CHAPTER ONE

THE BACKGROUND

Introduction

The research project reported in this paper was an exploratory study. The study had as its outcome, identification of the various issues encountered by newly-appointed Deputy Principals (abbreviated to D.P.s) during their first term of service in their new positions. This study has identified the expected and anticipated issues and incidents addressed by D.P.s., along with those that were emergent and unanticipated. Data was analysed to identify common issues and their relevant importance to the personnel and the situations involved. This project was important as the analysed data will enable recommendations for the in-school professional development of D.P.s to be made to both the Regional Principals' Council and to the Regional Primary Executive Professional Development Committee. It is suggested that the main outcome of this study is a greater understanding of a range of issues that affect D.P.s. A peripheral outcome, it is hoped, will be to continue to stimulate thinking about the way in which the professional development of D.P.s can be improved. The implementation of any professional development program (pre and inservice) should in turn lead to the improvement of the professional competence of D.P.s in primary schools of the Metropolitan South-West Region

of the N.S.W. Department of School Education. In the long term,
originating from the knowledge of the profesional development
needs of D.P.s, will be the implementation of professional
development activities and an anticipated increase in the
effectiveness of the D.P.s involved. The end result of the
implementation of inservice professional development activities
based upon the needs identified in this study will be the
delivery of improved and more effective leadership patterns
within schools.

Purpose of the Study

The purpose of this study was to identify the inservice
professional development needs of newly-appointed D.P.s in their
first three months of service in their new position.

Historically, applicants were appointed to the position of
D.P. in a primary school on the basis of their past performance
in different environments. In the performance of their duties in
their newly-appointed position they may be confronted by issues
and asked to fulfil role expectations, for which they may not
have been adequately professionally developed. A D.P.,
therefore, may assume a substantive promotion position without
the provision of pre-service education, adequate induction or
inservice education and may additionally be expected to perform
many of the tasks that were previously performed as part of a
Principal's role. The additional tasks allocated to D.P.s may be
attributed to various causes. It was expected that increased

demands placed upon Principals, and the need for Principals to give D.P.s experience in roles that would assist them to assume a Principal's role at a future time, would lead to increased tasks for D.P.s to complete.

Directions for the Research

To achieve the research objective, it was necessary to identify:

1-any factors that may have been particular to a certain school's setting or situation;

2-the issues, roles and role expectations held for newly-appointed D.P.s by a) the D.P.s themselves, b)their principals, and c) other staff of the schools, along with the competencies perceived as required to fulfil the roles successfully;

3-the pre-service professional development activities received by newly-appointed D.P.s;

4-the issues that confronted newly-appointed D.P.s in the first three months of service in their new position;

5-the D.P.s' expressed perceptions of what they considered their professional development needs to be; and

6-the extent of professional development activities delivered to newly-appointed D.P.s (in the first ten weeks of service in their new position), to assist them to fulfil the role expectations made of them or the issues which they confronted.

The Research Outcome

The author considers that this study has enabled the collation of data that identifies a range of professional development needs that were shared by a group of D.P.s and, similarly, a range of professional development needs that were unique to particular D.P.s or to particular situations in schools. Based on these findings and their analysis, it would be possible to make recommendations regarding in-school professional development programs designed to satisfy the needs of and to assist the professional development (both pre and inservice) of D.P.s awaiting appointment to or being newly-appointed to a substantive D.P. position.

Rationale

The realisation of the major problem outlined, of the sub-problems within it and the subsequent development of this research project were the result of the author's cumulative personal experiences and involvement in the area, both on a practical and theoretical level. Within the N.S.W. Department of School Education there is a policy which encourages personnel to strive to achieve excellence. The existence of this positive appoach has important consequences, especially for those personnel who, like D.P.s, have an additional responsibility to provide educational leadership for a wide range of teachers within schools.

Whilst a variety of factors can be considered to be responsible for precipitating changes that require study, the author considered the most important that have affected the D.P.'s role to include: increase of participatory decision-making; emphasis on staff development; emergence of findings on effective schools; virtual cessation of inservice activities for D.P.s; promotion on merit of personnel at senior in-school management level; increased devolution of power to the school level and a greater realisation of the need to take account of the persons involved in schools and the activities that link them. These changes are, to a large extent, the result of the N.S.W. Department of School Education's program of change and development as outlined in 'School Centred Education' (Scott, 1990). Considered on a 'global' basis, there has been a shift away from administration and management as a means of 'driving' an educational enterprise and, as a consequence, a move towards school leadership patterns that are 'vision-driven' with the educational leadership and professional development of people, their commitment, professional abilities and attitudes as a central aim and process to school leadership activities.

