and professional development practices.

In considering the D.P.s as individual case studies, it was also possible to identify the characteristics that were particular to each school. Areas such as student population characteristics and identified school needs were initially considered to exert major influences on the D.P.'s role and hence, to give rise to professional development needs. This study revealed, however, that the relationship between the D.P.'s superordinates and subordinates appears to exert a much greater influence on the D.P. and the enactment of the role. The relationship between the Principal and D.P. appears to be crucial in that newly-appointed D.P.s appear to seek clarification of the Principal's expectations of them and feedback regarding their implementation of the role.

CHAPTER SIX

THE GENERAL AND UNDERLYING THEMES IN THE PROFESSIONAL
DEVELOPMENT NEEDS OF DEPUTY PRINCIPALS
IN LIGHT OF THE CURRENT LITERATUREIntroduction

The professional development needs identified in this study will be categorised as (1) Expected or Predicted, (2) Potential or Possible and (3) Emergent Professional Development Needs of A Specific Nature. These needs should have been met either prior to, or during the first ten weeks of service of the D.P. or as long term needs that should be met to prepare the D.P. to undertake the Principal's role. The needs are considered in these terms in the implications section of this report. A categoriation based on identification of needs as expected or probable would assist the development of understanding of the problems faced by D.P.s, as well as suggest possible ways of addressing such needs (see Implications section).

In considering the following categories of needs, the researcher considered that a response of a majority number (i.e. six or more) indicated that future newly-appointed D.P.s may possess professional development needs in the area. A response from six of the D.P.s was deemed relevant in that the number represented over half of the total respondents. These responses, existed as themes in the perceived professional development

needs of the D.P.s or as sources of problems in the actual issues confronted. This analysis of the total bank of data was undertaken without reference to individual case studies. In analysing these responses, the author has further categorised the data into needs associated with (i)teaching and students, (ii)effective staff development, (iii)management and organisational skills and (iv)interpersonal skills.

Expected or Predictable Professional Needs

The expected or predictable needs have been delineated as those needs that appeared to confront a majority of the D.P.s and indicated in Table 12 below.

Table 12-Expected or Predicted Professional Development Needs

Expected or predicted professional development needs were indicated by expectations that the D.P.s would need to be able to display:

- 1-effective teaching skills and abilities and, in particular, the ability to:
 - *successfully satisfy needs of significant numbers of N.E.S.B. students(10);
 - *display possession of up-to-date teaching programs and practices (9);
 - *display a knowledge of students and educational psychology across the K-6 range (7);
 - *operate in a D.S.P. school with students from poor socio-economic backgrounds (6);and
 - *effective curriculum development practices (6).
- 2-effective staff development capacities and in particular, the ability to:
 - *address a significant number of beginning teacher and promotion aspirants' professional development needs (8);and
 - *develop and supervise human resources (6).
- 3-effective interpersonal relationship and management skills and in particular, the ability to:
 - *know exactly what support networks exist and how to access them (7).
- 4-administrative and organisational capacities and in particular, the ability to:
 - *satisfy an expressed need to set procedures, routines, etc. (7); and
 - *demonstrate a high level of organisational skills (6).

The expected professional development needs of D.P.s may be considered to be related to assisting them to develop the abilities and competencies that would enable them to display the skills or competencies in the areas indicated in Table 12. It was evident that the implementation of effective teaching skills was related to dealing with specific programs related to successfully satisfying the needs of significant numbers of Non-English Speaking Background students, operating in a school on the Disadvantaged Schools Program, meeting the needs of students from poor socio-economic backgrounds and displaying up-to-date teaching programs and practices. The D.P.s were seen as needing to possess effective staff development capacities that would assist them to accomplish activities as outlined in Table 12. These capacities were, in the main, concerned with addressing a significant number of beginning teachers and promotion aspirants' professional development needs. The ability to practise effective interpersonal relationship and management skills was in particular related to the ability to know exactly what support networks existed and how they could be accessed. The D.P.s' administrative and organisational capacities, as indicated in Table 12, focussed in particular on the ability to satisfy an expressed need to set procedures, routines, etc. and high level organisational skills.

The aforementioned professional development needs indicate that there was an expectation that the D.P.s were to

fulfil educational leadership roles and to be responsible for the improvement of the educational standards, in terms of teaching/learning situations through the development of human resources and the rationalisation of physical resources. It is also clear that the D.P.s were considered to be staff with the interpersonal skills and characteristics that would assist them to undertake the role requirements in a positive, effective and efficient manner that would enlist the assistance of staff through the implementation of the leadership role.

Probable Professional Development Needs

Scrutiny of the research findings revealed that, as well as the body of expected or predicted professional development needs which were indicated by a significant (greater than six) number of responses, there was also a body of responses which had a frequency of between two and five. These, were classified as indicators of probable professional development needs as their frequency suggested they might occur in other situations. Careful interpretation of the various individual responses often revealed that there were only subtle differences between them. For the purpose of this analysis, similar responses have been grouped together but the actual frequency of the responses as recorded represents the highest frequency accorded to the response that was considered representative of the group. It was indicated that each D.P. might need to experience professional

development to be able to display the listed abilities as shown in Table 13.

