

APPENDICES

APPENDIX A

GENERAL LEADERSHIP QUALITIES OF A PRINCIPAL

- (1) Firmness and strictness, but not being dictatorial (that is, emphasising the importance of collective decision-making among the staff and the headteacher, consulting senior staff regularly). Most teachers believed that, only if a headteacher was very firm about ensuring they carried out their duties efficiently would they in fact do so. Only very few added that, in their experience, if headteachers were too 'tough' on their teachers, then this could lead to loss of morale or withdrawal. Where students had had experience of very strict and not-so-strict headteachers, they nearly all preferred the very strict ones. They gave the impression that it was fear, rather than self-discipline, that proved the main motive for 'becoming a better student'.
- (2) Setting a good example, especially in relation to punctuality, and having high expectations of staff and students.
- (3) Friendly and approachable with teachers and consequently able to assist to assist them with personal problems (such as housing).
- (4) Delegation of responsibilities to other staff, giving them the initiative to do things their way, with occasional checks and only interfering where there is a problem.
- (5) Being very active and good with administration and finance. An energetic headteacher with good public relations skills can often obtain large amounts of extra funds and facilities for a school.
- (6) Being scrupulously fair – this applies especially to national headteachers who are more open to the charge of wantokism.
- (7) Careful handling of problem teachers. National teachers tend not to learn from criticism, but from advice. Difficulties appear to be handled best verbally and informally, only resorting to written memos if the problem persists.
- (8) Active interest in inservice, with the giving of demonstration lessons and the observation of other staff's lessons.
- (9) The ability to get rid of weak staff and recruit good staff, which also requires a total commitment to this principle by the Provincial Education Board (PEB).

Source: Vulliamy, G. (1986) *Factors Affecting Standards in West New Britain Provincial High Schools – A preliminary report*, Educational Research Unit, University of Papua, p.p. 8-9.

APPENDIX B

**PROFESSIONAL LEADERSHIP DUTIES FOR HEADMASTERS IN PAPUA
NEW GUINEA PROVINCIAL HIGH SCHOOLS**

+

Duty Statements for:

**Headmaster
Deputy Headmaster
Senior Subject Master
Subject Master
Teacher**

PROFESSIONAL LEADERSHIP

The Headmaster is a professional leader

5. 1 PROFESSIONAL ROLE

- 5.1.1 THE PROFESSIONAL ROLE OF THE HEADMASTER. A teacher is a professional by virtue of his vocation and training and is primarily concerned with the education of children. The Headmaster is the professional leader of a team of teachers who are concerned with educating a group of children to attain specific goals.

To enable him to carry out his role successfully his staff must have specific guidelines and duty statements which enable them to fulfil their functions (own roles).

As a professional leader he must display honesty of purpose and integrity. He must be competent and able to offer guidance to others. He must work with others and not stand apart from the other members of his teaching team.

He must be able to establish policy through consultation with staff parents and students. He must be able to accept suggestions, advice and criticism and use these to consolidate a sound policy.

At no stage must he lose sight of the fact that he is the leader of a team whose purpose is the education of children.

- 5.1.2 To carry out his professional role the Headmaster should:

1. Initiate in-service training through
 - senior subject masters
 - subject masters
 - teachers.
2. Promote staff professional discussions through
 - workshop
 - conferences (Headmaster's Groups)
3. Develop a learning environment through
 - physical development of the school
 - good educational climate
 - team spirit of cooperation
 - good relationships between staff and students
 - good relationships between school and community
 - classroom advisory visits.

4. Develop the curriculum through
 - subject master discussion
 - progressive educational reading
5. Develop good communications
 - with staff, students and the community through meetings and bulletins.

A Headmaster must have a highly developed sense of duty. He must be able to share authority but not responsibility. He is responsible for all that takes place in a school.

- 5.1.3 How to approach the administration of your school:
All that the Headmaster does is directed towards the education of young men and women under his care.

He is responsible for the physical, mental, and moral care of those in his charge.

He accepts responsibility when he accepts the position of Headmaster.

He must possess or develop the following qualities:-

- integrity
- honesty
- vision
- a sound personal code of ethics
- sound personal characteristics
- skill to work well
- self motivation
- experience

To be successful administrator he must;

- know his school
- be able to organise his school
- direct and evaluate his school
- control his school
- know the pupils, parents, and teachers both on duty and off duty.

He has the responsibility to see that teachers understand what professional freedom they have.

They are free to include additional material or approach topics from points of view different from those of any curriculum guides. It is fundamental to our curriculum philosophy that teachers help young men and women to maturity.

5. 4 IN-SERVICE TRAINING

- 5.4.1 In-service training is prescribed for all teachers including the Headmaster, Deputy Headmaster, and other senior staff in all schools.

All programs should be under the scrutiny of the Headmaster and the Inspector.

- 5.4.2 On the job training. In-service training is sometimes referred to as 'on the job training'. It occurs while teachers continue their normal teaching and must be an on-going process. It involves all teachers, is usually organised by Headmasters and Senior Teachers, and aims to assist the professional development of teachers. Teachers have a right to suitable in-service training.

Full time in-service training is when a teacher is not required to teach for a specific period and he usually attends another institution for this period (e.g. 6 months).

5.4.3 In-service training will involve:

- (a) Classroom supervision together with suggestions on how to improve techniques and methods.
- (b) In-service meetings of all staff members to discuss, evaluate, and share new ideas and methods.
- (c) Individual meetings with Headmaster or subject master to discuss lessons after lesson observations.
- (d) Sharing and discussing problems and discussing methods and techniques used to overcome them.
- (e) Providing opportunities for advancement by further study courses.
- (f) Providing opportunities for Senior Teachers to become aware of and carry out duties of school management and organisation.

Organisation

- (a) A written record of supervisory visits is required.
- (b) Call meetings to decide what weaknesses, etc., will be treated.
- (c) Arrange times of visits, so that subject masters' classes will not suffer during their absence.

Actual Supervision

- (a) Be tactful, polite, and just.
- (b) Write meaningful and constructive comments - discuss them with the teachers. Aim to help each teacher to discover his weaknesses and encourage him to overcome them. Praise his strengths.

- (c) Follow up comments and suggestions by further supervision.
- (d) Have meetings to discuss ways of overcoming general weaknesses.

For your supervision and in-service training to be really effective your own programs, preparation, and work must be a model for all to follow.

- 5.4.4 All teachers above base level (level one) are responsible for the in-service training of their assistants in order to improve their teaching skills and professional standing. The Headmaster, Deputy Headmaster, and Subject Masters are responsible for organising this and carrying it out.

This training involves:

- (a) The improvement of educational background and qualifications.
- (b) The development of professional skills.
- (c) The development of administrative skills.
- (d) Training of subject masters.

The training takes place:

- within the classroom
- within the school generally
- outside the school environment.

- 5.4.5 Education Background. It is the responsibility of the Headmaster and Supervisors to ensure that their staff are aware of the opportunities available to them for improving their educational qualifications and they are expected to advise them on their educational development.

This involves:

- (a) being aware of opportunities available,
- (b) passing on information from the Education Gazette, Circulars, and other publications on courses available,
- (c) advising on the most suitable in-service courses for a particular teacher,
- (d) assisting with further studies. In view of the large number of teachers seeking places on the few available in-service courses, correspondence study may be a way of providing further education for teachers.

5.4.6 Professional Development. In-service training can take place both inside and outside the classroom.

Regular supervision of programing. This is the simplest check where you:

- (a) check that the Programing has been done,
- (b) check correlation between Yearly and Daily Programing and the timetable,
- (c) check that all subjects are covered,
- (d) check that suitable students' and teachers' books are being used and that they are correlated,
- (e) check that Day Books are done correctly.

These routine checks can be carried out without the teacher being present and with notes included for the teacher's information. This should be done weekly.

5.4.7 Training based on Programmes. This requires more care and time and also requires the cooperation of the teacher in order that the Program can be used as a valuable working document to improve the work of a class and the skill of a teacher.

- (a) Discuss with the teacher on specific lessons, the methods he plans to use, and advise him on improvements. Encourage him to vary his techniques and to check his results.
- (b) Follow-up by asking the teacher to let you see his chalkboard preparation or other forms of preparation for specific lessons.
- (c) Follow-up by asking the teacher to show you the completed students' books on a specific topic or their project work.
- (d) Set a test for the students to cover a specific aspect of work from the program.
- (e) Visit the classroom and orally check the students' work on a particular aspect previously planned in the program.

All these exercises are planned with the teacher in advance in order to encourage him to improve his work and have pride in the standard of the students' work without "spying on him".

This exercise can be time consuming and it is recommended that it be carried out with only one teacher in a particular week; this could be on a roster system.

- 5.4.8 Classroom Visits. Visiting classrooms to observe particular lessons is not the only or even the most important aspect of in-service training.

However, the Headmaster, Senior Subject Masters, and Subject Masters must include classrooms visits if they are to improve the quality of the work and assist in the professional development of the teacher.

- (a) Organisation. The Headmaster should organise visits so that all staff will gain from the interchange of ideas. Senior teachers should assist juniors and one another.
- (b) Frequency of visits. Suggest once each week for Term 1. During the remaining Terms, this can be done according to the needs of the teachers as evident from visits in Term 1.

A weak teacher will need regular supervision while an above average teacher not so often. This does not mean that the above average should be neglected.

