TEACHER LEADERSHIP AND ORGANISATIONAL CHANGE: A TEACHER LEADER'S EXPERIENCE IN A P-12 SCHOOL

A dissertation submitted by
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ABSTRACT

Crowther, Hann & McMaster (2001) reported in *School Innovation: Pathway to the knowledge society* that when teacher leaders engage in collective action with the principal, they can build a school's capacity to change. This Autoethnographic Case Study builds upon the findings reported by Cuttance (2001). The study uses a qualitative inquiry approach to study a Participatory Action Research (PAR) project. The qualitative study was conducted in a P-12 school context in 2003 and contains two related micro-studies. The study investigates how a teacher leader, occupying a formal role in an organisation, can contribute to the organisation's capacity to change.

Conducted by a participant observer, the study occurred within a single context, a P-12 school which contained two separate entities, a Primary School and a Secondary School. In the Secondary School, the self researcher occupied a formal position and performed functional tasks while in the Primary School, she exercised teacher leadership without being formally defined by that role. The task of coordinating an innovation to achieve mandated change was distributed to the self researcher by the principal. The self researcher's efforts to improve her leadership practices while coordinating the innovation forms the basis of the study.
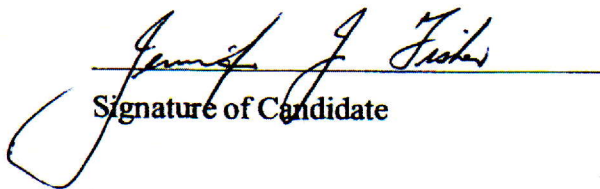
The self researcher employed Participatory Action Research as a means to gather data and engaged in reflexive leadership practices to pursue socially just and moral ways of acting in the social world. The organisational context provided the framework for the analysis of the data and various metaphors were employed to analyse the self researcher's evolving subjectivities. The stance adopted by the self researcher is informed by critical theory, drawing from postmodern and poststructuralist perspectives, and the research question is answered through a narrative.

This study found that teacher leadership underpinned by the principles of inclusion, participation and voluntarism is not sustainable in functionalist organisations. The study found that functionalist organisations are imprinted with the discourses of dominance and privilege and the distribution of functions by principals reproduces dominance and oppresses the emergence of teacher leadership.

The study found that teacher leadership is emergent not distributed. The study found that when leadership is shared, parallel leadership practices generate organisational-wide leadership and build the collective's capacity for change. However, the study concludes that the context is important and for teacher leadership to contribute to an organisation's capacity to change, the organisation itself has to be reimaged.
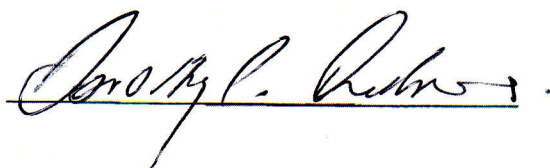
CERTIFICATION OF DISSERTATION

I certify that the ideas, the experimental work, results, analyses software and conclusions reported in this dissertation are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award, except where otherwise acknowledged.
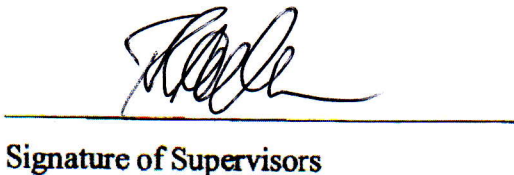
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<u>ACKNOWLEDGEMENTS</u>

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CHAPTER ONE: INTRODUCTION

1.1   Background

Hedley Beare (2001) highlights the features of the rapidly changing world of the 21st century. He sees the emerging world as a borderless one. He proposes that, as future citizens, our children will be living in a multi-faith, multi-national, and multi-cultural networked global community. These changes have extraordinary implications for schools and the educative process.

In order to be responsive to changing circumstances, Beare (2001) asserts that schools should be "anticipatory", adopting a more complex adaptive system. He argues that the images adopted by schools which emphasise specialisation and standardisation are based upon a set of world views shaped by an industrial society. These images, he contends, need to be superseded as they limit the capacity of schools to adapt to the changing terrain.

Morgan (1997a) also calls attention to the limiting effects of industrial metaphors. He states that when schools are framed on these images they lead managers to see, understand and manage organisations in distinct yet partial ways. He asserts that employing frames of reference based upon these images limits an organisation's capacity for change. Morgan (1997a) maintains that schools need to reframe if they are to be adaptive to changing circumstances.

Caldwell (2004) also advocates for schools to adopt new images for the emerging knowledge economy. Concerned about the scale of the change required, Caldwell (2004) asserts that there is an urgent need for new strategies to build leadership capacity in schools in order to encourage cultures of innovation and a capacity for self management. He adds that schools need to develop networks and partnerships and focus upon becoming learning organisations to meet the challenges of change in a globalised world.

Capacity building for school improvement implies a profound change in schools as organisations (Muiji & Harris, 2006). To build school capacity to respond to change requires organisation-wide leadership, where influence is shared and builds upon the

potential of teachers leading within the organisation (Crowther, Hann & McMaster, 2001; King, Youngs & Ladwig, 2003; Muiji & Harris, 2006; Williams & Moller, 2003).

Crowther, Kaagan, Ferguson, & Hann (2002) and others (Katzenmeyer & Moller, 1996; King & Newmann, 2000; King & Newmann, 2001; King, Youngs & Ladwig, 2003) acknowledge teacher leadership and teacher learning as central to school capacity building. Teacher leadership as defined by Crowther et al. (2002) embodies creativity, empowerment, participation, and voluntarism, drawing upon the notion of collective activity (Duignan, 2004b).

According to Crowther et al. (2002) teacher leaders hold a particular view of the world. They are advocates for change. Through their activism they convey conviction about a better world, strive for authenticity, facilitate communities of learning, confront barriers, translate ideas into action and nurture a culture of success. It has been argued (Leithwood, Jantzi & Steinbach, 1999; Smylie & Hart, 1999), that teacher leaders can hold both formal and informal roles in organisations. Those occupying formal roles, these authors argue, can exercise teacher leadership as well as attend to the administrative duties and responsibilities defined by their formal role.

As the principles of inclusion, participation and voluntarism underpin teacher leadership (Crowther et al., 2002) the gap which exists in the literature concerns how a teacher leader holding a formal role exercises leadership and enables leadership in others. Advocating for change, a teacher leader, the self researcher in this study, occupied a formal position in an organisation. Organisational change was directed through the goals of the School's Strategic Plan (2003 – 2006) and, to achieve this mandated change, the task of coordinating the innovation that forms the basis of this study was distributed to the self researcher by the principal.

While fulfilling her responsibilities for this task, the self researcher employed Participatory Action Research to intentionally change her leadership practices to practices that were inclusive of others in order to contribute to the organisation's capacity to change. Data were gathered to record and promote these changes in the

self researcher's leadership practices and the findings are reported in this Case Study. The Case Study contains two related micro-studies, reflecting the research conducted in the Secondary context and the Primary context of a P-12 school.

Employing Participatory Action research to improve, the self researcher engages in reflexive leadership practices. Adopting a critical stance, she investigates how a teacher leader, occupying a formal role in an organisation, can contribute to the organisation's capacity to change.

The research question answered in this Case Study is:
How can a teacher leader contribute to an organisation's capacity to change?

1.2   The Purpose of the Research

The successful innovations identified by Cuttance (2001) as building school capacity were those that tapped into the potential of teacher leaders. However, more research into teacher leadership is required. Muijs and Harris (2006) state that "empirical studies of teacher leadership in action are relatively rare" (p. 962) and that "Studies of the ways teacher leadership actually can be implemented and what factors can enhance it are rarer still" (p. 962). Smylie (1995) has commented that most "researchers examine only the surface of teacher leadership, failing to probe inside roles and activities to understand the nature and function of teacher leadership in the broader contexts of teachers' work and workplaces" (p. 5).

It has been proposed that teacher leadership is inseparable from the processes that integrate professional influence and professional learning (Williams & Moller, 2003). Crow and Pounder (2000) found that teacher leadership enhanced the effectiveness of teams and Senge (1990) asserts that teams that learn enhance the organisation's capacity to learn. Other researchers (Crowther, et al., 2001; King, et al., 2003; Leithwood, et al., 1999; Newmann & Wehlage, 1996; Williams & Moller, 2003) have also recognised the influence that teacher leaders exercise through their professional communities.

Researchers (Barth, 2001; Crowther et al., 2002; Cuttance, 2001; Hargreaves, 1994; Hoerr, 1996; Newmann & Wehlage, 1996; Williams & Moller, 2003; Zinn, 1997) have found that when teacher leaders engage with their colleagues in deliberate learning and open their assumptions and beliefs to inquiry, professional learning communities are built. Based upon the evidence from their own inquiry, in these communities teachers collaborate with others to improve their pedagogical practices. Such professional communities constitute a collaborative culture underpinned by trust (Bryk & Schneider, 2003; Hargreaves, 1994; Louis, Kruse, & Marks, 1996; Marks & Louis, 1999).

Although factors inhibiting the development of teacher leadership do exist, it is proposed that, through leadership practices that are inclusive of others and encourage participation in decision making, a teacher leader who holds a formal position can also share influence so that collectively, members of a professional community can learn as a "learning community". That is, through leadership practices that are underpinned by the principles of inclusion and participation, a teacher leader, occupying a formal role, can confront barriers, build a collective and contribute to a school's capacity to change.

In this Case Study, the self researcher occupied a formal role. Specific responsibilities and accountabilities were attached to her formal role by the organisation. In 2003, the self researcher was delegated the leadership task of coordinating a whole school innovation. The self researcher was accountable for her performance in this task. While subscribing to a framework of accountability to realise the goals articulated through the School Strategic Plan, the self researcher sought to improve her leadership practices by collaborating with others using a Participatory Action Research process.

1.3   Context of the Study

The Case Study incorporates two related micro-studies. One micro-study describes the Primary School and the other describes the Secondary School. Existing within a single context, these worlds were significantly different. As the self researcher engaged in research to improve her leadership practices, each micro-study traces the patterns of

relations that emerged during her coordination of the school-wide professional development experience.

Although these micro-studies occurred on a single site, the Primary School and Secondary School were separate in terms of the physical location, administrative structures and pedagogical approaches. In the Secondary School, the self researcher held a formal leadership role as Head of a Department – Trans-curriculum Provision, and worked across the Key Learning Areas. In the Primary School, the self researcher had no direct organisational responsibility in terms of the structure for those involved in the professional development experience.

1.4 The Context: A Snapshot

Wonderland College was the site where the research was conducted. It was a private girls' school based upon a religious order in a metropolitan area in Australia. It had a long tradition of educating girls and contained a Primary School and a Secondary School.

1.4.1 Administrative Structures

The Principal was the Chief Executive Officer of Wonderland and was responsible to the School Council. The Deputy Principal managed all staff and ensured the daily operation of the school was maintained to achieve the school's goals. The senior administration included the Principal, Deputy Principal, and two Heads of School (Primary and Secondary) and various directors. Defined by their positions of added responsibility, members of the executive team were to assist staff to implement initiatives and to achieve the goals of the organisation.

Meetings hosted by the senior administration coordinated the semi-autonomous operations of Key Learning Areas (KLAs). The Heads of Key Learning Areas (HKLAs) were a middle management consultative body. They reported to the Head of School (Secondary) who then reported to the Deputy Principal. HKLAs were responsible for the efficient and effective operation of their KLAs. This operation involved the implementation of the curriculum, the approach to teaching, the structuring of work programs and the assessment of students. HKLAs were expected

to complete a Performance, Planning and Review Process (PPR) in which they documented their goals for the coming year. As Head of Trans-Curriculum Provision, the self researcher was a middle manager responsible for the identification of students with specific learning needs and for working with HKLAs and staff to modify the curriculum so that the students' needs were catered for.