Table 13-Probable Professional Development Needs

Probable professional development needs were indicated by expectations that the D.P.s would need to be able to display:

- 1-effective teaching skills and abilities particularly, ability to:
- *meet the needs of a growing school population (5);
 - *display good teaching skills and knowledge of programming (5);
 - *undertake extensive curriculum and staff development (5);
 - *develop specific teaching/learning programs to meet particular needs such as talented and exceptional students(5);
 - *conduct situational and needs analyses (4);
 - *integrate special education programs (3);
 - *work towards and develop student self-esteem programs (3);
 - *display and utilise knowledge of the educational process (3);
 - *develop policy and curriculum (3);
 - *be an exemplary teacher (3);
 - *understand the curriculum development process and be able to convert the theory into practice (3);
 - *operate knowledgeably in a specific section of the school (2); and
 - *display understanding of and participation in the Effective Schools Program or various DSP school activities (2).
- 2-effective staff development capacities and in particular, the ability to:
- *bring a major change K-6 (5);
 - *exhibit and utilise expertise in adult learning methods (5);
 - *delineate roles generally (5);
 - *create roles for the position (5);
 - *undertake implementation of community involvement programs (4);
 - *provide motivation and develop morale (3);
 - *attend to the problems connected with teacher welfare and morale (2);
 - *plan and develop staff professional development practices (3); and
 - *know how to effect change (3).
- 3-effective interpersonal relationship and management skills particularly, the ability to:
- *manage time competently (5);
 - *communicate effectively, exhibiting positive interpersonal skills(5);
 - *manage their time, set priorities, and balance the teaching and professional development roles accorded to them (5);
 - *react to many small incidents, being available to help when needed (5); and
 - *exercise positive, effective personal qualities and public relations skills (4);
 - *communicate effectively (4);
 - *model effective time management (4);
 - *be a competent negotiator (3);
 - *be positive and motivated (2);

- *be flexible (2); and

- *deal with activities that resulted from the necessity to deal with 'near-crisis' situations (2).

4-administrative and organisational capacities and in particular, the ability to:

- *effect financial management and global budgeting (5);

- *display knowledge of various departmental documents or procedures (3);

- *undertake competent financial management (3);

- *know exactly what outside networks exist and how to access them (3);

- *display and utilise knowledge of departmental policies (2); and

- *be able to provide organisational expertise (2).

In the area of effective teaching skills and abilities, the data shows that the D.P.s needed to be able to be aware of and able to develop teaching/learning programs to meet particular needs. Overall however, responses in this area indicated that the D.P.s needed to be capable of leading staff to undertake schoolwide curriculum development programs based on the desire to meet the needs indicated in a school situational analysis.

The capacity of the D.P.s to undertake effective staff development was needed to effect major changes within the schools and to develop human resources of staff and community to do so. It appeared that responses indicating professional development needs in the staff development area were also related to those of implementing effective interpersonal relationship and management skills. In this area (refer Table 13) the D.P.s' needs were related to their abilities to manage time and priority setting to attain goals whilst competently effectively communicating with other personnel. Additionally, it was perceived that the D.P.s needed to be able to react to many small incidents and to be available to help whenever required, including to deal with 'near-crisis' situations.

The administrative and organisational capacities required of the D.P.s were related to their abilities to effect financial management and global budgeting, display and utilise knowledge of departmental policies and to know exactly what outside networks existed, along with how they could be accessed.

It was evident that a number of these responses appear very similar to those outlined in the area of predicted professional development needs. The amalgamation of the responses in this area, has resulted in them appearing to be very similar to those listed as expected and tended to be more specific.

In developing the abilities that they had accumulated the D.P.s mentioned that they had entered into a variety of professional development activities. These activities included participation in meetings and involvement in activities generally at the school level, with the D.P.s experiencing on the job and self-directed activities of both formal and informal kinds.

The responses collated and analysed in this area indicated once again, that the D.P.s' needs in terms of expected competencies and capacities suggest that the role is to be one of educational leader. It was noted, however, that the organisational and administrative needs delineated in this particular area of responses were indicated by similar responses to those collated in the predicted or expected professional development needs area.

Emergent Professional Development Needs of a Specific Nature

In considering the single response items, listed in Table 14 below, it was clear that a number of them appeared to be associated with the previously discussed professional development needs.

Table 14-Emergent Professional Development Needs of a Specific Nature

Emergent professional development needs of a specific nature were indicated by expectations that the D.P.s would need to be able to display:

- 1-effective teaching skills and abilities and in particular, ability to:
 - *display knowledge of students and teaching/learning K-6;
 - *be seen and to provide 'visual' leadership;
 - *be a source for student counselling, discipline and in particular, to deal with truanting students;
 - *be an effective teacher; and
 - *develop child-centred resources.
- 2-effective interpersonal relationship and management skills and in particular, the ability to:
 - *effectively communicate by exhibiting positive interpersonal skills;
 - *be positive and motivated;
 - *accept appraisal;
 - *understand and perform the Principal's roles;
 - *operate in an acting position;
 - *establish credibility in the new position;
 - *correct mistakes of others and/or assist with solving problems or conflict resolution;
 - *readjust thinking to implement the role;
 - *avoid stress caused by competing factors and role 'overload' as a result of attending to activities that were actually the responsibility of others;
 - *negotiate organisational systems;
 - *be informal;
 - *be involved in all areas of school life;
 - *control interviews with parents;
 - *develop a self-evaluation system; and
 - *avoid the role being changed and renegotiated.
- 3-administrative and organisational capacities and in particular, the ability to:
 - *engage in many minor interactions;
 - *have a knowledge of and an ability to implement financial management procedures and departmental policies and school documents;
 - *be a source to provide release from face-to-face teaching for others;
 - *be able to provide organisational expertise;

- *make decisions without access to all available information;
- *utilise consideration of legal implications of incidents; and
- *display adequate preparation.

