

**VISION AND THE WORK
LIFE OF EDUCATIONAL
LEADERS**

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ABSTRACT

In discussions of school leadership the term *vision* appears consistently. Before Blumberg and Greenfield's (1979) research on effective principals and Peters and Waterman's (1982) research on excellent organisations, few discussions of leadership included the term. Now the notions of vision and leadership are closely associated. An ASCD (1985) videotape, *The Effective Principal*, lists having a vision as one of the five essential features of effective school leaders. Robert Cole, in his editorial in the September 1985 issue of *The Kappan*, defines leadership as "articulating a vision". Beare, Caldwell and Millikan (1989) consider that outstanding leaders have a vision for their organisations. This is one of a number of generalisations which have emerged from their studies.

The concept that leaders are guided by a vision of a preferred future is widely accepted. When groups of educators have been asked to name visionary leaders the responses have come quickly: Martin Luther King, Ghandi, Joan of Arc, John F. Kennedy, Mother Theresa, Hitler.

The vision of educational leaders, however, and the visionary leadership of great political figures differ. Effective principals or superintendents are not expected to take on the stature of a Ghandi or a Martin Luther King. What then, does vision mean in the worklife of educators? Do all school leaders have vision? If they do, how does their vision emerge? What impact, if any, does a vision have on the career of a school administrator?

This research project has been undertaken in order to provide answers to these questions. Data were gathered by interviewing 12 educators from the Tasmanian Education Department's Head Office, Curriculum Services, The Southern Regional Office and Primary Schools in the Southern Region. The focus is on the vision and worklife of leaders whose expertise is in the area of primary education. The group represents a variety of roles, types of school, and gender. All interviews except one were conducted at the work place of the interviewee.

From an analysis of the field notes and transcripts gathered from the interviews, connections were drawn between the visions of these 12 educational leaders and their work lives. The synthesis of the writer falls into three categories: the nature of

their visions, how they actualise their visions, and the relationship between the leader's visions and their careers.

This research parallels a study conducted by Linda Tinelli Sheive and Marian Beauchamp Schoenheit in the State of New York which was reported in the Yearbook of the Association for Supervision and Curriculum Development, ASCA, 1987.

Apart from providing answers to the questions previously identified the aim of this study is to provide educators with a greater understanding of the nature of vision. It is imperative that, in these times of rapid change, educators have a mental image of the possible and desirable future state of the Education Department and its schools. Such knowledge assists leaders plan for change and enhances their confidence in facing the future.

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Chapter 1

Leaders and Leadership

The purpose of this chapter is to develop an understanding of the terms *leader* and *leadership* and to provide an historical perspective for the reader. As more research studies have been undertaken an enlarged view of leadership has emerged. Whereas in the sixties the view of leadership was confined to a very narrow focus such as making decisions from a position of authority, the eighties has seen a lessening of emphasis on power and authority and a broadening of perspective to include goal setting, team building, the work setting, communicating and the values that leaders and their colleagues hold.

During the sixties the predominant view of leadership was that of *the exercise of power and authority and the making of decisions* (Dubin, 1968: 385). This view of leadership is based on the premise that people such as principals and senior staff who have positions of authority are leaders and as such exercise leadership. This standpoint is shared by Fiedler (1967: 8) who considered the leader to be *the individual in the group given the task of directing and coordinating task-relevant group activities*. There is also an accompanying point of view that leadership is defined as *the process of influencing the activities of an organised group toward goal setting and goal accomplishment* (Stogdill, 1950: 4). Lipham (1964: 122), when he defines leadership as *the initiation of a new structure or procedure for accomplishing an organisation's goals and objectives*, focuses on change. During this period the term management rather than leadership may have been a better way to describe the work of leaders.

The seventies saw a focus on change continue. Berman and McLaughlin (1978) state that *The principal is the gatekeeper of change. If you had to pick one figure in the school system who really matters in terms of whether you get change or not, it is the principal*. In the late seventies this view of leadership began to change as researchers began to consider the effectiveness of educational leaders. Pondy (1978 : 94) gives consideration to meanings and values. He suggests that the effectiveness of a leader lies in the *ability to make activity meaningful . . . not to change behaviour but to give others a sense of understanding of what they are doing. . .* Making clear the meaning of activities within the school by posing and obtaining answers to questions such as: *What are the purposes of our school? How should we as teachers work with students to reflect our purposes? What should be the*

relationship between our school and its local community? - is a leadership role to be undertaken by educational leaders, such as principals.

The eighties have seen much debate concerning the notion of leadership. Lieberman and Miller (1984 : 79) challenged the assumption that the principal is the one person who really matters in terms of whether change can be achieved in schools as such a view is in conflict with much of the reality. They say that principals reveal a spread of leadership initiatives, going from timid openness to a very small initiative on the part of a few teachers, to active involvement of a school wide range. They go on to say (1984 : 79): *Principals are important; they may even be critical, but they are not the only initiators of change. They are not our last and only hope. Leadership is interactive. A school shapes a principal as much as a principal shapes a school. A teacher or a group of teachers with an idea may influence a principal without ideas Making improvements does not depend on one person, one variable, one idea. For we have learned from our experience that even with the best of leaders in the most ideal of conditions, nothing is assured.* Most studies of this period conclude that success will emerge from a sharing of leadership between the principal and the teachers.

Greenfield (1986 : 142) has the view that *leadership is a willful act where one person attempts to construct the social world of others.* He goes on to suggest that *leaders will try to commit others to the values that they themselves believe are good. Organisations are built on the unification of people around values.* (1986 : 166). During a debate about *what ought to be* tension exists between participants who hold different values. Those representing each set of values are the leaders in that debate. The principal may be a leader in the debate but, following the determination of policy, becomes a leader in another sense. The leader adopts a process which will build commitment to that policy. There is an attempt to bring about *unification of people around values* and to *construct the social world of others.*

Beare, Caldwell and Millikan (1989) state that an example of each definition of leader and leadership can be found in the school setting. They consider that whereas earlier definitions focused on the exercise of formal authority related to the setting and accomplishment of goals, more recent perspectives invite us to consider at a deeper, more personal level what actually transpires when decisions are made and people try to make sense of their work. They believe that concise definitions are difficult, if not inappropriate. As Duke (1986: 10) observed, *Leadership seems to be a Gestalt phenomenon, greater than the sum of its parts.*

An Enlarged Understanding of Leadership

During the past decade there has been developing an enlarged understanding of leadership. Earlier, two dimensional models of leadership concentrated on the task-relations dichotomy. The study of those in executive positions identified their behaviours as concerned with executive or management tasks, or with people and their personal agendas. These theories had more to do with management styles than with leadership. More recent studies look at more substantive leadership elements.

James McGregor Burns (1978) introduced the distinction between transactional leadership and transformational leadership. Starratt (1986) states that, in general terms, the distinction can be interpreted as the difference between leadership that enables the organisation to adjust to the environment while still remaining essentially the same, and leadership which introduces or reintroduces a new or deeper identity in the organisation, a change in the moral environment of the organisation in which the meaning or significance of what the organisation is doing has been changed or heightened.

The Influence of Culture

Other studies highlighted the influence of the leader on the culture of the organisation. Terrence Deal and Allan Kennedy (1982) believe that the culture of the organisation permeates so much of the meaning system of the organisation and influence on the culture can effect deep changes in the way people think and feel about what they do. The culture of an organisation is discovered in the imagery that occurs in the language people use when describing the identity of their organisation. Images such as family and team may reveal the kind of bonding people experience in the organisation. More abstract terms such as service, quality control, efficiency and excellence tend to be repeated when talking about their work. Effective leaders understand these elements of culture and utilise them to mobilise and focus the energy and commitment of the employees on organisational goals.

Schein (1984) places greater emphasis on the evolutionary nature of organisational cultures. With the passing of time organisations face new challenges, some of which call for minor and some for major adjustments. The explanations for these changes tend to be absorbed into the lore and legends of the organisation, giving legitimacy to the continuation of certain behaviours and credence to the saying, *We've always done it this way!* When adjustments need to be made and these

prove to be successful, the leader's leadership is itself legitimated.

Ranson, Hinings and Greenwood (1980) suggest that leaders are constrained by internal cultural conditions at least as much as they themselves influence the cultural elements of the organisation. Thus there is an ebb and flow of influence from the leader on, for example, the school and at other times from the school to the leader.

Focus on Purpose

Although the style of leaders varies, Peter Vaill has identified a central element in the leaders of highly effective organisations. That characteristic is the leader's focus on *purposing* (Vaill, 1984: 91). Vaill presents a definition of purposing as *that continuous stream of actions by an organisation's formal leadership which have the effect of inducing clarity, consensus, and commitment regarding the organisation's purposes*

Sergiovanni (1984: 5) develops the notion that there is overlapping between leadership as influencing culture and leadership as purposing. To use his words, *In excellent schools things hang together, a sense of purpose rallies people to a common cause; work has meaning and life is significant; teachers and children work together and with spirit; and accomplishments are readily recognised.* He presents his dimension of leadership as an hierarchical model. He describes five leadership forces or as Starratt (1986: 12) calls them, talents, as those means available to educational leaders to make things happen in schools.

The dimensions presented by Sergiovanni (1984 : 6) are:

1. The technical - those skills of planning, organising, coordinating and scheduling the life of the school referring to the role of managerial engineer.
2. The human - those skills of building and maintaining morale and motivation referring to the role of human engineer.
3. The educational - those skills of program development, clinical supervision, goal setting, staff development, assessing teacher effectiveness, etc. referring to the role of the clinical practitioner.
4. The symbolic - referring to the role of the chief who models through symbolic action the goals and desired behaviours of the school;
5. The cultural - referring to the role of *high priest* who defines, strengthens and articulates those enduring values, beliefs and mores that give the school its unique identity.

Sergiovanni does not bring out how the forces relate to each other. He poses these leadership forces as a hierarchy, that is, the lower elements are necessary to the expression of the higher ones. It is only as the leader exercises the symbolic and cultural forces that the school moves out of adequacy into excellence. Starratt is of the opinion that the hierarchy seems to be upside down, that the symbol and culture ought to provide the base and the foundation for the managing of the day-to-day operations, not the higher activities one engages in, once the day-to-day operations are in place.

In his later work, Sergiovanni (1987: 122) suggests that highly successful leaders recognise the importance of *leadership density* which refers to *the extent to which leadership roles are shared and the extent to which leadership is broadly exercised*. This is consistent with an emerging belief that benefit can be obtained from collaborative approaches to leadership, it being rare for a leader such as a principal to exercise all the leadership forces.

The role of values in leadership

Hodgkinson (1983: 201) maintains that since leadership covers the gamut of the administrative - managerial process and that this process is partly logical but massively valuational, and since the distinctive administrative act is decision making, it follows that a philosophy of leadership to be viable, must deal with values. He further suggests that the pervasive effect of values on human behaviour is an excellent reason why the philosopher should give precedence to this branch over the logical aspects of administrative philosophy. Leadership is intrinsically valuational, the value phenomena determines what happens in the field of action.

Values may be defined as concepts of the desirable which tend to act as motivating determinates of behaviour. Values are subjective as they are concepts and have to do with the phenomenology of desire. Desire manifests itself at different levels and exhibits different relationships to consciousness. This can range from totally unconscious deep psychic drives and complexes to superlatively conscious and highly sublimated intentions of will. The notion of mental constructs is not fully understood and, though infinite ramifications of complexity may be just hidden below the surface, Hodgkinson (1983) maintains that we can still understand and comprehend with practical simplicity and utility the far from simple notion that values are *concepts of the desirable*.

It is certainly evident in the case studies undertaken during this study that the educational leaders interviewed hold very strong views about what is desirable. They believe that people should be valued and their self esteem fostered, that effective communication is essential, that responsibility is not the sole prerogative of the leader but can be shared and that education requires a team approach with combinations of the students, teachers, principals and senior staff, superintendents, service personnel and administrators working together to achieve a common goal - the delivery to and the receipt of the best possible learning experiences by our students.

Leadership as an Empowering Process

A leadership style can be adopted which is applicable to all organisations and across cultures which enables desired results to be achieved. The key to achieving the results is the development, through involvement, of individuals committed to work synergistically to achieve agreed goals. In times of change people are seeking greater involvement with activities which appear to affect and shape their lives. Tom Jaap (1986) believes this involvement can be provided through the *enabling leadership* process. Jaap explains that enabling leadership is a process whereby all the people involved in achieving a goal or outcome are able to contribute in an effective manner. Their contribution is released through an understanding of what each individual has to do, coupled with a readiness to do more, to see the goal accomplished. Leadership is inherent in the team and passes from one person to another as the situation requires. The enabling process provides an environment which encourages everyone to contribute to achieve results.

Jaap (1986: 46) describes an *enabler* as a person who operates from a philosophy of empowering which enables him or her to relate to others in a way which generates synergy. Enablers are sensitive and aware individuals who strive to improve their effectiveness in terms of their own personal contribution. Enabling others to help themselves is one of their main aims as they recognise that by building confidence in others, competence has a high probability of emerging. The output of their efforts can be measured in the way they achieve results with people.

The Enabling Philosophy

Enabling may be described as a thoughtful process of interacting with others to empower them to achieve results using individual and collective talents.

Relationships are based on a genuine desire to understand each other and release potential to produce solutions which result in the desired achievement. As a result of his interaction with enablers it has become obvious to Jaap (1986: 44) that they are guided by a strong philosophy which contains the following values:

1. self responsibility
2. belief and respect for self and others
3. openness and trust
4. willingness to share in a caring manner
5. genuineness in relationships
6. empowerment of others
7. results oriented with a vision of the future.

Jaap (1986: 44) states that each person develops his or her own mix of components to meet his or her own individual needs, however, enablers tend to lead lives that adopt the majority of these values. Having a strong belief in yourself is the foundation upon which an enabling philosophy of leadership is built. An enabling leader believes in and practices lifelong learning. Being a continuous learner means that they are always ready to learn at every opportunity and from every interaction with others. Being convinced of the value of life long learning provides the enabler with the desire to be effective in constructing learning opportunities for ourselves and others. They seek to find ways for all to benefit.

Jaap (1986: 46) is strong in his belief that enablers work to develop the following components when constructing an effective learning environment:

1. developmental climate
2. learning expectations/goals
3. learning contract
4. accountability
5. awareness of learning styles
6. effective learning transfer
7. appropriate learning assistance.

He continues on to say that responsibility and accountability will be encouraged through individuals gaining a clear understanding of what they expect to learn. Being clear on the learning expectations is a vital part of the learning process. Being equipped with understandable learning goals provides individuals with the opportunity to identify how and where learning can take place and who may be involved. When others are asked to assist in the learning process, the learner can

explain what is expected from them. An enabler will be aware of the different learning styles which individuals have acquired. Learning design takes account of individual learning styles and preferences as a means of facilitating the learning process. Individuals are encouraged to understand their preferences with a view to experiencing other styles and extending their range of learning approaches. The key to opening the door to effective transfer of learning is in being aware self managed learners, selecting appropriate ways of learning with an increasing sensitivity to the implications of the acquisition of these new skills and attitudes in the real world.

Jaap (1986: 49) clusters the key skills required of an enabling leader in such a way that they tend to describe roles such as:

1. understanding communicator
2. developmental counsellor
3. coach and mentor
4. solution seeker
5. achiever and orchestrator

Most of these roles are process oriented and are concerned with empowering others. He promotes the view that being aware of the need to work towards empowering others to feel good about achieving by using their own resources, requires application of active listening, understanding communication and solution seeking skills. Enabling includes operating from a counselling mode to encourage the person to think through the issues. Each situation is assessed to determine which approach is appropriate. He states that it is important to realise that there is no one set of responses which will meet all situations.

He holds the view that any interface with others will involve us as part of the organisation which will be influenced in the process. An organisation which has a clear direction or mission will find it can achieve its desired result whilst providing its people with satisfaction and even fulfilment. When people feel good about their organisation or school and know what is expected of them and how they can go about doing what is required, the chances are high that they will achieve. That is why it is important to encourage individuals to identify their mission in life and to ensure that the environment enhances their motivation.

Through working together, Jaap (1986: 51) suggests that the culture of the organisation is enhanced. His perception of culture consists of a set of values

shared by the members of the organisation. An examination of the organisation's culture can indicate those values which tend to enhance the motivation of members. Working in teams provides opportunities for individuals to contribute from their portfolio of skills and knowledge in a manner which adds value to the output expected. The output realised is greater than the sum of the individual effort contributed. Working in a team, according to Jaap (1986: 53), can be an exciting and developmental process as we can gain a great deal of learning from each other. This is one reason why enablers encourage individuals to be part of teams.

Jaap (1986: 50) holds the view that the role of enabling leadership is a significant way to enable change to be faced in a constructive manner. He goes on to say that as we strive to be effective enablers, we will be faced with situations which may require us to change our attitudes, behaviour, appearance, approach, manner, skills and knowledge. Awareness of what change is and how to manage the process provides us with the possibility of accomplishing it successfully. By adopting the enabling philosophy the change approach can be approached in the following manner:

1. recognise that change starts within us
2. aim to understand the change process
3. adopt a positive attitude to change
4. identify where our intervention would be effective
5. accept change as inevitable and thus work at enabling ourselves and others to 'manage' it for our mutual benefit

The perception of Jaap (1986: 54) is that the need for change to start with ourselves is one of the main keys to learning to cope and adapt to each situation which is affected by change. The enabler recognises the need for enabling change as a process of equipping ourselves in an effective manner to face the external factors causing us to change. They understand the change process and how this affects individuals, how it can disable people through its bewildering complexity and how it can be harnessed for positive outcomes. The attitude we adopt to change is important. We do have a choice. We can see it as a threat and cling to the status quo thus risking the danger of entering, and being locked into, a defensive cycle of behaviours. Alternatively, we can perceive it as an opportunity and approach it with anticipation and enthusiasm within a developmental cycle which encourages us to make the best possible use of the change. The adoption of a developmental cycle as an approach to change enables us to approach the need for change with confidence.

In summary, enabling leadership as described by Jaap (1986) is essentially about self leadership. It is about taking responsibility for our lives in a way which shows sensitivity to our needs as well as the needs of others. We seek to develop ourselves in a way which improves our ability to be effective. Through this we learn to relate to others as individuals or as team members with the aim of accomplishing results. As our words and actions are congruent, people learn to trust and feel able to interact with us in an open and collaborative manner.

Enabling leadership, according to Jaap (1986), releases the talent and motivation of all involved and encourages us to have a vision of what we aim to accomplish. It also provides the environment within which we work to make it materialise. He has a vision that the benefits will eventually be shared with society in general as enabling leadership provides the people and process to tackle and solve many of the world's problems and that this will occur in the near future. The description of enabling leadership has drawn together the key threads pertaining to leadership identifiable in Jaap's (1986) own experience which are particularly congruent with the notions of good leadership developed by the writers referred to in this chapter.

It is acknowledged that the Jaap material, whilst it dominates the chapter, is not beyond debate. It does, however, reflect the directions being taken in the training of human resource development personnel in industry (Lane, 1989: 5).

The chapter has provided an historical perspective on the development of an understanding of the terms leaders and leadership. It is also important from the point of view of this study as it provides a way of looking at our educational leaders and helping to understand their style of leadership.

Chapter 2 is concerned with developing an understanding of the nature of vision and its importance when considering the leadership perspective and the work that leaders do.

Chapter 2

The Nature of Vision

I'm concerned about the future because that's where I'm going to spend the rest of my life.

Mark Twain

The report in the February 29, 1988 issue of 'Leadership News' describing the presentation by Mike Vance, a former Walt Disney company executive in charge of idea and people development, to the annual AASA Convention for Superintendents of Education in the United States of America is particularly interesting. Vance values vision in leadership. Demonstrating his leadership beliefs, Vance quoted professional ice hockey player Wayne Gretzky as saying, *The reason why I'm a good hockey player is that I never know where the puck is ... I only know where I think it is going* Vance (1988: 8). This Vance explained, is the anticipatory-designed science that leaders need to look into the future and bring the future back to the present.

Vance challenged the audience to break out of the leadership rut and to be creative. *There's too much conformity in schools today, Vance charged. We are being whipped not by the Japanese or the Europeans, but by ourselves right here in the United States* Vance (1988: 8). He went on to say that leaders can break out of their ruts and truly lead. The time for innovation is now, stressed Vance. *The opportunity is there for all educational leaders. We must avoid complacency* (1988: 8).

Vance urged school administrators to examine the physical environment, the people within that environment, and the product/service delivered from that environment. Then, of these three, he asked which is most important to the goal, leadership for learning?

The purpose of this chapter is to develop an understanding of the nature of vision and to focus on the emerging notion that outstanding educational leaders have a vision for their schools. Beare, Caldwell and Millikan (1989) describe vision as a mental picture of a preferred future, which is shared with all the school community and which shapes the program for learning and teaching as well as policies,

priorities, plans and procedures pervading the day-to-day life of the school.

Warren Bennis and Burt Nanus (1985) highlighted the term vision in discussions of leadership. In order to build a theory of leadership they interviewed ninety people whom their colleagues identified as exceptional leaders, and out of those interviews they culled four major themes.

These leaders:

1. focused their own attention and the attention of others on a vision,
2. communicated through symbol, rhetoric, and action the meanings embedded in their vision,
3. positioned themselves strategically within the field of competition to maximise their own organisation's strengths to embody and communicate the vision,
4. embodied in their own person the quest for the vision through their competence and persistence.

Matthew Miles (1987 : 6), advances sixteen factors which are present in successful implementation, the seventh of which is vision. In his description of these factors Miles noted that the vision of the school depends to a large extent on the leadership, which in turn influences the willingness of staff to embrace the vision and the subsequent changes needed to bring the vision to reality. Miles (1987 : 19) noted that, *Leadership is particularly critical to school improvement in urban high schools. Successful school improvement is more likely when those in prior leadership positions have a style in which they maintain good environmental contact, have a vision, characteristically cope actively, and provide a good mix of delegation and following through.*

Of particular importance in the most recent literature is the notion of a *shared vision*. Duke (1987) regards it as an essential part of leadership because it enables a leader to focus on what is most important for the future state of the school organisation. Further, in working towards attaining the vision the principal is forced to be proactive rather than reactive. Blumberg and Greenfield (1986) support the importance of vision when they suggest that principals with a clearly defined vision provide the sense of direction and long term focus which is necessary if the organisation is to realise its essential purpose. They relate vision to *moral imagination* that gives that individual the ability to see that the world need not remain as it is - that it is possible for it to be otherwise - and to be better.

Vision is what people work toward. Hickman and Silva (1984 : 151) call it a *mental journey from the known to the unknown*. Vision is often referred to as "*an overarching goal*". Bennis and Nanus (1985) suggest that ... *visions... are compelling and pull people toward them*.

Starratt (1986 : 15) sees leadership as the institutionalising of a vision. When talking about educational leadership he separates out six elements which are constantly in dynamic interaction.

The six elements involve the following:

- . vision
- . dramatic consciousness
- . communal sharing of the vision
- . transforming of institutional structures and processes by the vision
- . institutional living out of the vision in essential decisions
- . institutional celebration of the vision.

Starratt goes on to express these elements in propositional form.

1. *The leader's power is rooted in a vision that is itself rooted in something basic to human life.* Starratt (1986 : 15) The leader's vision is the collection of all the images and scenarios which highlight the kind of school the leader thinks is desirable and possible. The vision includes the leader's beliefs about how students grow and develop, about the way in which students and teachers interact with one another and scenarios of students working harmoniously and effectively with each other. The scenarios represent a dream that the leader frequently dreams. The vision does not arise from the reading of a book although such reading may help clarify some of the leader's intentions. Rather, Starratt considers that the vision is rooted in the meaning and experiences of human life and although this is not often expressed it is contact with these meanings which forms the basis of the leader's vision.

2. *The vision illuminates the ordinary with dramatic significance.* Starratt (1986 : 16) Schools can easily become and appear dull and routine with nothing out of the ordinary happening with business going on as usual. The leader can highlight the dramatic significance of each day. Each day students are making important decisions about their lives and drawing conclusions about themselves. Starratt (1986 : 17) states that the leader is aware of this and acknowledges that the possibilities that teachers hold out to students each day are tremendously important.

The leader fosters in teachers an awareness that teaching is "saturated with significance" as they have a marvellous task in helping students think about and make meaning of the world in which they live.

3. The leader articulates the vision in such compelling ways that it becomes the shared vision of the leader's colleagues, and it illuminates their ordinary activities with dramatic significance. Starratt (1986 : 18). He goes on to say that the leader can lead much more effectively once the vision becomes a communal vision as then the whole or the majority of the staff lend their support to the implementation of that vision. The leader communicates that vision to others by all the many strategies of communication. The leader's own behaviour must exemplify the kind of relationship expected between students, students and staff, and staff. Daily encounters with others are used to demonstrate and to spell out the vision. Gradually, these efforts to communicate the vision will begin to reshape the frames of reference and the assumptions which lie behind the habitual actions of staff. Starratt (1986 : 18) believes that the leader's own vision will be enlarged and refined during this process.

4. The leader implants the vision in the structures and processes of the organisation, so that people experience the vision in the various patterned activities of the organisation. Starratt (1986 : 18). While the ownership of the vision by teachers, parents and students is critical their capacity to express it in action will be limited by the structures and processes of the school. Time tabling, curriculum structures, discipline, policies and grade organisation can run counter to or impede the full expression of the vision. These features must be transformed if the vision is to become actualised. The role of the leader as described by Starratt (1986 : 19) is to bring the vision into the daily interactions by which the school operates.

5. The leader and colleagues make day-to-day decisions in the light of that vision, so that the vision becomes the heart of the culture of the organisation Starratt (1986 : 19). The transformation of policies into those that will enhance the implementation of the vision and according to Starratt (1986) will enable the school community to begin to live out that vision. The life of the school will begin to reflect these policies and the culture of the school will change. New traditions emerge and new values become highlighted.

6. All the members of the organisation celebrate the vision in ritual, ceremonies and art forms . Starratt (1986 : 19) considers that as a way of living out that vision in

their everyday lives the members of the school need to remind themselves of the central values and meanings they espouse. This they do through the various celebrations and rituals of the school such as concerts, sporting activities, assemblies, staff-meetings, parent information sessions and speech nights.

Starratt (1986) does stress that the leader has to be an authentic human being who is rooted in some clear intuitions about what it means to be a human being and who lives out as far as possible those intuitions. He believes that the leader must be an educator who understands our culture, our history, the critical issues facing the human community and who has a vision of what schools can be -- a place that nurtures the growth of children toward functional literacy and cultural maturity, individual integrity and civic responsibility. The leader is also able to break down the dichotomy between task and people which one finds in many of the theories on leadership. This can be done once the people in the school define or identify the basic meaning and the significance of what they do together. It is imperative that the leader has a basic understanding of how the school as an organisation works and that the activities of the leader transforms those structures and processes so that they consistently reflect the shared vision of the school. Given this framework, leadership can nurture each person's growth and individual potential and harness the enormous resource of human energy which exists when people share beliefs and work toward a common purpose.

Outstanding leaders do have a vision for their organisations. They have a view of a *realistic, credible, attractive future for the organisation, a condition that is better in some important ways than what now exists* (Bennis and Nanus 1985 : 89). Martin Luther King expressed his vision in his stirring "I have a dream" speech on the steps of the Lincoln Memorial in Washington. John F. Kennedy had a precise vision as far as space was concerned: a man on the moon before the end of the decade. The visions of educators in this study range from a simple statement; *To see the concept of child centred developmental education actively promoted* (Appendix : 23) to a more complex expression of a desirable future such as; *To see the system at large contributing optimally to the education of children, particularly in the Southern Region; to see all professionals looking critically at what is happening in classrooms with boys and girls and what is happening in the larger system that has a bearing on what happens in classrooms; to see everyone aspiring to something better; to continually improve our understandings of the things we do; to see children developed in all aspects of development with particular emphasis on intellectual development; to see a system in which the professionals have highly*

developed problem solving skills, have a sound knowledge base and be able to apply that in a practical sense, have the ability to think abstractly and be able to model these skills for girls and boys. (Appendix : 33).

It is not enough for the leader alone to hold the vision. Of crucial importance is the manner in which the leader is able to gain a commitment to the vision. Bennis and Nanus (1985 : 28) suggest that . . . *visions . . . are compelling and pull people towards them. Intensity coupled with commitment is magnetic. . . (leaders) do not have to coerce people to pay attention; they are so intent on what they are doing that, like a child completely absorbed in creating a sand castle, they draw each other in. Vision grabs!* It is vitally important that all concerned with a school hold a shared vision of what might be in order to have a positive sense of purpose and direction.

True Vision in Leadership

In his theory of effective executive leadership, or visionary leadership, Marshall Sashkin (1986 : 58), a senior executive in the educational networks division of the Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C. considers not just the leaders, not just the leader's behaviour, not just the situation, but all three. In his view, visionary leadership really means three things. It means that the leader is able to develop long range visions of what his or her organisation can and should become. These visions are usually only detailed in the short range. Still, according to Sashkin (1986 : 59), if pressed, the leader could fill in the step-by-step details from beginning to end, though the end might be 10, 20, or more years in the future. Visionary leadership also means that the leader understands the key elements of a vision, what must be included in a vision if it is to direct the organisation into the future. Finally, he writes, it means the leader can communicate his or her visions in ways that are compelling, ways that make people want to buy in to the leader's vision and help make it happen.