Budgets submitted late in September for consideration by the senior administration included applications for funds required to finance any changes in operations that had been proposed by HKLAs. Submissions for initiatives were made through a proposal process and were framed in terms of the school's goals. These were forwarded to the senior administration to be discussed at their meetings. Responses were dependent upon the organisation's priorities as established in the goals.

HKLAs were expected to participate professionally in the operational activities of the school which included making a commitment to school committees, such as the Reporting and Assessment Committee and the School Social Committee (formally the social club). It was an expectation that agendas and minutes of KLA meetings were forwarded to the senior administration. Staff members of the Key Learning Areas had their work programs checked by their Heads of KLA and were expected to meet assessment and reporting schedules as set by the organisation.

1.4.2   The Public Image

The school's publications revealed the strong emphasis placed upon the importance of tradition and spirituality in the life of the individual, the school and the wider community. The priority was to create a positive, caring, supportive and dynamic community of life long learners. The school encouraged excellence. A well qualified staff provided a stimulating intellectual environment through an extensive range of curricular and extra-curricular activities.

Parent handbooks outlined policies, procedures, and expectations the school had for all members of the school community. In upholding the school's traditions, cleanliness and pride in one's appearance were considered important. Irresponsible behaviour was not tolerated. There was a code of behaviour where the importance of

cooperating in a Christian community with diverse interests and traditions was emphasised, guided by a common concern for the well being of all members.

In terms of the educative process, students' needs set the agenda and their voices were to be heard. To meet client expectations, the organisation provided broad, rich, and balanced learning experiences that challenged and supported each student. By refining and modifying what was being done, a flexible curriculum model catered for the individual needs, interests, abilities and learning styles for all students from P-12 and followed "best practice".

Consequently, the organisation placed a heavy emphasis on the professional development of all staff and expectations were made clear. Professional expectations included being "committed to providing an educational experience for the students that will clearly reflect all aspects of the Strategic Plan and in particular, *excellence in teaching and learning*" (Teachers' Handbook, 2003) (Italics in original). Staff were proud to belong to such a successful school.

Excellence in teaching and learning was supported by an ambitious building program that provided outstanding facilities for the broad range of learning experiences offered inside and outside the classroom. Experiences outside the classroom included a wide variety of cultural and extra-curricular activities. These extra-curricular activities included sports tours, music tours, and an extensive range of sporting activities such as rowing, cricket, swimming, athletics, tennis, hockey, and gymnastics. As cultural activities were also valued, students could participate in choirs, public speaking, debating, musicals and plays. These activities were seen as an opportunity for students to showcase their talents.

In the recent past significant structural changes had been made. Responding to a new Strategic Plan, a change in the core process of teaching and learning was to commence. The strategic review process, which began in the Primary School (2001-2002), established the strategic direction for the next three years, 2003 - 2006.

1.4.3 The Primary School: Background to the Micro-study

During 2002, the "Acting" Primary Leader position was shared between the Director - Primary Administration and the Head of Trans-Curriculum Provision (the self researcher). The Director attended to administrative matters while the self researcher focussed on the curriculum. As the Acting Primary Leader, the self researcher was involved in the Strategic Review process with many of the Primary staff and parents. In total, there were more than 20 "formal" meetings and countless other informal gatherings during which members shared their perceptions. At the same time, the Primary School engaged in some curriculum experimentation, such as class cluster arrangements. Clusters called for year levels to be grouped so that the different learning rates of students could be catered for. Feedback from the experimentation was provided to the review groups, which assisted the strategic review process.

At the commencement of 2003, the new position of Head of School (Primary) had been created. The person appointed to the position assumed responsibility for the operational management of the Primary School and for the delivery of quality educational and pastoral outcomes. The self researcher had not applied for the Head of School (Primary) position, as she wished to return to her previous P -12 role as Head of Trans-Curriculum Provision. Returning to this position allowed the self researcher to focus upon teaching and learning and the task of coordinating the professional development experience which had been distributed to her role by the principal.

1.4.4 The Secondary School: Background to the Micro-study

The Secondary School was larger than the Primary School in terms of student numbers and staff. Many Key Learning Areas occupied their own separate staff rooms and were provided with the resources to run their KLAs efficiently. This section of the school constituted the more dominant component of the organisation and the notion persisted among the Secondary School staff that the Primary School was "down" from the Secondary School.

The Secondary School offered a dynamic and rigorous curriculum with a range of choices. Teachers had high expectations of all students, monitoring and recording

student progress to this end. The priority placed upon excellence was reflected in the system of recognition. In recognition of outstanding achievement, academic, sporting and cultural pockets were awarded to those students who excelled.

The Secondary School contribution to the strategic review process occurred within a shorter time frame. The Steering Committee/Reference Group met six times between May and July. Many staff elected to be involved in the process, although informal gatherings were not a feature of the Secondary School process. Three meetings were also conducted offering those interested parents who were not on the committee an opportunity to provide feedback. Students were also invited to share their perceptions. The strengths of the school nominated through the process included the recognition of achievement, the maximisation of individual potential, the range of opportunities, the valuing of traditions, and the organisation's stability.

1.4.5   The Strategic Plan

Wonderland's Strategic Goals were compiled from the review process. The focus was placed on catering for student learning differences. Consequently, one specific area identified by the senior administration for professional development was that of creating a learning community. Given priority was professional development that addressed the conceptual understanding of developmental curriculum and pedagogy, as well as collaborative planning and a team approach to learning.

To this end, Middle Managers were directed by the principal to prepare a paper for the 2003 Middle Management Conference. This paper would provide an overview of the goals for the KLA Area of Responsibility for 2003. The paper was to focus upon the curriculum being offered, the range of learning experiences to meet individual student needs, the proposed Performance, Planning and Review (PPR) areas to be undertaken and the anticipated professional development of staff.

The task of coordinating the innovation was distributed to the function of the Head of Trans-Curriculum Provision (self researcher). Drawing upon an authoritative pedagogy, the innovation was based upon a professional learning experience organised to develop the skills teachers required to meet the diverse learning needs of

students. The self researcher aimed to meet the goals outlined in the school's Strategic Plan by working collaboratively with others through an Action Learning process. Through a series of workshops the self researcher believed that exercising leadership through the coordination of the innovation could build a professional learning community.

1.5   The Person

1.5.1   The Self Researcher's Espoused Theory

The self researcher held the middle management position of Trans-Curriculum Provision. In this position, the self researcher was responsible for students with special needs from Preparatory Year to Year Twelve. The TCP department's purpose was to support staff in providing learning opportunities for students who had been identified with specific needs in order to improve the students' educational outcomes.

The self researcher advocated for students with special needs because their personal circumstances made it difficult for them to take control of their own learning. In the interests of equity, she believed that she had an ethical responsibility to act. The self researcher had a strong belief in the importance of acknowledging and valuing student difference, and this motivated her own learning. The self researcher's belief was that the *students' needs* should be the focus of the learning process.

The self researcher's responsibilities included testing students for the purposes of the identification of learning needs, managing the distribution of information regarding these needs, supporting the implementation of programs to address the learning needs identified, and to analyse student learning trends. Consequently, the self researcher was of the belief that collaborating with staff across KLAs in the planning, implementation, and review and modification of programs for these students would assist in meeting the students' diverse learning needs.

The self researcher was responsible for the placement of staff from other KLAs into those classrooms where testing evidence indicated the most urgent student need. After

negotiations with the self researcher, the TCP lessons were allocated to staff upon their ratification by the principal. The system tapped into the expertise of various staff members at various times. The self researcher was committed to this process because the system allowed numerous students with specific needs across Key Learning Areas to be supported simultaneously. The system also allowed classroom teachers and the staff member involved in the TCP support system process to share perspectives. While perspectives were based upon observations, the staff also had access to evidence of student learning needs gathered by the self researcher based on her analysis of the tests and interviews she had conducted.

As the TCP department was not discipline specific, there had been some query by other HKLAs whether it constituted a KLA at all. The self researcher believed this issue was irrelevant. She believed the priority was to collaborate with others across the curriculum because student needs had no boundaries. However, in terms of teaching and learning, middle management responsibilities were defined by their roles and KLAs. Consequently, the view of the self researcher was not shared by other HKLAs.

The self researcher believed the task of coordinating the innovation, coupled with the TCP system, would provide an opportunity to work with a team of people to focus on improving student outcomes. The self researcher believed that in sharing of information through inquiry and dialogue about student learning needs and being personally engaged in the learning process with others, everyone would learn. The self researcher's prior leadership experience influenced the values and assumptions that underpinned her leadership practice.

1.5.2   The Self Researcher's Leadership Background

The formal leadership position in this context was the first formal position the self researcher had held. In her previous school the self researcher had participated in the successful implementation of an innovation. As part of the Innovation and Best Practice Project, this former school innovation experience was authoritatively researched and reported (Cuttance, 2001). The self researcher was identified as a

teacher leader and in the *School Innovation* report was reported to have significantly contributed to the successful school change.

Although the self researcher had no former experience in a formal leadership role, she was appointed a role based leader in Wonderland. In this formal role, the self researcher had to carry out a range of functions and had a greater access to power by virtue of her position. In 2003, the principal distributed the challenging leadership task of coordinating the innovation to the self researcher.

The self researcher believed that as a leader in a formal role, she could actively participate in the administrative and leadership work of the school. However, the self researcher came to the position with distinct assumptions and beliefs about leadership and these assumptions influenced her practice. The self researcher believed a teacher leader could act to provide more effective educational learning experiences when he/she collaborated with others.

Identified as a teacher leader (Cuttance, 2001), the self researcher, in her previous role as a special needs teacher, had developed a mutualistic relationship with a deputy principal. She worked with the deputy principal to facilitate an innovation which was characterised by parallel leadership, teacher leadership, team learning and collaboration. The self researcher had engaged in leadership with teachers as they reflected on their pedagogical practices and, as a collective, contributed to the school change process.

From her leadership experience in this role, the self researcher had gained expertise in the use of testing instruments to ascertain the impact a change in pedagogy had upon student outcomes. Using this expertise in her current context, the self researcher had proposed and commenced profiling student learning needs in order to become more informed. The knowledge gained influenced her subsequent proposals to the administration.

The self researcher's proposal for the innovation at Wonderland was based upon the goals outlined in the School's Strategic Plan (2003 – 2006). The purpose of the innovation was to focus teaching and learning on catering for student difference. The

self researcher drew from her past leadership experience and saw the coordination of the innovation from a holistic perspective, generating a momentum for whole school change which involved both people and processes (Cuttance, 2001).

The self researcher believed she could apply what she understood about teacher leadership from her past experience to Wonderland. The self researcher was aware from her past experience that teacher pedagogical leadership involved risk as teachers may find the innovation challenging. However the self researcher believed that through continuing dialogue and reflective practice, staff would exercise leadership and assume ownership of the learning. She assumed therefore, that if she improved her leadership practices to ones which were inclusive of others while coordinating the innovation, teachers could participate meaningfully in the pedagogical decisions that impacted upon their teaching and learning. She believed that these inclusive leadership practices would build relational trust.

The self researcher believed that from her formal role at Wonderland she could place the focus on student needs and, by improving her leadership practices to ones that were more inclusive, a collective would emerge and a change in teaching and learning would result.

1.5.3   Self Researcher's Understandings about Personal Change

The self researcher understood that improvement in practice begins with self and involves critical self reflection. By developing a greater cognitive awareness and discipline, the self researcher understood that she could increase her effectiveness as a teacher leader.