- (c) Types of visits. Visits can include short visits for specific purpose such as to assist the teacher with:
 - bookwork
 - remedial work
 - classroom organisation
 - lesson content
 - experimental methods and techniques.
- (d) Visits for specific subjects. This can be done on a plan where the Headmaster plans to see every subject over a period of time.
- (e) Informal visits. As well as organised visits to classrooms it is often a good idea to 'pop' into a classroom before school, after school, for a part of a lesson etc., to talk with teachers concerning their problems. These visits can assist in establishing good relationships. They will make the teacher feel that his Headmaster is interested in him and is keen to help.
- (f) Visits on invitation. Teachers should be encouraged to ask the subject master for help. There will be times when subject masters are unable to give assistance. They should be honest and say they are unable to help but will consult the Headmaster, other teachers, or the inspector.

To avoid the fear of being "spied upon" the Headmaster can give warnings of his visits indicating the reason for the visit. It is preferable if visits are made on the invitation of the teacher and it is desirable for the Headmaster to build up an atmosphere within the school that will readily lead to this system. However, where this does not develop, Headmasters must still visit classrooms.

- (g) Record of advice. It is usual to record some advice given. It is felt that often Headmasters and subject masters when writing narrative type observations write too much or irrelevant points as well as recalling the steps of the lesson. These are of little value to the teacher. Try to be specific but concise and use simple language.
- (h) Follow-up. After visits the Headmaster must discuss his observations with the teacher.

After a number of visits the Headmaster should be aware of students' abilities and needs. He should be able to discuss these with the class teacher, helping to prepare and plan work for them.

- 5.4. 9 Observation Lessons. All teachers should be involved in these exercises. A teacher presents a lesson with his class while other observe, writing observation notes. This exercise will help make teachers more critical of their own teaching, more confident in front of others as well as assist in developing observation and assessment skills.

When the teacher has finished the lesson, the children are dismissed. The teacher is then given the opportunity to comment on the lesson. Often a teacher knows that a lesson has not been successful but does not know why. This is then followed by the group discussing the lesson with the teacher.

These are not demonstration lessons. The success of this type of in-service work will depend on teachers' willingness to participate. Time-tables will need to be adjusted so that a variety of lessons will be observed.

- 5.4.10 Demonstration Lessons. These can be used on request from a teacher or where there is an obvious need. This is not intended for all teachers but could be used where a teacher has a special skill that "needy" teachers will benefit from through observation.

5.4.11 Organised visits to other schools. Such visits to be organised by the Inspector and Headmaster when the Inspector feels that the Headmaster, subject master, or class teacher will benefit by the visit. Permission must be obtained from the Provincial Superintendent.

5.4.12 Staff Meetings. In order to get the best value from the professional development section of the staff meeting, each session should be planned ahead and thoroughly prepared for. One section can deal with problems as they rise but the most important section needs to be a continuing routine of planned training that is developed to overcome observed problems or to develop specific skills in the teachers.

Some ideas of activities which could be included are:

- (a) The development of a theme on a specific subject over several weeks and include short talks by the Headmaster or other teachers, and discussions.
- (b) Case studies - particularly on children with problems.
- (c) Time-tabling.
- (d) Subject areas - presenting new curricula, new ideas, preparing aids, etc..
- (e) Visitors for special reasons - Administrative Secretary, library personnel, village elders, etc..
- (f) Visits to factories, plantations, etc..
- (g) Community study.

5.4.13 Administrative Skills. The best training in school management probably comes from just working in a well managed school. This involves well based school routines and clear school policies decided by the Headmaster after open consultation with all concerned.

All individual teachers must be involved in the management of the school as a training exercise and in order to give them an understanding of the overall picture.

Teachers can be responsible for:

- . preparation of rosters
- . preparation of monthly returns
- . stock records
- . sports equipment
- . library

- . student record cards
- . admission register
- . correspondence
- . first aid
- . school banking
- . grounds maintenance
- . art/craft equipment
- . red cross/scouts, etc..

The Headmaster must be ultimately responsible for all these aspects of school management, but should develop a responsibility in the teachers and train them in these routines by allocating duties and assisting them in developing the skills necessary to carry out the duties.

Jobs **should** be rotated to give teachers experience in all skills.

- 5.4.14 Training of Subject Masters. While the subject masters will be extended through participation in the in-service training programme there is also a definite need for Headmasters to organise their own programmes that will develop the subject masters' skills even further.

Suggestions could include:

- (a) The headmaster to discuss the "criteria" of a good lesson with the subject master - what to look for, etc..
- (b) The headmaster to accompany subject masters on visits to classrooms, each making observation notes. These are to be followed by discussion.
- (c) Headmasters and subject masters attempt to write short assessments of their staff at regular intervals using previously discussed points.
- (d) The subject master sets up worthwhile educational programmes for future implementation in other classes.

In implementing this suggestion aims and objectives should be arrived at between the headmaster, subject masters, and teachers concerned, and criticisms should be directed towards the achievement or non-achievement of these aims.

The success of "in-service" programmes will be reflected in the improved attitudes and skills of teachers and more particularly in the improvement the students show in all aspects of their education.

5. 5 DUTY STATEMENTS

5.5.1 Headmaster

To be responsible to the Provincial Government, through the Provincial Superintendent, (or Assistant Secretary, Education Division where applicable) for the overall educational, organisational, administrative, ethical, professional and managerial functions of a school, and specifically, -

to carry out teaching duties where required;

to supervise the work of staff members;

to plan and implement the efficient organisation and administration of the approved curriculum and such extra-curricular activities as are approved by the Secretary for Education and the Minister;

in consultation with the governing body and staff, to plan and promote the role of the school in relation to the community it serves, and in accord with the stated educational philosophy, objectives and identity of the agency;

to promote and co-ordinate the work of staff members and their professional development, particularly by the provision of in-service activities;

to co-operate with education authorities in the efficient administration of the education system; and

other approved related duties.

NOTE

No other person or official (including the Regional Inspector and Provincial Politicians) can give a direction to a Headmaster. Whenever such improper directions are given, the person concerned should be asked (respectfully and politely, but firmly), to take the matter up with the Provincial Superintendent. Where the Headmaster has reservations about any direction given to him by the Provincial Superintendent, he should ask that the direction be given to him in writing, over the signature of the Provincial Superintendent. He should only act once he has that written, signed direction showing that the Provincial Superintendent accepts responsibility for the action. The Headmaster should then carry out the formal direction from the Provincial Government to the best of his ability.

5.5.2 Deputy Headmaster

To be responsible to the Headmaster for carrying out the educational, organisational, administrative, ethical, professional and managerial responsibilities of a Deputy Headmaster, and specifically,

to deputise for the Headmaster;

to perform teaching duties, including practical activities, as required or permitted in approved syllabi;

to help in organising and to supervise and maintain extra-curricular activities that are associated with the educational effort of the school.

to assist the Headmaster -

- (a) in his efforts to maintain good relations between the school, the teachers, the governing body, the community and the agency operating the school;
- (b) in the supervision and professional advice and assistance given to teachers;
- (c) with pre-service, in-service, administrative organisational and extra-curricular activities; and

other approved related duties.

5.5.3 Senior Subject Master

To be responsible to the Headmaster for carrying out the educational, organisational, administrative, ethical and professional responsibilities of a senior subject master, and specifically,

all the duties carried out by subject masters;

to direct and co-ordinate the work of subject master -

to assist educational authorities and appropriate, in the development of curriculum and materials for teaching specialist subject areas; and

other approved related duties.

5.5.4 Subject Master

To be responsible to the Headmaster for carrying out the educational, organisational, administrative, ethical and professional responsibilities of a subject master, and specifically,

to supervise and manage the teaching of a subject or group of subjects in a school, including the co-ordination of the work of junior staff members;

in co-operation with other staff members, to perform teaching duties including practical work as required or permitted in the approved syllabi;

to help in organising and to supervise and maintain extra-curricular activities that are associated with the educational efforts of the institution;

to promote the role of the school in relating to the community it serves in accord with the stated educational philosophy, objectives and identity of the agency

to supervise and give professional advice and assistance to teachers in specialist subject areas;

to arrange for the supply for equipment and materials required for specialist teaching subjects;

other approved related duties.

5.5.5 Teacher

To be responsible to the Headmaster for carrying out the educational, organisational, administrative, ethical and professional responsibilities of a Teacher, and specifically,

in co-operation with other staff members, to perform teaching duties and practical activities as required or permitted in approved syllabi;

to carry out the organisational and administrative duties related to the approved curriculum, and such extra-curricular activities as are acceptable to the Teaching Service Commission;

to participate in in-service training and/or other professional development activities;

to promote the role of the school in relation to the community it serves in accord with the stated educational philosophy, objectives and identity of the agency; and

other approved related duties.

APPENDIX C
LIST OF ESSENTIAL INSTRUCTIONAL ELEMENTS TO EVALUATE
STUDENT PERFORMANCE

1. Amount and quality of praise for correct answers
2. Actual amount of teaching that students receive
3. Content covered
4. Response opportunity factor – number of times students are called on, extent to which the questions are challenging, degree of cognitive demands
5. Academic content (and less nonacademic activities)
6. Verbal and nonverbal warmth and acceptance of the student in general
7. Nonverbal cues – amount of eye contact, forward lean, affirmative head nods, smiles, physical contact
8. General encouragement and support
9. Teacher assistance and willingness to help
10. Wait time (the amount of time a student is given to respond to a question before the teacher gives the answer or moves on to another student)
11. High academic evaluations – reflected by percentage of students expected to master skills, complete high school or attend college, do A or B work
12. Reinstruction of students in failure situations (that is, probing, restating questions, giving hints, and so forth, until student arrives at the correct answer)
13. Evaluative feedback and constructive criticism of school work
14. Academically oriented teacher role definitions (that is, lower expectations are associated with the belief that social control or other nonacademic goals are the appropriate teacher objectives)

Source: Brookover, W. et al. (1982) cited in Weber, 1997: 265

APPENDIX D

PILOT PROJECT - URALLA CENTRAL SCHOOL

- (i) Letter inviting Principal and teachers to participate in the Pilot Project**
- (ii) Pilot Questionnaire with covering letter**

19th April, 1996

Mr. John Sullivan
Principal
Uralla Central School
Uralla

SUBJECT: PILOT STUDY

Dear Mr. Sullivan,

My name is Boe Lahui and I am from Papua New Guinea. At present, I am studying at the University of New England, in Armidale. I am enrolled in the Master of Educational Administration (Honours) and my supervisor is Dr. Brendan Nolan.