In the area of implementation of effective teaching skills and abilities there were fifteen single responses that were different in nature or in terms of the circumstances from which they emanated.

Of the responses singled out for comment in Table 14, those in the area of effective teaching related specifically to the teaching/learning situation and to the ability of the D.P. to provide opportunities to other staff to see the D.P. operating with students. Of the eleven respondents, four occupied the position of D.P.(Primary) and consequently fulfilled a full-time classroom teacher's responsibilities i.e. being responsible for the teaching of a class. For these respondents to express these needs indicated that their roles were incompatible with the expectations others and they themselves held for it. The items mentioned within this group indicated a desire and expectation held of D.P.s to be educational leaders, proficient in aspects of the implementation of areas of teaching/learning programs.

The implementation of effective staff development capacities indicated that these capacities were to be used to develop particular categories of staff and to enhance the school development process. In all, there was a total of 33 single responses in this area. These indicated that the D.P.s obviously held or believed others held of them more diverse expectations

of what their role involved in the area of professional development.

The first two items mentioned in this section of Table 14 indicated specific competencies required of D.P.s in undertaking professional development, in that prior to assuming the role, they may not have had to provide professional development to either of these two groups of school personnel. Items three, four and five indicated a shift in expectations and responsibilities as they referred to the D.P.s' undertaking specific activities to launch the school on its development cycle. A number of the other expectations tended to refer to areas that were related to attitudes and values and therefore were representative of higher order professional development aims.

The utilisation of effective interpersonal relationship and management skills (refer Table 14) was needed to fulfil the needs indicated in this section. There was a total of 41 responses elicited in the area of interpersonal skills. Here, once again, there appeared to be a number of items that indicate that the D.P.s were not feeling 'at-ease' in their new roles. It would appear that, in these particular areas, the majority of the D.P.s were attempting to assist those groups that requested assistance. It also appeared that the D.P.s needed to have developed a 'mindset' to avoid being involved in activities that were irrelevant to the pursuit of their goals.

The implementation of administrative and organisational capacities indicated that the D.P.s were expected to perform a range of functions, either by creating the organisational conditions for others to operate, or to perform the tasks themselves. There was a total of 21 responses in this area, which were collated to provide an indication of the professional development needs as indicated in Table 14. The expectations and possible professional development needs arising from them once again indicated a need for the D.P.s responsible for the above responses to have been given a better understanding of their role and the administrative and organisational aspects that were part of it. Whilst the first two items could be considered as important, the third response, indicating the D.P.'s position as being one of 'releasing' others, would appear to be a misappropriation of expertise. The D.P.s responsible for these responses required professional development in both the development of their knowledge of and ability to organise and administer, as well as in being able to develop a role that would preclude them from undertaking tasks that could be undertaken by others at less 'alternative cost'.

The Ways In Which D.P.s Received Professional Development

The ways in which the D.P.s claimed to have received some form of professional development in the previously listed areas of need included numerous activities, outlined in Table 15.

Table 15-The Ways In Which D.P.s Received Professional Development

D.P.s claimed to have received some form of professional development in ways which included:

- *school level activities (including discussions with/feedback from a Principal;
- *individually initiated activities;
- *experiences in a particular curriculum area and practices, providing support to others;
- *enacting activities to develop staff;
- *negotiating roles and participating in executive meetings;
- *professional reading on a personal level;
- *working as or consulting a consultant;
- *meetings at the local level;
- *receiving information packages from various department sources;
- *development of a personal network;
- *being involved in an analysis approach to professional development activities;
- *undertaking personal evaluations;
- *undertaking courses on various topics;
- *developing ways to promote 'self'; and
- *undertaking preparation for and participating in inspection for promotion.

In seeking professional development, the activities listed in Table 15 indicate that in general, the D.P.s sought professional development at a level close to the school. This is important and would indicate that planned, programmed and implemented courses at the school, cluster and Educational Resource Centre level would be relatively similar to the unplanned, self-initiated and somewhat disjointed activities currently undertaken by D.P.s.

Conclusions

There was an obvious expectation of D.P.s to enact educational leadership roles within the schools surveyed. Additionally, it was found that there were certain corequisite

skills that were needed to assist the D.P. to attain the various goals that would ensure the achievement of educational leadership.

The professional development needs of the D.P.s also indicated a need for them to be able to delineate their position and role within the school, to set plans and to communicate them and to continue to operate in a mainly proactive manner.