The self researcher understood that she might become a more effective leader and learner through a commitment to the pursuit of the "truth" about her own actions and social practices for the purposes of improving outcomes for students. This would involve an acceptance of her shortcomings and a determined effort to address them through her collaboration with others. The self researcher recognised that the challenge was to face the "current reality", commit to the truth, and address the "gap" (Senge, 1990). The self researcher understood that only when she set her

defensive routines aside, altered her patterns of interaction and strived to appreciate the understandings of others would the inquiry process be truly collaborative. The self researcher also believed that the skills of inquiry and advocacy recommended by Senge (1990) would assist her in dealing with conflict as contentious issues emerged.

The self researcher believed that by engaging in reflexive leadership practices, she could improve her communication skills. These skills would require her to attend to the voices of others and engage in more inclusive leadership practices. Such practices implied that teachers could participate in the decision making process regarding their practice and this would require mutual agreement. By collaborating with others to improve her practices, the self researcher sought to contribute to the organisation's capacity to change.

1.6   The Research

1.6.1   An Autoethnographic Case Study

This research is an autoethnographic performance which embodies the postmodern condition. The autoethnographic Case Study (Denzin 2003a, 2003b; Foley, 2002; Spry, 2001) relates a personal lived experience, an understanding of teacher leadership and the consequent impact on the capacity of Wonderland College to embrace change.

Engaging in ethical praxis, the self researcher, an autoethnographic performer, dynamically develops meaning through the critical reflexive analysis of a lived experience of her "other" (*Alice*) in a cultural context. Through a dialogical performance with *Alice*, the self researcher seeks freedom from the hegemonising effects of dominant cultural myths (Denzin, 2003a); myths which restricted the performer's (the self researcher) personal development.

The Case Study research into a teacher leader's practice provides insights into this particular approach to teacher leadership and the contributions a teacher leader can make to an organisation's capacity to change. The self researcher identifies herself as a teacher leader and utilises Participatory Action Research as a means of improving

her leadership practices. The stance adopted by the self researcher is informed by critical theory, drawing from postmodern and poststructuralist perspectives (Agger, 1991, 1998, 2006; Carr & Kemmis, 1986; Foucault, 1980, 1984; Kemmis, 2000; Kemmis & McTaggart, 2005; Kincheloe, 1995; Kincheloe & McLaren, 1994, 2000, 2005; McLaren, 1998).

1.6.2 The Research Question

The research question is as follows:

How can a teacher leader contribute to an organisation's capacity to change?

The related sub-questions include:

1. What understandings emerged about this organisation's capacity to change?
2. How did a particular approach to teacher leadership function?
3. What are the implications for teacher leadership?

The study investigates the changes in the practices of a teacher leader holding a formal position in this particular context and culture in an effort to contribute to an organisation's capacity to change. The findings raise issues surrounding teacher leadership and how organisations are imaged (Morgan, 1997a).

1.6.3 The Study

This study focuses on how a teacher leader occupying a formal role in an organisation can contribute to a school's capacity to change. It incorporates two related micro-studies. Existing within a single context, the organisational worlds described in each micro-study were significantly different. The research traces the improvements in the self researcher's leadership practices and the patterns of relations that emerge as the self researcher attempts to fulfil her responsibilities as a positional leader in the Secondary School and coordinate the innovation. In the Primary School, the research traces the self researcher's changing leadership practices as she coordinates the innovation with teachers without any structural power relationship between her and the teachers engaged in the experience.

1.6.4 The Research Period

The research was conducted over a period of one year. An understanding of events related to the data discloses the learning of the self researcher. After the data were collected, the analysis and preparation of the report occurred after the self researcher had some space from the context. This enabled time to reflect on the action and conduct the analysis of the data.

Actions of the self researcher as perceived by, and commented on, by others occur through three different reflexive strategies employed by the self researcher. These include a questionnaire, a substantive conversation and a group interview. The process of co-construction continued after the research period ended with the self researcher seeking critical comment on the data and its analysis by participants.

1.6.5 The Data

When engaging with Participatory Action Research, the importance of maintaining the interdependence between the action and the research is paramount. This interdependence has been maintained by the progressive gathering of data through the iterative cycles, reflection on the data and changes in terms of the self researcher's leadership practices and social relationships. Evidence of the self researcher's practices and learning, and subsequent practice as a result of reflection was gathered.

The data surfaces the self researcher's perceptions, theories, and changes in her perceptions. Through reflexivity, the data provides evidence of the efforts made by the self researcher to challenge or test her assumptions. Different sources of data were sought to provide evidence to confirm or to challenge the self researcher's interpretations. The data reveals both intrapersonal and interpersonal changes.

Data recording the improvements in the self researcher's leadership practices were gathered through a leadership journal, minuted meetings, a questionnaire, a substantive conversation, a group interview, and school documents. The changes in the self researcher's teacher leadership practices and the emerging understandings of the self researcher are documented.

The organisational context provides the framework for the analysis of the self researcher's teacher leadership practices in both micro-studies. The narrative recounts living with the creative tension arising from the self researcher's participation in both the Secondary School and the Primary School in this context, and the meaning made from this experience.

1.6.6   In Summary

This autoethnographic Case Study, conducted in a P-12 school, incorporates two micro-studies. In the micro-study which describes the Primary School, the teacher leader has no structural authority. In the micro-study which describes a Secondary School, the teacher leader holds a formal middle management position. The study investigates the changes in the leadership practices of a teacher leader. The teacher leader (self researcher) engages in critical self reflection and makes a commitment to the "truth" about her actions and social practices. The self researcher uses Participatory Action Research to improve her leadership practices to ones that are inclusive of others and encourage participation in decision making. Focussing on how a teacher leader who holds a formal position can contribute to an organisation's capacity to change, the study offers insights into a particular approach to teacher leadership given this particular context and culture. It raises issues surrounding teacher leadership and how organisations are imaged.

1.7   The Structure of the Thesis

Chapter One:

This chapter relates the nature of the research, the background experience, beliefs and knowledge the self researcher brought to the experience and the context in which the research occurred. It provides an overview of the study, the research questions and an outline of the chapters.

Chapter Two:

Chapter two provides a critical review of the literature. This chapter aims to locate the research within the broader conceptual framework by providing an overview of

teacher leadership and organisational capacity. Current literature on the types of teacher leadership is explored. Literature regarding organisational frameworks and change is also reviewed.

Chapter Three:

Chapter Three outlines the rationale behind the self researcher's choice of qualitative research for the inquiry. The stance of a postmodern criticalist (Kincheloe & McLaren, 2005) is examined because the self researcher's interests are directed towards uncovering relationships of power in this cultural context. The product, a Case Study, is a bricolage (Denzin & Lincoln, 1994), resulting from the employment of multiple methodologies. The self researcher clarifies how the research question, *How does a teacher leader contribute to an organisation's capacity to change?* is answered through a narrative (Adams St. Pierre, 2005; Chase, 2005; Eisner, 1997; Hall, 1996; Kleinsasser, 2000; Richardson, 2005). The self researcher also discusses the contribution the Participatory Action Research process makes to the learning process as the data is collected through the iterative cycles (Atweh, Kemmis, & Weeks, 1998; Kemmis & McTaggart, 1988; Kemmis & Wilkinson, 1998). The self researcher explains the use of metaphors for analysis purposes (Richardson, 2005; Sarup, 1993; Willis, 2001).

Chapter Four:

The narrative, a context bound story, provides a rich description of the experience documenting the self researcher's learning and her developing critical understanding. It consists of four story strands. The self researcher is represented as *Alice* in the story strands. In these strands, *Alice* makes judgements about events and actors revealing how her subjectivity was discursively constructed (Willis, 2001). A glossary of terms and characters is included to assist the reader's understanding of the organisational context. Of the four story strands, the self researcher recommends that *Alice Enters "Wonderland"*, be read first, followed by *Alice Enters the Primary School*, then *Alice Enters the Secondary School* and finally *Wonderland's Requirements of Alice.* These stories contain epiphanies, "existential turning-point moments", social events which "represent ruptures in the structure of daily life" (Denzin, 2003b, p. 34).

Chapter Five:

Employing various metaphors for the purposes of analysis, the self researcher engages the reader in her transformation. This transformation of her evolving self is recounted through the use of metaphors in both micro-studies – the Primary World and the Secondary World. As the self researcher learns through the PAR process, the successive metaphors of the organisation and *Alice* serve to expose the contradictions and highlight the possibilities and constraints "legitimised" by these images (Richardson, 2005; Sarup, 1993). The subtle metaphors which sustained the hegemony of the dominant discourses of power and in which the self researcher's world view was entailed are surfaced.

Chapter Six:

Based upon the insights gained by the self researcher from the use of the metaphors (Morgan, 1997a), Bolman and Deal's (2003) Four Frame Model has been employed as the conceptual framework for the analysis of this organisational context engaging in change. Insights offered by Handy's (1999) work on understanding organisations also illuminate the application of organisational concepts in each respective frame. This chapter answers the first two research sub-questions: *What understandings emerged about this organisation's capacity to change?* and *How did a particular approach to teacher leadership function?* Tables provide a summary of the analysis of the two micro-studies of the Primary and the Secondary Schools.

Chapter Seven:

In addressing the research question, *How can a teacher leader contribute to an organisation's capacity to change?* this chapter answers the final sub-question, *What are the implications for teacher leadership?* The self researcher then makes recommendations for future research and acknowledges the limitations of this critical research.

1.8   Conclusion

The autoethnographic Case Study constitutes two related micro-studies. The qualitative inquiry uses Participatory Action Research (PAR) to collect data and to record and promote the changes in the self researcher's leadership practices during

the coordination of an innovation. Meaning is made from the data through the use of metaphors and the research question is answered through a narrative. The stance adopted by the self researcher is informed by critical theory, drawing from postmodern and poststructuralist perspectives. The nature of the study is one that is confined to a specific context, at a particular period of time, 2003. This makes the study unique.

CHAPTER TWO: LITERATURE REVIEW

The review of the literature for Chapter Two is divided into three sections. A summary provided at the end of each section highlights questions that are raised from the review. In the first section, the literature pertaining to the concept of teacher leadership is reviewed. While literature concerning teacher leaders occupying formal roles is discussed, specific consideration is given to teacher leaders' world view and motivation. The Teachers as Leaders Framework developed by Crowther et al. (2002) provides the foundational understanding of the concept of teacher leadership in this study.

The second section explores the concept of organisational capacity. Crowther et al.'s (2001) model of organisational capacity has been the conceptual framework adopted for this study. This model for school improvement is discussed with an emphasis on the central concept of parallel leadership. As the study focuses upon teacher leadership exercised during a school-wide professional development experience, the literature pertaining to Newmann and King's (2001) model of organisational-wide professional learning for enhanced school capacity is considered. The literature regarding systems that enable organisational capacity as defined by these researchers is then reviewed.

The third section concerns organisational theory. Morgan's (1997a) understandings of how organisations are conceptualised provide the framework for this study. His work regarding the different ways organisations are imaged is discussed in relation to school organisations. To conclude the chapter, the importance of teacher leadership and organisational capacity is revisited and the impact of organisational images is re-emphasised.