This year I am starting work on my thesis and in order for me to complete the writing of the thesis, I am expected to conduct a research project in Papua New Guinea. However, before I could do that, I would like to conduct a pilot project in your school to test out my survey questionnaire with you as the principal, the deputy principal, two senior high school teachers, and two junior high school teachers. I write to request for your permission to conduct this pilot project in your school.

The questionnaire is estimated to take appropriately 15-20 minutes to complete. As part of the exercise, I would appreciate respondent suggestions on ways to improve the questionnaire e.g. clarity. All comments will be accepted and will be incorporated into the questionnaire.

Background Information on my research in Papua New Guinea:

The title of my study in Papua New Guinea is: The Instructional Leadership Behaviour of High School Principals: A New Ireland Case Study.

This study proposes to investigate the balance between the principal's administrative role and his or her instructional leadership role. This study intends to examine in detail the instructional leadership behaviour of New Ireland Province (NIP) high school principals as a case study.

The specific aim is to identify whether NIP high school principals have actions consistent with instructional leadership.

The findings of this study will contribute to the understanding of the role of the principalship and the development of better instructional leaders in Papua New Guinea high schools.

I look forward to hearing a favourable response from you soon.

Yours sincerely,

.....

Boe Lahui
Master of Educational Administration with Honours student
Department of Administration and Training
University of New England

cc. Dr. Brendan Nolan, Thesis Supervisor

15th May, 1996

To Whom It May Concern
Uralla Central School
Uralla

SUBJECT: PILOT STUDY

Dear Respondent,

My name is Boe Lahui and I am from Papua New Guinea. At present, I am studying at the University of New England, in Armidale. I am enrolled in the Master of Educational Administration (Honours) and my supervisor is Dr. Brendan Nolan.

First of all, may I take this opportunity to thank you for agreeing to be involved in this pilot questionnaire. The results of my research in Papua New Guinea depend on the accuracy of the data which I gather. For this reason, I am conducting this pilot questionnaire to ensure that the questionnaire is understandable, precise and facilitates the clarity of respondent's answers.

It is my intention to modify and adapt the questionnaire if your participation indicates the need for modifications.

The questionnaire is estimated to take a appropriately 15-20 minutes to complete.

Thanking you in anticipation of your support in the completion of this questionnaire.

Yours sincerely,

Boe Lahui

Principals' Actions and Behaviour Questionnaire
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PART 1

Please provide the following information.

- A. Name of school : _____
- B. Location of school : Urban
 Semi Urban (circle one)
 Rural
- C. Level of school : _____
- D. Your position in the school : _____
- E. Sex : _____
- F. Age : _____
- G. Years of experience as a teacher at the end of this school year : _____
- H. Years working with the current principal at the end of this school year : _____
- I. Teacher Training
- Name of College/University
- attended : _____
- Qualification attained : _____
- Years attended : _____

PART 2

Please respond to each of the items on this questionnaire by circling the number of the response that best reflects the behaviour of your principal.

Read each statement carefully and circle the number that best indicates how your principal has demonstrated the specific behaviour.

For each behaviour, 5 represents "*always*", 4 represents "*frequently*", 3 represents "*sometimes*", 2 represents "*seldom*", and 1 represents "*never*".

PLEASE ANSWER EVERY QUESTION.

I. DEFINING AND COMMUNICATING THE SCHOOL GOALS

Does your principal?

- | | | | | | |
|--|---|---|---|---|---|
| 1. Develop school academic goals that seek improvement over current levels of academic performance | 1 | 2 | 3 | 4 | 5 |
| 2. Develop the school's academic goals in terms of staff responsibilities for meeting them with target dates | 1 | 2 | 3 | 4 | 5 |
| 3. Use needs assessment to secure staff and community input on school academic goal development | 1 | 2 | 3 | 4 | 5 |
| 4. Use data on student academic performance when developing the school's academic goals | 1 | 2 | 3 | 4 | 5 |
| 5. Develop academic goals that are easily translated into classroom objectives by teachers | 1 | 2 | 3 | 4 | 5 |
| 6. Communicate the school's academic goals to teachers, students and parents at school | 1 | 2 | 3 | 4 | 5 |
| 7. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g. posters or bulletin boards indicating the importance of the goals) | 1 | 2 | 3 | 4 | 5 |

II. MANAGING THE CURRICULUM AND INSTRUCTION

Does your principal?

- | | | | | | |
|---|---|---|---|---|---|
| 8. Ensure that the classroom objectives of teachers are consistent with the stated academic goals of the school | 1 | 2 | 3 | 4 | 5 |
| 9. Meet with teachers to identify curriculum or learning goals at subject department levels | 1 | 2 | 3 | 4 | 5 |
| 10. Review student work products when evaluating classroom instruction | 1 | 2 | 3 | 4 | 5 |
| 11. Evaluate teachers on academic objectives directly related to the approved national curriculum | 1 | 2 | 3 | 4 | 5 |
| 12. Make clear who is responsible for coordinating the curriculum across grade levels | 1 | 2 | 3 | 4 | 5 |
| 13. Participate actively in the review and/or selection of curricular materials | 1 | 2 | 3 | 4 | 5 |

III. PROMOTING A POSITIVE LEARNING CLIMATE

Does your principal?

- | | | | | | |
|--|---|---|---|---|---|
| 14. Use term test results to assess progress towards school academic goals | 1 | 2 | 3 | 4 | 5 |
| 15. Inform teachers and students of the school's Grade 10 performance results | 1 | 2 | 3 | 4 | 5 |
| 16. Encourage the development of appropriate instructional program(s) for students whose test results indicate a need e.g. remediation or enrichment | 1 | 2 | 3 | 4 | 5 |
| 17. Ensure that instructional time is not interrupted | 1 | 2 | 3 | 4 | 5 |
| 18. Ensure that students who stay consistently away from school make up lost instructional time | 1 | 2 | 3 | 4 | 5 |
| 19. Visit classrooms to see that instructional time is used for learning and practicing new skills and concepts | 1 | 2 | 3 | 4 | 5 |
| 20. Reinforce or rewards superior performance by teachers with opportunities for professional development | 1 | 2 | 3 | 4 | 5 |
| 21. Support teacher requests for in-service activities which are directly related to the school's academic goals | 1 | 2 | 3 | 4 | 5 |
| 22. Actively support the use of skills acquired during in-service training in the classroom | 1 | 2 | 3 | 4 | 5 |
| 23. Encourage teachers to share ideas on instruction or information from in-service activities | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 24. Set high academic standards for students at all grade levels | 1 | 2 | 3 | 4 | 5 |
| 25. Support teachers when they enforce academic policies (e.g., on grading, and/or homework) | 1 | 2 | 3 | 4 | 5 |
| 26. Recognize students who do superior academic work or exhibit excellent behaviour with formal or informal recognition | 1 | 2 | 3 | 4 | 5 |
| 27. Contact parents to communicate improved student performance in school | 1 | 2 | 3 | 4 | 5 |

IV. OBSERVING AND GIVING FEEDBACK TO TEACHERS

Does your principal..... ?

- | | | | | | |
|---|---|---|---|---|---|
| 28. Conduct formal and/or informal classroom observations on a regular basis | 1 | 2 | 3 | 4 | 5 |
| 29. Point out specific strengths and weaknesses in teacher instructional practices in post observation conference | 1 | 2 | 3 | 4 | 5 |
| 30. Note student time on-task in feedback to teachers after classroom observations | 1 | 2 | 3 | 4 | 5 |
| 31. Provide guidance on appropriate teaching methods for specific subject areas | 1 | 2 | 3 | 4 | 5 |

V. ASSESSING THE INSTRUCTIONAL PROGRAM

Does your principal..... ?

- | | | | | | |
|--|---|---|---|---|---|
| 32. Encourage the use of program evaluation for future curriculum planning | 1 | 2 | 3 | 4 | 5 |
| 33. In consultation with teachers assess and revise each grades instructional program. | 1 | 2 | 3 | 4 | 5 |

Thank you for taking time to respond to this questionnaire.

APPENDIX E

Descriptive Survey Questionnaire (For Principals)

**Principals' Actions and Behaviour Questionnaire
(For Principals)**

PART 1

Please provide the following information.

- A. Name of school : _____
- B. Location of school : Urban
Semi Urban (circle one)
Rural
- C. Level of school : _____
- D. Sex : _____
- E. Age : _____
- F. Years of experience as a principal at the end of this school year
: _____
- H. Years working as principal at this school at the end of this school year
: _____
- I. Teacher Training
- Name of College/University
attended : _____
- Qualification attained : _____
- Years attended : _____

PART 2

Please read each statement carefully and circle the number that best indicates how you have demonstrated the specific behaviour.

For each behaviour, 1 represents "*never*", 2 represents "*seldom*", 3 represents "*sometimes*", 4 represents "*frequently*", and 5 represents "*always*".