Consideration of the Professional Development Needs Of Deputy Principals in Light of the Current Literature

The inschool professional development needs of D.P.s as delineated in this study are the results of what is thought to be the first investigation of this significant area of professional development of personnel involved in teaching and school leadership. The results indicate the needs of a relatively small but representative group of D.P.s in the Metropolitan South West Region of the NSW Department of School Education. During the data collection stage of this study the reader was reminded of the fact that the period between 1989 and 1991 was a period of great change for school leaders and especially for newly-appointed D.P.s. Under the recommendations of the Scott Committee of Review, schools were embarking on renewal plans, the system of promotion based on an interview process was being introduced, personnel within the department were perceived to be functioning in a 'state of excitement' not quite aware of the directions changes would take, security of

tenure was being 'threatened', senior personnel were being changed, powers (particularly budgetary) were being devolved to the school level, teachers' associations were questioning the changes in action and, whilst all of this was occurring, the Carrick Committee of Review had recommended important changes to teaching and specifically the curriculum. These were approved by parliament. The point to be remembered here is that whilst the literature has a vital role to play in providing insights into the analysis and interpretation of the findings, the era that was unfolding was bringing changes that would have impinged upon some of the theoretical issues. Additionally, the researcher considered that the changes occurring at the time constituted a context within which the possible professional development needs of D.P.s would further evolve.

In discussing the literature reviewed, the researcher noted that it was possible to utilise some of that related to the professional development needs of Principals as the D.P.s often assumed similar roles. This researcher found the two roles to be similar and that there is a 'blurring' of the boundaries in many areas, the two tending to be responsible for similar general areas of leadership and the differences appearing to occur in the specific responsibilities assumed by the individuals.

The researcher also perceived that the stages through which a D.P. develops could be seen as: aspiring to, preparing for and becoming familiar with, settling into, developing and preparing

to leave the role. Ratsoy et al. (1988), in suggesting the concept of internships for principals, also acknowledged the notion of leaders passing through stages in fulfilling their roles. The needs in terms of the competencies the D.P. is expected to be able to display will remain reasonably consistent as the D.P. strives to fulfil the role at the particular time. This study has, however, highlighted the fact that the optimum time for preparing a D.P. to undertake the role would appear to be prior to entry into the position, rather than during the early stages of undertaking the role.

The following analysis utilises the categorisations established in the Literature Review to maintain points of reference.

Personal Needs and Professional Needs-Complementary or Contending?

In considering the personal needs of the D.P.s and in comparing them with the needs as outlined by Scott (1987), it was clear that the needs were indeed complementary. Scott (1987), in identifying freedom from anxiety or threat, affiliation, self-esteem and self-actualisation, indicated needs that were present in an underlying and complementary manner to the professional development needs identified in this study. Of these needs, it would appear from the responses collated that to be free from anxiety or threat was consistently at the forefront

of the D.P.s' minds as a result of the problems that were either expected or actual.

There was not, however, a distinction made by any of the respondents between personal and professional needs. The researcher did not seek either clarification of these views or the separation of the needs. It would appear that the D.P.s considered that, within the workplace, they constituted a 'whole person' where all needs were part of their 'total needs'.

Scott (1987) proposed that the needs of teachers fall into categories of survival, consolidation and extension. The researcher expected that this study would reveal which of these two stages the D.P.s were operating in at the time. In one respect, the study did accomplish this in that the analysed data suggests that all of the respondents were in the survival stage. The author believes that, as a result of the limited period of data collection that occurred in this study, the D.P.s had not had the time to develop and refine their roles and, consequently, there was no opportunity for them to move into the consolidation stage of their service in the new role.

If it is accepted that Scott (1987) was correct in suggesting an extension stage to the period of service that would mark the point where the D.P.s begin to change their responsibilities and to complement their competencies, then it could be argued that the role renegotiation and changing that was occurring marked this stage. The researcher believes that this was not the case. In the case of the total group of

respondents, there was an ongoing expression of being 'manipulated' by the environment and those in it for a significant period of time. If the D.P.s were in fact expressing increased competencies and their desires to increase and alter their roles, then it could have been suggested that they were in fact moving into an extension stage. It was relevant that the roles being undertaken by the D.P.s often 'blurred-into' those that would normally befall a Principal, with the result that an opportunity to perfect the roles assumed did not appear to be available in the short term.

Allied with the problems experienced as a result of having changing role statements were those that resulted from having unstipulated roles and roles that were vague or not communicated to other staff. It was therefore disappointing for the researcher to note that none of the D.P.s had either progressed towards (or showed indications of progressing towards) the extension stage of the development of the role.

Professional Development in the Educational Setting

As noted in the literature review, professional development practices in the educational setting are different from those in commercial settings. Neal (1987) proposed that the educational setting is driven by complex and variable goals, consists of many parts focusing on different areas and is controlled by loose mechanisms as a result of the nature of education and the semi-autonomy of education. This researcher

found that the process of delivery of professional development reflects these assumptions in that activities to be delivered:

- 1-are based on a variety of factors to include the specialisations of presenters and the needs of participants with the latter attending for various reasons;
- 2-are organised on many 'broken fronts' with activities being applicable to both specific groups and individuals and/or groups across the educational spectrum; and
- 3-are available in different degrees to various personnel.

It must be noted that, in the subsequent devolution process since 1989, there have been noticeable differences in professional development activities. This may be because activities have been instigated at school, cluster, Educational Resource Centre and regional level at the behest of a variety of personnel such as interest groups, Principals, Cluster Directors and Assistant Directors-General (Region).

It was noted in the literature review that the researcher expected that, as a result of the nature of the educational setting, D.P.s would need to be able to:

- 1-'read', interpret, communicate and balance efforts towards goals;
- 2-understand the system and its sub-parts; and
- 3-utilise a mixture of faith and professionalism to lead groups within the school setting.