2.1 Section One

2.1.1 Teacher Leadership

Teacher leadership is interest driven and values based (Andrews & Crowther, 2002). It occurs when teachers exercise influence through their professional communities

(Brooker, Elliott, & Macpherson, 1998; Crowther, 1997, 1999; Crowther et al., 2002; Katzenmeyer & Moller, 1996; Newmann & Wehlage, 1996; Zinn, 1997). Teacher leadership is a reciprocal process (Andrews & Crowther, 2002; Crowther et al., 2001, 2002; Duignan, 2004b; Lambert, Collay, Dietz, Kent, & Richert, 1996; Ogawa & Bossert, 1995). When teachers engage in constructivist learning, the reciprocal process links the processes of leading and learning (Crowther et al., 2001, 2002; Lambert, 2003; Lambert et al., 1996). Reciprocity reframes relationships (Lambert et al., 1996) enabling teachers to emerge and engage in inclusive learning processes. Teacher leadership is therefore defined by a collective (Crowther et al., 2001, 2002; Lambert, 1998, 2003; Lambert et al., 1996; Muijs & Harris, 2006). When leadership is distributed and productive relationships between principals, teacher leaders and their colleagues are built, successful school innovation can occur (Cuttance, 2001).

Teacher leadership is emerging, interest driven and values based. It emerges as a result of ongoing learning (Andrews & Crowther, 2002). Teacher leadership is defined by Andrews and Crowther (2002) as

> a behaviour that facilitates principled pedagogical action toward whole school success. It derives from the distinctive power of teaching to shape the meaning for children, youth and adults. It contributes to enhanced quality of community life in the long term (p. 154).

Teacher leadership emerges within the social practices among members of a group of colleagues (Andrews & Crowther, 2002). As teacher leaders engage in critical inquiry and learn from others (Andrews & Crowther, 2002; Crowther, 1997; Duignan, 2004b; Williams & Moller, 2003; Zinn, 1997) they exercise influence through their professional communities (Brooker et al.,1998; Crowther, 1997, 1999; Crowther et al., 2002; Heller & Firestone, 1995; Hoerr, 1996; Katzenmeyer & Moller, 1996; Leithwood et al., 1999; Newmann & Wehlage, 1996; Smylie & Hart, 1999; Zinn, 1997).

Teacher leadership is a reciprocal process (Andrews & Crowther, 2002; Crowther et al., 2001, 2002; Duignan, 2004b; Lambert et al., 1996; Ogawa & Bossert, 1995). Reciprocal processes cause learning when caring for others (Duignan, 2004b; Lambert

et al., 1996) generates an understanding that the growth of self and others is interconnected (Lambert et al., 1996). Authentic relations based upon reciprocity, allow participants to guide one another towards new meanings. Consequently, as a reciprocal process, teacher leadership links the processes of leading and learning (Crowther et al., 2001, 2002; Lambert, 2003; Lambert et al., 1996).

This is not leadership defined by formal role but by a collective (Crowther et al., 2002; Duignan, 2004b; Muijs & Harris, 2006) engaging in professional collaborative learning (Williams & Moller, 2003). A professional community grows as teachers open their beliefs, assumptions and experiences to inquiry and engage in constructivist learning (Lambert et al., 1996). Through an inclusive learning process, reciprocity enables participants to emerge and engage in new behaviours which enable members to learn together. Participants emerge into leadership roles and see themselves differently. Emergence is an evolutionary process (Lambert et al., 1996).

Through dialogue, collective reflection and inquiry into practice, teachers emerge into new definitions of themselves as teachers and as leaders. Engaged in an inclusive learning process, teachers see themselves as part of a collective and, as roles are reframed, relationships are reframed as well (Lambert, 1998, 2003; Lambert et al., 1996). When teacher leadership is understood as an emergent and fluid rather than a fixed phenomenon (Andrews & Crowther, 2002; Crowther et al., 2001, 2002; Gronn, 2000; Muijs & Harris, 2006; Williams & Moller, 2003), a greater emphasis is placed on the network of relationships among roles rather than on the roles themselves.

Teacher leadership emerges when the relationship between teacher leaders and principals is based upon mutualism, a shared sense of purpose and allowance for individual expression (Andrews & Crowther, 2002; Crowther, 1999; Crowther et al., 2001, 2002). However, some researchers (Leithwood et al., 1999; Muijs & Harris, 2006; Smylie & Hart, 1999) maintain that this collective form of teacher leadership can take the form of both formal and informal leadership roles.

Research (Cuttance, 2001) has found that distributive forms of leadership and the collegial relationships between principals, teacher leaders and their peers are instrumental in successful school innovation. Leadership contributes to the school's

capacity to change when it is distributed across the organisation, drawing upon the different knowledge and skills of a variety of people (Andrews & Crowther, 2002; Crowther et al., 2001, 2002; Cuttance, 2001; Katzenmeyer & Moller, 1996; Lambert, 1998; Miller, 1998).

While teachers play critical leadership roles in successful innovations (Cuttance, 2001), teacher leadership contributes to school improvement when those in formal positions involve teachers in decision making and in shaping the future development of the school (Marks & Louis, 1999; Muijs & Harris, 2006). Building school capacity therefore means extending the organisational potential for, and personal capabilities of, teachers to lead (Andrews & Crowther, 2002; Crowther, 1999; Crowther et al., 2001, 2002; Cuttance, 2001; Lambert, 1998; 2003; Lambert et al., 1996; Marks & Louis, 1999; Muijs & Harris, 2006). This has implications for the principal and their relationships with teacher leaders within their organisational context.

2.1.2   Principal Leaders and Change

As organisations undergo change, the role of the principal leader (Crow, Hausman, & Scribner, 2002; Louis & Murphy, 1999; Smylie & Hart, 1999) and organisational goals (Leithwood et al., 1999) is central. However in an era of discontinuity the role of principal is becoming increasingly complex. As management practices have been developed from an understanding of past conditions (Duignan, 2004b), questions are now being raised about the capacity of principals to fulfil their role requirements and meet the ever increasing demands being placed upon them (Barth, 2001; Goldring & Greenfield, 2002; Smylie & Hart, 1999).

The priority for transformational principals is the capacity for the organisation to accomplish its goals (Leithwood et al., 1999). Principals achieve organisational goals by maintaining strong cultures. To this end, they establish important routines for others by playing a symbolic role and reinterpreting events for staff. They create a vision, set high expectations for performance and create consensus among members of the organisation (Leithwood et al., 1999).

The role of the principal is to meet and balance the internal and external demands placed upon the organisation (Smylie & Hart, 1999), to create and sustain professional learning communities, to build cultures of collaboration (Leithwood et al., 1999) and ultimately be accountable for all the activities of the school (Goldring & Greenfield, 2002; Smylie & Hart, 1999). Consequently, by virtue of their unique position and their authority (Crow et al., 2002), principals have a better knowledge of various plans and priorities than teachers (Frost & Durrant, 2003) and are positioned to direct the work of self managed teams toward broader organisational objectives (Smylie & Hart, 1999). To manage change in the organisation and achieve organisational goals, the principal needs to coordinate and manage the performance of distributed leadership tasks (Smylie, Conley & Marks, 2002).

Principals develop the social and human capital among teachers (Smylie & Hart, 1999) by keeping teachers focused on meaningful work (Smylie et al., 2002). Principal leaders manage teachers' work by fostering social trust and communicating and enforcing norms and expectations (Smylie & Hart, 1999). They create staff development opportunities and facilitate a shared sense of mission through the use of bureaucratic mechanisms (Leithwood et al., 1999). The responsibility for development of teachers remains with the principal because their exercise of power is embedded in accountability issues (Goldring & Greenfield, 2002).

Although control over decision-making resides primarily with the role of principal, leadership practices which centred primarily on the performance of the role have been grounded in past conditions (Duignan, 2004b). Owing to the increasing complexity of their role in an era of discontinuity, principals can no longer rely on these practices to transform the organisation (Duignan, 2004b).

Faced with an uncertain future, the success of school transformation requires the abandonment of restrictive and inhibiting past practices (Caldwell, 2000). Currently in some school organisations an outdated knowledge base guides reform efforts, student skills remain underdeveloped (Caldwell, 2004) and teacher judgments are undervalued (Lewis & Caldwell, 2005). Effective school transformation requires an increased focus on the student learner, learning outcomes and evidence based performance (Lewis & Caldwell, 2005).

To facilitate change, principals do have the formal authority to change structures and processes and in doing so can reduce barriers that impede teachers' work (Crowther, 1997; Hargreaves, 1994; King & Newmann, 2001; Leithwood et al., 1999; Youngs & King, 2002). They can create the infrastructure that supports teacher leadership (Childs-Bowen, Moller & Scribner, 2000). These changes imply that principals share power. They can do this by reducing the inequities sustained by their positions through participatory and inclusive processes (Duignan & Marks, 2003) but influence has to be reciprocal, otherwise the power remains at the top (Duignan & Marks, 2003). However, conceptualisations of principal leadership that involve participatory decision-making create dilemmas for principals because they are ultimately accountable (Goldring & Greenfield, 2002).

2.1.3   Principal Leaders and Teacher Leaders

Successful school change occurs when principals distribute leadership and productive relationships between principals and teacher leaders are formed. Building teachers' commitment to change is an exercise in enabling empowerment (Barth, 2001; Childs-Bowen et al., 2000; Crowther, 1997; Crowther et al., 2001; Hargreaves, 1994; Marks & Louis, 1999). There are various ways principals can encourage teacher leadership.

Leadership can contribute to the school's capacity to change when it is distributed across the organisation (Andrews & Crowther, 2002; Crowther, 1999; Crowther et al., 2001, 2002; Cuttance, 2001; Katzenmeyer & Moller, 1996; Lambert, 1998; Miller, 1998). Principals can distribute leadership through functions or tasks (Heller & Firestone, 1995; Firestone, 1996; Smylie, Conley & Marks, 2002; Smylie & Hart, 1999), as top down initiatives allow for strong relationships to exist. These informal relationships are ultimately incorporated into formal structures (Bennett, Wise, Woods & Harvey, 2003).

Researchers (Brooker et al., 1998; Crowther, 1997, 1999; Crowther et al., 2001, 2002; Cuttance, 2001; Day & Harris, 2002; Heller & Firestone, 1995; Newmann & Wehlage, 1996) have found that in schools where reform has been successfully

initiated, implemented and sustained, school leadership has emerged as a result of productive relationships between principals and teacher leaders. Productive relationships are built when the professional relationship between the principal and the teacher leader is based on trust (Barth, 2001; Childs-Bowen, 2000; Crowther, 1997, 1999; Crowther et al., 2001; Ehrich & Knight, 1998; Sherrill, 1999; Smylie & Hart, 1999). Open and honest two-way communication between teacher leaders and principals builds trust (Childs-Bowen, 2000; Crowther, 1999; Crowther et al., 2001; Hargreaves, 1994; Smylie & Hart, 1999) and, in turn, fosters reciprocity (Crowther et al., 2001).

There are various ways principals can encourage teacher leadership (Leithwood et al., 1999; Muijis & Harris, 2006; Smylie & Hart, 1999). Principals can provide challenging leadership assignments and encourage teachers to take on projects either individually or as part of a team (Muijs & Harris, 2006) as well as provide training opportunities for leadership tasks (Leithwood et al., 1999). Principals can also give teachers formal leadership roles (Leithwood et al., 1999; Muijis & Harris, 2006; Smylie & Hart, 1999). Therefore, teacher leaders can contribute to change efforts through either formal or informal leadership roles (Leithwood et al., 1999; Muijis & Harris, 2006; Smylie & Hart, 1999).

2.1.4   Teacher Roles

Teacher leadership is possible in schools as they are currently structured (Heller & Firestone, 1995). Teacher leaders may hold either formal or informal roles (Leithwood et al., 1999; Smylie & Hart, 1999), although there has to be enough role clarification to guide action (Harris & Muijs, 2004; Little, 1995; Smylie & Denny, 1990).