Visioning

Sashkin (1986 : 59) believes that the ability to create a vision, especially in terms of long time spans is not very common. It is a rare individual who can think and plan over a 10-20 year time span, but whether one is involved in a 10 week vision or a ten year vision, the ability to do so requires four distinct actions, each requiring thinking skills.

The first such skill identified by Sashkin (1986 : 59) is that of expressing the vision - behaving in such a way that advances the goal of the vision. In the school situation, for example, to make the vision real he considers that the principal must be able to perform these steps:

- write a proposed set of policy actions that would create a teacher involvement program.
- meet with relevant parties - senior staff as well as teachers to develop a document detailing the new policy and program.
- meet with, and arrange meetings of, all senior staff and all teachers to review and revise the program, and to plan for its implementation.
- work with relevant senior staff to identify ways to track the programs effects and effectiveness.
- oversee the monitoring of the program, and work with relevant parties on any further modifications needed.

Expressing, then, calls for the leader to understand and perform the sequence of actions he or she must take to make a vision real.

The second thinking skill Sashkin (1986: 59) believes is necessary is explaining the vision to others - making the nature of the vision clear in terms of its required action steps and its aims. Explaining requires more than a mere restatement of the vision's nature or aim. The visionary leader must be able to describe how the actions required for the vision link together to attain its goal.

Sashkin (1986: 59) states that the third required thinking skill is in extending the vision - applying the sequence of activities to a variety of situations so that the vision can be implemented in several ways and places. The expressed vision is an important frame of reference, but the visionary leader must be able to adapt it to varied circumstances, as required. Again, he or she must be able to explain these changes.

The fourth thinking skill promoted by Sashkin (1986: 59) involves expanding the vision - applying it not just in one limited way, and not in a variety of similar ways, but in many different ways in a wide range of circumstances. He believes that the true visionary leader will have the conceptual skill to look at the overall plan and effects of worker involvement in the organisation. The visionary leader as described by Sashkin (1986) will think through the spread of worker involvement in the vision throughout the organisation, consider different ways the program might be spread and think about how to "revise" the entire organisation to be consistent with

the new employee involvement.

In summary, he believes that just about anyone can carry out the four skills of visioning - expressing, explaining, extending and expanding - with respect to short-range visions - ones implemented in a day, a month, or a year. Few people can do so over one to three years and fewer still can vision over periods of five to ten years. The person who can think through a vision over a span of 10 to 20 years, states Sashkin (1986) is the rare visionary leader.

The vision

Visions vary infinitely in the specifics of their content. However, some basic elements must be dealt with by any vision that is to have a substantial impact on an organisation. One of these elements is change - taking hold of change and using changing forces to the advantage of the organisation. All visions must incorporate a goal. Visionary leaders make goals that may seem trivial on the outside, but are critical to those on the inside of the organisation. A final element of an effective vision is that it centres on people, both customers and employees,- parents, students and staff.

Only through people can a vision become real, yet some visions forget to provide roles for people - ways to involve them, to give them responsibility, to let them take charge of the vision and to make it their own. If the vision remains the idea of the leader - the leader's "property", not "owned" by the organisation's members - it cannot succeed.

We might ask, " Why are the elements change, goals and people? Why not some other set of factors or some additional ones?" Marshall Sashkin (1986 : 60) responds by saying that the answer is both theoretical and pragmatic. He states that on a theoretical level, these three elements are taken from the work of the American sociologist Talcott Parsons. Based on an analysis of organisations, Parsons argues that four critical functions must be effectively attended to by any organisation in order to survive. One has to do with adapting to change in the environment. The second concerns attaining goals that clients or customers want or will pay for. The third function concerns coordinating ongoing activities, that is, integrating the various behavioural actions of the people who operate the organisation. Parson's fourth proposed function is maintaining the pattern of actions, with respect to adapting, attaining goals, and coordinating people's activities. His pattern of

actions is maintained through the development of common beliefs and values, or an organisational culture. It is the opinion of Sashkin (1986 : 60) that it is these shared beliefs which the visionary leader strives to construct, define, and gain commitment to - beliefs about change, goals, and people.

These three issues can also be seen in a purely pragmatic, nontheoretical analysis of organisational excellence. In their book, *In Search of Excellence*, Thomas Peters and Robert Waterman (1982) defined eight strategies characteristic of high performing organisations. In a more recent work, Peters condensed these eight strategies into three. The first of the three strategies is a bias towards entrepreneurial action, which relates to the issue of change. The second key strategy is concerned with keeping close to those who are effected by those actions, the customers. This clearly has to do with goals. The third concerns the over-riding importance of people, which is another way of emphasizing the coordination function of Parsons.

When the deepest of theoreticians agrees with the most popular of modern pragmatists, one suspects that significant truths have been uncovered Sashkin (1986 : 60).

Making the vision real

Sashkin (1986 : 60) goes on to say that a vision may be expressed and explained through words and actions in three ways. First, a clear and brief statement of the vision, a sort of organisational philosophy, must be made. As a vision is nothing unless it is coupled with actions, the critical second step is for the organisation *to put its money where its mouth is* (Sashkin 1986 : 60). Policies must be developed, and programs must be initiated to carry out the policies. This requires a commitment of resources. The third and deciding factor concerns the personal actions of the leader. The leader must communicate the vision in a way that reaches out to people, gripping them and wanting them to get involved in carrying out that vision. When a leader is especially successful in getting a vision across, he or she is thought of as charismatic. But charisma is not personal magic; it is the result of effective behaviours the leader engages in to communicate his or her vision.

Warren Bennis (1985) interviewed 90 such individuals and came up with a set of personality characteristics that can be seen as charismatic behaviours. From an analysis of Bennis's characteristics of exceptionally effective leaders Sashkin (1987 : 60) identified five charismatic behaviours. The first behaviour consists of focusing

other's attention on key issues - helping people grasp, understand and become committed to the leader's vision.

Another charismatic behaviour Sashkin (1987 : 60) describes is that of communicating effectively. He interprets this as meaning listening for understanding, rephrasing to clarify, giving constructive feedback, (being descriptive not evaluative, being specific not general), and summarising when appropriate. These behaviours are easy to describe, but they take tremendous skill to perform.

The third charismatic behaviour described by Sashkin (1987), also centring on the importance of people, concerns one's consistency and trustworthiness. Bennis(1985) found that outstanding leaders were consistent in their behaviour. They did not 'flip-flop' on their positions; it was always clear where they stood on issues. People might not agree with the leader, but they could trust him or her to mean what was said and to say what was meant; the position would not shift in the political winds.

Displaying respect for self and others is the fourth type of charismatic behaviour described by Sashkin (1987 : 60). One must start with self-respect, since one cannot really care about others unless he or she really cares about him or herself. The visionary executive leader is self assured, certain of his or her abilities. This shows up not in an arrogant or superior attitude, but in a simple display of self-confidence. This sense of self-respect, of confidence in one's self and one's abilities, comes across not just in the leaders attitude about him or her self. It also shows in the way others are treated. One of the characteristics of charismatic leaders is that we feel good around them. This is because they boost our sense of self-worth by paying attention to us, by trusting us, by sharing ideas with us, by making it clear how important we are as persons. Sashkin (1987 : 60) demonstrates the manner in which we can be told how important we are - *I really value your ability to do that, John; we need you* - and they show us through their behaviours too. This behaviour, even more than the other two behaviours focuses on the importance of people.

The last charismatic behaviour promoted by Sashkin (1987 : 60) involves taking calculated risks and making a commitment to risks once they are decided upon. Visionary leaders have no time to spare for covering their butts; all their efforts go towards achieving their goals. Moreover, these leaders build opportunities into their risks for others to buy in, to take the risks with the leaders and share in the

effort and the rewards. These leaders motivate by "pulling" us along as Bennis and Nanus (1985 : 28) put it, rather than trying to push us in the direction they want to go.

It is Sashkin's (1987 : 61) opinion that behaviours other than these surely contribute to the inspiration and commitment we feel in response to visionary leaders. Most important is what these leaders try to do through their behaviours: They try to create a set of shared beliefs and values to guide the organisation through the future.

Visionary leadership provides the basis for organisations that are extremely effective in terms of any criterion of performance or profit, that contribute to society a vision that benefits clients as well as the larger public, and that provides an extremely high "quality of work life" for all employees. It's hard to imagine what more one might ask of organisations . . . or of leaders. Marshall Sashkin (1986 : 61).

Visions for schools

The study by Scheive and Schoenheit (1987) provides a starting point for providing illustrations of visions for schools. They interviewed twelve leading educators and those interviewed shared two kinds of vision, one related to their own organisation and the other to the world beyond their own organisation: the former embodied a vision of organisational excellence, the latter centred on the issue of equity and was concerned with "righting wrong". There is an implication that the specific vision for the school is shaped in part by a more general vision which reflects some basic values and beliefs held by the leader. An analysis of the interview data obtained by this writer during a similar study would confirm this point of view and is elaborated on in a later chapter. Starratt (1986 : 15) holds a view consistent with this when he states that *"the leader's power is rooted in a vision that is itself rooted in something basic to human life"*.

A study of 154 schools by Roueche and Baker (1986) obtained "profiles of excellence" and found that principals tended to have visions not only of a preferred outcome but also of the process of change through which that outcome would be obtained. Processes of change include preferred approaches to teaching and learning as well as preferred approaches to the management of change and tend to reflect the different values and beliefs held by the leader. In the opinion of Beare, Caldwell and Millikan (1989) both kinds of vision -- process and outcome -- seem to include what Sergiovanni and Starratt (1983 : 227) described as the leader's "educational

platform", a set of assumptions and beliefs which *"deal with the way children and youth grow, with the purposes of schooling, with the nature of learning, with pedagogy and teaching, with educational programs, and with school climate"*.

Guidelines

Beare, Caldwell and Millikan (1989) draw together their research and writing and offer the following as a guide to the nature of vision for a school:

- *The vision of a school leader includes a mental image of a possible and desirable future state of a school.*
- *The vision will embody the leader's own view of what constitutes excellence in schooling.*
- *The vision of a school leader also includes a mental image of a possible and desirable future state for the broader educational scene and for society in general.*
- *The vision of a school leader also includes a mental image of a possible and desirable process of change through which the preferred future state will be achieved.*
- *Each aspect of the vision for a school reflects different assumptions, values and beliefs about such matters as the nature of humankind; the purpose of schooling; the roles of government, family and church in schooling; approaches to teaching and learning; and approaches to the management of change.*
- *There will be competing visions of schooling reflecting the many, often conflicting differences in assumptions, values and beliefs.*

In order to attain a state of excellence and to sustain efforts in order to achieve a vision a leader is required, who not only has a vision, but has the capacity to inspire people, to provide direction and encouragement over a prolonged period, can utilise effectively the resources available to him or her, can develop the self esteem of others and give them the opportunity to grow, develop and accept responsibility, and above all, has the skill to communicate effectively with all persons likely to be touched during the fulfilment of the vision.

The next chapter describes the setting and the processes used in the Tasmanian study.

Chapter 3

The Research Project

Chapters one and two, provide the reader with a basic understanding of the concept of leadership and the nature of vision, and help one become familiar with the language used by the researchers and writers in this field. The project undertaken by this writer parallels a study conducted in New York State in the United States of America by Linda Tinelli Sheive and Marian Beauchamp Schoenheit (1987)

The vision of educational leaders and the visionary leadership of great political figures differ. Principals and superintendents are not expected to take on the stature of a Gandhi or a Martin Luther King. Sheive and Schoenheit (1987) set out to discover what vision meant in the context of the work life of educators. They found answers to the questions: Do all school leaders have a vision? If they do, where does it come from? What impact if any, does a vision have on the career of the school administrator?

They conducted a research project to answer these questions and gathered their data by interviewing 12 New York State educators who were identified by a rigorous nominating procedure. Since they wanted to talk to educators who were widely regarded as leaders, they asked six different networks of professional associations and organisations such as Principal Associations and the Superintendents Association, to nominate "*educators who are changing their organisations in positive ways.*" (Sheive and Schoenheit 1987: 96) Of more than 200 nominees, nearly two dozen received nominations from more than one network. From this narrow pool they selected twelve subjects who, as group, represented a variety of roles, types of school district, regions of the state, gender, and race.

Sheive and Schoenheit (1987) conducted their interviews at the location of the interviewee and were surprised that despite their diverse work settings and the many differences among the educators they shared common experiences, strengths and skills. From an analysis of the transcripts and the field notes they drew some connections between the visions of the twelve school administrators and their work lives. Their synthesis fell into three categories: the nature of the visions, how they actualise their visions, and the relationship between leader's visions and their careers.

Purpose

The purpose of this project, given the limited information available concerning the research process undertaken by Sheive and Schoenheit (1987), is to parallel their research undertaken in New York and through an analysis of similar questions, compare the data obtained and draw some conclusions regarding the vision and worklife of educational leaders. The scope of the Tasmanian project has been restricted to the Education Department's Southern Region and to educators who have a prime responsibility for primary education within that region.

The Tasmanian setting

Tasmania is the smallest of the Australian states with a population of around four hundred and sixty thousand people. The Education Department is responsible for education in all state schools, the head office being in Hobart, the capital city. For ease of administration and to bring decision making closer to the school level, the Department is divided into three geographical regions which coincide with the telephone districts within the state. In addition to Head Office and the three Regions the Education Department has a Services Branch made up of the following sections: Staff Development, Curriculum Resources, Curriculum Development and Evaluation, and Student Services. All are located in the Southern Region and are responsible to their own Director.

The Southern Region is covered by the 002 telephone area and is the largest of the educational regions as it contains approximately 48% of the state's student population and half the schools. The Regional Office is in Hobart. Regional Office is administered by a Director and five superintendents, three of whom have direct responsibility for the primary schools in the region. The Region has the responsibility for education from kindergarten to year 10 and closely relates to 15 high schools, 15 district high schools, 12 special schools, 70 primary schools and several unlinked kindergartens. All educators interviewed came from within the geographical area covered by the Southern Region.

Selection of participants

The number of educational leaders within the Southern Region of Tasmania is exceptionally small when compared with the number from which the 1987 New York study had to draw. There are two aspects to the selection of the leaders in the

Tasmanian study. Firstly, there are six educational administrators in Principal Education Officer positions and above who have a direct or key responsibility for primary education. These are comprised of; a primary curriculum officer, three primary superintendents, a director and a senior superintendent associated with Schools and Colleges. It was decided to include all six in the study. Secondly, it was decided to complement these six with six principals of primary schools who would represent a range of school size, types of primary school, and geographic areas.

The selection of the six principals was made following nominations made by the three primary superintendents and by consultants in the major learning centres of Language and Mathematics who have a very close liaison with all schools and thus have an overview of the work of principals in their schools. They were asked to nominate "educators who were changing their schools in positive ways." Attempts were made not to bias the sample. As in the 1987 New York study, the superintendents and consultants were asked to provide names of educators who are committed to school and schooling; who are clear about what they are trying to achieve; and who bring people together to accomplish a goal, that is, their preferred future. Ten nominations were received and the six principals who received nominations from the most sources were selected. Figure 3.1 summarises the demographic data on the subjects.

The method of research

The qualitative method of research was adopted for this particular project. As Burgess (1985: 6) points out to his readers, qualitative methods of research may include a variety of approaches using strategies such as fieldwork, field research, ethnography, case study and interpretive procedures. Researchers engaged in educational studies who utilise this approach might sit at the back of classrooms with notebook and pencil, might interview teachers, might collect documents that are held in a school office or might produce a video recording of classroom activities. All these investigations have much in common and to a greater or lesser degree share the following features:

- the researcher works in a natural setting. For many qualitative researchers the main objective involves studying individuals in their natural setting to see the way in which they attribute meanings in social situations. In this context the main instrument is the researcher who attempts to obtain a participant's account of the situation under study.

Fig. 3.1 Demographic information on the leaders.

| Subject | Position | | | Type of district | | | | Gender |
|---------|----------|------|-------|------------------|------|--------|-------|------------|
| | Princ | Supt | Other | City | Town | Suburb | Rural | |
| 1 | C | | | | | * | | F |
| 2 | C | | | * | | | | F |
| 3 | B | | | | | * | | M |
| 4 | | SS | | * | | | | F |
| 5 | | S | | * | | | | M |
| 6 | | S | | * | | | | M |
| 7 | | | PEO | * | | | | F |
| 8 | | | D | * | | | | M |
| 9 | A | | | | * | | | M |
| 10 | | S | | * | | | | F |
| 11 | A | | | | * | | | M |
| 12 | C | | | | | | * | M |
| Totals | 6 | 4 | 2 | 7 | 2 | 2 | 1 | 7 M 5 F |

Key:

S = Superintendent

SS = Senior Superintendent

D = Director

PEO = Principal Education Officer

A = Size of school: 451+ students & classification of Principal

B = Size of school: 251 - 450 students & class of Principal

C = Size of school: 101 - 250 students & class of Principal

M = Male

F = Female

.studies may be designed and redesigned. All the methods associated with qualitative research are characterised by their flexibility. As a consequence researchers can turn this to their advantage as a rigid framework in which to operate is not required. Researchers can therefore, formulate and reformulate their work, may be less committed to perspectives which may have been misconceptualised at

the beginning of a project and may modify concepts as the collection and analysis of the data proceeds.

research is concerned with social processes and with meaning. Many qualitative studies are conducted within a theoretical framework that focuses upon social processes and the meanings which participants attribute to social situations. The studies are conducted with a view to understanding the way in which participants perceive situations. Blumer (1966: 542) remarks; *One would have to take the role of actor and see his world from his standpoint. This methodological approach stands in contrast to the so called objective approach so dominant today, namely, that of viewing the actor and his action from the perspective of an outside, detached observer . . . the actor acts towards his world on the basis of how he sees it and not on the basis of how that would appear to the outside observer.* It is certainly true that this writer has endeavoured to capture the notion of vision from the perspective of the 'actors', the principals and the educational administrators interviewed.

data collection and data analysis occur simultaneously. Just as researchers are able to formulate and reformulate their studies on the basis of flexible research design, so this element of flexibility occurs throughout the collection and analysis of data. These elements of the research project are not part of a linear process but occur alongside each other. Data are not usually collected to support or refute hypotheses but categories and concepts are developed during the data collection. The theory tends to emerge from the data that is collected. The researcher does need, however, to develop a set of strategies and tactics in order to organise, manage and evaluate. To this end, the writer was guided by the researchers Sheive and Schoenheit (1987) and their approach to investigating the Vision and Work life of Educational Leaders.

The interview method was chosen for this writer's project as that was the method used by Sheive and Schoenheit (1987) and if comparisons are to be drawn from the information gained in the New York study it is important that this study mirror that as closely as possible.

Many people are more willing to communicate orally than in writing and, therefore, will provide data more readily and fully in an interview than on a questionnaire. Several advantages accrue from the friendly interaction in an interview that cannot be obtained in limited, impersonal questionnaire contacts. In a face to face situation an investigator is able to encourage people and to help them probe more deeply into a problem, particularly an emotionally laden one. Through incidental comments of

responders, facial and bodily expressions and tone of voice, an interviewer acquires information that would not be conveyed in written replies. These auditory and visual clues also help the interviewer key the tempo and tone of the private conversation so as to elicit personal and confidential information and to gain knowledge about motivations, feelings, attitudes and beliefs.

Interviews vary in purpose, nature and scope. They may be conducted for guidance, therapeutic, or research purposes. They may be confined to one individual or extended to several people who are associated with that individual, as in a case study. Several types of interviews identified by Van Galen (1966: 297 - 305) are the individual and group interviews, structured interviews, and unstructured interviews. Individual interviews are conducted in a private situation at a time that the person being interviewed feels free to express their thoughts honestly and openly.

The structure of interviews varies as much as the number of participants. Some interviews are rigidly standardised and formal: the same questions are presented in the same manner and order to each subject and the choice of alternative answers is restricted to a predetermined list. Even the same introductory and concluding remarks are used. The standardised interview has certain limitations: collecting quantified, comparable data from all subjects in a uniform manner introduces a rigidity into investigative procedures that may prevent the researcher from probing in sufficient depth.

Unstructured interviews are flexible; few restrictions are placed on respondent's answers. If preplanned questions are asked, queries may be altered to suit the situation and the person being interviewed. As Fox (1969: 545) states, *In an unstructured interview, the interview guide serves as a reminder to the interviewer of the areas which should be covered.* Even if it lists specific questions, the interviewer is not restricted to this list and is free to ask additional questions, to repeat questions and to move off into tangents which show promise of providing information useful to the purposes of the research and likely to help answer the research question. This does mean, however, that in addition to the same interpersonal skills needed in the structured interview, the interviewer in the unstructured interview also must be knowledgeable and sufficiently sophisticated in research to make the variety of judgements this type of interview demands. Basically the interview technique is most sensible in those research situations in which the unstructured interview is required. *For the expense of the technique, and*

the slow pace at which data are acquired, can best be justified by the need to have the flexibility and freedom and access to information provided by the combination of a knowledgeable skilled interviewer talking to a potential respondent in possession of information important to the research. Fox (1969: 547).

A review of the literature suggests that access is the first major issue involved in interviewing. There is an initial problem of finding informants and getting them to agree to be interviewed and give up their time, especially if the interviewee is heavily involved in a leadership role. The second problem is the process of building relationships with people you want to interview, and hence getting access to their life and view of the world. This could however, raise questions of data validation, bias and scientific standpoints. It is a process which has no credence at all within positivist sociology, which is full of warnings against *over rapport* with interviewees and recommends maintaining a proper distance to *avoid bias* (Goode and Hatt, 1952; Moser, 1958).

Qualitative research has taken a different line. Hammersley and Atkinson point out that *The objects studied are in fact subjects and such subjects produce accounts of the world* (1983: 179). Some authors go much further. Catani asserts that interviewing for life history, *is above all the product of an encounter. The story recounts the development of an intense affective relationship whose exchange exists purely on an oral basis* (1981: 212) Ferrarotti discusses the issue in even stronger terms, where the affective element is stressed. In the search for sociological data, he insists: *Knowledge does not have 'the other' as its object, instead it should have inextricable and absolutely reciprocal interaction between the observer and the observed. It will then become a mutually shared knowledge, rooted in the intersubjectivity of the interaction, a knowledge all the more profound and objective, as it becomes integrally and profoundly subjective. The price to be paid, for a thorough and more pointedly scientific knowledge of his object, will be to reciprocally known, just as thoroughly by the latter. Knowledge thus becomes what sociological method has always wished to avoid -- a risk.* (1981: 20).

Measor (1985: 58 -77) who's paper focuses on the practice of interviews has identified a number of strategies which emerge as important. In qualitative research, the interviewer needs ways of easing access to respondents, and strategies which help build research relationships. Appearance, conversation, areas of interest and nonverbal signals are all important in this context. Time can act as a real restraint in building research relationships, but there are strategies that can help,

and allow space for rapport to build. The interviewer also needs ways of staying critically aware, while being able to enter into the participant's world; to gain a picture of it, while remaining aware of which aspects of it are particular and special. *It is a particular stance, but also a particular cast of mind* (Measor, 1985: 77).

All interviews were conducted by the writer and after an introductory discussion which ranged across many topics with the purpose of establishing rapport with participants and placing them at ease, there followed a consistent format with all those who were interviewed. The questions asked in order to gain responses and to guide the interview were:

- . Do you as an educator have goals you would like to achieve?
- . Has your present role increased your ability to achieve your goals?
- . You have made some career/role changes, have these helped you achieve your vision?
- . Where did your vision come from - how did it emerge?
- . Having that sort of approach, or vision, I guess, must effect your worklife?
- . How do you go about sharing your vision with others and what strategies do you use to translate your vision into action?
- . Is it necessary to assume a formal role in education to make an impact?

Structured interviews are avoided in qualitative research (Stenhouse 1984); it is one of the key elements of the methodology. However, the above questions provide the writer with a set of thematic ideas that are to be covered during the interview. Inevitably the interviewee will 'ramble' and move away from the designated areas in the researcher's mind. 'Rambling', nevertheless is important as the interviewee generally moves into areas that interest him or her. The interviewer is losing some control over the interview, and yielding it to the client, but the pay-off is that the researcher reaches the data that is central to the client.

When interviewing the subjects, the term *vision* was avoided. The interview commenced by asking about the leader's goals as an educator. Only after the

subject described what was thought to be a vision was the writer's perception verified by asking, *Is your vision, then, to . . . ?*

Through out the duration of the interview, no notes were taken by the writer. Prior to commencement, the use of a small tape recorder was negotiated with the client. All agreed to this, though many stressed that they did not wish to hear the tape afterwards. It was agreed that the interview could be taped and the tape used to provide a transcript of the interview and that it then be erased. Participants were conscious of the tape recorder during the first few minutes of the interview and then quickly became oblivious to its existence. The transcripts of the tapes are quite accurate and were only edited to remove "ums and ahs" and to place the responses into sentences. Meanings were not altered in any way. The transcripts of the interviews appear in the appendices and were transcribed by the writer.

As the interviewer has to remain critically aware during the interview the use of a tape recorder enhanced this aspect of the process. The interviewer can focus more on the interviewee and be more responsive to what he or she is saying by actively listening and providing non verbal feedback when using a tape recorder than is possible when trying to make written notes during the interview. When one is just taking notes whilst a speaker is making a presentation there is a tendency to just record what has meaning to the recorder and it is possible to misinterpret what the speaker is saying. This can particularly occur when referring to the notes at a later stage as the context in which the statement was made may not have been recorded. A more accurate record of the interview is obtained when using a taperecorder, however this process does require a great investment of time in order to conduct the interview (approximately 30 - 60 minutes per person interviewed in this study), to transcribe each tape (approximately three hours per person) and to write it up. This amounts to an investment of around seven hours per person interviewed and must occur prior to the analysis of the data. It has been however, a fascinating experience as it was dealing with real people, in real situations, concerning real experiences and all interviewed spoke enthusiastically about their vision and their work life.

Chapter 4 is concerned with the leaders and their visions.

Chapter 4

Leaders and Their Visions

Each of the 12 educators interviewed confirmed that they had a vision, *an image of a preferred condition that they work to achieve in the future* (Sheive and Schoenheit, 1987: 94) and following the interviews it was possible to infer that each has a professional mission. They are not unique. The educators interviewed in New York all described a vision or a dream of theirs. Similarly, Bennis and Nanus (1985), who interviewed 90 "trend-directing" leaders in the corporate and public sector, also report that all their subjects *had an agenda, an unparalleled concern with outcome*. Their finding suggests that a focus on the possibilities is central to the work of leaders recognised as change agents. Sheive and Schoenheit concur with this belief and following the Tasmanian interviews, this writer is of a similar opinion.

Effectiveness is also a key notion. Rutherford (1985: 32), reporting on a University of Texas at Austin study notes that, when asked, effective principals can describe their vision for their schools. He also concludes that *The less effective principals had no vision for their schools; they focussed on maintaining tranquility in the here and now*.

Although the leaders interviewed in this study have an image of a preferred future there are differences between them. The visions of the Tasmanian leaders are expressed as follows:

The visions

Case Study 1.

To see children educated for life. Their self esteem has been developed, they have the ability to think about themselves, they are positive in their outlook, they are able to use the skills they have, they are artistic, they can be physical, they can express themselves, they enjoy the environment, can cope with life and get on with others in a school in which staff support each other, work as a team and share this vision.

Case Study 2.

To have a school environment which is stimulating and welcoming for children, one in which they are motivated, their work is valued, they are extended, the

learning environment is exciting and the adult team is as motivated as the children. Staff are of a like philosophy and there is some choice in the type of teacher I get.

Case Study 3.

To run a school which is progressive, caters for everyone concerned, a place in which relationships among people are extremely important; supportive, positive relationships based on mutual respect and trust, a place with a creative teaching team which has an appreciation of the difficulties and the contributions, a place in which staff and students are self directing and really engaged in the learning process.

Case Study 4.

To see each child, as an individual, reach their full potential, enjoying, appreciating a happy learning experience at school, loving learning and going on learning as a lifetime experience, in a school where education is seen as a partnership with the home, with home and school coming together to provide an experience that all children can have, - a happy, enjoyable childhood.

Case Study 5.

To see the best thing done for the young people who are part of our system, where the system and schools provide benefit for the young people of our community, a system in which the curriculum has been updated and appropriate to the needs of today's society, where there is ongoing and effective communication between the school and its community, where there is progressive thinking in our schools, where principals can articulate about education and students have the skills and confidence to communicate.

Case Study 6.

To see the concept of child centred developmental education actively promoted.

Case Study 7.

To see a genuine continuum in education, to see the good things in terms of philosophy, teaching approach and understandings about student's learning coming out of Secondary Education the Future linking with what's happening in the best of primary schools, to see an update of the C.O.P.E. Report, to see the Department more forward looking and that there be a greater team approach and more co-ordination between Head Office, Regions, Support Services and schools, highlighted by a sense of purpose, direction, commitment, communication at all

levels and the transferring of what we know in the language area and the research in classroom practice to some of the other curriculum areas.

Case Study 8.