The data revealed that D.P.s do indeed need to be able to achieve the first two points listed above and that they have

significant professional development needs that are relevant to these competencies. It would appear, however, that the D.P.s are indeed working towards achieving and becoming competent in the first two areas whilst they are in fact, achieving the third competency and are providing leadership (albeit at times without the knowledge or assistance they believed they needed to provide in a competent and educational manner).

Cureton's (1983) study sought to delineate the role responsibilities undertaken by D.P.s in very specific terms. In comparing Cureton's (1983) findings with those of this study it was evident that the D.P.s did not view (and nor did the survey prompt them to) their roles as being broken into specific responsibilities. This author believes that this approach to undertaking a role that was general in nature was a result of the approach taken by Principals in orienting the D.P.s to their roles. Additionally, it appeared that, with the decisions being made by many D.P.s to pursue short-term goals and to operate in a reactive mode, by the completion of the study their roles had not been broken into specific responsibilities and expectations.

This researcher previously considered that Bozzer's (1985) investigation of the role problems that as a result of the reclassification of Infants Mistresses as Deputy Principals (Infants) might provide some insights into the problems faced by the D.P.s as their roles began to evolve in a system experiencing great change. On the contrary, the data has

indicated that there are not, as indicated earlier, only role problems that are relevant to D.P.s as a group. It appears that there are specific role problems that relate to the position of Deputy Principal (Primary) as the result of the position requiring the D.P. to often fulfil the responsibilities expected of a Deputy Principal (Infants) who would occupy a class-free position, and to also undertake the full-time teaching responsibilities of a classroom teacher.

In investigating the role of the Principal in the staff development process, Johnson (1984) found that the Principal's role is crucial. Johnson's (1984) findings are relevant to both Principals as the providers of professional development to D.P.s and to D.P.s as the providers of professional development to other staff. Whilst Johnson outlined strategies for enhancing staff involvement and the general constraints acting upon the Principal, his study did not fully explore the nature of the relationship that exists between the D.P. and the Principal with the Principal as the major source of professional development for the D.P. The researcher believes that in those cases where the D.P. assumes the responsibility for the delivery of professional development to other staff, then the same constraints and implications for involvement exist and act upon the D.P.. The data indicated that many of the D.P.s, in accepting the responsibility of providing professional development, were faced with the constraints arising from

factors such as the shortage of time, the need to develop professional relationships with the staff and the problems associated with delineating needs and building these into a realistic, realisable program.

In their analysis of the D.P. role as preparation for the Principalship, Greenfield, Marshall and Reed (1986) caution D.P.s to avoid becoming 'managerial-type' leaders. The researcher found that whilst the D.P.s in this study were aiming at delivering educational leadership, the events around them tended to cause them to lead 'reactively' and to begin to fall into the 'managerial-type' roles as suggested by these researchers. In developing their roles, it would be wise for the D.P.s to remember the caution provided by these researchers and to allocate time prior to assuming their new role to preparing a program that would enable them to lead, rather than react to others. It is suggested by the author that preparation for and practice in undertaking such a process should begin earlier in the aspirant D.P.'s career.

That D.P.s must as a group and as individuals be motivated and willing to work was highlighted in the expectations held of them both by themselves and by those with whom they operate. This finding supports a previous finding by Gilbertson (1986). Additionally, and in this researcher's view, more importantly, Gilbertson (1986) proposed that Principals needed to be supported along a continuous path of personal and professional growth. If the promotion of aspirants to the D.P.

position could be followed by promotion to the Principalship, then there is a serious need to ensure that D.P.s (in their aspirant, assumed or consolidation and extension role phases) are also afforded the benefits of an ongoing form of both professional and personal development. The data yielded in this research does, however, suggest that this is not happening in a planned manner.

The intention of the respondent group of D.P.s to undertaking a planned approach to the implementation of their roles was, in certain cases, hampered by an expressed need for professional development in the area of understanding and undertaking situational analyses. Instruments, such as those investigated by Rentoul and Fraser (1983), could provide the basis for the implementation of aspects of various programs (e.g. see Johnston and Deer, 1984 or Duignan, 1986) to improve the climate and effectiveness of the schools within which the D.P.s worked. Interconnected with this area was the expectation that, in many cases, the D.P.s were to assume the role of 'movers and shakers' in the development of school renewal or development plans. It is crucial that preparatory to undertaking this step, the D.P.s, as well as having a firm grasp of how to harness the human and physical resources of the school, should have developed a firm understanding of the components of effective schools and to ensure that their various school development plans are oriented towards the incorporation of these aspects into the schools' total operation.

In this research the author did not intentionally seek to approach the research on the basis of an ideology that was associated with human relations and resource management. Similarly, the author did not attempt to focus upon the importance of decision-making or the problem of defining administrative behaviour. The author, unlike Batchler (1981), considered that there was a need to approach this previously unresearched area in a very straightforward, pragmatic fashion. At the same time, the amount of data generated caused the researcher to focus upon the implications contained within it, rather than considering the socialisation process (Diederich, 1987) the D.P.s progress through or the degree of incorporation into the school environment (Hogue, 1981) the D.P.s had achieved and which had been studied with relevance to Principals in earlier studies (Hogue, 1981).