PLEASE ANSWER EVERY QUESTION.

I. DEFINING AND COMMUNICATING THE SCHOOL GOALS

Do you as principal.....?

	N	Se	So	Fr	A
1. Develop school academic goals that seek improvement over current levels of academic performance	1	2	3	4	5
2. Develop the school's academic goals in terms of staff responsibilities and meeting them with target dates	1	2	3	4	5
3. Use needs assessment to secure staff and community input on school academic goal development	1	2	3	4	5
4. Use data on student academic performance when developing the school's academic goals	1	2	3	4	5
5. Develop academic goals that are easily translated into classroom objectives by teachers	1	2	3	4	5
6. Communicate the school's academic goals to teachers, students and parents at school	1	2	3	4	5
7. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g. posters or bulletin boards indicating the importance of the goals)	1	2	3	4	5

II. MANAGING THE CURRICULUM AND INSTRUCTION

Do you as principal.....?

	N	Se	So	Fr	A
8. Ensure that the classroom objectives of teachers are consistent with the stated academic goals of the school	1	2	3	4	5
9. Meet with teachers to identify curriculum or learning goals at subject department levels	1	2	3	4	5
10. Review student work products when evaluating classroom instruction	1	2	3	4	5
11. Evaluate teachers on academic objectives directly related to the approved national curriculum	1	2	3	4	5
12. Make clear who is responsible for coordinating the curriculum across grade levels	1	2	3	4	5
13. Participate actively in the review and/or selection of curricular materials	1	2	3	4	5

III. PROMOTING A POSITIVE LEARNING CLIMATE

Do you as principal.....?

	N	Se	So	Fr	A
14. Use term test results to assess progress towards school	1	2	3	4	5
15. Inform teachers and students of the school's Grade 10 performance results	1	2	3	4	5
16. Encourage the development of appropriate instructional program(s) for students whose test results indicate a need e.g. remediation or enrichment	1	2	3	4	5
17. Ensure that instructional time is not interrupted	1	2	3	4	5
18. Ensure that students who stay consistently away from school make up lost instructional time	1	2	3	4	5
19. Visit classrooms to see that instructional time is used for learning and practicing new skills and concepts	1	2	3	4	5
20. Reinforce or reward excellent performance by teachers with opportunities for professional development	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 21. Support teacher requests for in-service activities which are directly related to the school's academic goals | 1 | 2 | 3 | 4 | 5 |
| 22. Actively support the use of skills acquired during in-service training in the classroom | 1 | 2 | 3 | 4 | 5 |
| 23. Encourage teachers to share ideas on instruction or information from in-service activities | 1 | 2 | 3 | 4 | 5 |
| 24. Set high academic standards for students at all grade levels | 1 | 2 | 3 | 4 | 5 |
| 25. Support teachers when they enforce academic policies (e.g., on grading, and/or homework) | 1 | 2 | 3 | 4 | 5 |
| 26. Recognize students who do superior academic work or exhibit excellent behaviour with formal or informal recognition | 1 | 2 | 3 | 4 | 5 |
| 27. Contact parents to communicate improved student performance in school | 1 | 2 | 3 | 4 | 5 |

IV. OBSERVING AND GIVING FEEDBACK TO TEACHERS
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Do you as principal.....?

- | | N | Se | So | Fr | A |
|--|---|----|----|----|---|
| 28. Conduct formal and/or informal classroom observations on a regular basis | 1 | 2 | 3 | 4 | 5 |
| 29. Point out specific strengths and weaknesses in teacher instructional practices in post observation conferences | 1 | 2 | 3 | 4 | 5 |
| 30. Note student time on-task in feedback to teachers after classroom observations | 1 | 2 | 3 | 4 | 5 |
| 31. Provide guidance on appropriate teaching methods for specific subject areas | 1 | 2 | 3 | 4 | 5 |

V. ASSESSING THE INSTRUCTIONAL PROGRAM

Do you as principal..... ?

	N	Se	So	Fr	A
32. Encourage the use of program evaluation for future curriculum planning	1	2	3	4	5
33. In consultation with teachers assess and revise each grades instructional program	1	2	3	4	5

Feel free to make comments on the above or any aspect of the school life below.

Thank you for your cooperation.

APPENDIX F

Descriptive Survey Questionnaire (For Teachers)

**Principals' Actions and Behaviour Questionnaire
(For Teachers)**

PART 1

Please provide the following information.

- A. Name of school : _____
- B. Location of school : Urban
Semi Urban (circle one)
Rural
- C. Level of school : _____
- D. Your position in the school : _____
- E. Sex : _____
- F. Age : _____
- G. Years of experience as a teacher at the end of this school year : _____
- H. Years working with the current principal at the end of this school year : _____
- I. Teacher Training
- Name of College/University attended : _____
- Qualification attained : _____
- Years attended : _____

PART 2

Please read each statement carefully and circle the number that best indicates how your principal has demonstrated the specific behaviour.

For each behaviour, 1 represents "*never*", 2 represents "*seldom*", 3 represents "*sometimes*", 4 represents "*frequently*", and 5 represents "*always*".

PLEASE ANSWER EVERY QUESTION.

I. DEFINING AND COMMUNICATING THE SCHOOL GOALS

Does your principal.....?

	N	Se	So	Fr	A
1. Develop school academic goals that seek improvement over current levels of academic performance	1	2	3	4	5
2. Develop the school's academic goals in terms of staff responsibilities and meeting them with target dates	1	2	3	4	5
3. Use needs assessment to secure staff and community input on school academic goal development	1	2	3	4	5
4. Use data on student academic performance when developing the school's academic goals	1	2	3	4	5
5. Develop academic goals that are easily translated into classroom objectives by teachers	1	2	3	4	5
6. Communicate the school's academic goals to teachers, students and parents at school	1	2	3	4	5
7. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g. posters or bulletin boards indicating the importance of the goals)	1	2	3	4	5

II. MANAGING THE CURRICULUM AND INSTRUCTION

Does your principal.....?

	N	Se	So	Fr	A
8. Ensure that the classroom objectives of teachers are consistent with the stated academic goals of the school	1	2	3	4	5
9. Meet with teachers to identify curriculum or learning goals at subject department levels	1	2	3	4	5
10. Review student work products when evaluating classroom instruction	1	2	3	4	5
11. Evaluate teachers on academic objectives directly related to the approved national curriculum	1	2	3	4	5
12. Make clear who is responsible for coordinating the curriculum across grade levels	1	2	3	4	5
13. Participate actively in the review and/or selection of curricular materials	1	2	3	4	5

III. PROMOTING A POSITIVE LEARNING CLIMATE

Does your principal.....?

	N	Se	So	Fr	A
14. Use term test results to assess progress towards school academic goals	1	2	3	4	5
15. Inform teachers and students of the school's Grade 10 performance results	1	2	3	4	5
16. Encourage the development of appropriate instructional program(s) for students whose test results indicate a need e.g. remediation or enrichment	1	2	3	4	5
17. Ensure that instructional time is not interrupted	1	2	3	4	5
18. Ensure that students who stay consistently away from school make up lost instructional time	1	2	3	4	5
19. Visit classrooms to see that instructional time is used for learning and practicing new skills and concepts	1	2	3	4	5
20. Reinforce or reward excellent performance by teachers with opportunities for professional development	1	2	3	4	5

21. Support teacher requests for in-service activities which are directly related to the school's academic goals	1	2	3	4	5
22. Actively support the use of skills acquired during in-service training in the classroom	1	2	3	4	5
23. Encourage teachers to share ideas on instruction or information from in-service activities	1	2	3	4	5
24. Set high academic standards for students at all grade levels	1	2	3	4	5
25. Support teachers when they enforce academic policies (e.g., on grading, and/or homework)	1	2	3	4	5
26. Recognize students who do superior academic work or exhibit excellent behaviour with formal or informal recognition	1	2	3	4	5
27. Contact parents to communicate improved student performance in school	1	2	3	4	5

<h4>IV. OBSERVING AND GIVING FEEDBACK TO TEACHERS</h4>
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Does your principal.....?

	N	Se	So	Fr	A
28. Conduct formal and/or informal classroom observations on a regular basis	1	2	3	4	5
29. Point out specific strengths and weaknesses in teacher instructional practices in post observation conferences	1	2	3	4	5
30. Note student time on-task in feedback to teachers after classroom observations	1	2	3	4	5
31. Provide guidance on appropriate teaching methods for specific subject areas	1	2	3	4	5

V. ASSESSING THE INSTRUCTIONAL PROGRAM

Does your principal..... ?

	N	Se	So	Fr	A
32. Encourage the use of program evaluation for future curriculum planning	1	2	3	4	5
33. In consultation with teachers assess and revise each grades instructional program	1	2	3	4	5

Feel free to make comments on the above or any aspect of the school life below.

Thank you for your cooperation.

APPENDIX G

Samples of Interview Transcripts

- (i) Principal**
- (ii) Senior Teacher**
- (iii) Junior Teacher**

INTERVIEW WITH HEADMASTER

1. DEFINING AND COMMUNICATING THE SCHOOL GOALS

Your responses indicate that you have developed school academic goals, what are they?

Our academic goals is to at least score some good marks at the end of the year. And in order to get there, we have been having remedial classes after normal classes for Grades 8 and 10 students, because (students in these) two grades will be sitting for their exams at the end of the year. The programme is of such that the others (Grades 7 and 9 students) go out for normal school activities while (students in) Grades 8 and 10 are put into classrooms for extra classes.

So your school goal is mainly for academic excellence (in passing exams in two grades only), is that right?