In N.S.W. many changes have also been brought about as a result of changes within the N.S.W. Department of School Education. The role/s of D.P.s in the 1970s were limited to a very narrow range of managerial-administrative duties and some teacher development (e.g. as proposed by the N.S.W. Dept. of Education's "Supervision for Deputies."). Since the early 1980s

there has been a continuous development and expansion of the D.P.'s role brought about by the issuing of departmental documents and policies(e.g. Corporate Goals; Agreed Statement of Principles; The Values We Teach).

In developing the focus for this study, the author considered that D.P.s perform the role of senior school administrators. Based on this assumption, it was possible to consider that if D.P.s were to take a leading role in the school development and educational leadership processes, then perhaps some of the literature on effective schools would provide guidance as to the role and hence possible professional development needs of the D.P.s concerned. This stance was reinforced by the proliferation of effective school philosophies and practices being developed in N.S.W. and the increasing emphasis being given to the concept of self-managing and self-developing schools.

As the effective school literature referred to in the literature review in this report cites leadership and its facets as an important aspect of the total process, the DP may be considered as the penultimate school leader in terms of the hierarchy that existed in schools at the time of the study. Additionally, in viewing the D.P.'s role in this way requires consideration of the deeper issue of what constitutes leadership, both instructional and effective.

The Context of Professional Development

Information to assist the development of professional development activities designed to satisfy the needs of D.P.s could be obtained via both formal and informal needs assessments (Marshall et al., 1982). This study sought to utilise the results of these assessments to provide recommendations upon which activities could be planned and implemented. The author, as a result of personal experience, believed that schools should:

1-determine in consultation, the needs of the D.P.s and priorities for the school;

2-encourage and provide opportunities for the D.P.s to grow professionally via provision of a wide range of activities;

3-construct and implement flexible programs to enable changes to respond to emergent needs over time and

4-document activities and their effectiveness.

In examining the total sphere of contextual pressures, it is necessary to consider the realm of professional development and current theories of education that are to be implemented in schools. As D.P.s are intended to act both as educational leaders and professional developers of others, and as their role as principals will involve them in nurturing the skills necessary to implement professional development, it is necessary to consider the role of a principal as a professional developer.

For D.P.s it will be far easier to 'release' staff to
achieve professional development goals (Chapman, in Hughes,
1987:141). However, the implementation of such a role requires
D.P.s to have the ability to 'let go' of certain areas and to
empower others to carry out duties in these areas. When working
with others, such professional developers must (according to
Klopf, 1974), be able to:

1-use themselves as 'enabling' resources and be able to work
effectively with adults;

2-encourage staff to express their individual problems and
needs;

3-elicit and make use of other staff members' ideas and
suggestions and

4-provide release time and support when required.

As a professional developer of this type, the D.P. must also be
a learner and be seen as being 'knowledgeable' by others.

In recent research, Duignan and Johnson (1984) found that
principals (and hence, D.P.s fulfilling an educational
leadership role) should implement certain actions and practices
that will include:

1-announcing expectations (to develop collegiality and
enterprise);

2-enacting expectations (to model the expectations);

3-sanctioning behaviours (to reward announced expectations that
are displayed);

4-sanctioning protecting (to protect initiatives and provide support);

5-encouraging staff involvement (to promote morale and enthusiasm);

6-evidencing availability and approachability (to be visible and willing to talk to staff about their practices);

7-socialising (to be part of the informal and formal staff interactions);

8-facilitating enterprise (to assist staff to experiment and develop); and

9-being aware (to know exactly what is happening in classroom practices within the school).

The D.P. charged with the role of professional developer of one or more staff then becomes both a 'doer' of professional development and a 'model for' professional development. It can therefore be expected that any D.P. aspiring to implement this role will need to be aware of the competencies involved in successfully implementing such a role and then being able to enact these competencies.

The D.P.s' Role in Organisation and School Development

The publication of 'Quality of Education in Australia' (Karmel, 1985) outlined the need for effective professional development in schools. This report clearly outlines the need for:

1-participation (Karmel, 1985:48);

2-coordination (Karmel, 1985:128) and

3-whole school activities (Karmel, 1985:128 and 195-6).