The data indicated that there has been a change in the nature of what was previously considered to be a D.P.'s role. Previous studies indicated that the D.P. focused more upon managerial-type roles that were directed towards providing service to and satisfying the requirements of a 'top-heavy' bureaucratic system. The current trend, however, requires the D.P. first to be an educational leader, but to promote the educational progress of the school through the entrepreneurial management of a semi-autonomous organisation. There has been an increase in both the quality and quantity of the demands placed upon many D.P.s according to the data and this supports Evans's

(1984) findings that the leadership roles in schools were undergoing change.

The previous studies by Sarros (1984) that illustrated a predominance of administrative non-educational and managerial functions hampered the practice of enterprising educative leadership by Principals, has to some extent been proved to be true for D.P.s. The researcher believes, however, that as the D.P.s in this study were in their period of induction to the new position, perhaps the efforts being devoted to ensuring the administrative prerequisites were in place would allow the D.P.s to undertake an increased educational leadership role in the later consolidation stage of their service as D.P.s.

The studies of Clerkin (1985) and Smyth (1985) have been supported by this study in that its results indicate that the D.P. role as it was being fulfilled was a poorly-defined stage in the preparation of the D.P.s for the Principalship. Similarly, there was a 'fading' of the two roles occurring, not as suggested by Smyth (1985) into roles of unimportance, but instead into one another, with both Principals and D.P.s fulfilling very similar role responsibilities.

The process of succession to the new position, as a form of professional development, as viewed by Ogawa and Smith (1985), was perceived by different personnel within the school in different ways. The author attempted to 'tap into' the perceptions of the D.P.s in this research in an attempt to better understand the way in which the D.P.s made sense of the

changes through which they were evolving. Hart's (1986) investigation into the various stages of the newly-appointed Principal's movement into the office enabled this author to delimit the study to that encompassing consideration of the pre-arrival and arrival stages of the entry of the D.P. to the role.

The valuable work completed by Augenstein and Konnert (1988) has ramifications for the findings in this study. These researchers were able to show that Principals had been affected by their previous learning and by their learning in the first periods of service in the new position. In applying this to the subjects of this study, the author believes that the D.P.s in their previous learning had adopted practices and beliefs relating to professional development which had taught them to some extent that professional development was an 'experience' which grows out of daily activities. Therefore, they needed to focus on the concept of professional development activities as something to be achieved in a planned and programmed manner. Unfortunately, it could be expected that these D.P.s may, as a result of overload, encourage others to develop along the same lines, thereby perpetuating a less than satisfactory approach to professional development. The study by Augenstein and Konnert (1988) also indicated that the two major influencing systems that affected Principals were the central office and the peer group. With regard to professional development, the major source that appeared to affect the development of D.P.s were their

peers and, to a greater extent, the demands made upon them within their daily school operations.

The role performance and actions of newly-appointed administrators were seen by Daresh (1987) as being critical aspects of beginning principalships. This author found that the role expectations and the desires of D.P.s to meet these expectations were critical aspects of the beginning phase of newly-appointed D.P.s.

The concept of a mentor - a need highlighted by this study - was proposed by Hersey (1986) as being of importance for Principals. Hersey (1986) also proposed a set of skills for Principals to develop. This study, like Hersey's, suggests that the skills needed to fulfil a new role can be developed prior to entering duty in the new role. Complementary to these findings were those by Blum, Butler and Olson (1987) who found that there was a visionary approach to leadership. The findings in this study indicate that, although the D.P.s aspire to and strive towards providing educational leadership, they needed to be able to develop long-term plans that would encompass their actions in the pursuit of the school's total development plan.

Prior to undertaking this study, the author gave consideration to the view proposed by Macpherson (1984) that the use of role expectations as a basis for inquiry was questionable. The author would argue that the D.P.s do have role statements (either explicit or implicit) and role responsibilities and those with whom they interact in the school

situation have certain expectations of them. In terms of attempting to identify the professional development needs these D.P.s might have, the perceptions they had of the expectations others had of them, interwoven with their perceptions of the actual problems they encountered, were relevant indicators of possible professional development needs.

The D.P. as Staff Evaluator

The D.P., as a senior school leader, was expected to be responsible for a significant part of the adult learning that would occur within the school. The author found this to be so and, as a consequence, Popham's (1988) belief that any administrator undertaking evaluation of staff will require a repertoire of skills that can be employed was found to be correct. As a result, the professional development needs that were reflected from the expectations others had of the D.P. as being someone able to work with and assist others would necessitate the D.P.'s possession of a working knowledge of and ability to utilise adult learning theory.

Leadership and Power

The author believes that Stimson and Applebaum's (1988) contention that power can be used as an ability to provide a basis for the direction of an organisation was confirmed in a number of the case studies. Several D.P.s were meant to utilise the power of their situation to establish their relative

positions within the schools, along with the roles and positions of others. Additionally, several D.P.s, as a result of having devolved power to lead both human resource development and coordinate the undertaking of the school development plan, had been placed in the most powerful educational leadership position within their respective schools. Unfortunately, this study did not have sufficient depth in terms of the D.P.s' use of power to investigate whether the D.P.s utilised personal or positional power, but the author believes the majority of D.P.s, in attempting to develop their competencies, were interested in employing personal power. As a natural outcome of their desire to utilise and develop personal power, the D.P.s had revealed an overwhelming desire to develop consultative, collaborative leadership and to practise shared decision-making. The development and implementation of many professional development practices, when discussed, concentrated on the development and enhancement of the staff concerned in a way that developed the power bases of all concerned.