As many people in different roles can perform a variety of leadership functions in a variety of ways (Firestone, 1996), teacher leadership is possible in schools as they are currently structured as it complements leadership from other sources (Heller & Firestone, 1995). Teacher leaders in formal roles carry out a wide range of other leadership functions. Formal roles encompass not only management responsibilities of subject coordination or the responsibilities as a head of a department but also

pedagogical responsibilities (Leithwood et al., 1999). These formal roles take staff away from direct classroom practice (Katzenmeyer & Moller, 1996).

Roles held by teachers have to be clarified enough to guide action (Leithwood et al., 1999) as the lack of role clarification or role confusion is a barrier to teacher leadership (Harris & Muijs, 2004; Little, 1995; Smylie & Denny, 1990). However, despite role clarification, when middle managers occupy formal roles, their activities remain focused upon management issues rather than leadership issues (Cranston, 2006).

Informal teacher leaders who exercise leadership are perceived to be leaders by their colleagues, who cast themselves in the role of followers (Leithwood et al., 1999). It is important for an informal teacher leader to have the respect of the group as a practitioner, to hold strong values and to model valued practices (Leithwood et al., 1999). Informal leadership roles are exercised by teacher leaders when they share expertise, contribute new ideas to the school, assist their colleagues in their experimentation to improve instruction (Leithwood et al., 1999), lead a new team and set up action research groups (Harris & Muijs, 2006). In these circumstances, teacher leaders exercise influence within teams for sustainable school change.

2.1.5   Teacher Leaders and Team Learning

Successful innovation occurs when teachers learn in teams (Cuttance, 2001). Internal leadership of teams can provide sources of teacher leadership (Smylie et al., 2002). Teacher leadership within teams is encouraged by the way teachers relate to each other (Brooker et al., 1998).

As successful innovation occurs when teachers learn in teams and apply new knowledge and enhance their understanding of their students (Cuttance, 2001), there is a growing emphasis on teacher leadership of teams (Cuttance, 2001; Smylie et al., 2002). Owing to the influence they exercise through their interpersonal networks (Williams & Moller, 2003) teacher leaders play a significant role in the development of professional learning in their communities.

Teacher leaders facilitate team learning by building relationships in a principled, transparent and collaborative way (Crowther, 1999; Ehrich & Knight, 1998; Fennell, 1999; Hargreaves, 1994). As teachers commit to an initiative, it is the team that makes the difference (Barth, 2001; Bennis, 1999; Hargreaves, 2003; Heller & Firestone, 1995; Hoerr, 1996; Pounder, 1999; Short, 1998; Smylie et al., 2002; Smylie & Hart, 1999).

Team learning occurs when team members play with ideas, open their reasoning to question and suspend assumptions (Senge, 1990). Team learning emerges through dialogue and inquiry (Firestone, 1996; Hargreaves, 1994; King & Newmann, 2001; Newmann & Wehlage, 1996; Senge, 1991, 1990). Through open and honest communication and acknowledging they can learn from each other, members demonstrate genuine collegiality (O'Hair & Reitzug, 1997).

Teacher teams learn and generate the capacity for sustainable organisational change when members develop mutually supportive and collegial relationships (Barth, 2001; Bennis, 1999; Hargreaves, 1994; 2003; Heller & Firestone, 1995; Hoerr, 1996; Pounder, 1999; Short, 1998; Smylie et al., 2002; Smylie & Hart, 1999; Zinn, 1997). Respectful, informed, reciprocal and empathetic relationships (Fennell, 1999; Zinn, 1997) contribute to the quality of the interaction among team members (Brooker et al., 1998; Fennell, 1999; Hargreaves, 1994; Johnston & Pajares, 1996; Katzenmeyer & Moller, 1996; Leithwood et al., 1999; Louis, Kruse, & Raywid, 1996; O'Hair & Reitzug, 1997; Zinn, 1997). Consequently, effective teams require time together (Hargreaves, 1994; Leithwood et al., 1999; Youngs & King, 2002; Zinn, 1997). Focusing on a specific purpose, such as an inquiry into their practice, self managed teams form (Smylie, Conley & Marks, 2002) offering the opportunity for collaborative learning (Williams & Moller, 2003).

Distributed forms of leadership, teacher learning and the collegial relationships between teacher leaders and their peers have been instrumental in successful school innovation (Cuttance, 2001). Teacher leaders who exercise such influence hold a particular world view.

2.1.6 Teacher Leaders – A Particular World View

A teacher leader's actions are value based (Crowther et al., 2002; O'Hair & Reitzug, 1997; Zinn, 1997). Their connection to teaching and learning is a primary motivator for their leadership practices (Andrews & Crowther, 2002; Bishop, Tinley, & Berman, 1997; Crowther, 1997; Duignan, 2004b; Leithwood et al., 1999; Williams & Moller, 2003; Zinn, 1997). Teacher leaders are constructivist leaders. Enabled by inclusive discourses (Sachs, 2001, 2003), they assume activist identities (Crowther et al., 2002; Muijs & Harris, 2006; Sachs, 2001, 2003) and facilitate learning processes (Lambert et al., 1996). As these strategic individuals (Hargreaves, 1993) collaborate with others to improve student outcomes, their leadership takes on an educative aspect (Duignan, 2004a). This aspect of their leadership is important to culture building.

Teacher leaders act upon what they value (Andrews & Crowther, 2002). A teacher leader's teaching and learning goes to the very centre of who he/she is. Their influence begins with a desire to learn and improve practices so that outcomes for students will be improved (Andrews & Crowther, 2002; Bishop et al., 1997; Crowther, 1997; Duignan, 2004b; Leithwood et al., 1999; Williams & Moller, 2003; Zinn, 1997). Perceiving a need and being motivated to take action to address that need, teacher leaders' actions transcend self-interest (O'Hair & Reitzug, 1997; Zinn, 1997). A teacher leader's identity is shaped by the values from which she or he draws meaning and by the efforts made through action to live those values in an authentic way (Crowther et al., 2002).

Driven by strong convictions regarding student learning (Andrews & Crowther, 2002; Bishop et al., 1997; Leithwood et al., 1999; Williams & Moller, 2003; Zinn, 1997), teacher leaders work constructively (Lambert, 2003; Lambert et al., 1996) towards a legitimate and defensible school-wide pedagogy (Andrews & Crowther, 2002). They contribute to the meaning of others to transform teaching and learning by facilitating processes that enable participants to construct meaning and knowledge together (Lambert et al., 1996).

A constructivist teacher "leader" is anyone in the school community facilitating learning processes in an equitable way and sharing influence (Lambert, 2003; Lambert et al., 1996). They are not primarily concerned with developing an alternative track to

administration (Childs-Bowen et al., 2000) but with becoming advocates for changes in teaching and learning, exercising leadership to improve student outcomes (Andrews & Crowther, 2002).

Teacher leaders assume an activist identity (Andrews & Crowther, 2002; Crowther et al., 2002; Muijs & Harris, 2006). Their convictions and values-based actions connect this identity to their practice and impact upon their professional relationships (Sachs, 2003). Their activist identity is enabled by inclusive discourses (Sachs, 2003); discourses which are rooted in the principles of equity and social justice (Sachs, 2001). Through inclusive discourses, as teacher leaders engage in critical reflection with their colleagues (Sachs, 2003), their activist identity permits a transformative attitude towards the future and overcomes the domination of some individuals over others (Sachs, 2001).

Enabled by inclusive discourses (Sachs, 2003), teacher leaders act strategically through their relationships with their colleagues to improve student outcomes (Crowther, et al., 2002). Consequently, strategic individualism is influential in the change process (Hargreaves, 1993). Strategic individualism reflects a calculated strategic concentration of effort by teachers to actively structure their patterns of work as a response to contingencies of their work environment. Accepting that dissenting viewpoints enrich learning (Beatty, 1999), teacher leaders engage others in critical dialogue (Andrews & Crowther, 2002) to explore differences and commonalities so successful teaching and learning practices can be identified (Andrews & Crowther, 2002).

Through these relationships with others, teacher leaders confront barriers (Crowther, et al., 2002; Katzenmeyer & Moller, 1996) and commit to social justice issues (Crowther et al., 2002; Duignan, 2004a) to build a positive future for all. Concerned with morality and ethics (Duignan, 2004a), their values-based leadership actions assume an educative aspect (Crowther et al., 2002; Duignan, 2004b) which is important to the process of culture building (Bates, 1986; Crowther et al., 2002).

The growth of strong collaborative cultures resides in the empowerment of such individuals (Hargreaves, 1997). Individuality generates personal renewal which is

the foundation for collective renewal. It becomes a source of dynamic group learning (Fullan & Hargreaves, 1991). The protection of individuality protects the teacher's right to disagree, to question, to contribute without fear, and to reflect critically on actions (Hargreaves, 1993), building a culture that is tolerant of varying and evolving identities as change unfolds.

Over time as they advocate for change and learn from others, teachers' identities evolve influenced by culturally available meanings (Sachs, 2001). Consequently, a teacher leader's identity is mediated by the individual's own beliefs and values about being a teacher and also by the school's values. Incongruities between the values of individuals and the organisation can arise as change occurs and their identities evolve (Sachs, 2001).

Rather than being "owned" by the organisation, teacher leaders have an alliance with their organisations (Andrews & Crowther, 2002). If organisational changes are incongruent with the teacher's values that underpin her/his evolving activist identity, especially when controlling strategies are used to coerce, manipulate, or intimidate, teachers can develop strategies that resist those of the larger organisation (Owens, 2001). Decisions to change the organisation may impact the psychological contract teacher leaders have with the organisation and the source of motivation that energises their activist identities.

2.1.7   Motivation

Teachers are motivated by their internal perceptions, external demands, expectations and environmental conditions (Owens, 2001; Schein, 2004). Although intrinsically motivating factors vary according to an individual's needs (Owens, 2001), teachers can become trapped as the assumptions upon which organisations are framed influence their world view (Bolman & Deal, 2003; Morgan, 1997a). Consequently, decisions that change organisational arrangements can generate dysfunction as they change the teacher's psychological contract with the organisation and their sources of motivation. Professional communities are underpinned by teacher activism when a facilitative approach to motivation creates growth enhancing environments (Lambert et al., 1996).

Roles, defined by the norms of the organisation, define teachers and how others define them (Lambert et al., 1996). Teachers are motivated when they are seen as people of achievement, professionals who are influential in their workplaces (Owens, 2001). As a teacher assumes an official role, he/she shapes that role and to a certain extent is shaped by it (Owens, 2001) and his/her identity becomes defined through the allocation of the role or function.

Difficulties do arise when teachers respond adaptively to the assumptions held about them (Schein, 2004). Frames can become so entrenched that they restrict an individual's capacity to be open to alternative views of the world (Bolman & Deal, 2003). As teachers' identities become defined by certain images, thoughts and actions shaping their response to change, individuals get trapped by images of themselves and their role in the organisation (Morgan, 1997a). Consequently, the more teachers are controlled, the more likely they will expect to be controlled (Schein, 2003). Alternatively, motivated by the need for success, determined by the organisation's incentive, reward and control systems, teachers can engage in competitive behaviour, acting to avoid failure (Owens, 2001).

The decision for teachers to change operates within the limits of their psychological contract with the organisation (Handy, 1999). When attempts are made to change the method of influence from one which is defined by role to one which is participatory and inclusive, the change challenges the psychological contract individuals have with the organisation (Handy, 1999). Challenging a teacher's world view which has been defined by history and organisational norms secured in the organisation's image can be confronting. When decisions are made to change organisational arrangements teachers can become trapped into inappropriate modes of behaviour (Morgan, 1997b). New arrangements alter sources of motivation and a teacher's psychological contract with the organisation. Incongruities between role and identity, individual and system, generate dysfunction (Duignan & Bhindi, 1997; Owens, 2001).