Yes, and we also have another objective in fact, our two objectives are discipline and academic. This is because when there is less discipline we tend to get more good results. If there are a lot of discipline then the results becomes very poor.

Can you tell me who has developed these academic goals?

Headmaster ... based on the expectations of individual headmasters. When I came in at the beginning of the year, I told all the teachers that I have two objectives – academic and discipline!

Have you communicated these academic goals to students and parents, besides the teachers?

Yes, we have done that through the P&C meetings that I have conducted in the last two terms.

What about the students, have you communicated these academic goals to them?

Yes, they are aware of it and during assemblies we tell them. It started a couple of years ago and the students are aware of it. When this time comes around, they are expecting this to happen e.g. remedial classes.

Have you got these academic goals displayed anywhere in school just to remind the teachers as well as students that these are important goals for the school to achieve?

We have not displayed these around the school but we have been continuously reminding them during assemblies. And during class patron periods and at the same time during the normal staff briefings for the teachers to remind students.

2. CURRICULUM AND INSTRUCTION

How have you managed the curriculum in the school?

In a way the school is of such that the curriculum development more or less is not being implemented to the full. On the grounds that the materials that have supplied are not sufficient to the students. We seem to be using maybe one text book between two students. Because the cost of living is high we cannot afford to get enough books per child.

Secondly is that the number of students in each class is quite big, it is a ratio of 40 or 44:1 so it's quite big number for materials to go around the class. It becomes so dirty so I feel that it is not fully implemented. Although the information is being passed on by the teachers but for students to actually to see, get the picture of what is in front of them at times is a bit of a lacks cause the materials does not allow that to happen.

Have you met with the subject departments anytime this year to see how they are implementing or how they are programming their curriculum at any stage?

Yes I have been to a few meetings espec.ally for the core subjects. I think the emphasis lies in the core subjects which I think is not good because the other practical subjects students look down on them as they are not worthwhile in the certificate wise. I told teachers to make all subjects to be important. If they attend English, they should also attend Agriculture because English is just as important as Agriculture. Each subject has got its values. But the teachers have said that should not stop them from implementing the curriculum because the little they have, it's up to them to see how they can put it into the students, how they can use the materials. So at this time it is a problem but not a major problem.

Do you have regular contacts with teaching staff to evaluate the instruction they give in the classrooms?

I sort of leave that to the Department Heads to come back and let me know what they are doing in their departments. We also have a senior teacher in the school (SSM) who is fully responsible for the academic side. She makes continuous report to me. Not really continuous but maybe at the end of every month or so.

Why did you delegate this task to the SMs and SSM to carry out this evaluation of instruction given in the classrooms?

Well it is always the tradition that the headmaster should not take up everything by himself. At the end he will not cope when everything will not be the way as he want. Therefore allocating duties and supervising is better than you taking on everything.

Is it because of your work load in the office?

That's right, because looking after finance when in some school where you've got a Bursar but in schools like ... the headmaster is responsible for finance, staff absences or general administration of the place.

Discipline and timetabling is delegated to the DH/M. These are two major areas that should not be taken up by the H/M. It becomes too much. Academic is delegated to the SSM who overlooks all the departments and she needs to co-ordinate the academic side of the students.

So from what I'm gathering from you now, the coordination of curriculum across grade levels in each subject area is the responsibility delegated to SMs or SSM. Is that right?

Yes, SSM + SMs of each department. I can only help if they come up with something that it needs my attention. e.g. like buying of new materials, or they come with a list, because when we make out a budget we delegate the certain amount of money to each department and its up to them to spend it when they come. If they go beyond that amount they are given within six months, they don't get another allocation until next year. So they have the money to utilise it. And its up to them, they come with the'r order, I approve it and I tell them this is the amount you have. And if it is below the amount they have then I'll tell them you have this much left for some more ordering.

3. PROMOTING A POSITIVE LEARNING CLIMATE

What do you do with the term test results that are submitted by each subject department?

Do they ever submit any term test results or summaries to your office?

This is more or less given to the SSM who is in-charge of the Academic and then I just go in and have a look at it – the performance of individual students and class and grade as a whole.

What do you do when you find an individual's result is lower or higher?

I then sort of not go to individual students. I talk to staff during the staff meeting or call the class as a whole and tell them this is where you stand and I see this. Unless you people start doing something about it you might be instead going up you will be looking down further. Instead of going up further.

What do you mean?

That means that if they don't pull up themselves their academic results might not go up. They will go down instead of them pushing forward from where they have left.

I understand that you have remedial programmes for Grade 10 students in preparation for the national exams. Do you have the same programme for the other grades?

Yes, we have the same programme for Grade 8s as well. According to the new reform in NIP, first of its kind took place last year (1995) where all Grade 8s, both in provincial or secondary high schools and Grade 8s in the top-up primary schools they all sat for a national exam. Then at the end there were people who did well were placed in the high schools (to continue on to Grade 9).

What about those students who are ranked at the bottom (10%) of each grade at the end of each term, have you designed programmes to cater for this group of students?

No, we do not have any programmes for them. It is something I was thinking of – maybe not this year, maybe next year. To bring this group of students up to the level of others. Because if they are left like that they will start misbehaving in school and kinds of things.

Do you check the attendance books (roll call books) to check on students who are consistently missing classes?

Yes we have a system where the class captains are given a class list and the roll is checked at the end of every lesson which is signed by the subject teacher at the end as well to indicate the number of students present or absent. Names of students who are absent are then handed in to the DH/M.

What happens to the students then?

After five days being absent, we send a letter to the parents notifying them that if they exceed more than 10 days without good reasons, they are to go before the BOM. According to the circular that came out recently, students who are absent 10 consecutive days or for thirty days, the Board can expel them straight away.

Do you encourage students who miss classes to make up for lost instructional time?

It all depends at this time we encourage them to come to class. And whatever they miss out they have to catch up in their own time. And that means that teacher cannot go back to everything he or she taught to students who were present. The only encouragement they get is to get the exercise book or whatever notes that their friends have and they try to copy down or things like that.

One area of promoting a positive learning climate in the school is your staff development programme for teaching staff, do you have such plans for your staff members?

We do have inservices. The inservices are conducted in three levels. One is the departmental inservice where the teachers who are teaching in the department go for our inservice, doing certain topics that the department find its weakness in. The other one is the general staff inservice where a staff member is selected to give something on which is general. Like maybe the DHM might give a short inservice on discipline. How to combat on certain cases, writing reports and so on. There are other types of inservices that we ask the outside people to come in and give the inservice to the staff. Like maybe guidance officer to come and give inservice to the teachers on how to write comments on record cards.

Besides inservicing, are there any such enrichment programmes planned for staff to go further up the ladder?

That, we don't have it in the school but each year I see that there has been courses for maybe subject masters or other things like that for teachers to apply. Since I have been here I had not seen any refresher course that is organised for the teachers, you know, to go out of classroom and go and refresh themselves. For last couple of years I have not seen it, I think this is one of the weak area in our Division or in the Department. There are many teachers who have been teaching for so many years, have not given the opportunity for refresher courses. Like our case, the headmasters we might be deputy headmaster for eight years. In those eight years, I have been working from what I knew and learnt, not attending any courses. Like headmaster, like myself, it's a new position for me. And in the school I'm in now, it's one of the difficult high schools. There was no preparation before I came to take up this position. I was picked from there and in here and it makes life a bit difficult when you don't have a good background to prepare yourself, to look forward to this.

From your experience, for not going through staff development, have you any plans for those staff members who have been in the same positions for many years now?

At this moment I don't have any plans for them but I have been telling them whenever you see some courses being offered, to put an application in. At least you have a chance to go out of the classroom. And get some refresher or something. Couple of the teachers I have told them that staying too long in one place you become stale! You go some where else to some other province or some other high schools and you see the type of environment from place to another. It becomes boring for you to stay in one place for so many years.

4. OBSERVING AND GIVING FEEDBACK TO TEACHERS

From your responses, for all of the questions you indicated that you only 'sometimes' conduct these tasks, why only sometimes?

I put sometimes because its not been done quite regularly on my part because I have got other things. Maybe I suppose there are things I did prioritised and not this area. That's why I put sometimes which is not correct. Because of the things that come up at the time of you been programmed to go in there and then something else happens and you are not there. The only area I'm consistent of is the briefings in the mornings to get across to teachers and so on. Lesson observation I have been not quite the way I should have been going because of my commitments.

You talked about placing emphasis or priorities on other things, which other things have you been placing more emphasis on and less on observing and giving feedback to teachers?

One of the areas I give emphasis on is student discipline because I believe that when you have less discipline more learning takes place in the classrooms. I have been spending a good number of time or even during Mondays and Wednesdays when I see that not many students are in class I go out and patrol school areas, in the dormitories and so on and get the students back to class. The other thing is the correspondence in the office I have to pay bills and other things so that takes away my time. The other area I give priority is the cash book that I have spend at least one day a week to balance the books or to find out how much is left. But at same time I go around

visit classes but not actually writing reports and so on. Just to see if the teachers are there, are performing or whatever.

5. ASSESSING THE INSTRUCTIONAL PROGRAM(S)

How do you encourage the assessment of each subject or grades' instructional program(s)?

Each department comes up with a testing timetable, then given to the SSM who is the coordinator of the academic side in the school. And then the testing timetable for the term is then drawn up from that feedback from the departments what subject gives. Like in ...we have testing every Thursdays, compulsory, two subjects are given one after the other. It's out of 25 marks across so that you give 4 tests in a term. That gives a total of 100 marks. And then another 25 marks for test for next term. We have testing every Thursday which rotates, not one subject given e.g. Maths given every Thursday its Maths Maths, no it rotates. So that you don't make up your 100 marks and you have to give at least marks that are not covered during the week but not on Thursday but some other time.