The Instructional or Educational Leadership Role

As discussed previously, the implementation of the traditional role of organisational functionary (Hanson, 1985) was avoided by the D.P.s. Instead, following on from Hanson's (1985) views, the D.P.s strived to implement a role that provided a direction to the school (even if the vision was at most times 'blurred', the parameters were, in most cases, set)

and attempted to do so exercising a noncoercive leadership. In so doing, the D.P.s were attempting to implement an educational leadership role. The work of McCorley (1997) would appear to indicate the further directions that the D.P.s should strive towards. To fully implement their educational leadership role they needed to be able to present their vision for the school (as a wholistic view, including ideas and values, beliefs in human potential, educational philosophy, futures for students and other relevant points) and to build this into the communal vision or to build a communal vision around it.

In terms of visionary leadership, the D.P.s possessed the energy, thought, enthusiasm, perseverance to assist, spirit of consideration, desire to serve and self-discipline as proposed by Bradley (1987), but they had not fully demonstrated their ability to articulate their vision to others. The D.P.s had been developing followership, but as a result of their not having yet articulated their vision to others, the directions they were pursuing could only have been surmised. This inability to present a vision, once again highlights the need for the D.P.s to have a formative time prior to entering the role to actually consider their beliefs and values and to develop a method to articulate such clearly, succinctly and convincingly to others.

The implementation of Sergiovanni's (1987) leadership forces by the D.P.s varied between respondents and throughout the total group. As a group, the D.P.s utilised:

- 1-the technical forces necessary to achieve the educational

leadership role poorly, in that they were not planning the implementation of this role clearly;

2-the human forces to some advantage, but were hampered by their roles which required them to attend to many duties, whilst still not fully aware of the human resources at their disposal;

3-the educational forces through exercising their knowledge well;

4-the symbolic to a lesser degree by being predisposed to handling emergent issues; and

5-the cultural forces to the least advantage as a result of diverting efforts to short-term issues and as a result of not being fully conversant with the school and its culture after serving a period of only ten weeks in the role.

In considering the D.P.s' ability to utilise and implement activities related to the forces identified by Sergiovanni, it is important to remember that this study was delimited to the first ten weeks of service in the new role, and this may have limited their ability to utilise these forces. Additionally, this analysis highlights the need, once again, for the D.P. to be able to plan and to develop a thorough understanding of the school prior to entering the new role. The research available on the benefits to be gained through the development of strengths in the various areas of technical and instructional leadership indicates that D.P.s should be able to develop and exercise

competencies in these areas in a manner that is best suited to the school environment.

The findings of this study support those of Gersten and Carnine (1981) in that the D.P.s as school administrators did not perform the instructional leadership role well. Murphy's (1987) findings that the school administrator's attention is often diverted from the matters other than curriculum and instruction as a result of having to attend to technical matters were relevant to the D.P.s under consideration, but it needs to be added that the D.P.s in this study could have had many of the technical matters attended to by their Principals as they were delegated the responsibility for educational leadership. Also of relevance in this area was the fact that, as Murphy (1987) found, Principals did not meaningfully supervise teachers or attend generally to educational leadership activities. For the D.P.s it was evident that many of them also were not supervised or professionally developed by their Principals.

Barriers to Implementing an Educational Leadership Role

In this aspect, the findings of Murphy (1987) were again pertinent in that the competing factors of conflicting demands had caused Principals to fail to practise educational leadership and in the case of this study, the D.P.s had, as a result of responding to the conflicting demands, not developed their educational leadership plans, thus failing in this area. Murphy (1987) went on to suggest that barriers to full implementation

of an educational leadership role would include poor training, misunderstandings regarding curriculum, poor coordination of activities at a local level, diverse roles and the impact of various constraints. Everyone of the previously listed barriers was seen in the total group of respondents, indicating a similarity between the findings in both this and Murphy's studies. It would appear that, in the case of the D.P.s, the greatest barrier arose as a result of poor training and in a time of devolution and change, a lack of coordination at the local level.

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

Johnson's (1987) research, which highlighted the dependence on a dominance of perceptions in all educational research, supported this researcher's decision to attempt to survey the perceptions held by various respondents and to investigate the professional development needs implied in their responses. Wherever possible, the matching of these perceptions with fact, either through the production of a written role statement, via the discussion of a particular incident or the development of a particular skill, was undertaken.

The D.P. Position as Preparation for the Principalship

In undertaking this study, the researcher believed that the D.P. was essentially a Deputy who would make decisions on behalf

of the Principal when required to so do. The D.P. as the next-in-line in seniority could be expected to perform all of the functions of the Principal without prior notice. It was necessary to consider that as a Principal (Relieving) the D.P. might have to cope with possible responsibilities that a Principal might have, including an expanded decision-making arena, administrative complexities arising from the devolution process, assisting staff in the change process, maintaining a school focus on teaching and learning, opening the school to the community and developing a system that would free the Principal to attend to other matters. Whilst no D.P. undertook a Principal's role for any period of time, a careful review of the findings revealed that all D.P.s were affected in at least one or more of the ways listed and that these had affected the implementation and fulfilment of the role of the D.P.