To see the system at large contributing optimally to the education of children, particularly in the Southern Region; to see all professionals looking critically at what is happening in classrooms with girls and boys and what is happening in the larger system that has a bearing on what happens in classrooms ; to see everyone aspiring to something better; to continually improve our understandings of the things we do; to see children developed in all aspects of development with particular emphasis on intellectual development; to see a system in which the professionals have highly developed problem solving skills, have a sound knowledge base and be able to apply that in a practical sense, have the ability to think abstractly and be able to model these skills for girls and boys.

Case Study 9.

To be a good, effective principal; effective in running a school in which teachers are relaxed and co-operative, where kids do well academically, where kids can all be an *eighty percenter* at something, where kids can all have their *moment in the sun!*

Case Study 10.

To see equal opportunity for all students in which they have the highest possible quality of teaching or learning environment and support in any way they might need it.

Case Study 11.

To work with professional educators who have a broad, deep vision of education, who have realised their potential, have self actualised, who cope with challenges and change, who relate with each other in an effective, positive , supportive way, who are empowered and who in turn, empower students.

Case Study 12.

To achieve a highly effective and vibrant educational institution that can breathe into people a zest for learning, where education is regarded as life long, where there is enjoyment in learning, where there is challenge and a thrill from learning something new, where people think in terms of solutions, rather than problems.

Sheive and Schoenheit identified two categories of vision for their leaders: organisational and universal. Visions in the organisational category focus on the school or district where the leader works and visions in the universal category are broader, and they may extend across several organisations. (See fig. 4.1.) An analysis of the Tasmanian data can be undertaken which utilises the same criteria.

| Figure 4.1 Two Categories of Vision | | |
|--|--------------------------------|---------------------------|
| | Organisational | Universal |
| Goal | Excellence in the organisation | Equity for a target group |
| Orientation | One school or district | All schools or districts |
| Central concern | Creating the best | Righting a wrong |

(Figure 7.2, Sheive and Schoenheit, 1987 : 97)

Vision, organisational

The first category of vision relates to organisational excellence. Sheive and Schoenheit describe all leaders with visions of organisational excellence as having a clear notion of where they are going, that each, somehow, by a different path, has developed a sense of what the healthy, excellent organisation is. The leaders use *this silhouette or template of the healthy school much as a physician uses an understanding of the healthy, well functioning body. With the vision or silhouette in mind, the leader assesses the organisation and finds a discrepancy. On the basis of the diagnosis, the educator conceives a prescription to alleviate the situation.* (Sheive and Schoenheit, 1987: 97).

The organisational vision of one principal is very clearly expressed:

.What I really want to achieve is a highly effective and vibrant educational institution. (Appendix: 49.) as is that of another:

. I've only had one (goal) and that was to be seen as a good effective principal.

(Appendix: 39) The objective of a superintendent who has responsibility for a group of schools is:

.To see the best thing done for the young people who are part of our system.

(Appendix: 19), and that of a Director who has the responsibility for a large

educational district as seeing:

.The system at large contributing optimally to the education of children in the state.

(Appendix: 33). A senior superintendent talks of ;

. each child reaching their full potential (Appendix: 13)

Each of the educators referred to here are concerned with striving to achieve the optimum, the best for their department, school, or students in general.

These observations are similar to the New York study in which four principals talked at length about building superb schools. One stated,

. I wanted to make the kids realise that they had the best High School in the North Country. Another said,

. I want every teacher in the school to be glad they're here and every other teacher in town to wish they were here. Also in that study were two superintendents who, like the principals had visions of excellence, although these leaders were focusing on creating an outstanding school district. One said,

. My goal is a very simple one. It's just to be sure that good teaching is going on in every classroom.

It would not be fair to state that the other leaders interviewed in the Tasmanian study did not have an organisational vision. Their's was not expressed as precisely as those above. The inference, however, is there. The principals in Case Studies 1,2 and 3 quite clearly express the desire to create a learning environment in which there are positive and supporting human relationships, where learners are accepting responsibility for their learning and the staff are motivated and work as a teaching team. The Principal in Case Study 11 also talks of working with teachers who are self actualised, who cope with challenges and relate to each other in positive, supportive ways. Developing these goals within schools and the wider Education Department could well lead to the actualisation of a broader, universal vision.

Vision, universal

The second category of vision extends beyond the organisation in which the leader works. They have the organisational vision already described and exert considerable energy toward a second, more universal purpose which centres on an issue of equity that encompasses the entire educational scene and could well be described , as righting a wrong. Eight of the leaders interviewed in the Tasmanian study could be described as having a universal element to their vision.

.To see children educated for life. . . they can cope with life and get on with others.

(Appendix: 1)

. Education is seen as a partnership with the home, with home and school coming together to provide an experience that all children can have,- a happy, enjoyable childhood. (Appendix: 13)

. To see a system in which the curriculum has been updated and appropriate to the needs of today's society, where there is effective communication between the school and its community, where there is progressive thinking in our schools, where principals can articulate about education and students have the skills and confidence to communicate. (Appendix: 19)

. To see the concept of child centred developmental education actively promoted. (Appendix: 23)

. To see a genuine continuum in education, to see the good things in terms of philosophy, teaching approach and understandings about student's learning coming out of Secondary Education, The Future, linking with what's happening in the best of primary schools. (Appendix: 27)

. To see all professionals looking critically at what is happening in classrooms with girls and boys and what is happening in the larger system that has a bearing on what happens in classrooms to see a system in which the professionals have highly developed problem solving skills, have a sound knowledge base and be able to apply that in a practical sense, and have the ability to model these skills for boys and girls. (Appendix: 33)

. To see equal opportunity for all students in which they have the highest possible quality of teaching or learning environment and support in any way they might need it. (Appendix: 43)

.To work with professional educators who have a broad , deep vision of education, who have realised their potential, have self actualised, who cope with challenges and change, who relate to each other in an effective, positive, supportive way, who are empowered and who in turn, empower students. (Appendix: 47)

To say that all the above universal visions are concerned with righting a wrong may be over stating or over interpreting what has been said. All are concerned, however, with improving the current situation for students and making educational practices better. Things only become wrong when new learnings reveal that past actions were inappropriate. It could be said that all the leaders whose visions are described above believe that their visions apply across the system and to all participants in the education process and on this basis, the visions may be described as being of a universal nature. They are largely concerned with equity of opportunity for students and the improvement of resources and ways of thinking

about education in order to ensure that all children receive the best possible educational opportunities and experiences. A distinctive feature of the visions of the Tasmanian educators interviewed is their concern for the development of students as individuals and the need to focus on students and educators as individual human beings and the development of positive human relationships and effective people communication at all levels in the education system.

In the New York study the leaders with a passion for equity had their universal visions more definitely expressed than those in the Tasmanian study and each had a different target group. One's vision is that underprivileged children will have an equal education. Another's vision of equity focuses on racial integration. A third concerns an equal role for women administrators. The vision of a fourth relates to professional development. A fifth leader's vision of equity is of a community school where children and adults learn from each other. A sixth leader is deeply committed to effective schools research. These leaders in the pursuit of their universal vision are not following a pattern as their vision of a preferred future has no template, so they can be said to be making one. Compared with the New York study the area of focus in Tasmania is rather small and as a consequence the breadth of issues and concerns which form the roots of the American visions are not dilemmas here. In Tasmania there is not the same scale of problems such as racial integration, equal roles for women. In Tasmania provision is made by way of additional staffing and financial resources in order to assist the provision of an equal educational opportunity for underprivileged children.

Both the Tasmanian and the New York group have dreams. These do not impede their competence and they can balance their dreams and the reality of competing priorities in education. The leaders know how to get things done. They accomplish the many tasks that keep an organisation out of trouble and on the path to excellence and are spurred to goals and actions that reach for the more perfect world they envision. None of the leaders striving for equity are cultist and none seems to have a group of followers. Having read the New York transcripts of interview, Scheive and Schoenheit decided the leaders interviewed are far ahead of their subordinates and their colleagues in other schools and districts and the same would generally hold true in Tasmania. Like Scheive and Schoenheit, this writer also has the sense that *these leaders were pulling all of us toward a future that we would all prefer.* (Scheive and Schoenheit, 1987: 98).

Chapter 5

Vision and Career

In the 1987 American study the careers of leaders with an organisational vision and the careers of leaders with a universal vision differed. As a group, the six leaders with universal visions hold more diverse roles. Both subgroups had principals and superintendents, but the leaders with a universal vision also included an assistant superintendent for instruction, a deputy superintendent in an intermediate unit, and the superintendent of a Special Act school district. Three of the universal vision leaders selected their present roles so that they could enact their visions. The others said they dismiss offers of more prestigious jobs because they do not see that assuming a new role will increase their ability to enact their universal visions.

Sheive and Schoenheit (1987: 94) go on to say that another career decision that relates to the nature of the leader's vision is the decision to earn a doctorate degree. Four of the six leaders with an organisational vision do not hold a doctorate, although one is in a doctoral program. On the other hand, four of the six with a universal vision do hold a doctorate and the other two are in the process of earning one. Therefore, they conclude, a leader's vision relates to two career decisions: the selection of an educational role and the decision to earn a doctorate.

The same conclusion, concerning the acquisition of a doctorate, cannot be drawn from the Tasmanian study. Case Study 8 (Appendix: 32) is the only person interviewed to hold a doctorate. It can be noted that he holds the highest position in the Education Department of those interviewed and also, that he is the only person in the Department's administrative hierarchy to hold a doctorate. His decision to obtain a doctorate was deliberately taken and he left an important position as head of a teacher's college and joined the staff of a university interstate in order to achieve his goal. He certainly has a universal vision and is keen to see a better, planned, more efficient use of resources to support the educative process and to see a greater emphasis on the understanding by professionals of the teaching and learning processes in order to maximise the support for girls and boys. His career is largely driven by the fact that he wanted to come to better understandings of what he was involved in. He is also of the belief that one's goals change somewhat in terms of the context in which one finds oneself. Role changes during his career enabled him to obtain new experiences, to work with people with expertise in his area of

professional interest, to work with the community of scholars and to experience varied roles as an administrator. It is interesting to note that he views his role, not as gaining something for himself, but as making a contribution: *We can follow various career paths and contribute along the way.* (Appendix: 32).

All interviewees in the position of superintendent or 'other' (refer to Fig. 3.1: 26) have degrees and some have a master's degree. A conclusion that could be drawn from the study is that people who have degrees are more likely to hold a vision of a universal nature as all with degrees described scenarios that could be attributed to the arena of universal vision. It is mandatory that people who hold superintendent positions and above, in the Tasmanian system, hold a degree. It may be true that a degree was obtained in order to enhance their career and promotional prospects but as the question was not asked, it would only be an assumption on the part of the writer.

Position and achievement

A very strong point of view was expressed by Case Study 12 (Appendix: 51) concerning position and the achievement of one's vision. He believes that the two best positions are teacher and principal and positions; in between and above can be *deleted* in terms of being in a position to achieve one's goals. He goes on to say, *If you have got a good principal and you are a teacher, you get given a class, a set of resources and you can handle that operation the way you see best to achieve your personal goals. You can do the same thing with a school. . . . every problem is your own, it really has to be solved by yourself, so there is tremendous opportunity to do that sort of thing.* (Appendix: 51)

Case Study 9 (Appendix: 37) also sees the principalship as the ultimate position although he states that values and goals can change. He is happy with his role and sees the *superintendency as a pretty horrific position and as an end point to a career it doesn't interest me!*

Case Study 1 (Appendix: 1) found that as a classroom teacher she could achieve her goals very well with the class she had. As a vice principal she was restricted to one section of the school. She considers that whilst she has less contact with children now, she is influencing more people. She is influencing the adults who work directly with children, namely, the teachers and the parents.

Such responses raise promote the notion that a high level of autonomy is considered important by leaders who have a vision to aspire to. Principals in the study feel that they have a high level of autonomy and see the empowering of their staff and students as a very important part of their vision. The principal role has given them the opportunity to enact their vision. The same cannot be said of Case Study 7.

Case Study 7, (Appendix: 26) following experience as an infant mistress/vice-principal, superintendent and principal of two large primary schools opted for a Principal Education Officer position in a services branch of the Education Department in order to help achieve her vision of a continuum in the learnings experienced by children from kindergarten upwards. One detects a note of frustration in her opening statement: *I guess I have (goals), certainly not particularly clear and probably getting 'woollier' as the situation gets less clear* (Appendix: 26). She certainly has goals and they are expressed very clearly and these could be categorised as a universal vision. In spite of her senior position she appears frustrated by the lack of autonomy, the lack of a defined team with whom to work, and the difficulty of gaining access to her supervising officer and other consultants in the branch. They are all busy people but there appears to be a lack of sharing and the absence of opportunities to discuss work with supervising officers.

Case Study 9 (Appendix: 38) reflected upon the subject of delegation and what it means during the interview with him. His transcript (Appendix: 38) provides an insight into some of the pitfalls:

Going from V.P., although I had been Acting Principal at other schools, it took me a long time as the school grew, to really learn to delegate with confidence and trust. I wanted to be in everything myself - not necessarily leading it always, but I would have my two penneth worth, I had a big oar in everything! I guess it was only when it was forced on me with the growth of the place that I said, "That's crazy! You can't do that! I'll give it to that guy! Then I'd always be checking up on him. Smack! Smack on the hand! What are you checking up on him for? Let him run with the ball! He'll do it O.K.! That took a while. That took a three year adjustment from when I woke up to the fact that I wasn't delegating fairly.

The comments made by leaders in the statements above, seem to indicate that notion of delegation is an area that needs to be addressed by persons in leadership positions to ensure that educators in middle management roles are delegated real responsibility along with the task, that a system which promotes regular

communication and feedback is in place, and that there is a sharing of the vision for the organisation so that all feel they have a vital part to play in the achievement of the organisation's goals. Just as importantly, delegation doesn't mean abdication of responsibility and no further need to obtain feedback from the person to whom the task is delegated. A professional development program could well focus on this area.

Success in the current position.

The interviewees, with the exception of one, are in a better position to achieve their goals whilst in their present position than they were in the position that they occupied previously. This observation is verified by the following comments made by them:

. It's still very early times as a principal. I think I can do what I want. It's easier from the top down. (Appendix : 1)

. Then as a principal I was able to put that (experience) into some form of practice . . . now I have the freedom to keep the vision going and enriching it the whole time . . . This is seven years now . . . the freshness hasn't gone! (Appendix: 5).

. Yes, it certainly has. As a principal I am responsible and feel that responsibility very deeply . . . I had wanted to reach the principalship so that I could work on the things I believe in. (Appendix: 10).

. My present role has given me a much wider perspective particularly regarding the issues and problems in education . . . I am more able to help other people achieve some of these (my; the COPE Report's) goals. (Appendix: 13).

. I suppose it has. (Appendix: 23).

. To some extent, I mean, you come into a position like this for various reasons, some of them positive and some of them negative. When I came in my negative reasons were that as a principal I was occupied with too much trivia and I wanted to get away from that. I wanted to think and I never had time to think! I've certainly been able to think and I've certainly been able to write. The extent of her open-ness and honesty was displayed when she continued: The hidden reason which you don't always admit to yourself is that you want to influence and you feel like you might be able to influence for the good, the broad directions of primary education, not just in your own school. (Appendix: 27).

. I think we all like to think that we influence others. I certainly hope that any statements I make or things I do will have a desirable effect on others, if it is worthwhile being effected by it. (Appendix: 32).

. In his previous school which a very difficult school to manage, he was

determined that the school was not going to be a *keep the lid on* type of school. He had to work on and get teachers to work on strategies to achieve that and he believes they were successful. Now that he is in an established school in a middle socio-economic type of area he now has different goals. These are to develop:

... real skills in people; certainly academic, but other skills too. These kids have got lots of varied talents, and he displayed much warmth, and enthusiasm for learning when he continued: I'm pretty new in analysing skills in those areas! (Appendix: 39).

. Yes, I believe it has, because of my own perception of leadership which is one of influence rather than power. I guess I believe I have an increased opportunity to achieve my goals. (Appendix: 43).

. I think the answer to that question is yes and no. I think the way I like to work happens best when I'm very close to the people I'm working with. What I've found is that the bigger the school, the more senior staff there are, the more administrative trivia there is and the more outside the school activities that one gets involved in, the less one is able to have that really close relationship with the people in the school. That's been a major learning experience for me. That's the no, I guess. (Appendix: 47).

. I think it has. As I mentioned before, being a principal or being a teacher in the Education Department are the only two places where you can achieve that. (Appendix: 51).

Case Study 5 (Appendix: 18) is the exception and does not think that he is able to achieve his goals in education whilst in his present position as superintendent unless there is a role change and a reduction in the diverse number of perspectives which he has to tackle. He expresses his thoughts as follows:

. No! I don't think so. No! If I put myself back in the school situation, granted, I would see things from the perspective I've learnt over the past three years. That experience would have been of considerable advantage to me. I really think that I would like the opportunity to be back in the school, knowing the powers that principals have. You know, they really do have tremendous opportunities if only they could understand and see some of those opportunities and run with them, so that in that role some of the things I would like to see happening could be achieved for our own local community.

Maybe, it is a human failing that we tend to believe that in a hierarchy the only way to create an impact or to achieve our goals is to move to the next level and, as a consequence, often miss out on discovering the full potential of our current position. Those who do discover this potential are excited about what they are

doing and are content to be where they are, at least while they can see opportunities for growth and learning for themselves and those around them. Case Study 2 is an excellent example of such a person. After seven years in her present position there is enthusiasm in her voice and there is enjoyment in her work.

Role changes

All leaders interviewed have made education their career and have followed many different career pathways. Not all are known to the writer, however it is possible to piece together some general data from the interview transcripts. Examples of pathways followed are: (It is an assumption that all commenced as teachers.)

Case Study 1: . . . , Vice-principal, Principal .

Case Study 2: Infant Mistress, Consultant, Senior Education Officer, Principal.

Case study 3: Senior Teacher, Senior Teacher 2, Vice-principal, Principal.

Case Study 4: Infant Mistress, Teachers' College Lecturer, Infant Mistress, Teachers' College Lecturer, Regional Superintendent (North-West and Southern Regions, Acting Director, Senior superintendent.

Case Study 5: . . . , Principal, Superintendent.

Case Study 6: . . . , Principal, Superintendent.

Case Study 7: Infant Mistress, Superintendent, Principal, Principal Education Officer.

Case Study 8: Principal, Teachers' College Lecturer, Teachers' College Principal, University Senior Lecturer (interstate), Director.

Case Study 9: . . . Vice-principal, Principal.

Case Study 10: Infant Mistress, Vice-principal, Superintendent.

Case Study 11: . . . , Principal.

Case Study 12: Principal.

The principal in Case Study 11 provides an excellent summary of the benefits accrued through experience in a variety of roles in different schools and circumstances.

" . . . the variety of experiences one has is important because it allows one to see things from a wider perspective, from a different point of view. So long as one doesn't close off those experiences and learns from them, and brings that knowledge to new experiences, I think it has to be a beneficial experience."

From the evidence presented it seems more likely that leaders who have a universal vision have a tertiary qualification. The position of principal is one that has a great

deal of autonomy; perhaps the highest level in the Education Department. Leaders choose positions (roles) to apply for that they believe will enhance their opportunity to achieve their vision. Role changes broaden one's experience and the way in which the world is viewed.

The following chapter is concerned with the emergence of vision and the actualisation of that vision.

Chapter 6

Actualising the Vision

Where did your vision come from?

How does your vision effect your worklife?

How do you go about sharing your vision with others?

What strategies do you use?

Is it necessary to assume a formal role in education to make an impact?

These are the questions asked of the Tasmanian leaders interviewed and the responses to each are discussed prior to drawing together the outcomes of this aspect of the study.

The emergence of vision

The first leader interviewed observes that her vision began during her childhood and her father provided the most influence. He firmly believed that education is about *facing life*. Even as a student teacher, she had a vision of being an educator. Teaching was not seen as *just a job ! - Life is learning! Everything is learning!* (Appendix: 2).

The second interviewee identifies the roots of her vision as commencing in grade 1. She loved her teacher and 'played schools ' right through primary school. Case Study 4 has been a tremendous influence on her since teacher training days.

The third was frustrated with his own learning at school , and says *struggle is fine, but suffering is not!* (Appendix: 10) As a consequence he believes in developing empathy in his relationships with students and approaches each on an individual basis.

During her schooldays in a two roomed country school, with her father as headmaster, the fourth interviewee developed a love of learning. Everyone mixed in as a large family group and each had their own things to do. She was also influenced by the writings of men such as Rousseau and Dewie.

The fifth found his vision rooted in his own practical experience and in the sharing of positive personal experiences with others. He was not motivated or inspired by the study of philosophy.

The sixth developed his through reading the contributions made by the great minds thinking about education over the ages - from Plato to Dewie

The seventh acknowledges the influence upon her and the support given by significant others and once again, it is interesting to note that the fourth interviewee is one of these. She also says that: *I think your philosophy is 'forged in the fire', as they say, so you're going into situations, into a range of schools, some of which are operating in a way in which your nascent philosophy will espouse and others of which are operating in totally different ways. While you can have some respect for some of the things that they are doing there are some things that are an anathema to you. That firms up the things that you believe. Seeing a range of operations makes you clearer of what you stand for and what you don't stand for.* (Appendix: 29) The value of experience cannot be under-rated as an influence on the development of vision.

The eighth believes that his started at university and that a teacher whom he admired was of significant influence to him.

I guess everyone I've ever worked with or anything I read has some impact on making you what you are and framing up you goals, vision or whatever. (Appendix: 40) is expressed by the ninth. He also believes that two principals were significant. One who always ran interesting schools; who enjoyed the support of his teachers because they felt that , as he expresses it, *the team was always winning grand finals!* The other influenced his relationship with students.

The tenth traces her vision back to her family and the emphasis placed on the individuals within that family. They celebrated the fact that they were all different. Then there was the influence of significant others, teachers and fellow educators.

The eleventh's roots also go back a long way, probably to childhood and certainly to college. He had a particular interest in the way people related to one another and the psychological theories associated with that. He was also influenced by significant educators over the years.

The twelfth had his migrant parents as a model. They arrived in this country with nothing. His father was prepared to try something new, to learn something, to master it, and keep bettering himself. *I guess when you grow up in that sort of environment , it just sort of , rubs off!* (Appendix: 53).

Several observations can be made following the study of this data.

.The first is that the values of these educational leaders, in the main, are formed prior to them beginning their professional lives and in the years that follow are further developed and refined by the influence of life experiences and significant others.

.Secondly, during one's formative years the values held and the support given by parents and teachers is of great significance in the determination of our own values and our vision for the future.

.Thirdly, there is the influence of the personal contact with significant other educators and/or through the reading of their written work.

.Lastly, there is the benefit of one's own experience in the world and one's interaction with fellow educators which contribute to the shaping of the visions of these educational leaders.

Worklife and vision

Three of the leaders interviewed, two principals and a superintendent, expressed the view that vision is part of the holder of that vision. It effects every thing leaders do. The vision guides the way in which they relate to and with other people whether they be in the work place or at home. As a consequence, in the workplace, leaders can be accused of having biases. Another principal felt that in enacting her vision she was working too much in the role of carer and an outcome of this was that she was taking too many of other people's troubles home with her in her *pack* each day.(Case Studies 1,3,4&2).

The data concerning the relationship between worklife and vision can be organised under two themes: The work environment, and human relationships which includes the notions of interaction and modelling.

.The work environment

It (vision) definitely effects the way I organise the school. It means things like the school should be attractive, stimulating ,filled with pride, with people doing things well! This statement tends to sum up the thoughts of these leaders and typifies their desire to do things well. (Appendix: 2) Another principal has the view that if you haven't got a problem to solve then you create one, as one of his delights is to work on solutions. He identifies and works on the organisational areas in which he has flexibility and accepts the constraints of other areas of organisation, finance and staffing.(Appendix: 53). The observations of the Director are particularly meaningful: *I think we all find ourselves in situations that we have to adjust to, accommodate to. If we didn't we'd be 'square pegs in round holes' .It's necessary to recognise that various professionals bring different perspectives to bear on the total knowledge and talk that's associated with., so that if any one person has a particular point of view then that person is entitled to express that or argue it. . . . I think we've got to be careful we don't play God in whatever we do or be so committed to our own point of view that we don't listen carefully to what others have to say.* (Appendix: 35). His words of wisdom continue and address the issue of change and the need to plan for it:

I would place a great deal of importance on planning, sharing ideas, debating, reflecting upon ideas, monitoring things we do, trying to get evaluative data together to indicate how well it's being done or whether it's being adequately done or not and so on. I think all these things are important. In other words, I believe pretty strongly in a systematic approach to problem solving in one's profession. I think it can be done by us sitting down from time to time and addressing a particular issue, sharing insights and using that as some of the basic information that we need in order to go ahead and implement or put into place , arrangements. I do think progress is based upon a fairly systematic approach. I'm not suggesting that it can all be cut and dried or anything like that. I think we have to cut it down to size and deal with things in a fairly systematic and logical fashion. They are the kinds of processes that we argue for boys and girls to develop and I think we have to exemplify them, ourselves, in our practice. (Appendix: 35).

The concluding sentence of the Director, in the previous paragraph, leads the reader quite naturally into the next theme, on human relationships and the sub - categories of interaction and modelling.

.Human relationships

One principal highlights the focus on this area which is of particular concern to the

leaders who are the subjects of this study:

I guess one of the powerful motivating forces for me is the awareness that I need to mould the kind of relationships, the kind of interactions, the kind of openness to new ideas and understandings that are required by an educational leader that I really have to model. I guess I was aware in my early days in the Department that there were leaders at that time who said you should do things in a certain way, but in fact operate functionally, quite differently themselves. I think if one is to have any legitimacy at all one has to stick fairly close in one's behaviour to what one is espousing. That's vital! It means an enormous amount of time, people time. That changes the kind of workload that one has. It changes the nature of when things are done (Appendix: 48).

The importance of being a role model is reinforced by the Senior Superintendent: *It (vision) does permeate all you do and like any good teacher, you model what you believe. You don't put on an act as a teacher and pretend you are doing something, pretend you are loving learning for instance. I believe in always doing what I say I believe in!* (Appendix: 16).

The interaction between leaders and the people with whom they work must be meaningful and purposeful and the skill of listening is very much to the fore. While interaction is an important aspect of the worklife within a school, it is an exceptionally vital aspect of the work of leaders who operate outside the school situation. They don't have a group of people with whom they relate consistently on a day to day basis, such as a school staff. Therefore, it is the opinion of the superintendents, generally, that they must capitalise on the vast number of interactions they have each day, or week, in order to express their ideas, their vision, and to gain support for their acceptance and implementation.

The next focus of this paper is on sharing the vision and strategies used to translate the vision of leaders into action.

Translating vision into action

The processes utilised by principals to share their vision and to translate their vision into action are very similar and all work on the premise of *what you give is what you get*. (Appendix: 2). Modelling, in particular, is emphasised

As a group they are supportive of their teachers and senior staff. They build up a feeling of trust, a positive caring relationship in which the concept of mutual feedback plays an important role. Staff members are accepted, their strengths

recognised and teachers take on roles as the school expert in, or as a co-ordinator of a particular area of the curriculum. They are valued and made to feel a sense of belonging to a team, each with a part to play. The principal is prepared to let others know how he or she is feeling and staff are invited to do the same when addressing issues or even on a personal basis. As one principal described it, *We unpack a lot of luggage sometimes*. (Appendix: 6). Relationships with students, too, are important and the quality of the relationship between a principal and his students is narrated as follows:

I'm a bit rough and ready around the edges in relations with kids. I still have no qualms at all about letting kids know how I honestly, genuinely feel at any time about any of their capers. I don't mind piling the praise on and I don't mind jumping all over them and being quite angry. They would know exactly how they stood with me at any given time. I think it's a nice way to relate to kids. I've never had any problem with kids that I guess you could say I have to 'hound' a fair bit, in relating to them the next day. I think they would always know me as being very fair. They might tend to get away with things unless I was absolutely sure. I like kids and I guess, if you like kids it's easy and you don't have to think about it much (Appendix: 41).

Decision making is a shared process. *We* decide. The development of policy statements is done together. Teachers make suggestions and they are discussed openly at staff meetings because staff meetings are usually teacher development meetings. *House keeping* is done in other ways, at other times. The value of staff involvement in the decision making process and the role of the principal in this is very well expressed in the following:

I think the way an organisation makes decisions, for example, is extremely important. I think when people are involved in that process, understand the implications of it, feel they have a stake in it, feel ownership in the decisions that are made then they are more likely to support those decisions. That's one aspect of it. Another is that if in those processes leading up to the making of decisions I can use and model the kind of relationships that are needed then that helps towards the vision anyway. (Appendix: 49). He stresses that he does a lot of listening, a lot of looking, a lot of getting to know people and getting to know the way things happen, and not rushing into changes even though they may seem desirable to him.

Planning is very important, is of a cyclical nature and is necessary as education is in the process of changing and there must be a process to cope with that. The model used by Case Study 1 (Appendix: 3) for example, contains the following elements:

discussion, decision making, change, support, feedback, modelling, reflection, support, discussion, . . . Another Principal, Case Study 2, conducts a full program planning meeting with all staff and they share their directions, their successes and dilemmas and through this process they are able to utilise both human and physical resources to the full. *This is one of the strategies I use where teachers see forward as well as back. . . . I don't collect their programs.* In primary schools there is a growing emphasis in teaching programs being adapted to provide for the varying needs of individual children. It does require additional thought, time and preparation on the part of the teacher, but as one principal stated it: *There is a lot of planning, but whatever they plan gets put into practice and works because they are dealing with individual children and they see success in that!* (Appendix: 11).