The development of the concept of 'self-renewing schools' as proposed in the Scott review, has necessitated the need for D.P.s to work within a school and, to achieve the development of the school as an organisation. Such a self-renewing, self-correcting school would be responsive to and adaptive to the need for change. Such a school would operate in a way that would enable the staff to provide the highest quality of education possible to students within. Staff would participatively make decisions, and continually evaluate their own goals which would in turn make full use of the interests and expertise therein. The D.P. in a school of this type would need to enact educational leadership behaviours that would provide both a visionary guide to where the school was headed and at the same time, provide the daily managerial and technical functions that would assist the organisation to realise its goals.

To achieve the aims of organisation development and to lay the basis for the existence of a 'self-developing' school, the educational leaders within the school would need to be able to:

1-know how to approach the concept and develop the commitment of others to it;

2-undertake and involve others in data gathering and analysis;

3-provide feedback that would provide guidelines and directions for further development;

4-educate staff to develop their competencies and

5-develop others to undertake ongoing follow-up and evaluation.

According to Mulford (in Hughes, 1987:240), a successful organisation development program will:

1-focus on self-study structures and the individuals within the organisation;

2-develop commitment;

3-involve an increasing number of staff in the process in an 'empowered' way;

4-be developed over years;

5-work through carefully planned stages;

6-eventually become 'a way of doing things around here' and

7-develop an independence and interdependence amongst staff.

D.P.s In N.S.W.

This study, essentially exploratory in nature, was an attempt to investigate an area of educational administration that has not had the benefit of comprehensive, previous research. This especially applies to Australia and, most importantly,to N.S.W. The study, in addition to exploring the areas outlined, has complemented anticipated regional initiatives in the area of development of middle management expertise. The results of the study contain the data essential to the development of further understanding of the vital, yet neglected role of the D.P. in primary schools.

D.P.s in the Metropolitan South-West Region

In 1988, Metropolitan South West Region was identified as being the largest Region in N.S.W. in terms of numbers of teachers and students. Additionally, it was recognised as having the greatest number of probationer/beginning teachers. At the upper range of the in-school hierarchy, the region experienced (and still experiences) a consistent and extensive turnover of staff. Consequently, in-school leaders have often performed their duties in the acting or relieving mode as outlined earlier, or as newly appointed D.P.s. The culmination of these factors has meant that forces of stability, cohesion, proven experiences and proactive planning are often lacking, thereby hindering the achievement of educational aims.

At the Regional level, during 1988, professional development programs designed for newly-appointed lower middle range executives were implemented. In 1989, the involvement of a number of key personnel, along with members of professional development groups, was to provide a support and development network that was relevant in both time and circumstance to those teachers fulfilling the role of D.P.

The D.P.-Creation of the Position.

At the time of this research, the position of D.P. was created only in a school when the number of children enrolled in classes from Kindergarten to Year Six exceeded a total of 450.

The position may also have been created in a number of other special circumstances.

Promotion to the D.P. Position

Within the N.S.W. Department of School Education, promotion to the position of D.P. may have been achieved by eligible applicants in a number of ways. The following three examples serve to outline the possible avenues that were open to applicants.

Example One

The applicant: ,

1-had previously served as an Executive Teacher and then as an Assistant Principal and sought further promotion after serving for at least a period of two years as Assistant Principal;

2-was inspected and assessed a)by an external assessor (Inspector of Schools) for a period of four days and deemed to have been worthy of a further visitation/inspection by either the Assistant Regional Director or the Regional Director of Education

b)by an Assistant or Regional Director of Education and deeemed worthy of placement on Primary Promotion List Three;

3-applied for promotion and was granted a Comparative Assessment interview where, after interview/assessment, the applicant was placed on a ranked list of D.P.s.;

4-submitted a list of schools where a D.P. position may have

become available in the following year and where the applicant

was willing to serve;

5-received an offer of a D.P.'s position in a school, accepted

the position and entered on duty there.