As teachers seek self actualisation and are motivated by the need for growth and to have satisfying human relationships (Owens, 2001), their relationships with others and the organisation influences their sense of identity (Owens, 2001). When a teacher leader occupies a formal role and attempts to exercise influence through the

professional community using participatory decision making and inclusive practices, these socially just practices can challenge how teachers "see" themselves as leaders, teachers and learners and how others "see" them.

In attempting to break out of established patterns of behaviour and the role, the change can be threatening to others and frightening to teachers themselves (Lambert et al., 1996). Feeling fearful or intimidated, a teacher leader's lower order need of a sense of belonging and security is placed at risk (Maslow, 1954) and efforts are invested into securing these needs before striving for self actualisation. To engage in critical inquiry, teachers need to feel safe first. The motivation to change is influenced by feedback and the clarity of anticipated results (Handy, 1999). When organisational norms and shared assumptions are challenged, the absence of feedback can lead to feelings of hostility and low confidence (Schein, 2004). Consequently, when assumptions are questioned threatening a teacher's world view, he/she can deny or rationalise information that creates discomfort (Lambert et al., 1996).

Therefore when an organisation attempts change and the assumptions that frame teachers' world views are questioned, just and inclusive processes need to be in place to develop a shared understanding of what is being attempted because it is important to teachers to achieve feelings of professional self worth, competence, and respect (Owens, 2001). These processes assist to ensure that as actions are taken to break out of established patterns, teachers' psychological safety is preserved. In doing so, teachers will be willing to take the risk to lead. The practices of teacher leaders who take this risk have been identified by Crowther, et al. (2001).

2.1.8   Teacher as Leaders Framework

Motivated to "make a difference" by acting on their values to improve student outcomes, the practices of teacher leaders who have been prepared to take the risk have been identified. The framework developed by Crowther et al. (2002) outlines these practices. This framework identifies six broad categories of values-based, action-orientated practices exhibited by teacher leaders.

The Teachers as Leaders Framework developed by Crowther et al. (2002) includes six broad categories. These researchers identify teachers who convey convictions for a better world; strive for authenticity in their teaching, learning and assessment practices; facilitate communities of learning through organisational-wide processes; confront barriers in the school's culture and structures; translate ideas into sustainable systems of action; and nurture a culture of success, as demonstrating teacher leadership.

2.1.9   Summary

Teacher leadership is premised upon inclusion and participation (Crowther et al., 2001; Newmann & Wehlage, 1996; O'Hair & Reitzug, 1997; Williams & Moller, 2003). Teacher leaders play a significant role in the development of professional learning in their communities owing to the influence they exercise through their interpersonal networks (Williams & Moller, 2003) including their relationship with the principal leader (Andrews & Lewis, 2002; Andrews & Crowther, 2002).

Teacher leaders can occupy either formal or informal roles. The actions of these strategic leaders are value based. Their activist identities are enabled by inclusive discourses and evolve, although incongruities between the teacher leader's identity and the organisation can arise. What are the implications for a teacher leader's activist identity when the teacher leader occupies a formal role and attempts to exercise leadership within her professional community?

2.2   Section Two

2.2.1   Organisational Capacity

A model for school-wide improvement developed by Crowther, Hann and McMaster (2001) expands upon the relationship between leadership, school-wide learning and enhanced school capacity. Enhancing school capacity involves both people and processes (Crowther et al., 2001). This model for school-wide improvement captures the synchronous activity of parallel leadership arising from teachers' work and organisational learning (Crowther et al., 2001). In this model, parallel leadership mobilises three inter-related processes of school-wide pedagogy, school-wide culture building and school-wide professional learning to enhance organisational capacity. Employing these processes, there is potential for leadership to come from multiple sources.

Enhancing school capacity involves both people and processes (Crowther et al., 2001). Rather than being invested in a single person or a select group, leadership is the outcome of organisation-wide processes of learning (Crowther et al., 2001). Strategic development and organisational alignment involves leadership by people while the "organisation-wide processes of professional learning, culture-building and the generation of the shared approach to pedagogy" (Crowther, et al., 2001, p.140) are the processual aspect.

When teachers trust the processes teacher leaders emerge (Andrews & Crowther, 2002; Crowther et al., 2001, 2002) to forge a distinctive relationship with the principal. Parallel leadership arises through the synchronous acts of teacher leaders and principals when a shared purpose is built upon mutualism and an allowance for individual expression. As principals share leadership, teacher leaders, supported by the principles of parallel leadership, emerge to exercise influence within their professional communities.

As a result of the synchronous leadership activity, school-wide learning becomes the focus of leadership practices. Teacher leaders exercise leadership in pedagogical development, engaging others in the continuous learning to enhance the quality of

instruction. The principal's strategic leadership enhances school identity and creates cultural meaning by promoting the aspirations and the views the community values through the school's vision. Parallel leadership generates an alignment between the school's vision and teachers' preferred approaches to teaching, learning and assessment (Andrews & Crowther, 2002) as school-wide learning becomes the focus of leadership efforts.

Inclusive leadership practices which accommodate difference and encourage voice, contribute to professional learning community building processes. As teacher leaders collaborate with others who identify with the values upon which proposed teaching and learning practices are based (Andrews & Crowther, 2002), professional learning is stimulated by a shared purpose. Teachers work collectively to develop the most appropriate pedagogy for the specific needs of their community. School-wide pedagogy results as collective responsibility is assumed for an agreed-upon approach to teaching, learning and assessing (Andrews & Crowther, 2002).

The integration of leadership and learning generates a holistic understanding of organisational change (Crowther et al., 2001) as teachers create a pedagogical framework that embodies the values upon which their practice is based and one which is aligned with the school's vision (Crowther et al., 2002). Consequently, the development of a school-wide pedagogy influences and is influenced by the school's unique context and culture.

Building on their achievements to create a culture of success and opening new lines of communication, school communities develop their own unique cultures and enhance their identities. Leadership understood as culture building aligns the school vision, participants' values and innovative processes (Crowther et al., 2001). The culture building dimension of leadership can be viewed from intrinsic and extrinsic perspectives (Crowther et al., 2001). Innovation becomes a means of strengthening the school's identity as contributing to a shared vision of "making a difference" pervades dialogue, artefacts and school infrastructures. The process shapes meanings and contributes to the value teachers derive from their work (Crowther et al., 2001).

Parallel leadership integrates teaching and learning with the development of a distinctive school culture through the network of relationships (Andrews & Crowther, 2002). This integration is the foundation of sustained school improvement. The model below encapsulates the processes that enhance school capacity.

Processes that Enable School Improvement
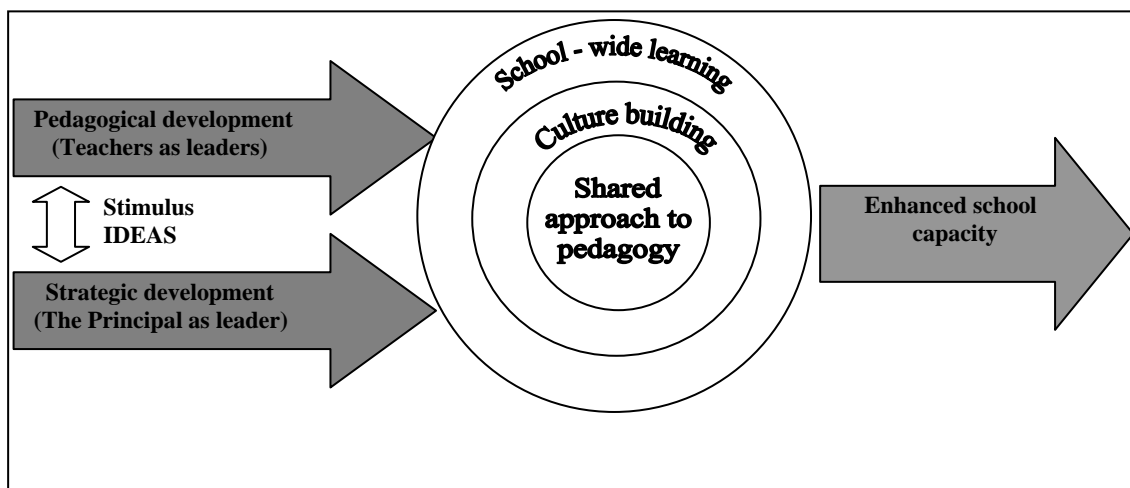
(Crowther, Hann, & McMaster, 2001, p. 141)

2.2.2   Parallel Leadership

Parallel leadership has three distinct characteristics: mutualism, a sense of shared purpose, and allowance for individual expression (Andrews & Crowther, 2002; Crowther et al., 2001, 2002). When the principles of parallel leadership underpin the relationship between teacher leaders and principal leaders, a partnership characterised by reciprocity and mutual influence emerges. Parallel leadership offers a different explanation of leadership. Emphasising leadership as a social process, leadership can be understood as organisation-wide and multi-directional.

The influence of teacher leaders and principal leaders is mutualistic where mutualism is evident in the form of mutual trust (Andrews & Crowther, 2002). The relationship between teacher leaders and their principals is based upon three distinct qualities. These include mutual trust and respect, a shared sense of directionality and the allowance for individual expression (Andrews & Crowther, 2002). Parallel leadership is "a process whereby teacher leaders and their principals engage in

collective action to build capacity. It embodies mutual respect, shared purpose, and allowance for individual expression" (Crowther et al., 2002, p. 38).

The relationship between the principal and teacher leader is a partnership characterised by reciprocal and mutual influence. The trust between the leaders influences the reciprocity in the professional relationship (Barth, 2001; Childs-Bowen et al., 2000; Crowther, 1997, 1999; Crowther et al, 2001, 2002). The leadership relationship is one of increasing reciprocity (Duignan, 2004b; Ogawa & Bossert, 1995). Influence flows between participants and leadership becomes reciprocal as the principal and teacher leaders engage in meaningful interaction. They exchange ideas, communicate values and share visions of desired futures (Andrews & Crowther, 2002; Crowther, 1999; Crowther et al., 2001, 2002). Reciprocal trust allows assumptions to be challenged and encourages individual expression (Crowther et al., 2001) as shared understandings are formed and the purpose of the leaders aligns (Crowther et al., 2001).

Parallel leadership generates a different explanation of leadership (Crowther et al., 2001). Parallel leadership is not allocated by principals: it emerges through collaborative processes and results in collective ownership and shared responsibility (Andrews & Crowther, 2002). Parallel leadership emphasises leadership as a social process; influence flowing through and across a network of interacting individuals.

This organisational-wide influence can be understood as multi-directional (Ogawa & Bossert, 1995) as influence is exercised by different individuals for different organisational outcomes. Leadership emerges as a result of the productive relationships between principals and teacher leaders (Crowther et al., 2001, 2002) as decision making processes are continually reconstructed as the issue under consideration influences who participates (Andrews & Crowther, 2002; Crowther et al., 2001, 2002). From this perspective, leadership moves from person to person depending on the teacher's interests (Crowther et al., 2001), their willingness to commit and their energy (Williams & Moller, 2003). Parallel leadership enhances school capacity (Crowther et al., 2002) when efforts are focussed upon school-wide professional learning.