Case Study 3 provides an excellent description of the role of principal and summarises the strategies used in order to achieve one's vision:

I try to be a number of things and some are more successful than others. I think of a principal as a coach, a motivator, a captain, a leader, a backstop, a friend, a good listener and never an arm chair critic or a spectator in the grandstand. I think you have to be in there. I don't believe that I have to do everything. I build the strengths of the people around me and give them a real leadership role because I think if you delegate to others then along with that goes the responsibility. If you don't give people the responsibility then I don't think its worth delegating. Sure, I have the overall responsibility of what happens in this school, but I encourage initiative and risk taking amongst the teachers so that there is a constant movement forward (Appendix: 11). Such a view is complemented by these comments from Case Study 12. (Appendix: 54). *I'm flexible, I like to make people know that I respect them. I'm aware of any limitations and we can talk about it honestly together. We come to an arrangement where they're satisfied and happy and yet they'll give me what I want so that we can achieve together in that school.*

Superintendents tend to focus on the individuals with whom they come into contact. Modelling is still an important feature of their role in the enactment of their vision. A review of the case studies suggests that they help individuals focus on their role, *helping them find their strengths, to grow and develop further.* (Appendix: 44).

I do believe in modelling that's one major strategy. When I was a superintendent and visited a school, for example, I spent as much time as possible in classrooms as well as with principals and teachers. I felt one should make a focus that the

children were the important thing - to be in the classroom, to talk with children and to get them to show you things was as important as talking to the teacher. That sort of modelling I tried to get across.

The other one is not by a strategy of 'thou shalt not do this or that' but by a strategy of leading people to see the excitement and the interest and how wonderful learning can be if it's approached in this particular way.

So really I'm trying to open doors for people rather than shoot them down one path.

I always found it important to find something someone was really doing well. Every teacher I have come across with very rare exception has something about which I could say, That's really tremendous! If you take that a little bit further and do this and that, see what happens.....Then you get back to them and say, Now how did that go? You then lead them through another little open door. it was always through a process of building on rather than saying That's not right, do this instead! (Appendix: 16).

Case Study 6 encourages people to talk in order to find out what's in their minds philosophically, and considers it a wonderful way of coming to terms with teacher's thinking about children and their learning. A similar strategy is used by Case Study 5 who encourages a little bit of self examination. He asks three questions: *What are three positive things about yourself? What three things do you see as a debit against yourself? Why am I asking you these questions?* He wants them to know about themselves. During the discussion, he is then able to say this about leadership:

The starting point is yourself and if you are going to be in a leadership role, it's important to be able to get in along side people, not always be out in front. Get in along side people, their problems, what they're all about, and what they're trying to achieve. For you to be able to do that you need to have some understanding of what you are capable of doing, what your capacities are. Your starting point must be yourself. (Appendix: 21). The nurturing of the individual by the leader is a very important part of the process of actualising a vision, enabling them to critically appraise, in a positive sense, the world around them.

Superintendents become involved in committees of review and with professional groups and associations and this provides them with the opportunity to foster the acceptance of their vision in the wider educational community. As with the

principals, communication and building positive relationships is vitally important. The whole process of actualising a vision is very well illustrated in the response by the Director:

I think for any group to work together, any set of individuals to work together as a team requires quite a deal of time and quite a deal of getting used to one another to inter-relate, to set up a dialogue whereby we listen to one another. We interact with one another and we don't argue past one another. We're not so defensive that we sit and fail to communicate.

I think it's very important to do a lot of that groundwork and to provide opportunities to come together, to talk and to operationalise, to put into operational terms goals, visions, aspirations and so on. While they remain as goals and ideals, while it might be desirable to have those ideals, that's what they remain until you can translate them into operational terms. I think that's tremendously important. I guess one of the critical tasks from a Regional Office point of view is that it doesn't matter how well we might have translated within our own terms in Regional Office, essentially, it's how widespread that commonality of viewpoint is throughout the entire system (Region) and the extent to which various people have participated in that process and feel a sense of commitment to the ideals and the visions.

It is a shared vision, as someone said to me the other day and the emphasis on it being shared is an absolute practical essential. Until it is shared it largely will be pure verbalism. It won't be operationalised and therefore won't start to effect the lives of people. I think, you know, it's a very important thing. I think it's a slow process and the unfortunate part or the fortunate, I'm not sure which, the realistic part of it is , it can never stop. You've always got to keep re-examining it and say, that was appropriate in 1980 - that set of decisions simply because of the change in circumstances are not appropriate in 1989. They were right for the time, but need re-examining. You've got to say, Well, what's the score now?

In my experience, those things which have lasted might be called basic assumptions or underlying principles and I think you can develop certain underlying principles that stand up to the test of time. The way in which those principles are applied will vary because of the circumstances for a particular time and so in a way, the searching for basic truths in terms of education seems to me to be very important because they can be long term truths. If you can enunciate those and put them up front, then the practices that are part of the system relate back to those truths. You check your practices against those truths that have been derived. Then I think,

that's a very sound way to work forward.

If you don't have them up front you can never tease them out and you've really got nothing to anchor your practices in. You really need something like that, some basic principles to which you can refer. That doesn't mean the basic principles remain inviolate. You are able to re-examine them, reconsider them, but at least they seem to be more long term. I guess theorising is an effort to try and identify those things that I've been referring to as basic principles. - 'Big ideas' that are particularly important, whatever the setting or the circumstances are at the time. (Appendix: 36).

The formal role

Participants in the Tasmanian study are very divided on the issue as to whether the assumption of a formal role is necessary in order to make an impact in education. Those who believe that a formal role is necessary or beneficial do so on the basis that the formal role helps gain acceptance of one's ideas, it gives one access to resources that one might not otherwise have had and gives one the status to see that a particular thrust in education continues. Some principals and superintendents are of the opinion that society has an expectation that there be formal roles. It helps them determine to whom they are to relate, it includes the area of public relations and it has to do with the status of the organisation in the community. One superintendent states that the use of status can sometimes be seen as a prop for weakness. A principal suggests that a formal role places one in a privileged position and is an acknowledgement of experience, however it is necessary for the leader to earn the respect of co-workers. The Director is of the opinion that the formal title describes the role that one plays and that that person needs to be skilful and articulate and be able to give reassurance to others. One needs more than a title to make an impact:

It does seem to me to be very important for those who are engaged, say at the Regional Office level who are looked upon as leaders to be well informed of the current state of theory with respect to education and be able to perhaps to have worked with teachers and principals in translating that in terms that are operational, that is, they are able to be applied in classroom situations. That seems to me to be a very important role for the superintendent to play. (Appendix: 37).

Those who believe that a formal role or that formal status doesn't matter are of the opinion that most of what one does as a leader is informal and that it is neither

essential or a prerequisite for a leadership role. In the area or field of education it is more important that one proves that one is an educator by providing an example to others. Status can be given or it can be earned. It is preferable that it be earned as in this way, the credibility of the leader is enhanced. One superintendent considers that it is the teacher in the classroom who has the influence and a principal reminds the reader, that in staffmeetings for example, it is often teachers who are the *power brokers*. Another sums it all up when she remarks that . . . *anyone who is enthusiastic about what they are doing can provide leadership* (Appendix: 16).

A simple statement summarising these points of view could well be: It shouldn't matter, but it helps!

Steps leaders take

Sheive and Schoenheit (1987: 99) identify five steps that leaders take in order to actualise their visions. In Fig. 6.1 the themes are listed but the process is not necessarily sequential. One step provides a foundation for the next however the step may not be completed before another is begun and other tasks confronted. Tasks on several steps, in fact, may be pursued concurrently. All the leaders in both this study and the New York study are in the process of actualising their visions. None have actually achieved their vision. The steps on the model represent tasks they have accomplished or intend to accomplish in the pursuit of their visions.

Fig. 6.1 Steps Leaders take to Actualise Their Visions

| | |
|-----------------|--|
| 1. Valuing | They see the vision. |
| 2. Reflection | They 'own' the vision. |
| 3. Articulation | They make their private vision a public one. |
| 4. Planning | They develop strategies. |
| 5. Action | They mobilise people. |

(Fig: 7.3, Sheive and Schoenheit, 1987 : 99)

.Step 1. Valuing

All leaders in both studies indicate that their vision is rooted in strongly held values. These values were firmly established prior to the commencement of their educational careers. However it was during their work experiences that their desire

for change in order to enhance the education process emerged and their vision of a preferred future emerged. All leaders share a common value, it may be one shared by all educators, that schools should be good places for children and adults. Tasmanian leaders also value supportive, positive relationships with both adults and children. The achievement of these values in all schools, for all students and adults would see the accomplishment of a universal vision held by these educators.

.Step 2. Reflection

Reflection on the thoughts that *Something is wrong*, and *I can do something about it*, has generally, led to the leader developing a personal commitment to the vision. They realise that to make a difference they must make a personal investment and run the risk that in *owning* the vision, it will *own* them.

.Step 3. Articulation

This step is about sharing the vision with others which involves speaking from a position of visibility and developing a public image, - one that shows that I do what I say I do! All the leaders in the New York study recognised the need to assume a formal role in education in order to make an impact. Whilst most educational leaders in the Tasmanian study found that their present position enhanced their ability to achieve their vision there was not agreement that this was essential. One way image is built is to assume leadership roles in professional associations and to become involved in committee work. This provides opportunities for leaders to share their vision with a wider audience.

.Step 4. Planning.

The plans of the leaders in both studies are not sequential steps to be taken along a defined pathway which will lead to the target. Leaders value planning and are proud when their plans succeed. The habit of formulating strategies develops as leaders become more experienced. New York leaders who successfully enact their visions are masters at identifying resources and developing strategies to secure funds from conventional and unconventional sources. The Tasmanian study did not gather data regarding financial resources, it was evident, that these leaders valued their human resources and invested both time and effort in developing the human potential.

.Step 5. Action

Without action, vision and plans can have no impact and can be considered useless. Leaders are, above all else, doers. The leaders in both studies can be described as achievers. The leaders utilise and capitalise on the diverse skills that are held by the people around them. They communicate effectively and involve people in the decisionmaking process in order that they can create a shared vision for the organisation. The Tasmanian's studied showed that they had very caring relationships with subordinates. All the Americans expressed a willingness to work with a subordinate who lacks skill, but all stressed their intolerance of mediocrity and complacency. Both studies recognised that people are central to their vision. Here's how one principal describes a piece of the action:

Yeh, I'll use learnings and strategies from seminars, journals, books, whatever. At the second staff meeting here after I was transferred I said, I've got to get to know this school. Write me down 5 good things on the back of this library card that you would want to tell me as an educator about this school, anything! On the back write what you would tell parents who might be considering enrolling their kids. That strategy is straight out of the Practising Administrator or one of those.

Oh! We've never done anything like this before, oh! They all fussed around and wanted to read everyone else's. Not only did I use it for me, I collated it all and fed it the information back. They were quite interested in that! You get some little strategies like that you can use at staff meetings and so forth. One of the things I've always been wary about is that if you are quite obviously taking strategies that are out of books that don't fit your style or personality or something, it will jar against the teachers straight away and they won't buy it!

(Appendix: 41).

A feature of both studies is that during the interviews all leaders related smoothly with those conducting the interview.

Chapter 7

The Impact of Vision

Having a vision has an impact on the individual and the attributes of leaders with vision are easily identifiable.

As a group, the leaders in both studies can be described as interesting and special people. They are productive, they have energy and enthusiasm and are able to clearly articulate their beliefs and motivate others and thus gain their support and co-operation. They are prepared to take their time and construct solid foundations to ensure that they continue along the path towards their vision. They invest time and effort into ensuring newcomers to the organisation are aware of the route they are following. As one principal stated it: *This keeps the bus going and we don't stay at the stop too long! Sometimes if you stop too long for the teacher to develop, you lose that momentum.* (Appendix: 4) Leaders have problems negotiating a balance between home and the time they spend on the job.

In the American study it was concluded that those leaders take risks. Holders of an organisational vision talk about taking unpopular, even, a courageous stand in their organisation. They confronted the faculty, the Board of Education, and the community. Holders of a universal vision dare to propose a different way of approaching education. The Tasmanian educational leaders chosen for this study could be described as holders of universal visions as they are all working on changing established approaches to education. Perhaps this was one of the reasons that they were nominated for the study. They had demonstrated to the nominee that they were thinking beyond the here and now and were making a difference to their organisation.

Leaders recognise that they work in a changing environment and that it is important to help people adapt to those changes. The role of the leader is most supportive in these circumstances:

I never felt that one should change the world overnight. I always believed in talking with principals about their school and saying to them, Set yourselves a couple of priorities. What are the two or three most important things you need to do?...Now O.K. How long do you think that will take you? When you've reached those, let's have another talk and see what your next two or three are so that

nothing was ever too big, or too overwhelming. That I think, is a great danger when a principal sits in the office and thinks, Where on earth am I going to start? and, How am I going to cope with all this?

When you particularly want to change the style and approach of a teacher's operation, you've got to start with one thing to change and then you get to the second..., then the third.....

Perhaps you do do the same thing with teachers as you do do with children. (Appendix: 17).

Leaders recognise that it is important to go on learning and to foster this view in others:

I saw somewhere the other day a little comment on learning: Learning, in fact, is as natural as breathing. We do it all the time! We ought to have trust in people and kids to learn. That's what I'd like to get to. To really get an in depth understanding of that and to have that atmosphere spread through the school.

(Appendix: 49).

Finally, leaders seize and take hold of opportunities that present themselves in order to assist the actualisation of their vision. Having a sense of vision means having a sense of purpose. One New York leader said:

"I have to decide whether it drives me or I drive it. I make my best decisions when I'm driving. Otherwise, I'm consumed. It's an internal struggle, but it's worth it because I really want to make a difference!"

Chapter 8

Reflections and Directions

To look is one thing
To see what you look at is another
To understand what you see is a third
To learn from what you understand is something else
But to act on what you learn is all that really matters
Anon.

Reflections

The purpose of this chapter is to reflect upon this study, review the notion of leadership, the nature of the vision and worklives of educational leaders in both the Tasmanian setting and in New York, U.S.A. and to offer the reader ideas which may assist in the actualisation of a vision which he or she holds.

The first chapter focusses on developing an enlarged understanding of the concept of leadership. The views of leadership during the period 1950 (Stogdill) to 1989 (Beare, Caldwell and Millikan) are described. In early studies, the predominant view of leadership was that of leaders making use of the power and authority held by virtue of their position in order to exercise leadership. These leaders tended to be orientated towards the completion of tasks and the achievement of objectives. They had scant regard for the human side of the enterprise. By contrast, writers in the 1980's recognise that neither of these factors can be achieved efficiently and effectively unless there is an acknowledgement of the importance of the human dimension in the area of leadership. Leaders still wish to accomplish tasks and achieve objectives, however, they encourage co-workers to participate in the decision making process, to work with them, to know of and to understand the objectives of the school, department or organisation. Together they walk a similar pathway with the leader sharing responsibility, actively promoting the skills of the co-workers, empowering them, so that they too have a sense of fulfilment in what they do. The philosophy of enabling leadership is very prevalent in today's effective organisations. A review of the Case Studies confirms that this is a view held by leading educators.

Leaders began to share their visions with co-workers. The second chapter describes this thrust in the area of organisational leadership. Researchers tend to indicate that developing a shared vision for an organisation is the most productive way for the organisation to achieve its goals and that the leader has a vital role to play during this process. There is an acknowledgement that people work best when they are valued, when they have a sense of purpose, when they have some say/input into the direction a school or organisation is taking, when they feel their skills are appreciated and fully utilised, when they are given 'real' responsibility, when they feel that they belong and are an important part of the organisation. The organisation achieves its greatest success when the leader and the co-workers share a vision which is compelling and which draws them towards it.

Visionary leaders have a vision, a picture of a preferred future which dominates their thoughts, influences their actions and impacts on the worklives of those working with them. This is a conclusion that can be drawn from both the Tasmanian and New York studies. Matthew Miles in an address to educators in Hobart, Tasmania in February, 1989 incorporated in his description of vision, the notion of *greatness - of a great school, . . . a deep expression of hope and optimism*. He goes on to say that, generally, people have a fear of the future and are reluctant to specify it. They prefer to leave it vague. People assume that the present is going to be the future and that the same old skills will be used. To become visionary, people need the joint skills of dreaming, communicating and sharing ownership.

Visions may be expressed in a very simple form such as, *To see the concept of child centred developmental education actively promoted*. (Case Study 6), or include more content: *To run a school which is progressive, caters for everyone concerned, a place in which relationships among people are extremely important; supportive, positive relationships based on mutual trust, a place with a creative teaching team which has an appreciation of the difficulties and the contributions, a place in which staff and students are self directing and really engaged in the learning process*. (Case Study 3). Visions come from the heart and are fairly unique to a particular school/ department and the people in it.

The key skill demonstrated by visionary leaders is that of being effective communicators. They tend to invest a great deal of time in communicating with their co-workers, expressing their visions and ideas, listening critically to the responses and inputs of others and responding in a meaningful and empathic way. They value

and create opportunities to interact with their co-workers. This is in contrast to the leader who fails to communicate. Such a leader is described in Case Study 7 (Appendix; 26). Co-workers become frustrated, there is a lack of a 'feeling of belonging' and the lack of a sense of purpose and cohesion in organisations and groups where the leader's prime orientation is on task completion. The organisational and the human dimension of the organisation seems to be of low importance with such leaders. Under these circumstances the full potential of the organisation cannot be realised. Leaders without visions are more likely to exist in the here and now and make decisions on a day-to-day basis. They are unable or are reluctant to form an opinion of what might be. Change is a threat to them and an observation of the writer is that there is a tendency for such leaders to shield their co-workers from these changes. They find it difficult to accept new ideas. They tend to drive their department by peering into the rear-vision mirror.

Leaders who hold a universal vision, tend to have a global view of the setting in which their organisation operates. They tend to acquire a greater range of strategies which they bring to the role of leader. To use the words of the Regional Director (Case Study 8) they are able to *operationalise their vision*. They are more aware of the factors which will impact on their organisation and can take steps to minimise or take advantage of such impact. They have the strategies necessary to engage people and to involve them during the actualisation process. In addition to being excellent communicators, a feature of the worklife of the visionary leaders studied, is their capacity to consistently model the behaviours that they want others to adopt or strive to achieve.

Visions tend to be rooted in the past. The Tasmanian study indicates that some of the influences on the individual during the formative years are parents, teachers, and significant co-workers. Visions reflect the values which leaders hold. The sharing of these values with others in the work-place is a significant step in the identification of a shared vision. Such discussions occur in a climate of openness and trust. The universal vision which a leader has for the organisation remains fairly static. The goals identified by leaders which help them to achieve their vision may vary as they work in different settings and roles within an organisation.

The status of the leader can be important when gaining access to resources and influencing decisions made by superiors and others. The general opinion of educators in this study is that status must be earned and is not the leader's by virtue of title alone. Teachers without title, can be very influential in the process of change

and the skill of the leader is demonstrated by the manner in which such energy is utilised for the benefit of the school or organisation. It is interesting to note that following informal discussions with teachers without formal status in the Education Department, an impression was gained that they believe formal status was very necessary for them in order to be in a position to achieve their goals. Perhaps this is an indictment upon their leader who has not recognised the value of empowering co-workers which has resulted in them maintaining a high level of frustration and dissatisfaction with their work. Their workplace does not have a clearly articulated vision of a preferred future.

Effective leaders have a commitment to their job and invest much time and effort in nurturing others, empowering them and helping them see the need for growth and development, offering co-workers support, encouragement and providing the resources to help them and the organisation achieve its goals. Such leaders are articulate and their work with others ensures that all associated with the vision share a common language, share a common meaning, share a common purpose and each brings his or her own skill and expertise to the task of actualising the vision. They are particularly well planned and co-workers have a clear understanding of the process being used to accomplish the goals which they and the leader have set. There is no hidden agenda. There is a high degree of trust between each party or all parties and the leader's credibility is high.

Directions

The actualisation, the bringing of the vision to fruition, requires careful planning by the leader together with the people who are charged with making the vision a reality. This section of the chapter focusses on strategies and processes that the reader may find helpful when considering how a vision which he or she holds can be achieved. Firstly, Matthew Miles (1989) referred to a New York publication called the "Empowered Manager" by Peter Block who offers five tips for leaders to reflect upon:

- . 1. Forget about being number one. Concentrate on being the best you want to be. Avoid competitiveness and making comparisons.
- . 2. Be impractical. Think of the ideal, have a vision, a dream of greatness.
- . 3. Begin with your clients or customers (the students). What do they

want?

- . 4. Remember that you can't treat your customers any better than you treat yourself, or each other.
- . 5. If your vision sounds like a motherhood or 'apple pie' (it tastes good) statement then you are on the right track.

Secondly, visions can be shared when there is frequent, optimistic talk occurring. The discussion is often emotionally charged. Developing a specific picture of the future is important. Model the behaviours that you want others to use.

Developing ownership is an essential part of the actualisation process. Observe the local system, the school staff, the department or section. How much trust is there? How much agreement is there with other people? Miles (1989) presents the following model as a way of evaluating this aspect within the work environment.

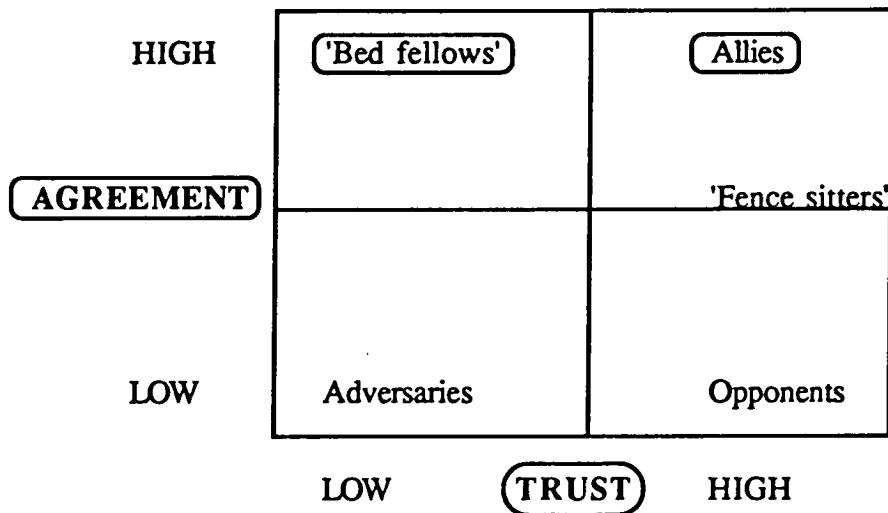


Fig. 8.1: Evaluating the level of ownership

The process for interpreting Fig 8.1 is as follows:

- . Firstly, go to your opponents and try to convert them to allies. Opponents can often teach you a bit!
- . Secondly, try to increase the trust of the 'bed fellows'.
- . Thirdly, try to negotiate an agreement. Should you fail in this, don't

despair. Avoid wasting further energy on this group. The hardest situation in which to be involved, is when the "boss" is seen as an adversary.

An important part of the actualisation process is to provide feedback to co-workers. The manner in which the leader expresses him or herself is very important. Empower those working with you and provide assistance by way of resources. Ensure that there is some sort of control by those implementing the vision.

Dalmau, Dick and Boas (1988) use an "event track" to describe the processes which planning groups can undertake in order to achieve their vision. This process has been modified and adapted by the writer to suit the educational context.

- . Describe the here and now.
- . Describe the vision. This constitutes a picture of your preferred future. The group agrees on a statement that can be publicly articulated to and understood by a wide group of people.
- . Identify the mutually desired goals, the achievement of which will see the vision actualised. These must be real and achievable. Then, agree on a brief description of each goal. In this way, group members are developing a shared language and when articulating the goals, all will be delivering similar messages.
- . Generate (brainstorm) the list of actions required to achieve each goal.
- . Select from the list of actions, the major events which must occur (The objectives to be achieved). These may be described as targets. They will be measurable, quantifiable, realistic and bounded by time. Some of the actions which were not selected may be actions required to achieve a particular objective or major event.
- . Add other events or actions necessary to bring about any of the key events.
- . Compile an event track, a sequence of events which lead to the achievement of each goal. Refer to Fig. 8.2

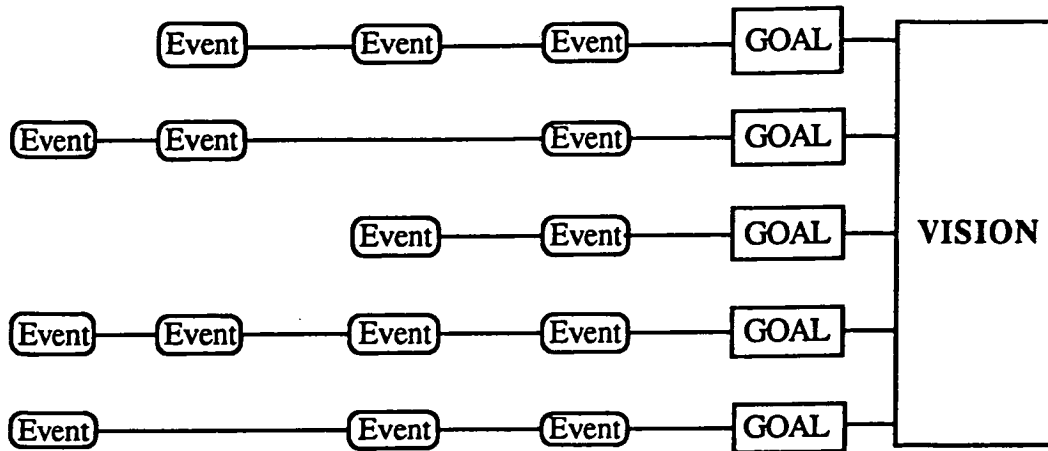


Figure 8.2 An Event Track

- . Identify the most likely problems with the plan. Add preventative or contingency plans and plans for monitoring progress.
- . Check any assumptions made when compiling an event track. Build into the action plan the necessary checks on those assumptions.
- . Convert the actions described in the Event Track into actions undertaken by members of the actualisation team. Decide who is going to do what, when, where and how and the level and the extent of the resources that are to be made available to support the implementation process. Plan meetings at appropriate intervals in order to monitor progress.

The writer has facilitated a similar process with a group of educators and found it to be extremely successful. The participants went away enthused, with an action plan, and knowing that they had the support of their leader and that they had resources necessary to facilitate the implementation of their vision.

Finally, in conclusion, the wealth of wisdom, the outlook on leadership and the insights of the leaders who participated in this study are provided in the appendix. Researching the Vision and Worklife of Tasmanian Educators has been a fascinating and most rewarding study. The writer has gained many insights into the worklives of the professional educators who were nominated for and who agreed to participate in this study. The time given and the frankness of the discussion, the honesty and openness with which participants came to the interview, describing their dreams, their successes and frustrations is very much valued and appreciated.

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APPENDIX

"The Vision and Worklife of Educational Leaders"

Transcripts of the Case Studies

CASE STUDY 1

1. Do you as an educator have goals you would like to achieve?

I have personal goals. My goals are to do with educating children for life. I believe that skills like literacy and numeracy on their own are not enough. I don't think any of us knows what the future holds. It's things like children's self esteem, coping with life and being a positive human being that's important. Developing life skills is an investment in our future. They need to have academic skills, life skills and to develop their personality.

My goals are to help people to think about themselves, about life, to be positive, to use the skills they have, to be artistic, to be physical, to express themselves, to enjoy the environment, to cope with life and to get on with others. Educate children across the board.

Don't see children as *'educational robots'*.

2. Has your present role increased your ability to achieve your goals?

When I was a classroom teacher I could achieve these goals very well with the class I had. As a vice principal I was restricted to the early childhood area. As a principal I don't do as much with children. I work with the adults which hopefully will be for the children's benefit, but things must get filtered down because of that.

It probably has increased my ability to achieve my goals though. I'm more accountable as a principal. I probably took more risks as a teacher. I guess I think things through more now. I'm influencing more people now. I'm growing older and with experience I learn more.

Your vision then, is to see children educated for life. Their self esteem has been developed, they have the ability to think about themselves, they are positive in their outlook, they are able to use the skills they have, they are artistic, they can be physical, they can express themselves, they enjoy the environment, can cope with life and get on with others in a school in which staff support each other, work as a team and share this vision. This, then is your vision of a preferred future.

3. You have made some career/role changes. Have these helped you achieve your vision?

I don't know. Probably in the long term, yes. As a vice principal I worked in the early childhood area and always believed in the importance of that area. I wanted to build upon it. I was really annoyed for a long time because everyone kept saying you have to be a principal before you can do things. I tried to manage upwards. In a big school it was difficult - the logistics of it. I had to choose. Probably, all the people who said you had to be a principal were right. It's still early times as a principal. I think I can do what I want. It's easier from the top down.