Who is responsible for program evaluation?

That is delegated. There is a teacher in-charge of that. She is one of the female teachers. She checks the program and the evaluation normally takes place at the end of each term. The departments go in a space that is organised, an afternoon is organised so that they sit and talk and write comments because in one grade there might be two or three of them people teaching. So that the three of them together and they make comments on one program only so that comments are of such that the three of them agree and its called a collective idea and not from one person.

You as a HM, do you request for summaries of every program evaluation to come to your office for your information?

No, I do tell them but I don't ask for a copy to my office. But check it from the TIC Programmes or from the SSM. I go and check through and see who will report back to me, how many have come in, what departments have handed in, and what departments have not. And I not exactly send memos but I go straight to the Head of the department and ask. He or she must by this time normally I give them time. If it was told to me two weeks ago and its not come in, okay today 4 o'clock.

END OF INTERVIEW

INTERVIEW WITH DHM

1. DEFINING AND COMMUNICATING SCHOOL GOALS

The HM told me that the school executive have developed academic goals, can you tell what these goals are?

Well at the moment I have no idea what these academic goals are. But I have tried my best coming in now from another school... so that a... for two consecutive years this school was fourth in the province. I have tried to find out answers as to why this is the case. People have told me that it was due to teachers. But at the moment nobody has really told what their reason for their doubt. But at the moment I have tried to work from there, looking at various things, various aspects of discipline and why results are that low. Because I believe if we have a good discipline system, our results will be little better than what it used to be.

The HM indicated that the executive staff of the school know of this goals?

Well as a person who has come in new, I may not be aware of this. But as I said, I've looked at the results and try to iron out what the reasons are. And I'm working on it as you can see we have a new system of testing. That is one of those things that I have instigated in the school. Every week we have testing.

Do you think the new method of testing you have introduced is showing positive signs in relation to student learning?

We are still working towards finding out whether it will improve our results or not. That we will find out at the end of the year.

Does the HM in assemblies encourage students by re-emphasizing the importance of achieving high academic standards in the school?

I have been the one talking about standards.

When you talk about standards, what do you tell the students?

I continuously remind them about the exams that are coming up. My target groups are Grades 8 and 10. So from time to time, I would tell them that ... you know, remind them that your examinations are coming up. And Grade 10s you have an important year, Grade 8 the same. It is for you to prepare yourself for that.

What sort of reaction do you get back from students from your encouragement?

I don't see any sort of clear indication but some of them have worked during the afternoons before 6 after work parade you see a lot of students come into classrooms to do their homework. That is written homework. And then the night study period should be used for revision time.

2. MANAGING THE CURRICULUM AND INSTRUCTION

You indicated that the HM sometimes manages the curriculum and instruction given in this school, why do you think that the HM only performs these tasks at times only but not frequently or always?

Usually it's not done on a regular basis but from time to time he sort of reminds heads of departments to be working on that.

But why?

Because maybe he thinks that he has charged the responsibility to the heads of departments.

Based on your observations, do you think that the heads of departments have been carrying out those tasks as delegated?

Not effectively.

Why do you say 'not effectively'?

Because coming into most of the departments, new materials have not been purchased as I have indicated. I think if we want to be effective in our teaching then we've got to get the best textbooks that we can afford. These textbooks, teaching aids and not only that but the continuous training of teachers as well.

In regards to the ordering of textbooks or curriculum materials, who do you think should be responsible for making the orders?

Well from previous understanding, I understand that it should be the head of departments. They order the materials because they know best what is needed in the department. However, when it comes to the finance part of it, that is their difficulty. Because the finance has to be allocated and okayed by the HM. So when he tells us that there is no money, that puts a stop to ordering. Earlier on this year there was some book sellers that came in but they were not allowed to come in.

Why do you think the HM did not allow them to come in?

I don't know, maybe from past experiences with them or... I cannot say why.

3. PROMOTING A POSITIVE LEARNING CLIMATE

If you were asked to compare the learning climates of your previous school ... and your present school ..., which school do you think is better in terms of the learning climate that has been promoted by the headmasters?

I was in ... for 10 years and I saw the improvement. I came in '86 when the results were very very low. In fact lower than the national requirements. And then we began to work from that. And there was a lot of purchasing of teaching aids and other things. Training and changing of certain things in the departments which we thought would improve. Having watched the progress, I think I would choose ... to be better than this school. This is only my first year but I... when looking at this things, I still would choose ...

Do you think the principal is promoting a positive learning climate?

Well, it's not to the extreme but I think it is there but it is not enough.

Why?

I think a lot more emphasis should be put on academic side, upgrading of facilities in the departments so that teaching can be effective.

What about the students, do you think they show a positive response towards learning?

Their response sometimes is... I do not know what I would say about this. When it comes to academic, their response is not so positive when it comes to the academic side of things. It's not very very positive. We tell them about it in/during their studies and all that. A lot of students still stay away from classes. I have tried to understand why this is so and I have not come up with an answer. And that's one of the areas that I would still have to battle out and try to find out why a lot of students are running away from lessons.

Since you took up office as the DHM, how many times has instructional time been interrupted in the school by other events?

So many times. Sometimes or one big thing or one prime example is that we had a cultural day towards the end of term 2 and there was about 2 to 3 weeks that was disrupted.

So are you saying that there was no instruction given in the classroom?

No. Even if we want to teach, we will only find a few students sitting there. The rest were out preparing for their cultural day.

Why did you indicate in your responses that the HM has seldom visited classrooms to check if instruction time is used for its correct purposes?

That I do not know but that's probably up to whether he is tied up doing administrative work or not.

Being his deputy, do you know what he does sometimes on a daily basis?

Sometimes I do, sometimes I don't.

Do you communicate with him?

Yes, we do communicate only when there is a ... necessary to communicate. We talk about certain things, day to day activities. I don't really ... I know that he's got his teaching to do but all the things he does I don't know. Only when he goes to town (Kavieng) then he comes and informs me that he's out on business. So I take over the running of the school.

How would you like to be rewarded by the HM for excellence in teaching and in attending to the tasks delegated to you by him?

I would like to be rewarded by being recommended to go for further training that is applicable to my being a classroom teacher. If it is not possible then I would rather be rewarded by upgrading in position in the school.

So do you think the HM should encourage more of this?

Yes.

4. OBSERVING AND GIVING FEEDBACK TO TEACHERS

You indicated that the HM sometimes conducts lesson observations on teachers, why does he only at times perform these tasks?

He does a few when it's time for inspectors to come around or when a teacher is on inspection. That's the time he goes around to do lesson observations.

As an administrator, do you think it is important for HMs to carry out lesson observations on their teachers?

Yes. I really think I mean that I have headed a department for so many years but at the same time I think it is the job of the administrators/HMs also go and do lesson observation if they can.

Why do you say that?

Because it is important that I know that my teachers are performing. It is important that I should see the general performance of a classroom teacher. And if it is left then teachers will not

perform. It helps when a teacher knows that the HM will be seeing him/her. And the preparation will be thorough rather than if they are not seen, they just come in and teach.

5. ASSESSING THE INSTRUCTIONAL PROGRAM

Your responses indicate that the HM sometimes assists departments in the evaluation or reviewing of instructional programs that are taught in each subject department, how does he go about doing that?

Now that we are doing remedial lesson: for Grade 10s, and those of us that are teaching Grade 10s including him, we carry out this remedials. It is a yearly thing, it goes on from year to year. In our case as HM and DHM, I'm not so sure whether we should be engaging ourselves in teaching Grade 10s because of the so many other commitments that we have. But we do as him being HM. I being the deputy because of shortage of staff. As I said the ceiling here is 15. And within the departments, really one or two teachers within a department. so we have no choice to give away a Grade 10 to another. Because of the shortage of staff and experienced teachers and that's how both of us are involved in Grade 10 remedials.

(The response given did not answer the question asked)

Have both of you sat down to evaluate the effectiveness of the remedial program that is being implemented at the moment?

Not yet as I said I have just come in new. We have not really sat until maybe at the end of the year or so to evaluate what has gone on. We have not because somebody else is in charge of it. He has assigned somebody to be in charge of remedials. And it is left up to that person that is overall in charge. Probably there will come a time later on, I know there will come a time when everyone of us are going to come together again and have a look at the programs that we have done.

While we are talking about remedials, do you have remedial classes for Grades 7 and 9?

Not at the moment. We don't have remedials for Grades 7 and 9. However, we have for Grades 8 and 10. We've just started because of the examination they are also to take: the Basic ...what do we call it ...Certificate in Basic Education. (and the School Certificate).

So are you saying that there is no need to do remedials for Grade 7 and 9?

At the moment we do not see a need for it. Until they come to Grades 8 and 10 then we do remedials.

END OF INTERVIEW

INTERVIEW WITH BASE LEVEL TEACHER

1. DEFINING AND COMMUNICATING THE SCHOOL GOALS

In your responses, you indicated that the HM has developed academic goals for this school to achieve at the end of this school year, can you tell me what these academic goals are?

One of the main thing is that...he was looking at improving the examination results of Grade 10 students. That was one of the goals that we wish to achieve – to improve the academic performance of our Grade 10 students. This is how he has gone through achieving the requirements.

That particular goal is only related to Grade 10s, what about the other students in the other grades?

By that I mean is that this is built up over the four year period. The HM does not directly get himself involved but he works through the TICs and SMs of each subject department.