Example Two

The applicant:

1-was serving as an Assistant Principal and had not had the

opportunity to apply for or undergo a formal inspection as

outlined in Example One;

2-applied for the position of Acting D.P. via written

application and in response to requests for eligible teachers on

Promotion Lists Two (Infants and Primary), applied for positions

in nominated schools(published in the Education Gazette) which

would, for various reasons, have had vacant D.P. positions to be

filled by teachers who had qualified for promotion, as outlined

in Example One;

3-was recommended by the relevant District Inspector and a

senior regional officer;

4-was appointed as Acting D.P.. During the second year of

service the incumbent would have then undergone a formal

assessment (as in Example One), but would not undertake the

Comparative Assessment procedure.

Example Three

The applicant:

1-was serving in a school as an Assistant Principal (possibly in
the first year of service in the position) and the incumbent
D.P. was unable to perform duties as normal (e.g. the Principal
could have taken leave and the D.P. was Relieving Principal);
2-as 'next-in-line' was promoted to the position of Relieving
D.P. for a period of time.

Conclusion

The examples cited allow inferences to be made regarding
the wide range of previous experiences, skills, attitudes and
abilities various categories of D.P.s might have brought to the
different situations in which they served.

Definition of Terms

The following definitions refer to terminology which has
been used throughout this research report. These definitions are
specific both to the time at which the research was conducted
and with regard to this research project.

1-The Deputy Principal
The N.S.W. Department of Education has defined a D.P. as: "a
teacher, appointed as such , who is the Deputy to the Principal
and who acts as a substitute in the absence of the Principal (or
any other D.P.) and is required to assist generally in the

management of the whole school. Additional to this definition, the Department in a community education document, outlines the D.P. "as responsible for the day-to-day running of the school."

2-An Issue

An issue was considered to be a force which influenced a D.P. to give consideration to its effect and possibly to undertake further action as a consequence.

3-A Role

A role was considered to be the actions taken by, or expected to be undertaken by, a D.P. in the work environment.
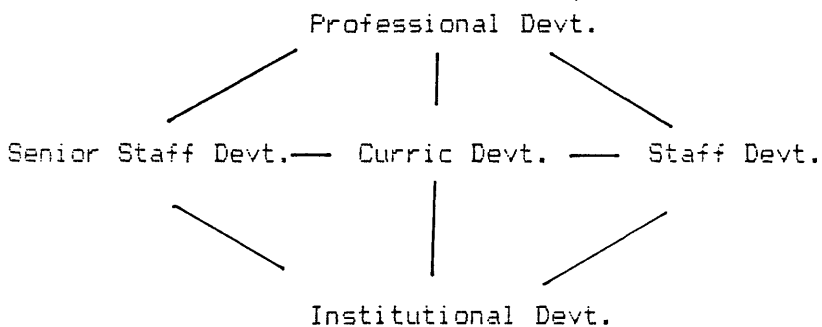
4-A Role Expectation

A role expectation was considered to be the behaviour, attitude, values, skills expected of a D.P. either by the D.P. or by others. The role expectation of any D.P. was seen as embodying a number of responsibilities that were to be attributed to the D.P. with the acceptance of appointment to the position.

6-Professional Development

The term ' professional development' was the centre of much debate in a Tasmanian Education Department evaluation in 1983-85 (Docker, Fisher and Hughes, 1985). The evaluation found that teachers tended to ascribe a number of broad meanings to the term. Additionally, the evaluators were guided by the fact that any meaning of the term should embrace personal as well as professional growth as most teachers perceived these two aspects

to be closely interrelated. The evaluators adapted (from Morant, 1981) a definition that considered that professional development, through activities designed to attain goals, aims to increase teachers' knowledge of, understanding of, and expertise in their professional work. The aim and direction of professional development is clearly evident in the aforementioned. Goddard (1985:237) considered the context within which professional development is practised and defined the nature of the interrelationship of elements in a professional development network thus:

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                    Professional Devt.

              /          |          \
            /            |            \
Senior Staff Devt.— Curric Devt. —— Staff Devt.
            \            |            /
              \          |          /

                  Institutional Devt.
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Whilst Goddard considered that the above diagram pertains specifically to educational systems as entities, the author considers that the elements outlined are all part of the network that exists within schools and which consists of elements that are inextricably linked as independent and interdependent aspects of the total school system.

It is relevant to note, however, the broader context the Commonwealth Schools Commission (Karmel, 1973) gave to this

term, when, in 1973, it defined professional development as 'all the planned experiences which a qualified teacher may undergo for the purpose of extending professional competence.'