I think I still manage upwards. I work at where people are - parents, teachers and children. I am positive. I really concentrate, especially in the beginning, on building strengths - with kids and staff, - and they actually teach me and vice-versa. I start where they are and develop their ideas. They start sharing with each other. It blossoms and it takes over as compared to me saying, *"I believe this about language - now you go out and learn it!"*

Sharing, learning, providing positive support, freedom to take a risk and starting with what they want. *"This is a great idea"* Encourage them to have a go at new ideas and approaches.

When I came here some people were happy to come and just teach, to do their job. I do want the school to do well.. I encourage staff to do likewise. If they're doing well it helps me in my job. They're satisfaction has increased. Staff now get upset if staff meetings are devoted to routines. They come to work earlier and stay later. Everybody has worked very hard. They are exhausted. We were exhausted at the end of last term.

4. Where did your vision come from? How did it emerge?

It began as a child. It started with my family. In the kind of family I grew up in, education was highly valued for life skills and the opportunity to get qualifications. My father probably influenced me most. He firmly believes education is about facing life. Even as a student teacher I had a vision of being an educator. - Teaching was not just a job. I was lucky, A lot of people develop that later.

"Life is learning! Everything is learning! My Dad is still learning all the time! That's how I see it - life!"

There's a little kid in grade 1. He's a real little tiger! You should see him. He goes off to the toilet. He's not into work at all. If you just sit and watch him when he walks down the corridor, everything is learning for him. He looks at things on the wall, touches, plays with the Lego - everything is learning. He'll survive, you know. He would be better to be in the classroom constantly but he needs time out. This is O.K., I'm happy for him to do that. He watches what's going on. No-one discourages him.

5. Having that sort of vision, I guess, must effect your work life ...

Yes, it does. I think it effects everything I do. It definitely effects the way I organise the school. It means things like the school should be attractive, stimulating and filled with pride, with people doing things well. I don't foster competitiveness between children. Not a lot of effort is placed on winning athletic carnivals. I like as many children as possible to go. I recognise that some people wouldn't support that point of view. I have some difficulty with that. If we win it's great but I'm not terribly disappointed if we don't.

6. How do you go about sharing your vision with others and what strategies do you use to translate your vision into action?

Well, I think it just happens naturally. As an individual I support other people, but equally, I'm fairly determined. What you give is what you get. I develop mutual support with senior staff - build up a feeling of trust - a positive, caring relationship. I trust my senior teacher's judgement. There is mutual feedback. The senior teacher has a vision too. We help each other.

I accept staff members even if I dislike them for any reason. I tend not to work so much with one I dislike but recognise her strengths and give her things to do with other teachers. This gave me insights into her.

Teachers don't seem to understand that principals are people too. I feel vulnerable. I think if I make a mistake they won't forgive me. - They probably will.

Modelling. Being supportive. Through discussion and by giving positive

feedback. I promote other staff as models. Mostly, "we" decide. We reflect on what's happened, discuss what we're going to do to support each other and work out objectives so that we know where we're going. I look to support change. Education is about change.

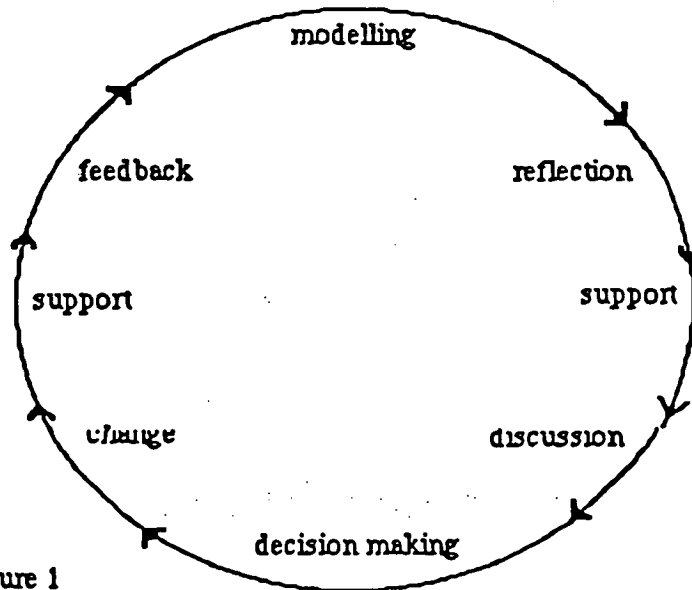


Figure 1

7. Is it necessary to assume a formal role in education to make an impact?

Under our system the only way to make an impact on education is to be a formal leader.

The formal role enables me to make an impact. I enable others.

It shouldn't matter. I act as a facilitator. In this school we've got good teachers and they can impact on the child and the parent. I can impact more on education than on individual children. This enables me to achieve more. Principals aren't good at talking with each other about education.

CASE STUDY 2

1. Do you as an educator have goals you would like to achieve?

I think the major goal of my life is to be comfortable in what I am doing, happy in what I'm doing and know that I am achieving something from a personal point of view. So, just by sitting in an armchair and having a chat with you, or be it with someone else, without having to worry about now, - you know, - Is that group in the hall on time? - Is that group up from the tennis court? - Have they left the staffroom? - that doesn't happen. I'm dealing with a responsible team.

My goal is to fine tune that team even further, so consequently the place runs smoothly. It's happy most of the time and we're all contributing in our own way in order to make it a better place. We do value this school a lot. I suppose that's got something to do with my leadership. The school has got a nice feel and you do feel good in the place. So, one of my goals is to make it even nicer than that. I suppose the increase in enrolment shows that it's getting nicer.

When I first started here in 1981 the enrolment was 78 from prep to 6. I have estimated 204 Prep - 6 in 1989. We're already at that at the moment and the kindergarten is full for next year. That's going to cause a problem. I've written and requested that I be put on the list for another terrapin. I already have one and the fight for that was horrendous. I left it, perhaps, a little late in order to start the fight for the next one. One has to be strong for these fights.

With the enrolment coming up in an inner city school, my major task here is to make sure the environment, even though we are crowded, remains stimulating and welcoming to children. When we do have 33 in a 5/6 that environment sometimes can look a bit worn and tatty so it's up to that caring staff, well, first of all, to know their priority. In this school the first priority is the environment, valuing children's work and the continuity of the program. Our students are massive producers which means our staff have to be very careful with displays, record keeping, file processing, and all of these sorts of things. It's a management problem that I have here - that we all have in a growing school.

I'm excited about the type of children I'm getting. They really are very interesting - of average to upper intellectual range and so consequently that's very exciting. They are very, very alternative in their options for life. There's a great percentage of parents who are artists or at art school, or back at university, or running their own businesses whether it be leadlighting, or pottery, or whatever. A lot of these are professional people who have opted out of their profession and decided to change career course. They seem to have highly creative, motivated children. One of our goals is to keep this motivation going. It's very hard sometimes when we're flagging and they're tearing along out in front. We need a big injection of vitamin 'B' sometimes in the form of valuing and support from superintendents and I get that.

The superintendent was very helpful in the early developing time. We really do need that type of support. When it comes to staffing a school like this one of my goals would be to have some choice in the type of teacher that was sent to this school or, I suppose, any school where I was teaching. This is for the simple reason that I and my team know where we are heading and so when there is a vacancy or a long service leave appointment to be made it would be very nice for a person with a like philosophy to be appointed to our staff. The 'bus' keeps going and we don't want to stop at the bus stop too long. Sometimes if you stop too long

for the teacher to develop you lose that momentum.

I basically want to create an exciting learning environment in which children are extended and carry with that a team of adults who are as motivated as the children and of a like philosophy.

2. Has your present role increased your ability to achieve your goals?

I've been very fortunate, right from the day I started teaching. Even though that school wasn't particularly developing for me, although, I guess it was as I went in the opposite direction. I had a choice. I think my experience in South Australia where because I was an Infant Mistress on exchange there, the South Australians didn't know what to do with me. Consequently, they had to give me a title, or felt they should. On paper they gave me the title of acting vice-principal.

One of their principal education officers decided I should be taken out and about - like being taken in the Education Department plane to Coober Pedy when she was on assessment. She'd ring up Forbes Junior Primary School the day before and say be out on Marion Highway at such and such a time and we'll tear off to such and such.

I saw 9 teacher units operating in sets of three, massive resource centres, lots of things I couldn't cope with and couldn't understand how the teams within them could cope. I also saw some of their expert people team-building. Even though it didn't make much sense to me in 1975 it makes a lot of sense to me in 1988. That one year 10 years ago when South Australia was facing an immense people problem because of a treasury decision to build cheaper schools and they had to justify their openness from an education point of view. I watched their team builders at work and when I came back I followed up my experience by going straight into a consultancy. I brought some of them over here to work with our teachers in triple and dual units.

Then I went into the Maths Centre and I was still consulting, still with people and still listening to what people wanted and what their troubles were. From the Math's Centre I went into Senior Education Officer - Kindergartens, an acting position, so I was still listening and very much informed as to the things which stopped education programs from being successful.

Then as a principal I was able to put that into some form of practice. Realising that my skills weren't as good as I thought they were, I had to build up on the skill side of things - particularly on that office desk over there - managing money and staffing and all those sorts of things. If it hadn't been for my principal colleagues nearby, I wouldn't be still here. The vision was still there!

Now I have the freedom to keep the vision going and enriching it the whole time because of the quality of the staff which I've been lucky enough to keep. This will change with the senior teacher heading off on promotion. It will foul up the system somewhat.. No doubt when it settles down with the staff who are left we'll work out where we want to go.

This is seven years now. I do think a period of time is important. I said to myself when I first started here - well, maybe seven years. But you know, I can still see another seven. The freshness hasn't gone. Superintendents have tried to tell me it would go, to try to think of other places, but, as the children change and the area changes and I get different teachers with different skills another area bubbles up and I'm able to plan and look forward to that. As the parent community demands different things, as they are doing in the 1980's, and also, as they offer different

skills we are able to add on more and more quality as we go.

Your vision then, is to have a school environment which is stimulating and welcoming for children, one in which they are motivated, their work is valued, they are extended, the learning environment is exciting and the adult team is as motivated as the children. Staff are of a like philosophy and there is some choice in the type of teacher I get.

This, then is your vision of a preferred future.

3. You have made have made career/role changes. Have these helped you achieve your vision?

Yes, although I have never had any argument with how children learn.

4. Where did your vision come from?

It is a result of my varied experiences but it also came from Colleen Fahey. I always wanted to be an infant teacher right from day one at school. I loved Sister Andre who was my grade one teacher so that's where it came from. I played schools all through primary school.

I went of course to Hobart Teacher's College where there was this pretty little vision in a blue hat and a blue coat. We all used to sleep in the back row because we couldn't stand any more of '*Don and Betty*'. Somewhere or other that pretty little vision in the blue hat and the blue coat got through to me. I had many years of Colleen. She was superintendent and before that she was Infant Mistress at Howrah and we used to visit there to hear the words of Miss Fahey. When I became a consultant I worked very closely with Colleen and came to admire her perseverance and courage when it came to the education of young children. I suppose it was a bit like osmosis with her as a mentor suggesting that I read this and that and the other, - with her as a mentor introducing me to Lucille Emberg, Alice Yardley, - somewhere along the line I didn't have to fight for a philosophy. It was intrinsic. Consequently over the years as an inaugural member of the C.O.P.E. Committee - and still a member - that has only grown within me . . . the knowledge of how children learn . . . that great flagging signal of individualism. I think that is the thing.

5. Having that sort of vision, I guess, must effect your worklife within the school.

Oh, absolutely. I work, perhaps, too much as a carer, because I believe that attitude is so important whether that's the attitude of the children or the attitude of the adults around them. Once again we come back to the type of atmosphere and things that I suppose I create. I think one of my basic problems is that I do care too much and that I do carry too many bags of other people's problems. I do take these problems home at times. I have tried through reading and courses not to pack too much luggage and I am learning . . . sometimes I still over pack!

6. How do you go about sharing your vision with others and what strategies do you use to translate your vision into action?

Well, because it's such an open school, I let everyone know how I'm feeling at particular times and they let me know how they're feeling and consequently we unpack a lot of luggage sometimes. We have our overall policy documents which we've developed together. There is still a core of teachers on this staff who have helped develop those. At this stage everyone is of the same philosophy. There is one who is on long service leave at the moment who is not and that is a very unfair

situation for both parties.

Teachers make suggestions to me and we then discuss them openly at staff meetings because staff meetings are teacher development meetings. The house keeping and all that stuff that comes through the mail, I believe teachers can read. That goes on the staffroom table and after two weeks of sitting there it goes in the bin. No-one has any excuse to say, "*I haven't seen such and such!*" It gets rid of all that rubbish. Teachers realise it's their responsibility to go through the great piles of stuff which arrive on staffroom tables. There's no comeback. There are some things that I do pull out and focus on. That's just something that responsible, committed teachers do. There is no argument there - we are all professionals.

When it comes to working as part of the team we contribute so much to each other through our program meetings. Every month we have a full program meeting and we share our planning. I don't collect teachers programs at all. Yes. This is one of the strategies I use where teachers can also see forward as well as back. We have the program meetings where everyone in small groups first of all and then in large groups, share through show and tell. They show the efficiency of their planning. They show the efficiency of their resource management. This means that a teacher on the bottom floor knows what is going on on the top floor. If some one is '*hitting*' Japan on the top floor, say, and a child brings along one of those little dolls and so on downstairs, they are sent directly to the top floor with those resources. We keep this open flow of information going all around.

At the same time teacher experts are identified by members of the staff, within the school. On this staff, every teacher is an expert at something. I have my art expert, my language expert, my drama expert, my gifted and talented expert, my special ed. expert, and so forth. Those people are used by others and it breaks down the class system.. It breaks down the shutting the door and, "*I'm a good grade 2 teacher!. I'm not a grade 2 teacher. I'm teaching a group of seven year olds while at the same time I'm assisting in the kindergarten on a particular project. I am assisting upstairs and the principal comes into my room to release me so that I can get around and do what the other teachers have asked me to do.*" That's what is happening all the way around.

Sometimes it '*blows*', as it did yesterday. With one vital member out we've had a relief teacher in and she's been finding it hard. The stress has come up on the partnering teacher and we had a conflict. O.K., no-one is perfect. No school is perfect and we've got to cope with these sorts of things and then look at what's happened. We move forward from there in trying to solve the problem. It may take a while.

7. Is it necessary to assume a formal role in education to make an impact?

No, I don't think so. I don't know. I really don't know! I suppose its got something to do with image and . . . yes, I suppose it would be for some communities - they expect a sort of heirarchical thing. You see when I came here the community were so in tune with that heirarchical thing that they actually went to the Director General to try and stop my appointment. The parent group had heard that a young female who liked being involved in that odd open stuff was coming. You know - they'd had a male principal here for one hundred and thirty years. Consequently, I had to look at successful change and somehow or other because of my personality, I managed it. Now whether I managed total, successful change, I don't know. I mean, who can judge? The title "*principal*" did help, absolutely! It's like the private schools still call the principal - the headmaster - and I wince every time I hear that. There is some sort of professional tone, I suppose and people are wanting more of it in some instances.

It all comes back to them seeing you as an educator. You've got to demonstrate that. The second thing you must demonstrate is that you are an honest and trustworthy educator and that you do care for their children and that you are not here for the money.

CASE STUDY 3

1. Do you as an educator have goals you would like to achieve?

I certainly have goals and while these are largely innate and not written down in any articulate way, I want to run a school that is progressive and which caters for everybody concerned. It doesn't mean only children but includes staff and parents. If I can be successful in that, then I'm happy. I regard relationships with people as being extremely important. In the three years I've been here I've tried to achieve those by developing trust and supportive relationships with mutual respect for everyone.

I think my other aim is to create a team approach that is not really directed from the top down although there are times when there is that direction. I want a team that is creative, that has an appreciation of the difficulties and the contributions. Every one has a contribution to make and I strive to make sure that that happens.

On a personal level, I'm a great proposer of developing a kid's lifestyle - their perception of themselves, of others - it's a way of thinking about their work, relationships, friendships, love, challenges, problems and so, in that, self worth and self esteem are crucial. I think that if children do have self esteem and self worth they have a fulfilling lifestyle.

If I'm successful in my efforts, I hope to assist children and adults in the development of the following character traits;

- * they respect the rights of others,
- * they are tolerant of others,
- * they are interested in other people,
- * they are co-operative with others,
- * they are risk takers - I want people to be risk takers, to be courageous,
- * they feel wanted,
- * they have socially acceptable goals, They have a willingness to share and
- * there is an emphasis on the word "we" rather than "I".

I think if I can develop in children those things then they will have an enjoyable life which brings me on to learning - which I think we're really here for - children's learning.

I try to present a good model for all because I hope never to stop learning. It's interesting, - Rousseau's statement, - how he said, "*Our pedantic mania for instruction is always leading us to teach children the things they would learn better on their own.*" I think that was true of education when I started teaching. I believe that that statement is becoming increasingly less true in Tasmania. Most of children's work is self directed.

One of my major goals is to work with people so that they are self directing and really engaged in the learning process. As a teacher, and I regard myself as a teacher, I need to be a motivator, a facilitator and a skill builder.

The advantage in my present school is that it is a small school and it is fairly easy to weld ourselves into a team. It does come unstuck when one of the links in that team leaves as has happened to me a couple of times. It is always hard when you make assumptions that the new person will have lots of those things. When they don't it comes unstuck. You constantly have to work on developing positive relationships with people, trust, and mutual respect.

2. Has your present role increased your ability to achieve your goals?

Yes, it certainly has. As a principal I am responsible and feel that responsibility very deeply. I am not in control but I need to be aware of my responsibility for the learning of children in this school. As a vice-principal I didn't really have that responsibility. Certainly, as a teacher I had responsibility for small groups of children but now I've got total responsibility, I believe, for the children of this school. I am in a fairly powerful and rewarding situation. I think that the principalship of a school has demands. I accept that with some gratification and enjoyment. I have wanted to reach the principalship so that I could work on the things I believed in.

I don't know how far I wish to go but I certainly did aspire to running my own school. That has always been my motivation and I wasn't too concerned whether it was a small or big school, or the area in which that was.

Your vision then, is to run a school which is progressive, caters for everyone concerned, a place in which relationships among people are extremely important; supportive, positive relationships based on mutual respect and trust, a place with a creative teaching team which has an appreciation of the difficulties and the contributions, a place in which staff and students are self directing and really engaged in the learning process. This, then is your vision of a preferred future.

3. You have made some career/role changes. Have these helped you achieve your vision?

I haven't chased promotion for promotion sake. I think I wanted to have a fairly broad experience with different types of situations. Some of my decisions about where I went were based on the people I would be working with. A number I did seek out if you like, and through our system being fairly small, I knew situations where I thought I could work well - with people I could get along with, where I would be stimulated by different people. On a number of occasions I was very careful with my application. I would never put in a blank application for a promotable position. I am gregarious. I enjoy people. I enjoy friendships. I enjoy my solitude when I'm fishing or things like that. I could never envisage myself working on my own. I like to share things with people whether they be good or bad. If you have somebody next door to talk to, ... well, that's what I want out of life!

4. Where did your vision for education come from? How did it emerge?

Frustration with my own learning at school. I am always conscious of some of the things which happened to me which made me not a very good learner. I wasn't very receptive to a lot of things when I was a child that a teacher tried to teach me. I don't think I was ready for those and so I am always conscious of self image because as a child I believe I had a low self image about my ability to succeed because I was a struggler and a worker. Things didn't come easily to me. I have a great appreciation of the struggle that children go through. Struggle is fine, but suffering is not!

That is always in the back of my mind. It coloured my decision to go the way I've gone and the way I operate. Empathy is the right word to describe my relationship with students.

5. Having that sort of vision must effect your work life.

I'm not sure what you mean, except that they are always there. I don't think they go very far out of your mind because I think it's not only school and education. What I'm really talking about is life so I try and operate with those with everybody I meet whether they be adult or child or family.

How it effects my work? - I talk a lot with people - probably seek acceptance of my ideas from other people before I act on those and take on board other people's ideas. I think I do have the capacity to leave my ideas back a little bit. I want some of my ideas to be other people's ideas or get them to come to a similar point of view - a similar value system.

6. We are moving into the next question - How do you go about sharing your vision with others? What strategies do you use?

I think I work better from the middle of the group rather than in a privileged position, which I do have as a principal. I try and put that aside and work from the middle of the group. I think I am most effective when I do that.

I try to be a number of things and some are more successful than others. I think of a principal as a coach, a motivator, a captain, a leader, a backstop, a friend, a good listener and never an arm chair critic or a spectator in the grandstand. I think you have to be in there. I don't believe that I have to do everything. I build the strengths of the people around me and give them a real leadership role because I think if you delegate to others then along with that goes the responsibility. If you don't give people the responsibility then I don't think its worth delegating. Sure, I have the overall responsibility of what happens in this school, but I encourage initiative and risk taking amongst the teachers so that there is a constant movement forward.

Sometimes you go backwards. It does create some tension but I think a little bit of tension is good - pressure brings out the best in people. I have always learnt under some kind of pressure whether that be self - self directed pressure is more effective than outside pressures. I don't think I learn very much when directed to learn. I direct myself.

My students are encouraged to accept responsibility. I empower both teachers and students. The success of the school is based on people understanding that they are in control of their learning. I believe that that is why this school is so successful. It has taken time and we have not tried to do everything at once. We haven't taken all curriculum areas and tried to give them all a boost.

We first of all worked on a behaviour management/discipline program to try and build the self image of children and then followed that or at the same time with a language - natural process of learning process in the language area which has carried over to most areas of the curriculum. We are now putting those things we learnt about language aquisition into mathematics. There has been a progression and we've taken the time to do it and not tried to rush it. I think that's made it successful. I think it's been a great fillip to staff and they feel good about it because its been successful both from the children's point of view and the teacher's. I couldn't ask for more. There is a long way to go but then I think if I go back three years and see the development in teachers and children it's been fantastic!

Life for teachers in this school has become far easier and more satisfying because much of the work is self generating and the teacher's role has become one of guiding and planning. There is a lot of planning but whatever they plan gets put

into practice and works because they're dealing with individual children and they see success in that.

7. Is it necessary to assume a formal role in education to make an impact?

Undoubtedly. I believe that my role as a principal gives me a privileged position and if you can earn the respect of your staff it puts you in a position where you really can influence education. I have some respect because of my position as principal. More importantly, though, my experience in various formal positions - senior teacher, vice-principal, - has given me some credibility and views that I can bring to the role. If I wasn't in that situation, I don't believe, really, I would be as effective.

Case Study 4.

1. Do you as an educator have personal goals you would like to achieve?

The personal goals that I have are epitomised in the C.O.P.E. Report. They're the goals of each child as an individual being able to reach their maximum potential, for themselves, enjoy appreciate and have a happy learning experience at school. One that helps them to love learning and go on learning as a lifetime experience and something that adds to the quality of their life, in the sense that it can enhance the quality of the experiences they are having. It can compensate in some way for experiences they are not having in other areas.

I always see primary education as a partnership with the home, particularly during the early years. That's what I mean about the quality of life - the two coming together make for an experience that all children should enjoy - a happy and enjoyable childhood.

I don't see children being in competition with one another during their primary school education or even later on. Certain elements of competition are legitimate and we would know what they are - it's competing against yourself, trying to do better and also as member of a group doing something which will help the groups do better.

The sort of competition that's being talked about in business' of being the best - there is a ruthlessness in the idea of competition being floated about in business world that I don't think has a part in education.

2. Has your present role increased your ability to achieve your goals?

I hope it has. When you say increased my ability there are two sides to that. First of all my present role has given me a much wider perspective particularly regarding the issues and problems in education. I would think that I am now more able to communicate and see things with a wider focus. I relate to a wide range of groups. Secondly, being in primary education for as long as I have been I have been able to reflect more on how we're going and how to get there and I hope in that sense more able to help other people achieve some of these goals.

Your vision then, is to see each child, as an individual, reach their full potential, enjoying and appreciating a happy learning experience at school, loving learning and going on learning as a lifetime experience in a school where education is seen as a partnership with the home, with home and school coming together to provide an experience that all children can have, - a happy, enjoyable childhood.

This, then is your vision of a preferred future.

3. You have made some career/role changes. Have these helped you achieve your vision?

It really is interesting to reflect on. It would take me right back to when I became a leader in early childhood education as an Infant Mistress. I suppose after a certain amount of time I began to feel unhappy with the things we had to do. As you

know, we had weekly tests, prepared programs where the tasks were set for the term and you just carried out the tasks. There was very little emphasis on the individual. It was more on content to be got over and there were always children who failed and that sort of thing.

I decided I'd like to go over seas and see what was happening in London and the U.K.

I asked for a travelling scholarship but wasn't awarded one. In those days they weren't given to women because they were considered a bad risk - They thought you'd go off and get married and never come back. I took long service leave and leave without pay went overseas for a year and did an Associateship at the London Institute of Education. It was called Modern Approaches to the Education of Young Children. It was a fascinating thing to do because it allowed me to pick from the whole range of programs at the London Institute - the things you wanted to do and follow. I had a whole smorgasboard of things from which to choose. I did the child development one year course and that included lots of school visits. That opened my eyes and gave me plenty of revitalisation at a time when I was beginning to wonder, *"Is education where I want to be?"*

When I came back from that I was sent to lecture at the Launceston Teachers College for a year. I had to lecture on Infant method and child development.

It was a very frustrating year even though I enjoyed it because what I was badly wanting to do was to put into practice some of the things I had seen and done. When lecturing I would talk to students but when they went out they would still have to do the same old thing in schools.

I went to see Reg Long, the Director at the time and said, *"Look, it's not that I don't want to be a lecturer at some stage perhaps, but I need to get back into a school!"* I came back to Hobart as an Infant Mistress again and practised some of the activity methods - that's what they were called then. I did that at Albuera Street. Then I was transferred to Howrah Infant School which was a very new school with a big infant department. I had four very happy years there because we really developed the ideas there which were very special and unique. I had people on my staff then such as Norah Reid, Val Elliot, Helen Hardingquite a lot of people who were also looking for something that would revitalise education.

Towards the end of that time I went part time lecturing at Hobart Teachers College and that's where I met up with Margaret Roberts who was employed by our department from the U.K. to develop the early childhood courses at The Hobart Teachers College. Margaret understood fully what I was trying to do at Howrah and she gave me that marvelous support. She'd bring the students over and say things like, *"This is the way things ought to be!"* At the same time Ken Thomas from the U.K. came out as art lecturer at the University and I always remember Ken Thomas in the same way. He would come over there and say, *"This is marvellous, this is wonderful! You must come with me to talk with the students about this"*.

All that gave one satisfaction, a sense of achievement. All we were doing were the things I was saying to you in the beginning. The one thing I didn't say there was that the approach should be one through hands on experiences, experimentation and problem solving. We were into that back in those days - challenges and that, though we didn't call them challenges.

Those years were very happy years. Then I went full time at College - deliberately I think because I felt that I would like to work with adults as learners again for a while having already put those things into action. Now, it was a wonderful time lecturing at Hobart Teachers College doing creative and inventive things like every

girl in the Early Childhood area had to keep a pet of some kind for a whole term, just the way we would do it in the classroom. I was convinced that was the only way in which they would do it when they went to a school. It's amazing. You can still go into a school of those girls and they have a pet of some kind - It's funny!

Then came a big choice to make because I had to decide whether to go on into the TCAE or remain with the Department. I remember having an interview with Brian Sureties and our philosophies didn't click at all. He interviewed me and I felt that I couldn't work for this man. I couldn't leave the Department for some unknown which could be in opposition to the things I believe in. Athol Gough had previously asked again and so I said, "Yes!"

It was great going around meeting all the students who were in college - because a lot of them went to the North West. In those days a superintendent had lots more time for running seminars. I can remember running seminars down in Queenstown when you were there exploring mossy logs and stone and things - art seminars and language seminars. We had much more of a professional development role in those days.

I got some shocks - I think that was good for me too. I learnt that it wasn't an ideal, rosy world we live in when we're lecturing away. I think we did a bit. You do live in an ideal world when you're lecturing - you think it's all going to happen automatically. I found out it doesn't. It depends on lots of other things.

Then I came south. Because I had had two years in the N.W. and as there was a vacancy in the south I was asked if I would like to come south. My mother wasn't very well at that stage so I came, and had another six or seven years as a superintendent in the south. No, it was longer than that.

Another big decision we made in the south, which I thought was very important, was when we decided to go K-6 and we did that before the Hughes Report came out. They were still operating separately in the other two regions. David Hunt, Eric Morse and myself decided we would divide up our schools. I was really thrilled with the way the Principals received that in the Southern Region. I think it may have been because the three of us were working very closely together and had similar philosophies. We were operating across a smaller number of schools.

Then I was asked to come and be Acting Director of Primary Education for three months. I thought that that would be an interesting experience for three months because at that stage I wasn't very keen on the administrative side of things. My interest has always been in curriculum and professional development. I was on the language committee. I was one of the few people who stayed on it for the whole period of time. I had an interest in the C.O.P.E. Report and the writing of that - so really my interests were in curriculum. I didn't see myself as an administrator, really. I thought three months would give me an insight into what was happening over at Head Office. I said, "*Yes, I will,*" and three months became a year and then with the re-organisation going on they re-advertised the position as Senior Superintendent of the School and College Support Unit.