2.2.3 School-wide Learning and Capacity Building

School capacity is influenced by the school's approach to professional development (Kings, Youngs, & Ladwig, 2003). Schools that integrate their learning to enhance school-wide capacity maintain a focus on intellectual quality and professional community (King et al., 2003). In these professional cultures participatory decision making, trust and inclusive practices motivate teachers to change the assumptions that underpin their practices (King & Newmann, 2001; Marks & Louis, 1999; Spillane & Louis, 2002). Consequently, building capacity for improvement means extending the potential of teachers to lead and to work collaboratively (Muijs & Harris, 2006).

School capacity is actualised through outcomes. School capacity can be defined as *the potential* of the organisation to improve on its current state. School improvement depends on the focus of reform efforts. Traditional approaches to professional development focussed upon individual teacher learning. For sustainable change, the whole organisation has to integrate its learning efforts (King et al., 2003). School-wide learning occurs as competent teachers team together and contribute their individual skills to a collective effort which is tailored to their school's unique conditions and student populations (King et al., 2003).

In schools of high capacity, teachers are professionally competent. They set high standards and targets for improvement, learn appropriate strategies, authentically evaluate performances and adopt a systematic approach to innovation (Cuttance, 2001; King et al., 2003; King & Newmann, 2000, 2001; Newmann & Wehlage, 1996). As teachers focus their efforts on student learning, set high expectations for all students and develop a shared instructional vision, a collective responsibility for student learning is assumed. Teachers develop a shared understanding about best practice for their respective student populations (King & Newmann, 2001). While different skills of instruction are required to increase the capacity of different schools it cannot be assumed that in schools where students are performing well they are demonstrating high capacity (King & Newmann, 2001).

2.2.4 Professional Community and School Capacity

Professional communities enhance school capacity when processes are in place for teachers to engage in collective inquiry (King & Newmann, 2001). A professional learning culture is built when teachers influence the school's activities, collaborate to examine their practice and engage in critical inquiry (King et al., 2003; King & Newmann, 2001; Louis, Kruse & Marks, 1996).

Professional community is built when schools integrate cultural and structural conditions (Newmann & Wehlage, 1996) so that through interdependent work structures, processes can enable teachers to work and learn together (Louis et al., 1996). In these cultures, the quality of professional community depends more on how leaders enact their roles rather than the formal definition of them (Newmann & Wehlage, 1996). Processes facilitate teachers' efforts to focus on high quality student learning and give rise to collective inquiry (King & Newmann, 2001). As cultures are built in which teachers collaborate and engage in reflective practice (Katzenmeyer & Moller, 1996; Louis et al., 1996; O'Hair & Reitzug, 1997; Zinn, 1997), issues are confronted in a systematic way (Newmann & Wehlage, 1996).

2.2.5 An Organisation-wide Professional Learning Culture

In a professional learning culture, professional communities engage in double loop learning (Scribner, Cockrell, Cockrell, & Valentine, 1999) to critically examine their practice (Day & Harris, 2002; Hargreaves, 1994; Heller & Firestone, 1995; King et al., 2003; Muijs & Harris, 2006; Scribner et al., 1999; Smylie & Denny, 1990; Youngs & King, 2002). This learning process builds interconnections between members. As members of the professional learning community co-construct meaning and build collective purpose, a particular type of culture is built (Scribner et al., 1999) and influences the emergence of teacher leadership (Fullan, 1996; Hargreaves, 1997; Harris & Muijs, 2004).

To improve practice requires teachers to question and reject some of their current deeply rooted beliefs about teaching and learning (Spillane & Louis, 2002). Professional communities learn in productive ways when they engage in double loop learning (Scribner et al., 1999). Double loop learning employs the skills of reflection

and inquiry so that, by altering ways of thinking, genuine learning occurs (Argyris, 1991).

Teachers' beliefs and practices change when they analyse data and invite dissenting view points (Newmann & Wehlage, 1996) and use this evidence to inquire into, reflect upon and challenge the assumptions that underpin their practices, that is, how their meaning constructions and thought patterns shape their practice. As alternative perspectives are welcomed and provision is made for a negotiation of meaning, practitioners change the way they think, act and interact, a common language is shared, and values are clarified. This form of more complex inquiry promotes school-wide inquiry and changes become more permanent (Youngs & King, 2002).

As professional learning communities engage in double loop learning (Scribner et al., (1999), the process facilitates the interconnectedness between members. Trust surfaces in the communications between the members through the commitment shown to the challenges facing them, in the respect they convey to each other and in the processes they employ (Bryk, Camburn & Louis, 1999; Bryk & Schneider, 2003; DePree, 1997; Hargreaves, 1994; Senge, 1991). As trust between colleagues builds (Bennis, 1999; Hargreaves, 1994), shared values regarding student learning are created (Crowther, et al., 2001, 2002; Louis et al., 1995; Newmann & Wehlage, 1996) as relationships form, collective responsibility is assumed (Duignan & Marks, 2003; Louis et al., 1996) for a collective purpose (Fennell, 1999; Hargreaves, 1994; Heller & Firestone, 1995; King et al., 2003; Louis et al.,1996; Youngs & King, 2002).

Professional community defined this way represents a specific type of organisational culture (Scribner et al., 1999). These cultures have processes in place for sharing ideas. These cultures are characterised by high social trust (Bennis, 1999; Bryk et al., 1999; Hargreaves, 1994) and, as blame is not allocated, they influence the emergence of teacher leadership (Fullan, 1996; Hargreaves, 1997; Harris & Muijs, 2004).

2.2.6   Professional Culture, School Capacity and Leadership

In order to improve school learning outcomes, the emphasis of efforts should focus on the core technology, teaching and learning (Crowther, et al., 2001; Cuttance, 2001; Katzenmeyer & Moller, 1996; King & Newmann, 2001; Newmann & Wehlage, 1996). Professional community enhances a school's capacity (King & Newmann, 2001) when there are opportunities for teachers to influence a school's activities and policies. Creating a learning culture requires teacher activism (Crowther, et al., 2001, 2002; Harris & Muijs, 2004; Katzenmeyer & Moller, 1996; Zinn, 1997) and a mutuality of influence (Crowther, et al., 2001, 2002; Duignan, 2004b). To motivate teachers to enhance school capacity, organisations need to assume a more adaptive form.

Capacity is enhanced when teachers work collectively to develop the most appropriate pedagogy for the specific needs of their community (Andrews & Crowther, 2002). Influence is exercised by teachers through the professional community (King et al., 2003) using formal and informal means (King & Newmann, 2001). Teachers participate in decisions to determine the content and process of their professional learning (King, 2002) when their decisions are accompanied by support for teacher learning, professional community and shared ownership (Newmann, Smith, Allensworth & Bryk, 2001; Youngs & King, 2002). This participatory decision making and shared power relations advances the school's vision for high-quality teaching and learning (King, Louis, Marks & Peterson, 1996).

Consequently, the school-wide learning process requires the energy and activism of teacher leaders (Angus, 1996; Crowther, et al., 2001, 2002; Harris & Muijs, 2004; Katzenmeyer & Moller, 1996; Sachs, 2003; Zinn, 1997) and the mutuality of influence (Crowther, et al., 2001, 2002; Duignan and Marks, 2003). This mutuality, underpinned by relational trust between participants (Bryk & Schneider, 2003), motivates teachers to take the risk.

For teachers leaders to assume activist identities and emerge to engage with their colleagues in critical inquiry, growth enhancing environments are necessary (Lambert et al., 1996). As motivating teachers cannot be reduced to a simple set of procedures (Owens, 2001), in these environments, a facilitative approach to

motivation is adopted (Lambert et al., 1996). Therefore, motivating teachers means working with the organisational culture and climate (Owens, 2001).

Professional community culture is built through teacher participation (Andrews & Lewis, 2002; Louis, et al., 1996; Newmann & Wehlage, 1996) and by empowering the full staff (King & Newmann, 2001). As teachers assume activist identities, sustained school capacity will depend on an organisation-wide understanding of more inclusive and mutualistic relationships (Andrews & Lewis, 2002). This school-wide understanding can be achieved when managers adopt ecological thinking. As they adopt new mindsets (Furman, 1998; Lambert et al., 1996; Sackney, Walker & Mitchell, 1999) organisations assume more adaptive forms (Bolman & Deal, 2003).

2.2.7 Adaptive Organisations

Organisations imaged by an ecological mindset (Lambert et al., 1996) build professional learning cultures by developing structures that engage others in learning, encourage caring and reciprocal relationships, increase collegiality, and use action research to improve practice (Lambert et al., 1996; 2003). In these adaptive organisations the collective learns by consciously engaging in learning processes which evolve through collective contribution (Lambert et al., 1996). Adopting a more fluid and inclusive perspective, the emphasis of leadership is placed upon the network of relationships among roles (Lambert et al., 1996).

2.2.8 Managing Ecologically

When ecological principles are adopted to guide organisational behaviour, the organisation embraces co-evolution. Managers focus on the whole organisation, its interdependencies and its diversity. Leadership is ethical, grounded in inclusive and participatory practices. It flows through networks (Lambert et al., 1996, 2003) and as organisational activity becomes characterised by mutual contribution, the mindset changes from competition to partnerships (Lambert et al., 1996).

Adopting an ecological mindset, a professional culture is grounded in socially just, ethical and inclusive processes. The professional learning community is an

interconnected web of persons across cultures, which values the creative voice of many, including the voice of dissent and difference, in order to expand the collective's capacity to learn. In these cultures, constructivist teacher leaders facilitate processes that engage others in reflective action and collaboration and teachers to participate in the co-construction of meaning (Lambert et al., 1996). The process of continuous co-constructing meaning evolves as members participate and the collective influences the whole through a network of relationships (Lambert, 2003; Lambert et al., 1996).

Based upon ecological principles, leadership is ethical and inclusive. The valuing of difference, the participation in meaning co-construction, the recognition and respect of the voices of others, and the search for mutual agreement are leadership practices which foster the emergence of these communities of learning. As multiple relationships are built between members, the collective engages in learning and organisational activity moves from a mindset of competition to one of partnerships (Lambert et al., 1996).

2.2.9 Partnerships and Networks

Sharing power with others and increasing participation is an interactive process (Lambert et al., 1996). Relationships rather than tasks are managed (Lambert, 2003; Lambert et al, 1996; Sackney et al., 1999). The process involves a mutuality of influence. It reframes relationships and roles through the realignment of power (Lambert et al., 1996).

In adaptive organisations principal leadership is facilitative and inclusive (Bryk et al., 1999). Leadership relationships are based upon reciprocal trust and mutual influence (Crowther, 1999; Crowther, et al., 2002; Duignan & Marks, 2003; Lambert, 2003; Lambert et al., 1996). Influence is reciprocal, flowing among the network of relationships and alliances (Lambert et al., 1996) and born from the personal commitment of participants to a shared purpose. As the focus is shifted from the power invested in a "role", the distinction of leaders and followers becomes blurred (Harris & Muijs, 2004; Williams & Moller, 2003), and different power relationships emerge.

In adopting an ecological mindset (Lambert et al., 1996), professional collaborative cultures are built by drawing upon multiple fields of power residing across the whole organisation (Sackney et al., 1999) making it safe for teachers to exercise their creativity. Power is shared by nurturing positive relationships and sharing of information (Lambert et al., 1996). As teachers take risks and the learning processes evolve through collective contribution, the professional community becomes self organising. Self organisation is encouraged as structures and processes are developed to enable flexibility and accommodate diversity (Lambert et al., 1996, 2003).

When managers adopt ecological mindsets, organisations are imaged as adaptive and the organisation's capacity to change is enhanced. It is enhanced because, through socially just and ethical processes, self organisation is encouraged and the collective contributes to the continuous process of evolving co-construction.