Professional development is defined by the author as both a product and a process, as a result of which, the recipient is engaged in effectively learning those skills, behaviours, attitudes and knowledge which allow a school administrator to fulfil duties, specific to assigned roles and responsibilities, in an effective and improved manner.

7-The Terms Valid and Significant.

In this report the term 'valid' is used to refer to data that is strong or appears to be well-grounded and able to be relied upon. The term significant is used to refer to the frequency of responses of a particular item of data and indicates that the item mentioned has been amongst the items with the greatest frequency of responses in the area under consideration.

Aims

This study had three major and a number of minor aims. The minor aims to be pursued were related to and were essential parts of the major aims.

Major Aim 1

To identify the professional development needs of newly-appointed D.P.s

The minor aims related to the identification of professional
development needs were to:

1-identify the range of pre-service professional development
activities provided for D.P.s.

2-identify the professional development needs of D.P.s based on
the data collected and collated in the issues and role studies.

3-establish a recommended set of topics that could provide the
basis for a professional development course to satisfy the needs
identified in the areas of roles and issues addressed.

Major Aim 2

To establish professional development needs through an analysis
of: school settings, principals' expectations, D.P.s'
perceptions of their professional development needs and issues
or problems faced by D.P.s in their first few months of service.

The minor aims related to issues were to:

1-establish the issues confronted by a sample of representative,
newly-appointed D.P.s during their first term of service in the
new position.

2-delineate issues common to the sample.

3-assess the ability of the new appointees to anticipate and/or
adequately handle the issues.

4-delineate issues specific to certain situations.

5-specify origins of issues to enable them to be attributed to
the incumbent, the situation or other persons.

Major Aim 3

To analyse factors that may affect D.P.s (i.e. roles and role expectations) and which could be addressed via the delivery of a professional development course at the in-school level.

The minor aims related to expectations were to:

1-establish the role expectations of D.P.s as perceived by principals.

2-establish the role expectations of D.P.s as perceived by D.P.s.

3-assess whether or not there are variations between role expectations prior to and subsequent to assuming the D.P. role.

4-delineate role expectations common to the sample.

5-delineate issues specific to certain situations.

CHAPTER TWO

THE RESEARCH PROCEDURE

Limitations of the Research

The research outlined in this report is limited in a number of
aspects and for a variety of reasons. The research was limited
in that its findings are relative to data collected at a certain
time. The aspect of time may in turn bring the replicability of
the findings into question. The research was further limited in
that the researcher was restricted in terms of the amount of
time available to conduct the project. As a result of the time
constraints, methods employed were as time-effective as
possible. Further limitations occurred during the data
collection stage when the researcher had to rely on the
respondents and their ability to record relevant data.

Delimitations Applied

The research had been delimited in a number of ways, both to
adapt it to the purpose and to ensure it was manageable. It was
necessary to delimit the investigation of professional
development needs to newly-appointed D.P.s as they appeared to
have needs different from those of other D.P.s because of their
inexperience. It was further necessary to delimit the group of
participants to between eight and twelve to ensure the generated
data were manageable. The study was restricted to Metropolitan
South West Region. This region was not only very large but also

different from other regions in terms of turnover of staff,
school populations served and the generally changing nature of
the region. The selection of D.P.s was set at a maximum of one
from each of the inspectorates within the region. Unfortunately,
due to changes in staff, school population sizes and access to
respondents, it was not possible to obtain information from
respondents in each inspectorate. Instead, the respondents came
from inspectorates that typically had the larger schools within.
Additionally, the researcher was able to ensure participants
were chosen from Class One schools (i.e. schools with an
enrolment of greater than 450 students in the Kindergarten to
year Six range) in the region. To achieve the representativeness
necessary, the research findings outline, via situational
analyses, aspects of the schools concerned. The analyses
include: socio-economic information relating to the students;
experience of other executive members; experience of teachers;
age of the school; major recent organisational or staffing
changes and any other matters that may have been seen to affect
the D.P. in service. The collection of data stage was conducted
during Term Four of 1988 and Term One of 1989. This time frame
was adhered to, to ensure the information could be analysed and
recommendations made prior to the beginning of the school year.
The number of interviews and surveys conducted was kept to a
level appropriate to the time available to the researcher.