I guess at that stage I saw the needs of the primary sector as very great and the number of people concerned with primary education at Head Office as being so small or non-existent really. I felt even though there was not a lot in the curriculum area there was still some. I had an "*I can't let the side down*" sort of feeling so I decided to stay here for as long as I feel I can make a contribution. So I have ... But I feel I've got further and further away from where my own personal satisfaction comes in.

4. Where do you think your vision came from? How did it emerge?

I often thought about that. I think a lot of it comes from your own past and experiences as a child. I was very lucky as a child. I had a very happy and fulfilling primary education in a small school which my father ran. All my primary years were spent at Wilmot - a little country school. He was the Headmaster. There were only the two rooms, the infant room and the 'big' room and I thoroughly enjoyed my schooling. I always loved learning. For me it was one of the best things to be able to do. We all mixed as a big family group. Everybody knew everyone. Everyone had their own things to do. It may have been the way my father operated. He was very advanced for his time. Then, I think during my time at University though I did the Diploma Course and the one year end on course, I did come in touch with some writers that really inspired me. I kept on with my reading, so that in the reading I was doing while I was teaching those years, things didn't seem to match up. I wanted to go on learning about it. I guess that's where it all came from. I have been tremendously influenced by men like Rousseau and Dewey and even Froebel and other great thinkers in education.

5. How does the presence of your vision effect your work life?

They live with you really. I get accused of having biases. I don't mind having my primary bias here at Head Office. It does permeate all you do and like any good teacher, you model what you believe. You don't put on an act as a teacher and pretend you are doing something, pretend you are loving learning for instance. I believe in always doing what I say I believe in.

6. How do you go about sharing your vision and goals with others and what strategies do you use to translate your vision into action?

I suppose that I do that on an individual and group level. I am the liaison person for all the teacher associations, K.T.A, T.E.C.C.S.A, T.A.S.S., T.P.P.A. and even though a lot of those meetings are concerned with administrative matters we usually do some philosophy type talk as well. I try to get in little statements about things. I also am invited to give opening addresses and closing addresses and even to give keynote addresses. That gives me an opportunity to share my goals with them. Then there are all the other committees I'm on, looking at things like the Educational Leadership Program, the C.O.P.E. Working Party where we're looking at things that follow up C.O.P.E. There are innumerable opportunities to share that. At the Senior Officer level I certainly speak out for what I think is right for primary education. They're pretty well known now, I think.

I do believe in modelling that's one major strategy. When I was a superintendent and visited a school, for example, I spent as much time as possible in classrooms as well as with principals and teachers. I felt one should make a focus that the children were the important thing - to be in the classroom, to talk with children and to get them to show you things was as important as talking to the teacher. That sort of modelling I tried to get across.

The other one is not by a strategy of *'thou shalt not do this or that'* but by a strategy of leading people to see the excitement and the interest and how wonderful learning can be if it's approached in this particular way.

So really I'm trying to open doors for people rather than shoot them down one path.

I always found it important to find something someone was really doing well. Every teacher I have come across with very rare exception has something about which I could say, *"That's really tremendous! If you take that a little bit further and*

do this and that, see what happens....." Then you get back to them and say, *"Now how did that go?"* You then lead them through another little open door. it was always through a process of building on rather than saying *"That's not right, do this instead!"*

I never felt that one should change the world overnight. I always believed in talking with principals about their school and saying to them, *"Set yourselves a couple of priorities. What are the two or three most important things you need to do?...Now O.K. How long do you think that will take you? When you've reached those, let's have another talk and see what your next two or three are so that nothing was ever too big, or too overwhelming."* That I think, is a great danger when a principal sits in the office and thinks. *"Where on earth am I going to start?"* and *"How am I going to cope with all this?"*

When you particularly want to change the style and approach of a teacher's operation, you've got to start with one thing to change and then you get to the second..., then the third.....

Perhaps you do do the same thing with teachers as you do do with children.

7. Is it necessary to assume a formal role in Education to make an impact?

No, I don't think so at all. I think some of our most influential people at present, don't have a formal role. They are leaders and people look up to them and want to go to them for advice and hear them speak and yet they are not superintendents or even principals of schools, or Directors of Regions.

I can remember at the K.T.A. Conference and the TECSSA Conference, the teachers talking about the work they were doing were just wonderful - babbling with enthusiasm, quite inspirational and I'm sure they had a much greater effect on the other people at the conference because they were in there *"doing it"*, than say any academic or superintendent who preached about theory. A nice blend of both is good, though.

If someone has a formal role and still can have that ability to influence that is a tremendous thing. I think if we are looking at some one who can do both they do exert a tremendous amount of influence.

I don't think it is essential or a pre-requisite.

CASE STUDY 5

1. Do you as an educator have personal goals you would like to achieve?

Looking at the professional side first, I think there's the usual sort of trite comment, *"You want to see the best thing done for young people who are part of our system,"* and I don't think you can get away from that even though I say that it's trite. The system exists, the schools exist to provide some benefit to the young people of our community. I think we have to constantly focus back on that. I think when we're working in an administrative position it's very easy to lose sight of why you're in the position you're in.

I think if we can keep that foremost in our minds it then brings up the other issues. It's the technical areas of looking at teaching methods - are they appropriate to society as it exists at the moment? - looking at the support materials, the equipment and so on that feed into that. There is also the other dimension and that is the appropriateness of curriculum. I think that really needs a lot of investigation, a lot of, I think, open debate through schools and their local communities to come to terms with trying to meet the needs of young people. I guess that a professional goal that I would like to see is that debate opening up and the development of, perhaps, more progressive thinking through schools, through their communities to try and meet their needs. Then, using support; - staff, materials, buildings, equipment,..... to dovetail something with that to enable something to happen for those young people.

I think that's really what we ought to be about. It demands a tremendous range of skills. I'm not convinced that people working in the system at the moment really have the skills to do what I want to see done. So again, there is a professional development area, a skill development area which needs to be looked at in conjunction with that. One small example would be, say; - developing the skills of principals to communicate effectively with their local community, - far beyond the scope of School Council meetings, or sending out newsletters and so on. There is a lot more to communication than that. I think that if we worked upon those lines the other area of developing skills for young people may be in the area of communication, articulation and so on which is becoming more important. I'm not saying they weren't important in the past, of course they have been. What I'm saying is that modern society is such that there needs to be a changing emphasis in quite a lot of traditional areas and we ought to be looking very carefully at those.

Coming back to your original question. I think that opening up those areas for discussion and progressive action is perhaps more important than anything else. That has implications for me as well in the way I do my job, in my relationships with people and so on and so forth.

2. Has your present role increased your ability to achieve your goals?

No! I don't think so. No! If I put myself back in to the school situation, granted, I would see things from the perspective I've learnt over the past three years. That experience would have been of considerable advantage to me. I really think that I would like the opportunity to be back in the school and knowing the powers that principals have - you know, they really do have tremendous opportunities if only they could understand and see some of those opportunities and run with them, so that in that role some of the things I would like to see happening could be achieved for our own local community. I think the difficulty in my present role is that there are so many diverse responsibilities involved that it's very difficult to focus in on that particular perspective. Therefore, if I were looking at my present role I think

there needs to be a very close examination of the position that I'm in and the responsibilities so that if I could move someway down the track towards achieving my goals that I would like to follow, it needs to be reconciled with the other demands of the job.

Your vision then, is to see the best thing done for the young people who are part of our system, where the system and schools provide benefit for the young people of our community, a system in which the curriculum has been updated and appropriate to the needs of today's society, where there is ongoing and effective communication between the school and its community, where there is progressive thinking in our schools, where principals can articulate about education and students have the skills and confidence to communicate. This, then is your vision of a preferred future.

3. You have made some career/role changes - have these helped you achieve your vision?

I think there is a dimension of this that we all overlook and that is our own personal development. In education we tend very much to look at what we are trying to do for others and what we're trying to achieve for others and overlook the fact that the variety of experiences you do have in a professional career do have considerable impact on you personally. I would say that the sorts of educational environments I have worked in have contributed greatly to the broadening of my perspectives. You could take two examples and say look at my experience at Waimea Heights or at Rosetta or Howrah, similar sorts of areas, compared with Bridgewater. I think the learning experience at Bridgewater was vitally important to me both from a professional point of view and I think also from a personal point of view. It helps develop your own understanding of people and what makes them tick. I think in the sort of job we're in it is very much a people orientated business and to be successful in it the broader understanding that one can develop of people and how they operate is beneficial.

That doesn't really answer your question directly.

I would say that my experiences in various schools, plus, in activities outside the school arena have had a major impact in helping me reach the point where I believe that what I said in relation to goals earlier on is critical. I really believe that it's reaching the point of desperation almost that we need to look very, very carefully at what we are trying to do within the system to meet the needs of young people. If you communicate with the community at large and you listen to what's being said and you pick up the vibes from the community I think that we have to be seriously concerned about what we are doing. I'm not saying that a lot of what we are doing is invalid or ineffective or whatever, but we really need to reassess the whole deal and find better ways of communicating understanding and so on.

4. Where did your vision come from?

It's interesting, because I have never been a person who has been academically orientated and I find philosophy or philosophical writing difficult to handle, not from the point of view of being able to understand it, with reasonable intelligence most people can, but from the point of view of feeling motivated and inspired by it. I think that when I look at not only my professional involvement but I guess my own life style, the things that I like doing, I tend to be very much a practical person. I enjoy doing practical things and so I find that what comes out in practice in a school to me gives much more validity to what I think than to be able to derive this from a philosophical base. That's why I tend to put more emphasis on my own experiences and my learnings from those in forming what I perceive to be important goals or directions for me. At the same time, I think it is important to have some

involvement, some background in experiences other people have had and other lines of thinking that people bring to the operation, to problem solving, goal setting, or what ever it might be.

My own natural inclinations aside, I tend to identify more with somebody who comes up with what I perceive as positive things rather than some sort of airy, fairy thing that I say, *"What's this all about?"*

5. Having that sort of vision, I guess, must effect your worklife?

I guess really what I'm about is that, from a pragmatic, practical point of view, I know that it is impossible for me to do a lot of the things I would like to see done myself. I can't get in there and do it. Somehow or other I have to try and win other people over or convince them in some way or another that particular directions, or whatever are perhaps appropriate. I won't say right - I would run for miles from what's right or wrong in education - but what is seen to be appropriate. Now, I think within that, if we're talking about professional people we have to leave what I call professional space for people. There are lots of reasons why classroom teachers for example will be using different methods, techniques or styles to achieve whatever they are trying to achieve.

I think that they need a lot of support in doing that and I guess in coming back to it all, really, what I'm saying is; I can provide support to them in working along a line that I believe is important. I am, perhaps, not quite in a direct way, at least making some step towards achieving what I believe is important even though I can't actually do it myself.

That sort of dialogue with people and hopefully, being able to have some sort of credibility in supporting people, is a critical factor in the whole thing.

6. So that's how you go about sharing your vision with others, talking with them ... What strategies do you use to translate your vision into action?

I find it very hard to pose as a guru. I really do! I can think of a lot of my colleagues now and in years gone by who have had particular *"bugs"* or what are politely called *"visions"* that they wanted to implement and seem to have a tremendous ability to communicate with others. They exercise, to an outsider in the form of me, what I perceive as real leadership. I feel, in those situations, I think, very humble and in many ways inadequate because I don't believe that I have those sorts of qualities. It becomes encumbant upon me, in a leadership role, to, perhaps, use my own skills and my own personality to develop my own skills in the ways that, hopefully, are going to be effective. I must admit that when I look at other models I do see them with a degree of awe.

I think there are times when you don't lead from behind. There are times when you dangle the light, or something. I guess I do try to do that. I think there are times when the leader needs to be out in front and I find that I have to choose my moment, - a moment when I feel I have something to contribute, and that I feel comfortable with, - to be able to take that particular role, whereas say, when I see other people whom I perceive to be leaders, it's almost as if they are doing that all the time, in my interpretation.

I think in many ways leadership is very much an individual thing. To be really effective in it I think you have to allow the personal element. You have to allow personality, your own characteristics to help mould, - to help bring that touch of individuality to it.

I always thought that in the school situation, particularly in relation to the senior

staff, it was great to have a diversity of people - people with different sorts of characteristics and each one of those people, given individual space again, could bring that individuality to bear, to the benefit of the corporate whole. It takes, I guess, a lot of management skill to nurture the environment in which that can happen. Whilst you may be nurturing that for others, I think you have to ensure that, within the areas which you have control, you nurture yourself. You explore the avenues in which you can use your own strengths and provide leadership. It's very interesting psychology this. I think it comes back to knowing yourself. I think a little bit of self examination, exploration and so on, is important, in an honest sort of way, say *"I'm good at this!"* and *"I know I'm not so crash hot at that! Now let's see how I can use this in the role that I have."*

It is an interesting thing that in the assessment role I have, quite often in the discussion I have in the interview situation, I've used the technique of saying to people - to classroom teachers wanting to move into a senior teacher role, *"Tell me three positive things about yourself."* Generally people sort of waffle on about teaching and I say, *"No, I'm talking about John Smith. What do you see as these really good things about John Smith as a human being?"* They sort of say, *"I'm compassionate. I can keep my cool"* and so on. I say *"All right, let's look at the other side of the coin. What three things do you really see as a debit against yourself?"* The third question is, *"Why am I asking you these questions?"* The initial response is rather a blank one. I say, *"Now think about it."* They say, *"Well really, I suppose you want to know something about me."* I say, *"No, I don't want to know about you. I want you to know about you. Now, why is this important?"* This leads on to the leadership point and being able to say, *"The starting point is yourself and if you are going to be in a leadership role, it's important to be able to get in along side people, not always be out in front. Get in along side people, their problems, what they're all about, and what they're trying to achieve. For you to be able to do that you need to have some understanding of what you are capable of doing, what your capacities are. Your starting point must be yourself."* When it's worked through they can see what I'm driving at. The initial impact of the first couple of questions throws people off balance a bit, particularly when they're under a bit of pressure. I really think that there is a very important area there that we need to take into account.

We are in a people business and we have to use our own skills and our own abilities to support other people who are in their turn supporting others. You know, a classroom teacher really has tremendous responsibility and it's not entirely locked in on the subject areas. It's the nurturing of the young person that they're dealing with in all sorts of ways. That in itself involves a very broad vision.

7. Is it necessary to assume a formal role in education to make an impact?

I'm the sort of person who hates formality. I find a formal role, in any capacity, difficult to handle. I can remember when I first became a principal, thinking, *"My God! I don't fit the role!"* I feel the same way about this job - that I don't fit the role. Somehow or other, in the system, there is a perception of a formal role and I think that that is very unfortunate in many ways. It's inhibiting. It inhibits the inherent dynamism, the vitality of education. It really does, because I think the principal in the school, or senior staff, ought to be in a position to be able to break out of that perceived role and be seen by other people within the school unit as just a fellow working along the same track, - all hands to the wheel type situation. You know, the same thing applies in the role I have now. I find the formalisation of the role inhibiting. Okay, there are certain responsibilities that each person is given but I think it depends very much on individual interpretation, on exercising those responsibilities or carrying them out as to whether you fall back on the formal role as a prop. That is really the debit side of it, or whether you are prepared to exercise

responsibilities ignoring the formal role thing and say, "*Look! Come on, there's a job to be done!*"

I guess, in a way, I'm interpreting '*formal role*' in terms of status. I must say that my experience over the years has shown that status is a very nebulous thing and in many ways (a lot of people would take me to task over this) I tend to feel that status can be used very much as a prop for weakness.

CASE STUDY 6

1. Do you as an educator have goals you would like to achieve?

Yes, I do. It's difficult to answer that with a blanket answer, but I would believe that my goals are bound up with the COPE document that I helped to form so the COPE document is part of my philosophy and I really believe in child centred developmental education. So, I suppose my basic goal is to use everything in my power to see that we are still able to promote that concept - child centred developmental education.

2. Has your present role increased your ability to achieve your goals?

I suppose it has. I've tried to make part of my role the business of when I'm assessing teachers to look very clearly at those teachers I believe that have a philosophy that has inherent within it the goals of myself and expectations of the Education Department, in relation to child centred developmental education, which I think is a collegial operation, not just my own personal opinion. I have been through the process over the years of changing my own attitude and opinions about how children learn and how we teach them so I . . . it wouldn't have been in my early days that I practised what I espouse now. It has been a gradual development with me as well.

Your vision then is to see the concept of child centred developmental education actively promoted. This, then is your vision of a preferred future.

3. You have made some career/role changes - have these helped you achieve your vision?

It's quite possible when you're in the position of regional superintendent, particularly at this time of the year (December) when you're involved with staffing and the complexities of staffing to become very cynical and to realise that political aspects of staffing tend to come to the fore and it is likely that they could help to erode away a vision you have for education. What I see overall in schools, what I see is happening to teachers generally, exit university, despite the trauma of temporary teachers we have at the moment, when I see overall the kind of teaching practice that goes on in schools - like tomorrow I go to Tarraleah and in the afternoon I talk to teachers. O.K., well, that's what I'll be talking about. What are the markers of child centred developmental education? How do we measure up to them? What are the dangers that are around whereby those goals may be eroded? We lose sight of what could be in the mire of political manipulation and political intent and I'm not taking any political line either.

You had an interesting background though, didn't you? You started in secondary . . .

Yes, actually I was trained for primary education but I went into secondary modern schools for a period, then after that into high schools.

... and as you moved from the high school situation into primary - as you changed around, did you find that you were able to achieve your goals more easily in some of those areas?

I think it is very important that we present as far as we are humanly able the concept of lifelong education but in particular within our own operation and in mine at the

moment, the K - 10 side of things. I have grave doubts about those people who pedal particular sections of that K - 10 continuum. I believe that we have a lot to learn from each other in the various areas of education. I think child centred developmental education, stages of kiddies' development apply equally as well right through the secondary system. I'm delighted to see that the secondary system is on the edge of finding out about that.

I guess you are delighted to have some of the District Schools in your area.

Yes. I find that to be great and I really believe that is important, that we do away with labels within the superintendency if we can. It is an anathema to me to see a superintendent position advertised with a particular label on it, but perhaps I'll never achieve that.

4. Where did your vision come from?

I've given you a pretty basic goal there haven't I. I've always been very interested to see the contribution people have made to education over the ages and I've seen that the great minds thinking about education over a long period have evolved towards child centred education - perhaps going from people like Plato through to people like John Dewey. We can see that change appearing on the world scene. It's not a new phenomena. It is actually a continued, sustained growth. So, I suppose, philosophically that has helped me to come to terms with what we are doing. I think that you can't go into practice without it being based on firm philosophy. I also believe that the revolution in the teaching of language has strung together child centred education and given it a richness that it might not have had. I believe that has yet to dawn on our secondary schools with the same vengeance, if you like, or gusto or whatever you like to call it.

I also think in further answer to your question apart from the philosophical thrust that I believe in, I also have a fundamental belief as you well know having been lectured in it at the Principal of Small Schools Conference, on the importance of the humanities in the curriculum and I genuinely believe that. Through practice I try to do something about it in children's literature, etc., etc., so I suppose I've experimented with and developed a fair bit of work in practice to support the whole thing.

Where do you think this love of literature emerged from, ie., what was the beginning of this interest?

It's a very difficult question to answer. I suppose it stems back to my days at Hobart High School when, for a period there I was a little boy in a very large school then, a boy out of grade 6 in a country school and for the first two years I wondered what had struck me at Hobart High School. The sense of failure was reinforced considerably in many of its citizens, but until I, you know, thought, well I'm going to fail, I've got to look at myself pretty critically and get to work. When I got into Schools Board year I suppose I had a couple of teachers who were really mentors, who had a tremendous enthusiasm for literature and I believe that their consuming passion fired me in the first instance. Then, after I'd worked in schools for a period I realised that a lot more had now dawned on the world scene in relation to children's literature so I undertook further academic study at the Masters level in children's literature. That too helped reinforce what I've been talking about.

5. Having that sort of a vision, I guess, must effect your work life.

Yes. I suppose I try whenever I can and by invitation only now to talk to groups. I talk to my teachers in small schools. I still take part in conferences when asked to talk about those issues. I don't think it can be by coercion or by saying, *"I've got a bandwagon to follow."* I prefer people to say, *"He may have a bit of expertise, I wonder if we can use it?"* I'd rather work with teachers that way, together, in a workshop session and I have done a lot of that and enjoyed it. I suppose the frustrations of this job are, there are so many pressures on us that sometimes the educational brief could get lost in the mire of trivia - perhaps I shouldn't call it trivia.

6. How do you go about sharing your vision with others and what strategies do you use to translate your vision into action?

I suppose though I complain about the assessment procedures, (but when you are assessing teachers, to really talk about what's in their minds philosophically, - it makes me tired, it makes them tired) it is a wonderful way of coming to terms with teacher's thinking about children and their learning and for me to put in what I think as well rather than it just being a period of interrogation which I wouldn't want. It's a two way process and I tried to do that through assessment as well.

How do you stimulate that sort of discussion?

By open ended questions. It's a pretty fair way to go. It's one way. Assessment is an artificial thing at any rate. Teachers are often on edge. We know that and try to handle that accordingly, but it's often surprising the depth of understanding that many of our new teachers have about our current philosophical trends. They often surprise me, pleasantly I might add.

7. Finally, do you think it is necessary to assume a formal role in education to make an impact?

That's a difficult question to answer. I mightn't think so but I believe society out there still likes to put labels on so much and I don't believe child centred education is sufficiently esconced in a K-12 situation that we don't have people in some sort of monetary situation with a label attached that gives them some authority to try and see that the thrust continues otherwise it could fall into a nebulous mess. It's my opinion about that anyway.

A formal role is necessary for the reasons I have given.

CASE STUDY 7

1. Do you as an educator have goals you would like to achieve?

Yes, I guess I have, certainly not particularly clear and probably getting 'woollier' as the situation gets less clear.

I feel that we are at the cross roads and so my goals at the moment are somewhat different from what they might have been. I feel like the secondary education redevelopment has stirred secondary schools to something of a furore but it will have stirred in the end, to the good. So there are changes happening there that give us opportunity to get a genuine continuum in education which we've never really had an opportunity to before. I am not sure we are going to grasp it properly. I have a feeling that what's going to happen instead of the good things coming out of Sec. Ed. in terms of changes of teaching approach, philosophy and understandings about children's learning which would therefore link with what's already happening in the best of primary schools. . . . I think that what is going to happen is that they are going to feel as though they have got it right and now they'll tell us. That's not to me the way the continuum ought to be developed.

I'm delighted that I can feel a movement for the better in secondary education because it has been an area which even as a primary principal I have been worried about. You send your children off with the kind of skills, competencies - for want of a better word, and attitudes in your kids - you certainly get them all confident, self esteem built and ready to go and they hit secondary school and we've frequently seen it all killed! Now I'm delighted that's not going to happen any more, to the same extent.

I believe strongly that it won't but there is a distinct feeling developing as I said, developing among those who feel like they are getting it right, that the competencies - that description of learning areas - that description of knowledge that ought to be transmitted, that description of skills that ought to be developed - is right and if they told the primary schools and if they took it up, then everything would be fixed in primary education too. That bothers me a bit because I feel that primary education instead, needs to decide what it stands for. What are the particular needs of the children in the age ranges that they are dealing with which have some commonalities but many differences to the needs of older children?

I think my current goal is to take up the COPE update notion. I think we have an opportunity now to state very strongly and in much more precise terms than COPE did. I think COPE was a lighthouse document in many respects for its time and was very well accepted partly because it reflected practice. I think now we're much more future looking and at a stage where we can no longer simply reflect practice. We have to be able to say, "*What else do we need to do and where do we need to be saying we're going?*" We need to be more futuristic without being one of those future shock people. I do think we have to say, "*Well, O.K., we've got this far, we've made these changes we have to be honest and say we think the changes have only gone this far, that not all schools are doing these things.*"

I think we have to make an honest statement rather than a pretend statement which says, "*Yes, everything in the garden is rosy and you wouldn't believe how good our primary schools are!*" I don't think that's going to be helpful. There may be some form of public statements we need to make of a similar kind but there are private statements, in-house statements that we have to be more honest about.

I think there are a number of areas in our primary schools that I'm pretty unhappy

about. One of these is science education, and one is mathematics education overall and maybe it's time we actually admitted they badly need an update and a rethink. If we started very seriously to apply what we now know about learning to those areas then we might get our act together. We'd be in a much better position to say to the next level of education, "*We don't want to exist to prepare students for you. We exist to develop students from when they come to us to when they leave us. Now they're your babies!*"

That's my current preoccupation - making sure that everything is heading in the right direction for primary ed. and communicating that and developing a sense of direction and purpose, communicating at all levels, developing commitment, transferring what we know, particularly in the language area and research on classroom practices to some of the other areas.

2. Has your present role increased your ability to achieve your goals?

To some extent, I mean, you come into a position like this for various reasons - some of them negative and some of them positive. When I came in my negative reasons were that as a principal I was occupied with too much trivia and I wanted to get away from that. I wanted to think and I never had time to think! I wanted to write and I never had time to write! I've certainly been able to think and I've certainly been able to write. The hidden reason which you don't always admit to yourself is that you want to influence and you feel like you might be in a position to influence for the good the broad directions of primary education, not just in your own school.

I felt for the previous two years when there was a Basic Learning Program that there were reasonable kinds of parameters and people knew what they were doing. There was a sense of satisfaction, achievement and direction there. Since that stopped and I'm just being a primary education officer I'm not at all sure that this is a position of any influence at all. I'm really not!

I guess I will try to use it to support what I see as good developments, to encourage rethinking where I think there are wrong directions emerging. The job of a watch dog is frequently to bark and I think they rather don't do too much barking, - not enough guarding, protecting, or whatever other components of being a watch dog might be. It's a strange job because we have supervisors beavering away in their subject areas and many of their initiatives relate to primary education. Yet here am I with the responsibility for primary education. Now where do the lines of demarkation exist, or cooperation? Who has the responsibility for what and in which ways can we cooperate and interact effectively? In which ways do we have to divide up tasks and say, "*O.K., is it possible for us both to work on it all the time? What about if you do this and I'll do that? Then we'll meet again.*" I'm finding that all that has to be worked out.

I don't think this job has ever had anyone who has ever tried to do any team building. I think the previous two incumbents felt that they were a kind of principal representative and they sat on committees but they didn't try to initiate to the same extent that I'd like to. They didn't try to influence and to act. I'm much more of a thorn in the side than anyone else has ever been. A number of supervisors would be quite relieved that I'm there to take over the primary bit but I can't take over, whatever it is, thirteen subject areas either. So it has to be a different kind of working relationship and that hasn't been worked out yet.

Your vision then is to see a genuine continuum in education, to see the good things in terms of philosophy, teaching approach and understandings about student's learning coming out of Secondary Education the Future linking with what's happening in the best of

primary schools, to see an update of the C.O.P.E. Report, to see the Department more forward looking and that there be a greater team approach and more co-ordination between Head Office, Regions, Support Services and schools, highlighted by a sense of purpose, direction, commitment, communication at all levels and the transferring of what we know in the language area and the research in classroom practice to some of the other curriculum areas. This, then is your vision of a preferred future.

3. You have made some career/role changes. Have these helped you achieve your vision?

They've broadened my knowledge base and my communication base. There are almost no principals and hardly any teachers in the entire state that I don't know. So, you know, that's been quite incredible and that's just been accidental. It's been the result of working in two different regions and in different positions and different status relationships with people. I find that an immense help in my job, especially I guess on the North-West Coast where I had my most intense work in schools. I go into a school and it's like working at home. It's a terrific feeling and there really is an incredible sense of still having trust and confidence in me from thirteen years ago, which is really very rewarding. It cuts all that groundwork out. You don't have to grow into the business of establishing yourself as a person whose purpose is being there to help and support.

The network has been an automatic benefit that I really didn't predict to the same extent. Three years ago when I first drove into my North West school after being away for ten years I expected them not to know me but even the office lady says, " *Oh, hello!*" and it really does feel good. So that's beaut! I had that. Yes, and the other obvious thing is that you can't do all those completely different things without building some confidence, so your confidence in your point of view and preparedness to put it forward regardless of the risk is much greater than if I'd come straight from a school situation without the other aspects of my career.

I guess having started as an early childhood educator and having gone to the North West as a superintendent K - 6, having been thrown in the deep end and having learnt very much on the job and fortunately having very generous and supportive principals to help me do it. They could have been very critical of my inexperience because I was young and inexperienced. They weren't, they were just very kind. Being able to learn very quickly there over the two years and then going into, one after the other, two fairly big primary schools and having to learn highly different things has been, ultimately, learning about education and kids development and parent communities and teachers in their day to day operation is very much greater.

I don't think my basic philosophy of education has changed very much but my knowledge about it and my confidence in it has increased greatly.

4. Where did your vision come from? How did it emerge?

I don't know how to answer that! I guess there are always significant influences and Colleen Fahey would have to be described as one of my significant influences. She and Ken Axton then as Director of Education, used to visit Moonah occasionally when I was Infant Mistress there and I think that was the first time I was trying to do things which I just did intuitively with children and with teachers. They said it was all right. I became an infant mistress because I couldn't always work in the way the person in charge wanted me to. You know those kinds of reasons. I have to do it my way because I can't do it their way. I guess I had an unspelt out vision or I wouldn't have felt any resistance to what they were asking me to do. I certainly didn't have an articulated one. Colleen, as my superintendent,

rather than telling me what she thought, reinforced the good things that I was trying to do. That was a very firming experience. Then, I think your philosophy is forged in the fire, as they say, so you're going into situations, into a range of schools, some of which are operating in a way in which your very nascent philosophy will espouse and others of which are operating in totally different ways. While you can have some respect for some of the things that they are doing there are some things that are an anathema to you. That firms up the things that you believe. Seeing a range of operations makes you clearer of what you stand for and what you don't stand for. That was an influence again.