Do you know how this goal was developed?

The period the HM has been here, I do not know very much. But judging from the previous Grade 10 results is very good.

Has the HM communicated this goal to everyone in this school – teachers, students and parents?

He does give in-services to teachers regarding lessons and what his expectations of the teachers and students and so forth.

What is the HM's expectations of students?

To work according to what the teachers have prepared. Sometimes we find that teachers attend to classes and the kids do not respond well to the teachers. Kids who do not respond well to teachers is not because the teacher does not teach effectively the subject matter. It is because the teacher does not attend to the kids effectively – they do not control.

Has the HM communicated this goal to the students?

Not communicated to the students but to the teachers yes. If this goal is communicated to the students it would allow students to react more positively towards teachers rather than against teachers.

What about the parents?

Not directly. It is assumed that the parents should know about this once they send their kids to the school.

2. MANAGING THE CURRICULUM AND INSTRUCTION

Your responses indicated that the HM has managed the curriculum implementation and also instruction given in this school, in what ways has he demonstrated that?

He does it through general inservices to teachers – How to keep personal files, how to prepare lessons, ... in that way he ensures that the curriculum is implemented.

Regarding evaluating of teachers, has the HM done any classroom observations to check that teachers are teaching the approved curriculum?

Not that I can think of. Only when the inspector is about to inspect some inspectees, that's when he observes those teachers but otherwise he does not observe teachers for developmental purposes.

Have you ever being observed by the HM?

No. The HM does not. From all the schools I've been to, I usually find that the HMs do not observe teachers. They only observe teachers who are going through inspection

Do you know why they do not observe teachers?

I don't know but maybesometimes in the schools, some teachers feel reluctant to allow other people to observe their lessons. They have a negative feelings towards observation. When the HM observes a teacher, the teacher feels that there is something wrong with my teaching that's why the HM is observing me. Then they will have ill feelings towards the HM. That is one reason why the HM does not observe teachers. Maybe the other reason is that the HM has too much to do with administrative work.

3. PROMOTING A POSITIVE LEARNING CLIMATE

Do you think that the HM has created a positive learning climate in this school?

(the interviewer probed the interviewee to answer the question above with follow up questions as the interviewee did not understand the question very well, eventually ending up with asking the interviewee the next question).

Do you think teachers in this school have a positive attitude towards teaching and learning?

The teachers, not that I can say that it is very positive, it is more or less a kind that somewhere in between. In terms of teachers who are not very happy to give their very best because they had to do that task, they walk into the class. There are at many times, you sit around in the staffroom, you will hear.. 'Oh I hate having this lesson'. And then if there is any lesson ... teachers would be quite happy. They would be happy to make sure that the lessons are on.

Do you know why they feel like that?

It depends on certain individual teachers. Some teachers have to teach a particular unit during that time and they continue on teaching that unit. But other people do not have this feeling, they just feel that because they are there, it is purpose to be taught in the classroom. While because some of them are not really competent or those who are competent it is because of the kind of students, sometimes we find students and teachers say 'Oh, I don't like teaching that class, the other class is much better, I like teaching that class'.

What is the students' attitude towards learning in this school?

The students like ... in most schools you will find that there are, students are divided into two different groups. Some students are active in learning, and others ... because of the teachers there who are teaching because they are told to do this and that. Kids do not do well if they are not supervised...they do not do the work they are suppose to do.

Do you know why they are not doing the work they are expected to do?

The students in the high school do not... because they are 15, 16 or 17. Some of them are still immature, they don't see the actual reason behind why they have to do those tasks, why teachers insist that they do their homework, which is for their own good. They do not see it. Until they go to other institutions, post-secondary education, then they start to see that.

Do you think the HM has promoted a positive learning climate in this school?

In line with what I have said.. it looks as though the learning climate in itself is good especially. Because I think that from the HM's point of view or the kind of ...many times it comes back to the personality of the HM. You find this or in this particular institution is more or less relaxed. He see it and that's it instead of calling them in and telling them that they should not be doing that.

Why is the HM reacting to such behaviour in that manner?

He does not want to upset that person.

If you were the HM, how would you have reacted to such behaviour?

I have a different personality, therefore, sometimes I for one always like people to behave in the manner that I behave.

How?

I would have behaved...called the person up and talked to them. "Look this is not correct, you have not been doing what you are expected to do".

What about the students?

It would be the same kind of thing. That's what I have been doing to a class I have been teaching. Because of my continuous hammering them, they have now settled down. Many times I get on the Deputy HM's nerves because I tell him that this is not done. He is suppose to be doing this and that. Sometimes I get unpopular with the administrators, it is more or less because of that kind of attitude that I have. I believe that is the reason why the Board at ... does not want me to be there. It is more or less... because they do not want people to challenge or oppose them.

For those students whose test results indicate a need, what sort of instructional programs has the school developed for this type of student?

I believe there is no instructional programs or what so ever to cater for students who are academically weak. There is nothing of that sort. However,..we just look at the students in general terms.

What about the remedial programs?

Ah, that's only the Grade 10s and Grade 8s in preparation for the national exams.

What about Grades 7 and 9?

No, there is no such remedial programs for these two grades.

Why?

Because these two lots of grades do not sit for a national exam so they are not required to do remedials. Only students in Grades 8 and 10 are required to do the national exams so we concentrate on them in the remedials.

4. OBSERVING AND GIVING FEEDBACK TO TEACHERS

(His questionnaire indicated that the HM seldom conducts lesson observations on teachers). The reasons as to why the HM has not been doing lesson observations are stated in the interviewee's response in Part 2 -- Managing the Curriculum and Instruction.

5. ASSESSING THE INSTRUCTIONAL PROGRAM(S)

Has the HM at any time visited you : subject department to discuss term programs with you and your teachers?

From time to time the HM checks with the TIC of subject areas to check if the program has been taught accordingly or to check the quality of the programs. It is the responsibility of the TIC and the subject teachers to review and revise the teaching programs.

What about the remedial programs?

No it is left to the person in charge of the program to evaluate and revise those programs.

END OF INTERVIEW

APPENDIX H

Letters seeking permission to conduct research in New Ireland Province high schools in Papua New Guinea

- (i) National Department of Education – Research and Evaluation Unit**
- (ii) Advisor-Education, New Ireland Provincial Education Division**
- (iii) Letter inviting the Principals and teachers of Utu, Manggai, Mongop, Madina and Namatanai high schools to participate in the study**



Department of Administration and Training

Armidale, NSW 2351 Australia
Telephone (067) 73 2043 Fax (067) 73 3363

12th April, 1996

Mr. Pala Wari
Research and Evaluation Unit
National Department of Education
Free Mail Bag
BOROKO.
Papua New Guinea

SUBJECT: RESEARCH IN NEW IRELAND PROVINCE HIGH SCHOOLS

Dear Mr. Wari,

My name is Boe Lahui and I am at present studying at the University of New England, Armidale, Australia. I am enrolled in the Master of Educational Administration with Honours course.

This year I am starting work on my thesis and in order for me to complete my writing of the thesis, I am expected to conduct a research project.

I write to request for the Research and Evaluation Committee's permission to conduct research in the five high schools in the New Ireland Province, namely, Utu, Mangai, Mongop, Madina and Namatanai.

The title of my study is : The Instructional Leadership Behaviour of High School Principals : A New Ireland Case Study.

This study proposes to investigate the balance between the principal's administrative role and his or her instructional leadership role. This study intends to examine in detail the instructional leadership behaviour of New Ireland Province (NIP) high school principals as a case study.

The specific aim is to identify whether NIP high school principals have actions consistent with instructional leadership.

The findings of this study will contribute to the understanding of the role of the principalship and the development of better instructional leaders in Papua New Guinea high schools.

I will be writing to the following people for their permission to conduct this research in the New Ireland Province high schools as well:

- i) The Assistant Secretary - Division of Education, New Ireland Province, and
- ii) The Secondary Schools Inspector - New Ireland Province.

Once the permission for research is granted, then I will write to the five principals of Utu, Manggai, Mongop, Madina and Namatanai, inviting them to participate in this study together with randomly selected teachers covering all levels of the school organisation.

I have written to the Director, Staff Development Unit, University of Papua New Guinea - Waigani Campus and to the Education Faculty Planning Committee to seek financial assistance for this study.

I enclose a copy of my research proposal for your committee's perusal and approval as well as a copy of a letter of support from my thesis supervisor, Dr. Brendan Nolan.

I look forward to hearing a favourable response from you soon.

Yours sincerely,

.....
 Boe Lahui
 Master of Educational Administration with Honours student
 Department of Administration and Training
 University of New England



DEPARTMENT OF EDUCATION

Telephone: (675) 301-3526
 Tlx: NE 22193
 Fax: (675) 301-3533
 Telegrams: EDUCOFF

PSA Haus
 P O Box 446
 Waigani
 Papua New Guinea

FACSIMILE TRANSMISSION

File No: PR2-1-1

To Fax No: (05) 61-67-733363:	From: Kila Ravusiro
Institution: Dept of Administration &, Training, University of New England	Date: 30/4/96
Attention: Mr Boe Lahui	No of pages: (including this header) ONE (1)
Subject: APPROVAL TO CONDUCT RESEARCH	

Dear Mr Lahui,

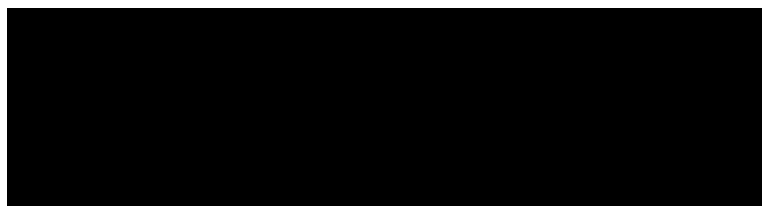
I am pleased to advise that the Department has granted approval for you to conduct in New Ireland High Schools.

research

It is believed that the findings of your research will be useful to the Department, and for that reason it expects you to present these to it (through a forum if at all possible) after completion.