Assumptions Underlying This Research

This study was based upon certain general assumptions that were relevant to the overall research and that were made and held to be true throughout the period of the study. These assumptions were that:

-D.P.s were professional persons, who knew what they require to grow professionally;

-the most effective professional development activities should occur in the school, as a response to needs, in a negotiated, collaborative atmosphere; and

-the school system has a significant responsibility and leadership role in ensuring school-based activities are promoted.

The other assumptions underlying this research were relevant to specific areas or to the research generally. In the area of the proposed study, it was assumed that:

-there was a need to undertake the study;

-the study would yield rational data capable of being analysed and utilised for elaborating issues and for making recommendations;

-the naturalistic, case study method was an appropriate approach;

-D.P.s in primary schools fulfilled roles that could be compared and that professional development activities could be organised to prepare them to fulfil their roles;

-an appropriate ethical standard could be maintained throughout the total research process;

-the participants would experience a range of issues that could reasonably be expected to occur in any school; and

-the experiences of newly-appointed D.P.s in relation to roles and issues are discrete, compared to those D.P.s who have previously occupied a substantive D.P. position and because of their continued service in the position may be considered to be better prepared to deal with various aspects of the position.

In the area of data collection, it was assumed that:

-the case study approach used to collect data relating to daily activities and to critical incidents occurring, would enable a collation of relevant information;

-the data collection techniques would yield relevant, accurate information;

-the triangulation of methods utilised would enable validation of results;

-the participants selected and the schools in which they served, would be representative of other schools in the region; and that post-study,

-the data collected would be capable of categorisation, prioritisation and be able to be re-analysed to identify needs.

In considering the participants it was assumed that:

-at least eight D.P.s would be appointed to the region;

-the D.P.s participating would represent a representative group of D.P.s;and

-the D.P.s would have received a range of pre-service preparation for the positions they were to occupy.

In considering recommendations for in-school professional development of D.P.s, it was assumed that:

-personnel occupying D.P. positions desire to increase their effectiveness; and

-the delivery of a quality education may be increased by increasing the professional competencies of D.P.s.

Research Ethics

Throughout the planning, implementation, analysis and reporting of this study, there has been a consistent, conscientious effort to ensure the maintenance of a high ethical standard. The need for such arose because the personnel involved in the study, either as respondents or as those implicated by their involvement with others, are all currently still working within the Department of School Education. As this study reports to some extent on the lack of congruence between what is actually happening in schools, what D.P.s believe their professional development needs to be and what is being done to assist them, the report presents information in a way that will not enable respondents to be identified. Additionally, all data reported and the implications of the analysis of such have been discussed with the personnel concerned. Initially, an assurance of an ethical approach was guaranteed to the Department of School Education thus permitting

the study to be undertaken and, more particularly, in the Metropolitan South West Region of Education. More importantly, the involvement of people, their personalities and their feelings required special consideration of intentions and effects.

A number of aspects of the collection and reporting of the research received special consideration. The researcher has attempted to ensure that at all times the respondents were aware of the direction and extent of the research process. The involvement of various personnel was to be on a voluntary basis; they were free to withdraw from the study if necessary. Considerations of privacy were maintained by the researcher by informing each set of personnel in each school that they were one of a number of schools, all of which had been asked to keep their involvement confidential. As participating schools and personnel were unaware of others involved, it was easier to preserve anonymity in the data collection process and later in the reporting section by discussing respondents in terms of issues and roles only. The mention of names was unnecessary. Confidentiality was maintained by the researcher coding results and then keeping the only code-breaker in a safe location. Finally, in the area of general ethical behaviour, the researcher ensured that there was never any intrusion into the general day-to-day activities of any school or situation. The non-intrusive behaviour of the researcher has, it is hoped,

ensured that the research undertaken has been non-disruptive in both the data collection and the reporting stages.

The initial letter of introduction of the researcher to the proposed participants indicated, in a brief way, the nature of the research to seek the D.P.s' willingness to participate in an interview. At the interview, the intended research was fully outlined and the possible participants given opportunity to ask questions to clarify their part in the project. Diaries compiled by D.P.s, surveys and responses from interviews that were coded were handled by the researcher only during the analysis stage. When analysed, they were stored until the study was fully accepted by the university. At the completion of the report-writing stage, the data sources were secured and stored since they may be required for reference in the future.

The research centred on roles and issues only, thereby negating the need for any reference to names or personalities. This report has made use of non-sexist language and the author has avoided reporting any information that will enable matching of personnel or schools to names or situations.