Then, over many a year, I've done bits and pieces of study. My original degree couldn't be said to have been much influence at all on the *"price of eggs"*. You know, a degree in Latin and Ancient Civilisations isn't all that directly relevant to the day to day education and my Dip. Ed. was totally useless for any purpose at all, including thinking purposes.

When I came back to Hobart I did Language in Education with Brian Sureties and that just clarified my understandings about language learning. Then, I was asked to be chairman of the Primary Language Guidelines and that meant I really had to get clear. I did a lot of reading and that again, I guess, was a significant learning experience because we were given quite a bizarre collection of people. It was one of those committees that was deemed to be highly represented. If there were two points of view in an institution then we had to have both of them represented. We would have two people of opposing views from an institution such as the University, who sat and fought the whole time because that was their *raison d'être*. They got their buzz out of conflict, competition and disagreement. They were having a debate while the rest of us were getting the guidelines written. It was initially a committee of twenty five or something equally ridiculous, who were meant to actually write! The process of that committee's work we now know to be totally inappropriate to the development of the guidelines and yet, in spite of it we got it all down. Those who couldn't stand the *'heat in the kitchen'*, got out and by the time we got down to a core of people we had genuine commitment. We had a lot of knowledge, a lot of shared understandings and we got some good stuff out of it! It was the development of guidelines of quality, I believe, through default, through an amazing process of attrition.

5. Having that sort of vision, I guess, must effect your worklife...

In an organisation like this, both within the organisation and in its relationship with other institutions in our system it's a strange arrangement. The internal communication in this organisation is enormously difficult because everyone is out in the field. Anybody who is doing their work is virtually out in the field all the time. So, to actually find someone and talk with them is extremely difficult. You can make appointments and people just aren't able to keep them. Talking to the *'boss'* is just about out of the question. He never has time and quite legitimately doesn't have time. It means that you never get that sounding board opportunity which you really do need so that you can say, *"Look, this is as far as I've got with this project and I'm worried about this, what do you reckon?"* Even just articulating it to someone else and getting them to nod would be handy.

It's got those internal communication difficulties which are just part and parcel of the way it operates. For instance, I'm meant to head up a group of people called the *'generalists'*. They are engaged in such a myriad of entirely different tasks, that it's a cosmetic thing to call them *'generalists'* and putting them together because they just don't work together. They don't have to! Three of them will work together, two will work together, but never will the two and the three get to make five, whereas in Secondary Renewal there is a combined project of great importance that everybody's involved in and so you get that natural interlocking and personal

knowledge that people need to feel like they're part of a team. With us there just isn't that! It's fragmented in here.

Then there is the relationship between this organisation and Head Office and the schools. Head Office, I think, to some extent, sees us as being here with the capacity to fulfil some of their tasks such as answering Ministerials, dealing with queries from the public, writing material for publications for them, sitting on their committees and sitting on Ministerial committees. There's nothing wrong with that but sometimes one group of bosses think that that's all you have to do and that you can therefore give their work undivided attention.

Then there's the schools who make individual requests and there are the centralised priorities such as new curricula that have been developed and are being disseminated, which are also our priorities.

Ours is a staff development function and as well there's a staff development section. It's odd! I guess it's partly anachronistic and it does need the whole thing re-thinking.

When I first came in here I was asked not to get too much involved in staff development and I can't see how you can curriculum develop without people developing. I found that just about impossible. Since then I think there has been a recognition that there ought to be an overlap and so we're getting the Secondary Renewal team as a combined team. Then there are the regions where you have to ask permission to go into their schools. You are never quite sure just how welcome you are from a regional point of view. You're welcome in the individual schools. Again the region has its own priorities and we're seen as not necessarily threatening but certainly not part of their scheme of things. We're outsiders and not as valued as their teams of consultants who work in their schools. There is no doubt about that. I'm sure our work is significantly not valued by schools so you don't get a lot of satisfaction from people telling you what you are doing is terribly useful.

There is a dichotomy in the school's opinion about places like this. On the one hand they want curricula, specific curricula that tells them what to do on day one, . . . and on the other hand they want autonomy and don't want anyone telling them what to do. They haven't resolved that dichotomy.

6. How do you go about sharing what you believe, your vision, with others and what strategies do you use to translate your goals into action?

Much of it has to be incidental really, because there are no structures by which you can properly and meaningfully communicate. I've suggested a couple of possible structures but they haven't had any reaction and I suspect they've gone into a black hole. It seems to me for instance, that we needed a co-ordinating committee for want of a better word, that sat down and comprised all those officers who had direct responsibility for current curriculum initiatives in primary schools. The supervisors would be there, three of them, the science and maths supervisors, the project officers working for them, the senior education officer and I would be there as the person with the overall general responsibility. We would then be able to sit down and say, "*What stage is your curriculum project at? When do you envisage it will be finished? How many schools have you reached? Which schools are currently involved so that we don't overlap and overburden schools?*"

We could time things better so that things didn't arrive on school's doorsteps simultaneously and have them necessarily throw their hands up in horror. We could even, given strength, share some budget. We could give ourselves more budget flexibility, instead of everyone putting in for their individual parcel of money

and being in an automatically competitive framework for that as every one get's cut, because they say, "*Well, you can't have eighty thousand for maths and only sixty thousand for science. We'll cut them by ten thousand and then by four thousand. It will look better and we will have saved some money.*" Individual competition for resources is inappropriate for a future education system.

With the overall resources declining it seems to me to be an ideal time to start putting everything together and simply talking about it. I've asked for that to happen and until it does I'm afraid it's the case of me going to find the individual and saying, "*What is happening? What stage has your piece of paper got to? Where do you see it going next?*" - I have to try and put that together and go to the next person and say, "*Look, 'B' says his is at this stage, what stage is yours? Well it looks as though they will arrive within a month, do you think you should delay yours or will I go back to 'B' and ask him to put his forward?*" It means a lot more legwork and a lot more individual consultation but until some other mechanism is there I think that's the way it has to be.

7. Is it necessary to assume a formal role in education to make an impact?

Oh Lord, no! I think most of what we do is informal. I think, though, that we underestimate, at our peril, the importance of perceived status. That relates to the point I made about going into the regions and , - "*Who's she and what right has she got to talk to us about this thing?*" - really does give you power. The other thing that really gives you power is money. If other people have got the purse strings then in the end, people in the field can say, "*I don't wish to have any part of that. It has no impact on me! I can ignore it because after all, you're not controlling whether or not I get the resources to support it. In fact you're asking me to do something without being able to offer me the resources to support it.*"

If I'm invited into a school to talk about curriculum change and curriculum redevelopment in their schools and we come to a decision about priorities even though they are their agreed priorities they can still ignore them and say, "*That's all very fine! Thank you for sharing with us and helping us come to those conclusions, but since you can't give us any money and we can see that there are financial implications we can choose to ignore that!*" They'll just stay the status-quo. All you can do then is to redirect them to other avenues of funding and support. They are so fragmented and so pre-ordained to a large extent. So many decisions that are made are of a cut and dried nature already. There is not a lot of flexibility. There is no fat.

It's back to that thing that if you're going to regionalise everything and if regions are going to have the bulk of the resources then probably we shouldn't exist. Probably we should have three C.D.E. type operations - one in each region. Then you've got to say, "*Doesn't an Education Department have a responsibility to develop some coherence, across it's education system? Can you in fact have three very different regions? A child may move from one to the other and have a very inconsistent educational experience.*"

I would be most unhappy to see the Centre not having any opportunities to develop priorities and to communicate those and to resource those. Yet I can see us moving away from the Centre having any power at all.

CASE STUDY 8

1. Do you as an educator have goals you would like to achieve?

Yes, my immediate goals I guess, would be to see the system at large contributing optimally to the education of children in the state and within the area that I'm particularly responsible for, the Southern Region, to achieve that as well as we possibly can. That means looking at what has happened and carefully trying to judge its worth and looking at it particularly, in the light of what happens in the larger system that has bearing on what might happen in classrooms.

I guess at heart, I'm a fairly critical person - critical of my own efforts and critical of the efforts of others and critical of the things that we're involved in. Let me qualify the word '*critical*'. I tend to look critically at things to aspire to something better. In the area of education I believe we don't have conclusive evidence about a lot of things we do at this point in time. Therefore, I think it's important that we do seek to find better answers than we have at the moment and that's the sort of attitude of mind I'd certainly like to see shared by those who work closely with me. By that I mean the teachers, principals and other Departmental officers within the region. I would take that sort of point of view. We need to continually try to come to better understandings of the things we do and as a result of that to give better service to girls and boys.

2. Has your present role increased your ability to achieve your goals?

Well, I think one's goals change somewhat in terms of the context that one finds oneself in. Most of my life has been involved in teacher education. Thirty odd years has been in teacher education so it is the education of teachers that I've been mostly concerned with. I guess one's goals do change over time but I think what I've already stated has been the premise on which I've worked. I believe that schooling and teaching and learning are issues that are central to professional endeavour. They involve a complex set of variables that are fairly difficult to get hold of and require a great deal of intensive study and thinking about in order to gain insights into that. That being the case, I must say that I have always found it singularly difficult to come to the sorts of understandings that I would want to come to. I guess my career has been largely driven by the fact that I wanted to come to better understandings of what I was involved in. In other words, to call myself a professional person I would need to have knowledge, skills and insights beyond those that I had at any point in time. There's always been that desire on my part to better understand something about which I think there is, at the moment, fairly skimpy information on which we base a lot of our practices. So I am certainly researching to do things better.

I'm reluctant to talk about excellence and the search for excellence because, I guess, that's restricted to a few people. A few people perform excellently. I guess I'm chasing the achievement of competence and increasing competence in what we are doing. Competence in my mind is based on an understanding of the processes in which we are involved and the ability to apply those understandings in practice. Certainly, one of my goals has always been chasing that elusive thing called professional competence. I guess I'll do that until I retire and probably beyond.

I think we all like to think we influence others. I certainly hope that any statements I make or any things I do will have a desirable effect on others, if it is worthwhile being effected by it.

If we talk about my particular position then I see myself as just one professional

among a group of professionals with whom it's necessary for me to interact in a professional way. That's a big challenge, too. In a sense we're all exploring and sharing and probing and trying to come to a better understanding together, I would hope. I do think that collegial relationships and consultative processes and things of that kind that we talk about are basically very important from practical points of view as well as being philosophically sound and ethically proper things to do.

Your vision then is to see the system at large contributing optimally to the education of children, particularly in the Southern Region; to see all professionals looking critically at what is happening in classrooms with girls and boys and what is happening in the larger system that has a bearing on what happens in classrooms; to see everyone aspiring to something better; to continually improve our understandings of the things we do; to see children developed in all aspects of development with particular emphasis on intellectual development; to see a system in which the professionals have highly developed problem solving skills, have a sound knowledge base and be able to apply that in a practical sense, have the ability to think abstractly and be able to model these skills for girls and boys. This, then is your vision of a preferred future.

3. You have made some career/role changes - have these helped you achieve your vision?

I don't altogether agree with you that I have made career changes. Let me put it this way. I've been in education all my life so I haven't changed my profession. In terms of my career I've been in a few different contexts. I left the state at quite an interesting point in my career, I guess. I left the state when I was Principal of Launceston Teachers College and I'd been Principal of the College for about three years. I left the state in order to take up a senior lecturer position at Macquarie University. To many it seemed a very strange thing to have done. The advantage in making that change was that it did give me the opportunity to do a Doctorate in the area in which I'm particularly interested and that is the process of teaching and learning. At that point of time Macquarie University was considered the university in Australia to do that sort of study. That was one of their areas of special interest. It meant working with Mick Duncan, who was highly regarded internationally in this area. It was a golden opportunity to pursue my professional interest.

I think in terms of making a contribution we can follow various career paths and contribute along the way. That was my motivation. I didn't leave Tasmania because there was anything in the Tasmanian scene I didn't like or anything of that kind. That opened up a whole range of possibilities that wouldn't have been open to me if I stayed where I was. For example, it involved me in overseas consultation work in developing countries, it led me into the community of scholars in the area of teaching and learning that I wouldn't have had the opportunity of doing had I stayed where I was. From my point of view it opened up a fairly exciting and varied type of career. I remember the Director General of the time, Athol Gough, saying, *"Look Don, I understand what you are doing and why you are doing it and always remember that there will be a job back here for you if ever you want to come back."* Of course the opportunities couldn't be taken up while our children were growing up and were in school but at this end of my career the opportunities were available so I kept that in mind. When the job was advertised I applied for it and was fortunate enough to get the job. From my point of view it's a nice rounding off of my career to come back and finish off in the system in which I started.

It was a rich experience for me. It forced me to go through the discipline of higher degree work and the research associated with it. It wasn't just the getting of a PhD. When I attained that as I did in 1974, it gave me then a period of a dozen years or so

to use that particular qualification to work with the other scholars in the area, to guide the work of PhD candidates and to work in seminar work with mature students, in that context. It provided opportunities to relate to the community of scholars in that area on an international basis, to share writings with them and things of that kind. I thought it was a very rich and rewarding experience generally for me which I think if I stayed on in an administrative role probably wouldn't have come my way.

4. Where did your vision come from - how did it emerge?

I guess it started when I was at university, before I went teaching. I always thought I'd like to be a teacher and so I'm doing what I really wanted to do. It wasn't a second choice or anything. I didn't ever think of anything else. Other members of my family went into other professions. My father thought I would do the same, but I always wanted to be a teacher. As a matter of fact I had a very healthy regard for the late Bernard Mitchell and I thought he was an admirable teacher and person, and I think he more than anybody had an influence upon me and I decided, yes, I would go teaching. Therein stemmed the start.

However, as a teacher I always felt I didn't really know enough about it and I seemed to get fairly ready promotion within the system. I always felt that I was in positions that were too big for me. I hadn't grown enough to do the right thing and so I was always searching for ways of improving my own understanding so that the opportunity- when I got a travelling scholarship, I think I was one of the first if not the first to use a scholarship in order to gain a qualification and study rather than just looking. That year in America in the mid sixties was a very valuable year for me. If I ethically could have stayed on and done a PhD at that time I would have. I didn't feel it was the right thing to do. I had indicated that I would come back. I'd signed a document to that effect so I didn't stay on when the possibility was there. I had a strong urge to study further and complete a PhD so I did take that opportunity when it presented itself a few years later in 1970. I've always had the desire to improve that way. I'm not sure that I've really answered your question.

There is one thing I want to say that I feel very strongly about and I haven't said as yet. Education is concerned with the development of children in all aspects of development with particular emphasis on their intellectual development. It seems to me that we as professional educators should exemplify those qualities which we seek in children. In other words we should be good thinkers. We should be critical thinkers. We shouldn't just take things for granted. We shouldn't just do things by tradition. We shouldn't just take folklore as a good enough basis for practices. We should in fact be critical thinkers, develop problem solving skills, we should have the ability to perceive a whole range of possibilities and we should be exploratory in the approaches we take and try to tease out the most important ingredients within any situation and weigh them up against one another and so on. In other words we ought to be able to take aboard fairly complex problem solving decisionmaking processes because that's the nature of what we're trying to develop in children - the ability to think abstractly to a fairly high level. We ought to be able to do that in respect of the profession that we profess - that's the profession of teaching.

I'm a great believer that good theory is the most practical thing a teacher can have. I don't take the view that, *"Oh well, that's all theory, it's got no relationship to practice."* - because good theory emerges from practice. It's based upon an empirical model. It's a structuring and an ordering of ideas that have emerged from practice and trying to show the relationships and show the relevance and the importance of various by components within a context. The best work in any field stems from theoretical underpinning that eventually emerges in laws in relation to that particular subject or field. We are able to say, *"Here's something about which we have conclusive evidence in which we can have great confidence. . ."* and so

on. Now those sorts of consistencies with respect to teaching and learning are things that we need to tease out if we're going to behave as real professionals and our professional work is really based on sound knowledge. The profession of teaching and the task that we're involved in- that is the schooling task relating to girls and boys, really depends very much upon the quality of the knowledge which is available to us and our skill and ability to apply that knowledge in a practical sense.

5. Having that sort of view, or vision, I guess, must effect your work life.

I think we all find ourselves in situations that we have to adjust to, accommodate to. If we didn't then we'd be *'square pegs in round holes'*. It's necessary to do that. On the other hand, it's necessary to recognise that various professionals bring different perspectives to bear on the total knowledge and talk that's associated with, so that if any one person has a particular point of view then that person is entitled to express that point of view or argue it and so forth. The person is always to hear alternative views, to weigh them up, to adjust one's own thinking in terms of the input from others and so on.

I think we've got to be careful we don't play God in whatever we do or to be so committed to our own point of view that we don't listen carefully to what others have to say. That's terribly important as well. By the same token I think we do need a capacity to think clearly about things, to be able to identify the important issues, to be able to cut things down to a manageable form instead of wallowing in a great intricate complex set of relationships that we can't explain but say, that's the nature of the thing. - We'll just have to live with it. I can't see much point in that! We should be striving for some sense of order, some ability to handle the ideas that we're dealing with. Only then can we develop useful theory. Good theory is simple, it's elegant and clear. Everybody ends up seeing the basic good sense of it all. That's what we've got to aim at achieving.

One of the things that does worry me about the situation in which I find myself is the frenetic pace at which the system seems to work. The system is very anxious to take aboard the decisions, put them into practice and perhaps take aboard more than it can handle. I can't see much sense in us rushing from one thing to another, to another, to another at great speed without the opportunity to think things through.

I would place a great deal of importance on planning, sharing ideas, debating, reflecting upon ideas, monitoring things we do, trying to get evaluative data together to indicate how well it's being done or whether it's being adequately done or not and so on. I think all these things are important. In other words, I believe pretty strongly in a systematic approach to problem solving in one's profession. I think it can be done by us sitting down from time to time and addressing a particular issue, sharing insights and using that as some of the basic information that we need in order to go ahead and implement or put into place, arrangements. I do think progress is based upon a fairly systematic approach. I'm not suggesting that it can all be cut and dried or anything like that. I think we have to cut it down to size and deal with things in a fairly systematic and logical fashion. They are the kinds of processes that we argue for boys and girls to develop and I think we have to exemplify them, ourselves, in our practice.

6. We are entering the area of the next question. How do you go about sharing your goals, vision with others and what strategies do you use to translate them into action?

Well I think one thing you would know from working with me in this office for six months, you know that I do tend to sit down with small groups or individuals quite

a lot and discuss with them various issues, try to look at them, try to get the conversation around to broad, global considerations, identifying some major areas and so on. I think it's important that the cognitive groundwork is done as much as possible. I think for any group to work together, any set of individuals to work together as a team requires quite a deal of time and quite a deal of getting used to one another to inter-relate, to set up a dialogue whereby we listen to one another. We interact with one another and we don't argue past one another. We're not so defensive that we sit and fail to communicate.

I think it's very important to do a lot of that groundwork and to provide opportunities to come together, to talk and to operationalise, to put into operational terms goals, visions, aspirations and so on. While they remain as goals and ideals, while it might be desirable to have those ideals, that's what they remain until you can translate them into operational terms. I think that's tremendously important. I guess one of the critical tasks from a Regional Office point of view is that it doesn't matter how well we might have translated within our own terms in Regional Office, essentially, it's how widespread that commonality of viewpoint is throughout the entire system (Regional) and the extent to which various people have participated in that process and feel a sense of commitment to the ideals and the visions.

It is a shared vision, as someone said to me the other day and the emphasis on it being shared is an absolute practical essential. Until it is shared it largely will be pure verbalism. It won't be operationalised and therefore won't start to effect the lives of people. I think, you know, it's a very important thing. I think it's a slow process and the unfortunate part or the fortunate, I'm not sure which, the realistic part of it is, it can never stop. You've always got to keep re-examining it and say, that was appropriate in 1980 - that set of decisions simply because of the change in circumstances are not appropriate in 1989. They were right for the time, but need re-examining. You've got to say, *"Well, what's the score now?"*

In my experience, those things which have lasted might be called basic assumptions or underlying principles and I think you can develop certain underlying principles that stand up to the test of time. The way in which those principles are applied will vary because of the circumstances for a particular time and so in a way, the searching for basic truths in terms of education seems to me to be very important because they can be long term truths. If you can enunciate those and put them up front, then the practices that are part of the system relate back to those truths. You check your practices against those truths that have been derived. Then I think, that's a very sound way to work forward.

If you don't have them up front you can never tease them out and you've really got nothing to anchor your practices in. You really need something like that, some basic principles to which you can refer. That doesn't mean the basic principles remain inviolate. You are able to re-examine them, reconsider them, but at least they seem to be more long term. I guess theorising is an effort to try and identify those things that I've been referring to as basic principles. - *"Big ideas"* that are particularly important, whatever the setting or the circumstances are at the time.

7. Is it necessary to assume a formal role in education to make an impact?

A formal role? - Well I think it helps a bit. If someone is designated as the person who can play that particular role I guess it gives a sort of label to that person and a label perhaps that's shared through a system. They know that the Director General of Education has a particularly responsible role to play and the sorts of insights, understandings and capabilities and capacities and so on that that person needs to have, have got to be exemplary. I think it's important from that point of view. That sort of person really needs to be a highly skilful and articulate person.

Having said that, I guess the best leaders are those who can listen well, who can exercise wisdom, who can appreciate many sides to a situation, who can balance out the various ingredients or components in a situation and assign to those components a certain value that matches up well with the reality of the situation. In other words the leader needs to be a person with very good problem solving, intellectual skills but beyond that, a humanity and an understanding of people that transcends the intellectual in a sense. It's based on a real and very appreciative understanding of people in the mix. When you talk in those terms then you are really taking the view that all members of the profession, all people engaged in it have an extremely important part to play.

One thing you learn from teaching is that you never know the difference for good or bad. It may be that when you grab a child by the scruff of the neck you've done something that has completely destroyed all that you tried to do with that child over a six year period and that child will remember just that then and perhaps that sort of behaviour has undone quite a lot of good. On the other hand, it may have been that you simply said, "*Thank you*", to somebody you didn't even remember, but you've done that and that person remembered it very much because it transmitted some message that was particularly impactful.

I guess if I could encapsulate it in one little statement, I believe all of us need reassurance. If one can give within our work as professional people, to one another the reassurance that we all so strongly need then I think that's very important to do.

It does seem to me to be very important for those who are engaged, say at the Regional Office level who are looked upon as leaders to be well informed of the current state of theory with respect to education and be able to perhaps to have worked with teachers and principals in translating that in terms that are operational, that is, they are able to be applied in classroom situations. That seems to me to be a very important role for the superintendent to play.

CASE STUDY 9

Do you as an educator have goals you would like to achieve?

I guess, from the narrow point of view of me over the last ten or twelve years I've only had one and that was to be seen as a good, effective principal. I know values and goals change but I see superintendency as a pretty horrific position and end point to a career and it doesn't interest me. I have fear when I see a lot of old principals, that gee, will I become like that? - Inactive and it all has become a bit hard! - That frightens me! So maybe you have to keep your options open and other career paths later. For the past ten years and still, I just want to be a very effective principal. - Effective in all aspects of running a school from the educational outcomes of kids to my leadership skills, to the morale of staff to all the other elements of the organisation that make it effective.

It really pleased me today to hear from the Vice Principal, saying, *"I've never seen the teachers so relaxed and co-operative!"* To me, that's a real warm fuzzy! I don't have to go and tell them what to do all the time. They're just doing it and they are doing it in groups! Terrific!

Don't get too specific on the strategies as to how I get that. A lot of that is just being myself and I guess I'm just lucky in that I do have some natural ways with people that keep them from getting up tight, resentful, or defensive or anything else. I've never successfully analysed all that through. Often I'll read one of those fancy books where they've been researching and analysing attributes and I say, *"Well, I do that!"* Some things I don't do, but often I say, *"Gee, I do that! I'd never thought about it but I do that just like that!"*

It's not all learned behaviour in the sense of studying management and getting it from there. That's what has always worried me about leadership training. I think for a long time we focussed on the behaviours as such and not so much on style. We're starting to do that now, I know. I think maybe we're lucky with a lot of the attributes we have. Probably pretty trite, but maybe we owe them to the way we were brought up.

I guess I love to see kids do well academically. There's no doubt about that! I am realistic enough to know they can't all achieve great things there. I think we're lucky in our current philosophy towards education in primary schools that we'll accept a lot of other achievements from kids than perhaps we did thirty years ago. It's more possible now to make a kid feel he's an 80 percenter at something. They don't need to be 80% at eight things, one will do. By gee, if they can't get 80% at one and you know yourself at camp if they can't get the reputation at being good at fishing or putting crabs on hooks, or whatever, if they can't find one thing, then they're in trouble! And they create quite a lot of trouble for all around them. Yes, some kind of fulfilment for kids is very important. I'll go to a fair bit of trouble to structure the school and programs, whatever, to ensure that there are plenty of opportunities in breadth for kids to recognise themselves and be recognised by others as an eighty percenter at something.

Self esteem is very important, but you can't ever get it by telling the kids to feel good about themselves. They've got to get some recognition from others too, otherwise he just won't. Primary education now gives every kid the opportunity to have his *"moment in the sun"*, or whatever.

2. Has your present role increased your ability to achieve your goals?

When I went to Clarendon Vale I had one clear aim and that was that if I was going to have a difficult school, all Housing Department, I was determined that it wasn't going to be a *"keep the lid on"* type of school as many of the early Housing Department schools were. Do you remember? Mind you, they were huge! We would have to get our success other ways even though they were slow. A lot of teachers wanted a *"lid on the show"*. The prep teacher would arrive at my door - you've seen this - with a kiddy by the ear, smoking out of their head and wanting you to rip their arms off! It takes a long time to convince the teachers that if I can't get a positive relationship going with that kid in prep then I have no show of realising any goals with him when he comes out of grade 6.

I had to work on and get teachers to work on other strategies for keeping order and so on in a school which was potentially pretty chaotic. I think with lots of kids we won that. They turned out pretty well in grade 6. We didn't win them all, but most did.

I have different goals here at Blackman's Bay. Obviously the greatest slant is to the development of real skills in people - certainly academic, but other skills too. These kids have really got lots of varied talents. I'm pretty new at analysing directions in those areas.

Your vision then is to be a good, effective principal, effective in running a school in which teachers are relaxed and co-operative, where kids do well academically, where kids can all be an *'eighty percenter'* at something, where kids can all have their *"moment in the sun!"* This, then is your preferred future.

3. You have made some career/role changes, have these helped you achieve your vision? .. For instance was there much change when you went from vice principal to the position of principal?

Yes, a couple of significant things. I came out of the school at Bellerive, similar to this school, where there were a lot of talented kids and where we had a complex open plan system, not a high turn over of staff, the school tone being very much influenced by co-operative, self motivated kids. At Clarendon Vale it was different, where status was seen as how tough you were. It was no good saying, *"Those are the kinds of things you are not to judge status on, kids!"* That was there. That was fact and you had to work with that! I think it was appropriate that we did. They were status things for that community.

Going from V.P., although I had been acting -principal there and at other schools, it took me a long time as the school grew, to really learn to delegate with confidence and trust. I wanted to be in everything myself - not necessarily leading it always but I would have more than my two penneth worth, I had a big oar in everything! I guess it was only when it was forced on me with the growth of the place that I said, *"That's crazy! You can't do that! I'll give it to that guy!"*. - Then I'd be always checking up on him. Smack! Smack on the hand! *"What are you checking up on him for? Let him run with the ball! He'll do it O.K.!"* That took a while. That took a three year adjustment when I first woke up to the fact that I wasn't delegating anything fairly.

It was a new school with no established traditions and initially it was small enough for me to be involved in all the policy development, in everything, all the ordering from the tea spoons on up. As it grew, I'd say, *"No, I can't do that!"* That was a radical change for me in terms of staff development. I woke up to that. I think, I

think after that I got a reputation for giving people plenty of room to grow and have those who always wanted to be teachers find other ways to fulfil their job than just teaching their class. They liked that! They liked that room to move and opt into things. Not pressured into, but opting into different tasks and responsibilities at a lot of different levels. Those who were keen or just wanted to vary their job would grab at those opportunities.

4. Where did your vision come from? How did it emerge?

Yes, I guess everyone I ever worked with or anything I read has some impact on making you what you are and framing up your goals, vision or whatever. I first started teaching with George Holden and as difficult as he could be, his schools were always tacitly interesting places. He used to straight out abuse people, but they never wanted to leave. I remember using the analogy once before, years ago and I'll use it again, *"The team was always winning grand finals!"* - So not too many players wanted to transfer. They were great schools and yet if you tried to analyse how he got that way you would either have to say, *"No, that can't be because that's all wrong!"*, or you obviously didn't know enough about the subtleties he used to relate to people on the one to one that you never hear about. Now I think somewhere in there lay his strengths - his drive and his insistence that we be organised, his interest in language and what it could do for kids. Those sorts of key things for him obviously shaped others. We used to have . . . they weren't debates, they used to be arguments nearly, polite arguments, in the pub for hours on say, whether we should continue with a five teacher team or split it into teams of three and two. I think he won that battle after 17 hours in the pub, you know!