Please accept our apologies for any inconvenience caused and the Department now looks forward to the findings of your research.

Sincerely,



Kila Ravusiro
 a/Principal Research & Evaluation Officer



Department of Administration and Training

Armidale, NSW 2351 Australia
Telephone (067) 73 2043 Fax (067) 73 3363

12th April, 1996

Mr. Simon Pasingan
Assistant Secretary
Division of Education
P O Box
KAVIENG
Papua New Guinea

SUBJECT: RESEARCH IN NEW IRELAND PROVINCE HIGH SCHOOLS

Dear Mr. Pasingan,

My name is Boe Lahui and I am at present studying at the University of New England, Armidale, Australia. I am enrolled in the Master of Educational Administration with Honours course.

This year I am starting work on my thesis and in order for me to complete my writing of the thesis, I am expected to conduct a research project.

I write to seek your permission to conduct research in the five high schools in the New Ireland Province, namely, Utu, Mangai, Mongop, Madina and Namatanai.

The title of my study is : The Instructional Leadership Behaviour of High School Principals : A New Ireland Case Study.

This study proposes to investigate the balance between the principal's administrative role and his or her instructional leadership role. This study intends to examine in detail the instructional leadership behaviour of New Ireland Province (NIP) high school principals as a case study.

The specific aim is to identify whether NIP high school principals have actions consistent with instructional leadership.

The findings of this study will contribute to the understanding of the role of the principalship and the development of better instructional leaders in Papua New Guinea high schools.

I have also written to Mr. Pala Wari, Research and Evaluation Unit, NDOE, for the Research and Evaluation Committee's permission to conduct this research in the New Ireland Province high schools as well.

Once the permission for this research is granted from you and the Research and Evaluation Committee, then I will write to the five principals of Utu, Manggai, Mongop, Madina and Namatanai, inviting them to participate in this study together with randomly selected teachers covering all levels of the school organisation.

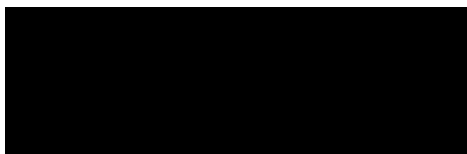
I have written to the Director, Staff Development Unit, University of Papua New Guinea - Waigani Campus and to the Education Faculty Planning Committee - Goroka Campus to seek financial assistance for this study.

I enclose a copy of my research proposal for your perusal and approval as well as a copy of a letter of support from my thesis supervisor, Dr. Brendan Nolan.

At this stage, may I ask you if you could forward to me the lists of names of teachers with their positions in each of the five high schools for my information and sampling purposes.

I look forward to hearing a favourable response from you soon.

Yours sincerely,



Boe Lahui
Master of Educational Administration with Honours student
Department of Administration and Training
University of New England

cc. Secondary Schools Inspector, New Ireland Province



NEW IRELAND INTERIM PROVINCIAL GOVERNMENT
PROVINCIAL ADMINISTRATION
Education Services

Fax/Phone - 942145

Mr Bae Lahui
 Master of Educational Administration with Honours Student
 Department of Administration and Training
 University of New England
 ARMIDALE NSW 2351
 AUSTRALIA

P.O. Box 138

KAVIENG.

New Ireland Province
 Papua New Guinea.

5 July 1996

SUBJECT: RESEARCH IN NEW IRELAND PROVINCE HIGH SCHOOLS

You should have already received a response to your 12th of April, 1996 letter which advised you that approval had already been given for you to conduct research in our high schools.

However, approval is granted for you to conduct your research in the New Ireland High Schools at the beginning of August, 1996.

For your information.

[REDACTED]
 SIMON PASSINGAN
 Education Advisor

cc Headmasters - UTU High School, KAVIENG
 - MANGGAI High School, KAVIENG
 - MONGOP High School, KAVIENG
 - MADINA High School, KAVIENG
 - NAMATANAI S/School, NAMATANAI

cc Secondary School Inspector, KAVIENG

24th July, 1996

The Principal

..... Provincial High School
 c/- P O Box 138
 KAVIENG
 New Ireland Province
 Papua New Guinea

SUBJECT: INVITATION TO PARTICIPATE IN A RESEARCH PROJECT

Dear Sir,

My name is Boe Lahui and I am at present studying at the University of New England in Armidale, Australia. I am enrolled in the Master of Educational Administration (Honours) degree. I am now in my final semester of the course. However, in order to complete my thesis, it is necessary to collect data for the research project.

I write to invite you, as the principal and some selected members of your teaching staff (the deputy principal, one senior subject master, two subject masters and two EO1 teachers), to participate as respondents in this project.

The title of my research project is: The Instructional Leadership Behaviour of High School Principals: A New Ireland Case Study. As the title clearly states, you as the principal will become a very important source of data for this study.

The research project investigates the complex role of the principal and the way in which the principal balances the administrative role and the instructional leadership role. May I reassure you that this is not an evaluation to find out whether you are an effective or ineffective principal. This study is not interested in determining that.

Furthermore, this study will be conducted in a manner to ensure confidentiality, privacy and anonymity. Any information provided by respondents, including you, will be used for the stated purposes of this study, with any published reports representing findings in a manner that will prevent the identification of individual respondents.

I hope that the findings of this study will contribute to the understanding of the role of the principalship and the development of better instructional leaders in Papua New Guinea high schools.

This study has the approval of the National Department of Education and the New Ireland Interim Provincial Government Education Services. Copies of their letters are attached for your information.

I also attach a copy of my proposed research itinerary for your information. Please note that these are tentative dates. They are subject to change.

depending on unforeseen circumstances. It would be appreciated if you could inform members of your staff regarding details of my research project and intending visit to your school.

Finally, I would greatly appreciate it if you could arrange accommodation for me in the school. I would prefer to stay in a vacant staff house/flat if there is any available. I am prepared to pay rent for the period of time that I will use it. If there is none available, then I am prepared to stay in any alternative accommodation that may be available within or near to your school?

I look forward to working closely with you when I come over to New Ireland for this research project.

Yours sincerely,

Boe Lahui

cc. Mr. Simon Passingan, Education Advisor
cc. Secondary School Inspector, Kavieng

**PROPOSED RESEARCH ITINERARY
NEW IRELAND PROVINCE HIGH SCHOOLS**

Tentative dates – subject to change depending on unforeseen circumstances.

DATE	SCHOOL	ACTIVITIES
Thursday 1st August		Leave Armidale for Brisbane
Friday 2nd August		Leave Brisbane for Port Moresby
Saturday 3rd August	UTU	Leave Port Moresby for Kavieng
Sunday 4th August	UTU	Settle into school
Monday 5th August	UTU	Administer Questionnaires to selected respondents
Tuesday-Wednesday 6th-7th August	UTU	Observation – overshadowing principal of the school for two working days
Thursday-Friday 8th-9th August	UTU	Follow up interviews with respondents
Saturday 10th August	NAMATANAI	Travel to Namatanai
Sunday 11th August	NAMATANAI	Settle into school
Monday 12th	NAMATANAI	Administer questionnaire to selected respondents
Tuesday-Wednesday 13th-14th August	NAMATANAI	Observation – overshadowing principal of the school for two working days
Thursday-Friday 15th-16th August	NAMATANAI	Follow up interviews with respondents
Saturday 17th August	MADINA	Travel to Madina
Sunday 18th August	MADINA	Settle into school
Monday 19th August	MADINA	Administer questionnaires to selected respondents
Tuesday-Wednesday 20th-21st August	MADINA	Observation – overshadowing principal of the school for two working days
Thursday-Friday 22nd-23rd August	MADINA	Follow up interviews with respondents
Saturday 24th August	MONGOF	Travel to Mongop
Sunday 25th August	MONGOF	Settle into school
Monday 26th August	MONGOF	Administer questionnaires to selected respondents

Tuesday-Wednesday 27th-28th August	MONGOP	Observation – overshadowing principal of the school for two working days
Thursday-Friday 29th-30th August	MONGOP	Follow up interviews with respondents
Saturday 31st August	MANGGAI	Travel to Manggai
Sunday 1st September	MANGGAI	Settle into school
Monday 2nd September	MANGGAI	Administer questionnaires to selected respondents
Tuesday-Wednesday 3rd-4th September	MANGGAI	Observation – overshadowing principal of the school for two working days
Thursday-Friday 5th-6th September	MANGGAI	Follow up interviews with respondents
Saturday 7th September	KAVIENG	Travel to Kavieng – Break
Sunday 8th September	KAVIENG	Break in Kavieng
Monday 9th September	KAVIENG	Interview Mr. Simon Passingan/Secondary School Inspector (if available!)
Tuesday 10th September	KAVIENG	Initial Data Analysis in Kavieng
Wednesday 11th September	KAVIENG	Initial Data Analysis in Kavieng
Thursday 12th September	KAVIENG	Initial Data Analysis in Kavieng
Friday 13th September	PORT MORESBY	Depart Kavieng for Port Moresby
Saturday 14th September	BRISBANE	Depart Port Moresby for Brisbane
Sunday 15th September	ARMIDALE	Depart Brisbane for Armidale