Throughout, the Principal in each school was kept aware of the progress of the research project. Additionally, the relevant District Inspectors were made aware of the possible involvement of personnel and schools via letters of advice sent at the beginning of the research process. All participants were provided with a copy of the departmental letter of consent to undertake the project.

The Research Environment

This study was implemented and research data gathered during a period of readiness for and reception of sweeping changes within the N S W Department of School Education. The preparation for and the beginning of the introduction of structural changes that were the focus of the Scott and Carrick reviews created an environment of uncertainty and expectation and, in some circumstances, concern. The author found that the D.P.s who were respondents in this study were receptive, eager to learn and to implement or become involved in the expected change processes.

In Australia, national influences included an interest in professional development as part of a wider interest which has already been witnessed in Britain and The United States of America(Bolam, 1979 and 1982). It has been standard practice that most of the period of preparation of teachers was largely in the form of an 'apprenticeship' (Hughes, 1987:4). The Commonwealth Schools Commission Report for 1976-78 claimed that professional development should have a strong emphasis on teacher-initiated and school-based inservice education. The Quality of Education Review Committee (Karmel, 1985) stressed that emphasis on improving teacher quality must be on inservice development.

The changing 'face of education' and roles of teachers are important aspects of an Australian society which will face

problems as it approaches the Year 2000. These will include and become apparent as a result of:

1-the changing and rapid expansion of knowledge;

2-the 'birth' of new technologies, jobs and roles in society;

3-the ongoing development and impact of scientific achievements;

4-developments in media;

5-the growth of an increasingly multicultural population;

6-the rise and tolerance of a range of value systems;

7-growing support for a range of human rights issues;

8-increasing marriage and family breakdowns;

9-increased social problems, including drug addiction and alcoholism; and

10-a decrease in the historical dependence on European cultures, with an increasing dependence on links with South-East Asian cultures and regions. As a result of these social changes, it can be expected that significant changes will occur in education.

The changing context of the teaching profession, Moore (1987 in Hughes, 1987:89) noted, will include changes in:

1-curriculum - to include curriculum organisation, content, pedagogy and assessment;

2-school organisation and settings - to include provision for accelerated progression and life-long access to schools;

3-the locus of decision-making - marked especially by the devolution of this process and the increased participation of

staff, parents, community members and students in the process; and

4-equality and opportunity - to ensure there is greater access to all strata of services provided by educational bodies.

The three areas of the teacher (and hence D.P.), the school and the system are interrelated yet independent (Hughes, 1987:3). Additionally, the concern for students should be implicit and crucial in all three (Hughes, 1987:4).

A consideration of the 'system' has to be undertaken as it is the framework within which D.P.s' roles and hence their professional development needs are generated. The contextual influences of the Carrick and Scott reviews were considered to have had an effect on the roles and responsibilities assumed and sought by D.P.s. The devolution of power structures and of the planning of curriculum has led to less prescriptive programs with teachers recognising the need to be better prepared in curriculum design and development (Hughes, 1987:4).

The beginning of school-focused development programs during the 1970s was an important trend evidencing increased focus on and realisation of the importance of sustaining teachers' professional growth through the implementation of continuing education programs (Eltis in Hughes, 1987:119). The movement towards staff development activities being concentrated upon and pursued in the workplace has been noted by Goodlad (1974) whilst the implementation of the Scott Committee of Review's findings will continue to add meaning to terms like;

1-'the autonomous school' (Dutch School Council, 1979);

2-'the problem-solving school' (Bolam, 1981);

3-'the school of the future' (Joyce et al. 1983) and

4-'school renewal' (Massey, 1931).

At the same time as the aforementioned changes have been occurring, there has been a move towards school-based and school-focused activities. According to Power (1983), this has occurred for a number of reasons which include:

1-the professional development and organisational growth that occurs when teachers collaboratively identify and tackle problems and needs of schools;

2-the increased effectiveness of professional development activities that are experienced in work groups;

3-the opportunity to capitalise on collective experience and utilise adult learning theories; and

4-the workable, low-cost option of school-based activities being operable in times of economic constraints.

Conclusion

This chapter has addressed the limitations imposed on the research project, the delimitations applied, the assumptions on which it is based, the ethical aspects maintained and the environment in which it occurred. Consideration of the analyses and findings that follow have taken these factors into consideration.