The Needs of Other Teachers

The D.P.s in this study supported the study undertaken by Scott (1987:in Hughes) in that their needs in the area of professional development were represented on the continuum of needs expressed by teachers generally. Whilst the D.P.s provided responses that indicated their needs were on the continuum suggested by Scott, they did not indicate a consistent hierarchy of such. The D.P.s were, as suggested by Scott (1987), expected to provide professional development to a group or groups of teachers. This expectation was common to the sample as a whole.

The D.P.s were expected to be flexible and adaptable (as proposed by Moore, 1983 in Hughes, 1987:80); they were expected to respond to the needs of teachers and to provide programs that were designed to satisfy their perceived needs.

The area of staff welfare, and in particular, the ability of the staff to accept and work with changes in a devolving system would need to be, as suggested by Kanter (1985), an area of school life in which the D.P. would need to be able to assist other staff to accept and work within the proposed changes.

The Needs of Teachers in Administrative Positions

The findings indicated that the D.P.s needed the ability to implement appropriate managerial skills and to be strong in human relations, supervision and communication, thereby supporting the earlier work of Moore (1987 in Hughes, 1987:83). Contrary to Moore (1987), however, this study did not support the finding that these competencies were acquired as the result, in many instances, of participation in courses at tertiary institutions. Instead, these were developed as a result of participation in courses at the local school level and 'on-the-job' experiences. The findings were, however, congruent with Moore's (1987) study in that in many circumstances the D.P.s sought development in specific areas after appointment and through specific inservice courses. The D.P.s were shown to be leaders of people, as suggested by Moore (1987), but were also

shown to be in need of development in the areas of research activities and in providing visionary leadership.

The D.P. Position - The First Few Months

The concept of satisfying specific professional development needs within the school setting was proposed by Ratsoy et al. (1988) as part of an induction process suggested for Principals. The findings in this research suggest that a similar need exists for D.P.s, but the author maintains that the development of the competencies required to fulfil the position should be undertaken prior to assuming the position and that the induction process should be a period that would essentially facilitate the D.P.s' bringing the competencies 'into play' in the school setting. The professional development activities to be undertaken prior to assuming the position would need to address the areas of need as expressed by D.P.s and would, according to the findings in this research, encompass areas such as:

- 1-teaching and curriculum skills;
 - 2-communication and interpersonal skills;
 - 3-management and administrative skills;
 - 4-personal qualities;
 - 5-the D.P.s' abilities to develop others professionally;
- and
- 6-consideration for the role, strengths and areas for further development.

The Criteria for Assessment - The General Selection Criteria

Whilst not a specific example of literature developed as a result of research, the publication of the General Selection Criteria by the Department of School Education has relevance to this study and the professional development needs of teachers. The six general criteria relate to all executive positions in schools and are addressed by Principals in preparing reports on Assistant Principals and D.P.s who are seeking promotion to a higher level within the Department. The degree to which each applicant is expected to demonstrate a capacity to fulfil each criterion and the relative importance of each of the criteria is considered to vary according to the level of position sought and the particular requirements of the position.

Since the data collection stage of this research, the process of devolution has progressed significantly. Applicants for D.P. positions need to go through a merit selection process involving the submission of a curriculum vitae outlining their ability to fulfil the six general criteria and if they are 'short listed', to attend an interview where further exploration of their competencies and past experiences are explored.

The six general criteria therefore have special significance to the way in which D.P.s are assessed and hence affect their perceived professional development needs. The six general criteria in which D.P.s (and aspirant D.P.s) are expected to demonstrate their competencies are:

- 1-Demonstrated leadership skills with a capacity to initiate improvement;
- 2-Evidence of personal qualities which indicate sensitivity, enthusiasm and confidence in educational settings;
- 3-Proven ability to communicate with students, teachers and parents and the community. Success in resolving conflict. Particular ability to consult, negotiate and liaise effectively with groups and bodies outside the school;
- 4-Record of successful teaching experience and curriculum development. Ability to develop and monitor high educational standards;
- 5-Ability to develop personnel, achieve effective staff performance and demonstrated commitment to equal employment opportunities and the merit principle. Sensitivity to issues relating to the employment of disadvantaged groups; and
- 6-Evidence of well-developed organisational and administrative skills and the ability to manage resources.

The findings in this study indicated that D.P.s are willing to acknowledge their perceived professional development needs in these areas and to work towards satisfying them. The author believes, however, that the general criteria stress in some ways the outcomes of actions. The D.P.s in the survey tended to refer more to processes, rather than to the achievement of specific outcomes.

The general criteria may have added to them specific criteria relevant to any advertised position. This would indicate that as well as having professional development needs relevant to these general criteria, it would be wise for D.P.s (and aspirant D.P.s) to undertake professional development that is both performance and personal oriented. They need to develop a 'personality' that would assist them in the seeking of a new position or in the fulfilment of the role attained.

A Culmination and Possible Recommendations

The author believed that one of the outcomes of this research would be the collation of a body of information from which it would be possible to extract topics for the development of an inschool development process for D.P.s. In proposing a program for the professional development of newly-appointed D.P.s, the author considers that it would be necessary to refer to the issues developed by Lusthaus (1985), Edwards (1983), Murphy (1984), Hoadley (1986), Hallinger and Murphy (1987) and Batten (1984).

Conclusion

This chapter has sought to compare the findings of this study to the literature reviewed earlier. In so doing, it has been possible to find parallels with earlier studies. It has also been shown that some of the findings in this study do not approximate those of other studies and therefore, these findings