I started with George at Geeveston Area School and had a couple of years there with him and later at Bellerive for another three or four years. He was my first Principal. He was ahead of his time, almost. I can remember him having to argue with the superintendents? Head Office, I guess, whether I could not run with the history and geography curriculum as it was then in the grade 8/9 composite I had, or whether he and I could devise a program around South East Asia. We'd take that for granted now. A teacher would do that on their own, now, never mind a principal being involved. No, then, it all had to go to Head Office and be approved. He would be into that! - *"What can we do that's new, a better deal for kids?"* We did that in lots of areas.

The second one was Terry McCulloch and I guess Terry's influences were in the relationships with kids, so, George in relationship with curriculum and academic development and Terry's influence on relating to kids. He could twirl the toughest kids around his little finger. Anyone who taught with him and watched couldn't help but learn very useful skills.

I figure they were an excellent combination. I had other principals but they were insignificant against those two.

5. Having that sort of approach, or vision, I guess, must effect your worklife!

McCulloch certainly taught me the huge attributes of being able to go out into the yard, call it duty if you like, and to use that productively, plus going out on the oval and having a kick with kids or throwing a few hoops with the girls and whatever, the enormous opportunities there in to develop rapport which could help you set the tone of the primary kids which obviously went right down through the school.

So while that's important I think the other things your getting at - no, I think they're just me! I'm not conscious, anyway, of their being direct influences by

other people. I'm a bit rough and ready around the edges in relations with kids. I still have no qualms at all about letting kids know how I honestly, genuinely feel at any time about any of their capers. I don't mind piling the praise on and I don't mind jumping all over them and being quite angry. They would know exactly how they stood with me at any given time. I think it's a nice way to relate to kids. I've never had any problem with kids that I guess you could say I have to 'hound' a fair bit, in relating to them the next day. I think they would always know me as being very fair. They might tend to get away with things unless I was absolutely sure. I like kids and I guess, if you like kids it's easy and you don't have to think about it much.

6. How do you go about sharing your vision with others and what strategies do you use to translate your vision into action?

That's complex. I don't suppose you ever know how effective anyone little thing you do is. I guess you're modelling all the time as a principal - good, bad, indifferent, - people are watching you, just as I watched McCulloch and Holden! So obviously that's important, just the straight up modelling. Yeh, I'll use learnings and strategies from seminars, journals, books, whatever. I don't know.

The second staff meeting here after I was transferred I said, "*I've got to get to know this school. Write me down 5 good things on the back of this library card that you would want to tell me as an educator about this school, anything! On the back write what you would tell parents who might be considering enrolling their kids.*" That strategy is straight out of the Practising Administrator or one of those.

"*Oh! We've never done anything like this before, oh!*" They all fussed around and wanted to read everyone else's. Not only did I use it for me, I collated it all and fed it the information back. They were quite interested in that! You get some little strategies like that you can use at staff meetings and so forth.

One of the things I've always been wary about is that if you are quite obviously taking strategies that are out of books that don't fit your style or personality or something, it will jar against the teachers straight away and they won't buy it. I think that that's happened a bit with my colleagues who upset their staffs by coming on too strongly with too much of these management strategies. They are too divorced from the teacher's perspectives of what the leadership role and their role in that should be. I guess it's been '*put on them*' and unsuitable time wise. You've still got to be the dominant view, in any of those strategies.

Involving staff is critical! I wouldn't do anything if they weren't happy about their job, what they're getting out of it, the way it all works, the school system and whether they're getting input when they feel they should be. What's their stake and they will probably want an input commensurate with their stake and all that - - -. Yes, it's a combination of learning, common sense and sensitivity to other people's needs and aspirations. If you can't do that then everything you've read in the books and journals is useless. Thankfully, the books are starting to say that now. It's still got to come from you. You can't fake sensitivity or interest in a person.

I take every opportunity to support and build people. I expect to do that. They have a right to it! That's what I'm here for I guess. Again, the leader has to read into every situation - Is it for me to fix? - Then and there? - Are you going to leave the teacher to find a way to fix it? - Is it going to happen again? I think it's '*rat cunning*' reading that, reading the '*wind*' as to what level of input I put into this problem of theirs. I think there are some elements their that you can't learn.

7. Is it necessary to assume a formal role in education to make an impact ?

I don't know. - You mean without status in people's eyes? Yes, you could do a little bit but you obviously couldn't have anywhere near the impact because people still look at it as a hierarchical structure. If I put a point of view at a staff meeting and I really want to be a participant - say we're developing policy on sport, and the next teacher, alongside me puts in his/her two penneth worth, most of the rest of the participants will take what I've said into account and give it a weight it shouldn't have. I guess society's conditioned them and won't allow me to be just a participant on equal footing with the others. You run into that problem. I guess it's useful when you want it to be. But, let's go to the teacher alongside me wanting their influence to permeate the development of this policy - yes, if everybody is listening to what that teacher is saying and giving it value weight, maybe they can.

I had a phys. ed. teacher who became called a recreation officer for want of a better name and his title changed several times at Clarendon Vale. He was just at teacher status, but because of the quality of his personality and his skills with people he had a big influence on the thinking and attitudes of teachers and kids in that school. So it's possible. There are some advantages though in a rank because society's morays want people to be a little more alert, sometimes, to what you are saying. Yes, I think it is possible to have considerable influence without. I could think of some of the power brokers on this staff who are just teachers, but are having an influence of some kind.

CASE STUDY 10

1. Do you as an educator have goals you would like to achieve?

Yes I do, but I'm very realistic in knowing that I can't achieve those goals on my own in the position I'm in now. I know that I have to rely on other people very heavily in order to achieve those goals that are directly related to students and I don't have any contact with students at this time, except indirectly.

I would like to see achieved equal opportunity for all students and by that I mean that I would wish that all students could have the highest possible quality of teaching and learning environment and support in any way they should need it.

2. Has your present role increased your ability to achieve your goals?

Yes, I believe it has because of my own perception of leadership which is one of influence rather than power. I guess I believe I have an increased opportunity to achieve my goals.

One of the things that really disturbs me when I'm interviewing people who want a report for assessment is that people don't have a broad understanding of what leadership is like. They see it as the ability to be able to tell other people what to do. They still do that and that surprises me in 1988. Even this week I've been involved in conversations and people still think that if you are in a senior position you can tell people what to do and expect them to do it. That's not my theory, it happens.

Your vision then is to see equal opportunity for all students in which they have the highest possible quality of teaching or learning environment and support in any way they might need it. This, then is your vision of a preferred future.

3. You have made some career/role changes - have these helped you achieve your vision?

Yes it has, and I've been fortunate with the people I've worked with who have been responsible for me and my growing and I suppose my vision is very much tied up with some of those people.

I was very fortunate in my first senior position because I had a principal who didn't have a restricted role for the infant mistress and that was the time when many principals did. Many infant mistresses had a narrow perception of their role. Because I had had experience working from kindergarten to grade 6 I was encouraged to do this in the very first promotion position I had.

That was very influential to me and my confidence. It allowed me to see where I fitted into the overall pattern of Tasmanian Education. I was able to take as much responsibility as I wanted. I had to make sure it was within the school's philosophy. I had to often negotiate with the principal and the other senior staff. I found, for instance, I had somebody working alongside me whom I respected very much in Jim, and the fact that he had more class responsibility than I did meant that I was able to negotiate the leadership in mathematics in the school. That was a new experience for me and was something which gave me great credibility with the primary staff and the parents.

4. Where did your vision come from ? How did it emerge?

Well it really comes back to the values that my family placed on the individuals within the family. I am the eldest of five children and we're all very different. My family, my grand parents and my parents really celebrated the fact that we were so different. We wouldn't all grow up the same and do the same thing. Really, that's where it belongs.

It belongs with the people who nurtured me and it belongs with the principal of my own high school who took a strong interest in senior students. I was fortunate because of my interest in French and he taught me in French. He was a person who really valued the role of women. I didn't realise it at the time, but in hindsight he was very influential in the way that he asked me not to confine myself to teaching although he knew I wanted to teach. He said, *"You know, don't feel that that's all you'll ever do."*

Tell me more about the role models you experienced over the years.

Yes, I really need to go back again, to my school days, to the influence of the headmaster that I had when I was in high school, who was so involved with the students that he would do everything he could to see that they reached their potential. He followed up students. He was a very unusual person for his age and time.

I went to the teacher training college and I had a very wise principal. She was able to help me through difficult times. I had a very difficult first school prac., in fact, I failed. I got a 'D' for it. I went to the principal, our terms there started in September and we finished in December. This was the end of November and I said to her, *"It's all right, I'm packing my bags and I won't bother you any more!"* She said, *"Sit down, come on, . . ."* She made me see that it wasn't school practice that contributed to it. It was other factors such as I had continuous arguments with the tutor because the college rules said you could change your main subject and the tutor refused to let me do it. She and I had some battles but it was as much to do with that as it was to do with my teaching. She didn't mother me but she did keep an eye on me and she made sure that I faced myself and that weakness that made me want to run away. It was her model, her strengths that I could see there.

When I went out teaching, my first county advisor, superintendent, was a woman and not just a very good woman but in our area she was regarded as the wisest of people. She wasn't the oldest. She was the only woman. She was regarded as having real educational wisdom and was very respected by her peers and also by the principals in the district in which I worked. I just accepted the fact that women could play those roles and be effective.

Then I moved to Oxfordshire and had an extraordinary experience with Edith Moorehouse. Now Edith Moorehouse was the Director of Primary Education in Oxfordshire. She took the job on in 1949 and was way ahead of her time. It was very interesting. Although she was Deputy Director of Education for the County, she was *'power queen'* of primary education. When the Director visited schools with her, he used to walk behind with his hands behind his back, Prince Philip style. She was a very powerful influence. I saw her at work, not only in schools, but I saw her work with principals and the way she nurtured young principals - all men at that stage. I also saw the way in which they accepted her. There was no conflict because she happened to be a woman. It was no problem.

When I went to Devon I found the same situation. There were two women county advisors there who were so highly esteemed for the contribution they could make.

So I have always accepted that women have a role, a senior role in education.

It was a shock to me when I came to Tasmania. When I started talking about taking up a senior position, people, women in particular, assumed that all I would be looking at would be a senior teacher position. I said, "*No, I want to run my own school.*" They said, "*Surely you're not putting yourself in the position where you've got to tell men what to do!*" I said, "*Well, if your principal of a small school you are a team and there is nobody telling anyone what to do. You are all interdependent.*"

Of course, I shouldn't deny the influence of my own husband because I've worked with him as the principal and me as the assistant teacher and he has treated me as an equal, too. It isn't just women role models. I talk about the aesthetic side of life. The person who influenced me there was Robin Tanner who was H.M.I. for art for the whole of the south of England. He happened to live in Oxfordshire and he happened to be very interested in and to be influential with that group of principals I was talking about who were in their first, second and third years. He worked with them and visited their schools and so we all gained.

5. Having your sort of vision, I guess, must effect your work life.

Yes it does and this term has been a good example of that. I've been very involved in work related to the art and music guidelines and that reflects my interest in the aesthetic side of life which is very important to me. I believe that we're very much influenced by what's around us and by the influence of other people and their impressions and so I put in extra time and worked harder than I probably want to in order to get that job done.

6. How do you go about sharing your vision with others and what strategies do you use to translate your vision into action?

Well, often, people seek me out - they want to come and talk and often they start off talking about themselves and really they are seeking direction and I'm able to share my sense of direction. I do it on an individual basis, by interaction with teachers and staff. I don't do much large group work. I don't feel that's a particular strength. I do it, if that's what the school sees as appropriate and if it feels a need then I'm happy to work along with what other people see as needs because I don't see that I have the whole truth. The other thing is that I participate in many other groups and I attend seminars and workshops and conferences. I believe there I'm seen as a model and there I'm able to be me and to say what I feel and what's important to me as a person. In those instances I hold that the value is for me to be a recognisable person rather than somebody with a superintendency tag.

I guess this is an important aspect when you are assessing teachers - helping them find their strengths, to grow and develop further.

That's been very much, though it's a very irksome business and the workloads are heavy, a professional development exercise for them and for me.

I guess the other strategy you use to get your vision into action is your work on committees.

Yes. Senior Staff - that's been an influential experience for me and other people, - Music Art and the Early Childhood review. I have worked on things like the "*Together*" package, with Peter Radford, for C.O.P.E. and that was a community effort.

One of the very mundane ways in which I communicate my vision is over the telephone, when they are discussing their children and education, and those people

I never see. I had one experience this year when I went on talk-back radio at Geeveston and I was at Geeveston yesterday and I gather that it was a significant occasion and people are still talking about it. They're bringing to the school the issues that I raised - which is what I told them to do, but it's actually happened. I think I need a bit of a course before I could venture into something that was bigger than the Geeveston one because it just happened that I went down for a staff development day and I was asked whether I was willing to be interviewed on the radio (the school has its own FM radio station serving the local community) but I didn't really know that people were going to ring in with questions afterwards. It was this kind of interview, so it was live. There are a few risks attached to that! Communications are a key part of my role and good communication contributes to my effectiveness.

7. Is it necessary to assume a formal role in education to make an impact?

I don't think so because I still believe that those teachers in the classroom are the ones who really have the influence. They're the ones who really have the influence. They're the ones who have the influence and the responsibility because of what happens in the classroom, the immediate environment is all important to those children. That's where I see people having the most direct influence - in each classroom.

CASE STUDY 11

1. Do you as an educator have goals you would like to achieve?

Yes, sure! I guess some of them are short term and some of them are long term or maybe they're on different levels or faceted in different ways. I guess I have an enormous faith in people and in the ability of people to cope with the challenges that are most important, the ability to relate with one another in an effective way and in the ability of people to come to terms with the task and all the change that occurs.

So I guess I have a two-pronged approach to goals.

One is to facilitate, to encourage, to enable people to realise their potential, to self actualise, to in fact see what they are capable of doing and helping them work towards that. I have feeling that most of us live in a fairly blinkered world. We really don't know what we're capable of doing. So I see one of my major tasks trying to take those blinkers off and trying to give people a broader, deeper vision as professionals. We're talking about professionals. By the same token, I think it's an aim that extends to children as well. By empowering teachers it is hoped that in turn they will be empowered as well.

The other prong of that kind of goal is to develop the kind of relationships in my school that will enable us to move towards a shared vision, a shared view. It's a kind of team deal there as well. There's a facilitating the individual model and there's also the facilitating of the growth of the group as a whole, a shared vision, and so on. That obviously means that particularly early on in the development there has to be lots of activities that will forward opportunities for people to relate in effective, productive, positive ways. That's one of the first things I tried to do here.

2. Has your present role increased your ability to achieve your goals?

I think the answer to that question is yes and no. I think the way I work, the way I like to work, happens best when I'm very close to the people I'm working with. What I've found is that the bigger the school, the more senior staff there are, the more administrative trivia there is and the more outside the school activities that one gets involved in, the less one is able to have that really close relationship with the people in the school. That's been a major learning experience for me. That's the no, I guess.

The yes to the question is that I probably am able to influence more people and probably to bring more resources to bear on those people who could've slipped through. I just have a feeling at the moment that it's going to take longer in this place than it has done in other schools to achieve the kind of vision I've got.

To work with professional educators who have a broad, deep vision of education, who have realised their potential, have self actualised, who cope with challenges and change, who relate with each other in an effective, positive, supportive way, who are empowered and who in turn, empower students.

Your vision then is to work with professional educators who have a broad, deep vision of education, who have realised their potential, have self actualised, who cope with challenges and change, who relate with each other in an effective, positive, supportive way, who are empowered and who in turn, empower students. This, then is your vision of a preferred future.

3. You have made some career/role changes - have these helped you achieve your vision?

I probably didn't realise it ten or fifteen years ago, but it's become increasingly evident that every experience we have in this life is a learning experience. So that's how I approach things, and that's how I review things now, that have happened to me. Some of the things that have happened, because of the way I tried to do things, were unpleasant. They brought pressure to bear but I'm a lot wiser for having those experience. So I guess, yeah, the answer to your question is that the variety of experiences one has is important because it allows one to see things from a wider perspective, from a different point of view. So long as one doesn't close off those past experiences, and learns from them and brings that knowledge to new experiences, I think it has to be a beneficial experience.

One of the things that I think gave me a lot of strength when I was struggling in the early eighties was suddenly becoming involved in a lot of staff development activities that were unlike any staff development activities I ever had before because they focussed on interpersonal skills. My understanding of the way people are and the way I think broadened my view of things like, what is good education, what is a good teacher? It gave me a less stereo-typed view of people and task. It also gave me a lot of support because suddenly I realised that a whole lot of others out there were asking the same kind of questions and had the same kind of dilemmas to confront. Simply knowing that and having a talk to them about it seemed to help.

4. Where did your vision come from - how did it emerge?

I guess the roots go back a long way. They probably go back into childhood or into days at College. I was really interested in the way people related to one another and psychological theories associated with that. At college, for example, a fellow named Tony Bolger opened some windows there for me that created, generated interest that's been there ever since. I think people who came to the state and talked about different ways of educating and looking at people in the education process, like Alec Clegg, for example. I think people like him had enormous impact. I think one of the most powerful statements that I've ever heard came from Alec Clegg and I've carried it with me ever since. It is that *"schools never stand still. They either go forward under the impetus of environment, ideas and how people interact around those ideas, or they become dull and fall back in a sense!"* Since then I accept the change process and the things that happen in schools.

I think the experience of working on the C.O.P.E. Committee was valuable. I found it hard and I had to do an enormous amount of learning. I still shudder sometimes, when I think back to some of the things that happened and some of the naive statements that I might have made, personally, at that time. That introduced me to a different world, gave me an opportunity to look at a whole range of research, information that probably I wouldn't have had access to. That was an enormous learning period working on C.O.P.E. and being involved in the kind of staff development activities in the early eighties and the people who were involved in it with me, I think, helped too.

5. Having that sort of vision, I guess, must effect your worklife.

I guess one of the powerful motivating forces for me is the awareness that I need to mould the kind of relationships, the kind of interactions, the kind of relationships, the kind of interactions, the kind of openness to new ideas and understandings that are required by an educational leader that I really have to model. I guess I was aware in my early days in the Department that there were leaders at that time who

said you should do things in a certain way, but in fact operate functionally, quite differently themselves. I think if one is to have any legitimacy at all one has to stick fairly close in one's behaviour to what one is espousing. That's vital! It means an enormous amount of time, people time. That changes the kind of workload that one has. It changes the nature of when things are done.

6. How do you go about sharing your vision with others and what strategies do you use?

The first strategy is to involve people in what's happening. I think the way an organisation makes decisions, for example, is extremely important. I think when people are involved in that process, understand the implications of it, feel they have a stake in it, feel ownership in the decisions that are made then they are more likely to support those decisions. That's one aspect of it. Another is that if in those processes leading up to the making of decisions I can use and model the kind of relationships that are needed then that helps towards the vision anyway.

It's really a process of modelling. A very important strategy that I use quite deliberately is to avoid making huge changes. I guess the other side of the coin is, for example, when I came to this place, to do a lot of listening, a lot of looking, a lot of getting to know people and getting to know the way things happen, and not rushing into major changes where they might seem desirable to me. They go on the back burner for a time. It's an evolutionary process and people are given time to learn and change. That varies from person to person and doesn't only include the staff either, it is the children, it's the parents!

I guess that's largely the result of a learning experience that I had at Taroona where we tried to make some revolutionary changes and there were difficulties. We left the community in our wake! We left teachers in our wake and the upshot of that was a very difficult time and in some cases disillusionment. Yes, it's important to get to know what's happening in the place, to get to know the people and then introduce change. Much of the change is there, it's happening about us and comes from other people.

I saw somewhere the other day a little comment on learning: *"Learning in fact, is as natural as breathing. We do it all the time. We ought to have trust in people and kids to learn."* - That's what I'd like to get to. To really get an in depth understanding of that and to have that atmosphere spread through the school.

7. Is it necessary to assume a formal role in education to make an impact?

No. I don't think that is necessarily the case. Status can be given or it can be earned. I think status that is earned is the most valuable. Probably, I'm not sure of this, it's just a thought, a status position in the hierarchy gives one access to more resources to bring to bear on a given situation to help implement the change. Quite often changes are introduced into our system in that way, through the resource input.

I think it's much more valuable to work the other way, to get people thinking in new ways and then I think people themselves will generate the resources that are necessary and find the processes and techniques that are essential to that. To influence in that way, I don't think one needs status. Sometimes official status It's probably true though, that most people in our system, anyway, who want to influence others, who want to influence the education process and the way

children learn, seek a position of status. Perhaps those two things go hand in hand. In this place there are plenty of classroom teachers who are very influential.

CASE STUDY 12

1. Do you as an educator have goals you would like to achieve?

I have number of goals detailed that would relate to things such as maximising use of resources, maintaining maximum morale in the organisation, keeping the bureaucracy to a minimum, and so on. I regard those as surface type goals. They don't really reflect my feelings. It's a bit hard to put feelings in school documents.

What I really want to achieve is a highly effective and vibrant educational institution.

I have some really deep feelings about that! The reason I first got into education was the fact that I saw it as an opportunity to put beliefs and vision into practice.

I trained to be a geologist and got out of that because there was a glut and I didn't really like what I saw in terms of employment and so on. I also wanted to set up a business. In fact I've almost achieved that now, on the side. In those days I didn't really feel as though I could operate effectively within the unions, the way the unions were in those days. I got out and was looking for something different. To me education seemed to be something where a man could define some visions and goals and put them into practice.

The two best positions seemed to be teacher and principal. Delete everything else in between or on top.

Quite honestly, really what I want to see, what I try and achieve is a vibrant and effective educational institution - something that can breathe into people a zest for learning. I regard education as something that is, like some people are saying, not kinder to 6 or kinder to 10, but a lifelong thing.

I get great pleasure out of learning about something and mastering new things. I'd like to encourage other people to get as much enjoyment from it as I do! That's really why I like to get involved in a lot of other things, for example, flying - a very challenging activity, State Emergency Service - there's a whole lot of skills in that area - things that don't really relate to running schools - winching, four wheel driving, mapping, navigation, first aid and so on. Simply because it's a challenge and I get a thrill from learning something new and putting it into practice. It gets a bit wearing sometime but I always bounce back and try them again.

2. Has your current role increased your ability to achieve your goals?

I think it has. As I mentioned before, being a principal or being a teacher in the Education Department are the only two places where you can achieve that. If you've got a good principal and you are a teacher, you get given a class, a set of resources and you can handle that operation the way you see best to achieve your personal goals.

You can do the same thing with a school. I've never taught in the city so I don't know to what extent you have people breathing down your neck and keeping an eye on what you do. After spending 14 or 15 years in the scrub you operate there on your own. Every problem is your own, it really has to be solved by yourself, so there is a tremendous opportunity to do that sort of thing.

Your vision then is to achieve a highly effective and vibrant educational institution that can breathe into people a zest for learning, where education is regarded as life long, where there is enjoyment in learning, where there is challenge and a thrill from learning something new, where people think in terms of solutions, rather than problems.

This, then is your vision of a preferred future.

3. You have made career /role changes, you trained to be a geologist, have these helped you achieve your vision?

I really wouldn't have described it as a career change I suppose, because at that time I wouldn't really have adopted it as a career. Perhaps I was thinking in terms of a career. I started off to train as a geologist in my university days. I threw it in for six months and went to New Zealand to work for the National Parks and Wildlife Board as an expedition leader and also worked with a helicopter outfit culling deer in National Parks. I went back to university after a few exciting adventures and had another break for 5 or 6 months working for Thomas National Transport. I started off loading trucks becoming a clerk and I think there was a third bout of 5 months when I did some things in the geology line, surveying and prospecting. So I guess I have tried a few career changes.

As to how that's helped me I think it's been of great value because one thing I have noticed is that I deal a lot with people who think in terms of problems. I think because I've been in a lot of situations and since those days been involved in things like fire training, operating an aircraft in a command situation and mixing with people in the State Emergency Service and a whole lot of other things, I like to think that I think in terms of solutions.

That's in fact something I've had the greatest difficulty with. So many people I come across have always thought in terms of problems. I think in terms of solutions. The problem is for me to convince people to change their way of thinking. Every problem can be solved. There's a whole range of solutions to any particular problem. It's only a matter of picking the most appropriate at the time.

It's drummed into us when you take up flying training. A classic situation is when you get an engine failure. Now I know a lot of people have problems with that because they are always thinking of the problem, "*The problem is engine failure. What'll I do?*" Whereas it's drummed into you that there may be 5 or 6 options. You've got a certain amount of time to take action. You've got to achieve a certain goal. In other words, you've got to be able to walk away from the wreckage. Pick an option, allow yourself the opportunity to make one change, then stick to it! It may not be the best one but if you achieve your objective in the end, who's going to complain about the decision?

So, I think, thinking in terms of solutions is really the most important and that's again something that appeals to me in the role of principal. You get problems every day. I love it! I just get a real kick out of solving all the problems. My wife thinks I'm mad. Actually, I enjoy it. When I get a dull week, I get restless, I create a problem. I must be a bit warped, I think! If you think in terms of problems all the time you simply get worn down.

4. Where did your vision come from? How did it emerge?

That's a very difficult question to answer. I can really only think that it came from my parents. My father is Polish, my mother is Austrian. They came out to Australia in the late forties, after the war. They left everything behind. They had to

start again and he's always been a model of someone who has been prepared to try something new, to learn something, to master it, and keep bettering himself. That's the way they've survived in this country. They've built themselves up to something very comfortable in their retirement. I guess I can only put it down to that. He's a man who learnt 6 languages, he's a mechanical engineer, an electrical engineer, a mining engineer. I guess when you grow up in that sort of environment it just rubs off. I can't put it down to anything apart from that.

5. Having that sort of vision must effect your worklife. I think you touched on this a moment ago when you said, "If I haven't got a problem to solve, I create one!"

That's right!

Earlier we were talking about how much flying I do and I pointed out that I'm a shareholder of an aircraft in a company and a certain number of us are directors of that company. How we operate it to pay for its operation can be related to the school in terms of the fixed and various costs. I apply the same thinking to the school budget. I've defined a program budget with the various activities going on in the school. Certain of them are defined as fixed, for example, the cleaning, the administration and others are defined as variable. Any changes I make to the organisation can be made in the area of programs I have defined as variable. It simplifies the planning in many ways. So when we get the situation this year when funds are cut, to my way of thinking, it's a lot easier to deal with because I can look at the total budget and say that certain things are fixed. There's no point worrying about them. I can then see in which area of the operation I have flexibility. It makes life very simple in many ways.

6. How do you go about sharing your vision with others and what strategies do you use to translate your vision into action?

It's something I don't do consciously. When I have people working for me I always treat them with as much respect as I can. To be quite honest, I've had staff working for me who personally, I haven't really got on with but they've been very effective teachers and in that sort of situation I think that's the most important thing. So I treat them with respect. I treat them as professionals. I make them aware of what I want to achieve and teachers being as professional as they are, we've always been able to work together to achieve those goals.

I regard myself as being fairly flexible. I'm aware of their own personal problems and personal ambitions and visions for themselves and we've been able to work together and head off in the same direction. Something I don't do consciously, I don't sit down and write a plan and say this is what I'm going to do with these particular people. I think if you create the right environment for people they will give what's required. Sitting down and talking happens naturally. At some stages in the past I usually had three or four beginning teachers on the staff, in fact at one stage before jobs became tight there was a 100% turnover in staff every year. I think that took place the first nine years as principal, a completely new staff each year. So, to some extent, to be honest, I guess I would've detailed what I wanted to achieve and how I was going to go about it. It got to the stage where I thought perhaps, I was tending to manipulate people a little bit then, so I didn't pursue it. I'd rather try to do it informally.

I find it an interesting question because if I look at Tarraleah during the last year or two I have had a number of staff with what I would call reasonably severe personal problems. Tarraleah is the kind of place now where no-one wants to be. People are only there to work so that effects people's happiness and how they feel about themselves, their work, and so on. There's a lady who's health is not the best,

she's feeling very worn out, she has kidney problems, heart problems and so on. There's another lady there who had some fairly serious marriage problems. In a small place you've got to take all that into account when you're trying to work with people and get them to achieve certain tasks. So that's another reason I guess, why it would be very hard to detail. There are things that are very important in how you deal with people but you certainly can't detail them. That's why I've adopted the approach that I have.

I'm flexible, I like to make people know that I respect them. I'm aware of any limitations and we can talk about it honestly together. We come to an arrangement where they're satisfied and happy and yet they'll give me what I want so that we can achieve together in that school.

7. Is it necessary to assume a formal role in education to make an impact?

I would say probably not, but there are circumstances where it would be necessary. Education is a lifelong process and there are many opportunities where people can make an impact outside a formal role. If you're talking about being principal of a school I think there's great value in the principal being seen to adopt a particular type of formal role and the status that's attached to it. It has to do with things like public relations, the status of the organisation in the community, - that sort of thing. So, to answer your question, is it necessary? No, but there are many situations in which it is desirable.