2.2.10 Summary

Parallel leadership practices mobilise the dynamic organisational components of school-wide pedagogy, school-wide culture building and school-wide professional learning to enhance school capacity. It is based upon three distinct qualities; mutual trust and respect, a shared sense of directionality and the allowance for individual expression (Andrews & Crowther, 2002). As school capacity is enhanced when teachers participate in the decisions which influence their work and professional cultures are built, school-wide learning relies upon teacher activism and mutualistic relationships. Sustainable school capacity will depend on an organisation-wide understanding of these more inclusive relationships (Andrews & Lewis, 2002). Managers will need to adopt ecological principles to guide their thinking in order to create more adaptive systems so the collective can contribute to the continuous process of evolving co-construction.

However, teacher participation in professional communities, their motivation to change, and their willingness to take risks are influenced by a teacher's sense of identity and their psychological contract with the organisation (Duignan, 2004b; Owens, 2001; Schein, 1992, 2004). The principal's willingness to share power is also

influenced by the image he/she holds about the way organisations should operate (Owens, 2001). Given the variety of real world organisational contexts, how do the images of the organisation held in the minds of teacher activists and principals influence their relationship as efforts are made to enhance organisational capacity?

2.3   Section Three

2.3.1   Teacher Leaders and the Context

Teachers do not operate in a vacuum. They hold specific images in their minds about themselves and the organisations in which they work. As they interact with others and perform their roles in the organisation, these images guide their behaviour. These images create the organisation when a consensus is reached on the assumptions that guide behaviour and management strategies and practices are developed to reflect those assumptions (Schein, 2004). These organisational images have an impact upon the practices of teacher leaders and the emergence of teacher leadership.

2.3.2   Organisations as Machines

Organisations are imaged in a functional, mechanistic way (Morgan, 1997a; Owens, 2001) when managers adopt a technical-rational perspective and emphasise certainty and control (Ogawa & Bossert, 1995). Competency and decision making authority is located in roles at the top of the hierarchy (Ogawa & Bossert, 1995) and people and the organisation are viewed as predictable, rational, and controllable (Sackney et al.,1999) when this organisational image is adopted.

This functionalist image emphasises two organisational features: goals and organisational structure (Morgan, 1997a; Ogawa & Bossert, 1995; Owens, 2001). These mechanisms are employed to regulate operations. They control behaviour and engineer closed systems (Morgan, 1997a) using bureaucracy or a human resources development approach (Owens, 2001).

In order for the organisation to achieve its goals, bureaucratic mechanisms are used to coordinate and structure operations. These restrict organisational activity in certain directions (Morgan, 1997a). Defined positions, vertical lines of

communication and rules and procedures establish schedules for workers to follow (Morgan, 1997a). Rather than encouraging workers to question what they are doing, these mechanisms encourage compliance and submissive behaviours (Morgan, 1997a).

When a human resources development approach is adopted, managers, positioned higher in the organisation, socialise others to the values and goals of the organisation (Owens, 2001). Administrators shape the organisational culture and the world views of teachers towards achieving the organisation's goals (Owens, 2001) by coordinating behaviour, institutionalising social relationships (Sackney, et al., 1999) and encouraging teachers to share the organisation's norms (Schein, 1992, 2004).

As members focus on complying with the organisation's requirements, goals are achieved through functional specialisation. Members focus on technical excellence as they fulfil their tasks and competition for scarce resources or jobs higher up the hierarchy increases (Morgan, 1997a). The specialisation fragments the working of the whole (Morgan, 1997a). When functional categories define a teacher's leadership their technical skill is emphasised but other dimensions of influence and consciousness-raising exercised by teachers are not acknowledged (Crowther, 1997).

When managers develop structures to rationalise operations school organisations assume mechanical images (Owens, 2001). Motivated by the need for order, managers organise routines to avoid inconsistent practices and confusion (Owens, 2001). Using bureaucratic means, administrators structure teacher work through the allocation of roles and resources (Bates, 1986). The deliberate regulation attempts to produce designed teachers who comply with policy imperatives and perform at high levels of efficiency and effectiveness (Sachs, 2003). These norms become embedded into incentive and control systems (Schein, 2004).

In an organisation where leadership roles are clearly defined, the demarcation represents a barrier to teachers emerging as leaders and can be counterproductive (Harris, 2002, 2003). Teachers who do not occupy formal roles often do not see themselves as leaders (Muijs & Harris, 2006). Others believe that their leadership may not be welcomed by administrators and colleagues (Williams & Moller, 2003).

Formal leadership roles do have greater access to power by virtue of their position (Crow et al., 2002; Goldring & Greenfield, 2002; Smylie & Hart, 1999), but reliance on a role for influencing others implies a reliance on control. It is not leadership when compliance is achieved by virtue of the position that individuals occupy (Ogawa & Bossert, 1995). Difficulties are experienced when teachers have little choice but to implement innovative practices as directed by someone in a formal position of authority (Williams & Moller, 2003). Unilateral decision making may be more expedient in order to neutralise the uncertainty, but it is not necessarily more effective or ethical (Sackney et al., 1999).

2.3.3   Organisations as Organisms

When managers image organisations as organisms, efforts are made to seek a balance between the internal organisational environment and external circumstances. While these organisations are imaged as open systems, functional unity is prioritised (Morgan, 1997a). Emphasising the team, managers reduce the impact of individual differences. This image is an open one, but it is not adaptive.

Contingent upon the circumstances that arise, these managers chose what they consider an appropriate response by focusing upon a technical, rational diagnosis of their external and internal environments (Limerick et al., 1998). Their response is dependent on "predictable" forces operating in the external world (Owens, 2001). Strategies employed by managers who hold this image reduce the contribution made by individual differences (Limerick et al., 1998; Morgan, 1997a).

Attempting to integrate the individual and the organisation, managers hold the organisation together through designed teams and strategic plans. People are viewed as resources to be developed rather than individual contributors (Morgan, 1997a). As the contribution of individual difference to the organisation is not recognised (Limerick et al., 1998; Morgan, 1997a), the image limits individual agency (Morgan, 1997a).

Organic organisations do not evolve because they do not draw upon the multiple talents of their diverse membership. When organisations adapt, they adopt a learning orientation (Argyris, 1990; Argyris & Schon, 1978; Meisel & Fearon, 1996; Morgan, 1997a; O'Sullivan, 1997; Roth, 1996; Senge, 1990, 1999) and by doing so, enhance their capacity to self organise and evolve. Organisations that focus on learning, adopt the image of a brain.

2.3.4   Organisations as Brains – Learning and Self Organisation

As members hold the image of the organisation as a brain in their minds, the organisation can be understood as either an information processor or as a holographic system (Morgan, 1997a). Imaged as information systems, organisations prioritise centralised information processing and decision making, and control (Morgan, 1997a). This system relies on rational, analytical and reductive approaches to problem solving. Imaged as a holographic system on the other hand, the whole is encoded into the parts and intelligence is distributed throughout the organisation. The organisation evolves as it taps into a system of networked intelligence and its design coordinates activities (Morgan, 1997a). This holographic image challenges the assumptions of centralised leadership and control, organisational goals, organisational design and the imposition of a system from above (Morgan, 1997a).

In times of uncertainty, organisations imaged as information processors rely on incomplete information (Morgan, 1997a). As decision making processes are centralised, bounded rationality becomes institutionalised into the structure of the organisation (Morgan, 1997a). The hierarchy becomes overloaded with information and limits the intelligence of the organisation (Morgan, 1997a). In school organisations when leadership is not inclusive, decision making is not participatory and the assumptions that underpin the way things are done are not open to inquiry, teacher cultures form a kind of bounded rationality (Hargreaves, 1997).

Adopting a system of bounded rationality, performance is judged against a predetermined set of standardised operating norms. Bureaucratic organisations which adopt these operating norms engage in single loop learning (Argyris & Schon, 1978; Morgan, 1997a; Owens, 2001) because members are unable to question the norms

upon which they operate. This image obstructs the learning process as goals are seen as an ends in themselves, divisions are strong and information does not flow freely (Morgan, 1997a).

In holographic organisations, complex systems are able to learn and self organise (Morgan, 1997a). They are underpinned by self questioning and rely upon negative feedback (Morgan, 1997a). Holistic teams and diversified roles shape the context and conditions. Loosely coupled self organising groups engage in continuous innovation. In school organisations that learn, flexibility increases when the focus is on people and processes (Crowther et al., 2001, 2002) rather than narrow role descriptions (Morgan, 1997a) and teams become self organising as they engage in collaborative learning (Williams & Moller, 2003).

Openness, dialogue and double loop learning enhances organisational intelligence as errors are used to enhance learning (Morgan, 1997a). In schools effective organisational learning occurs when teachers collaborate to challenge existing assumptions and uncover the disparity between their espoused theories and theories in use (Angus, 1996; Scribner et al., 1999; Spillane & Louis, 2002). Through participation these teachers develop cultures which are open to inquiry (Starratt, 2001). The school as a whole is enhanced when cultural codes support this open and evolving approach to the future (Morgan, 1997a).

Holographic organisations are emergent organisations because networked intelligence evolves (Morgan, 1997a) enhanced by the principle of redundancy. As all critical concerns are explored from multiple viewpoints, variety is inbuilt. An agreed upon position emerges from the continuous refining of issues. In schools that learn, expert input, team reflection, argument, debate and the generation of ideas influence the group and individual teacher learning (Cuttance, 2001).

As people challenge past practices the sharing of experience provides a resource for future learning. Through this process, the values that guide actions are reaffirmed and behaviour is self regulated (Morgan, 1997a). The open process creates a shared understanding (Morgan, 1997a). In high capacity schools, when processes allow voices to be heard, alternatives to be explored, and dissent to be tolerated, members

develop a shared understanding of the learning needs of their students (Andrews & Crowther, 2002; Crowther, et al., 2001, 2002; Cuttance, 2001; Kings, Youngs & Ladwig, 2003; Scribner et al., 1999; Williams & Moller, 2003). In such an environment, teachers accept collective responsibility for student outcomes (Harris, 2003; Lambert et al., 1996).

However, the holographic metaphor overlooks the potential for conflict that can arise between learning and self organising and power and control (Morgan, 1997a). As principals can be reluctant to trust the self organising processes (Crowther, et al., 2001) they exercise control over resource allocation and teacher work (Angus, 1996; Bates, 1986). A holographic organisational image requires a power shift and a mind shift from the assumptions which frame traditional organisations (Morgan, 1997a).

As managers assume responsibility for the work of others by virtue of their position, the use of bureaucratic mechanisms reduces an organisation's innovative potential (Bates, 1986; Morgan, 1997a) as accountability and systems of rewards and punishments become barriers to learning (Morgan, 1997a). The bureaucracy erodes the capacity for an organisation to self organise as isolation of teachers, deep structures and cultures of non-participation inhibit opportunities to develop shared understandings necessary for organisational learning (Hargreaves, 1997; Mulford, 1998). In bureaucracies meaning systems are manipulated to create social realities. Maintaining the illusion of effectiveness inhibits learning (Mulford, 1998). When managers focus on the development of meaning systems, organisations are imaged as cultures.

2.3.5 Creating Social Realities: Organisations as Cultures

When members focus on ideologies, values, beliefs, language and norms that shape the meaning systems, organisations are imaged as cultures (Morgan, 1997a). Cultures operate within structures which can facilitate or impede learning (Hargreaves, 1994; Starratt, 2001). Change can challenge prevailing patterns of behaviour and lead to fragmented cultures and the development of subcultures (Morgan, 1997a). The challenge is to create shared systems of meaning that people own and provide alternatives to the forms of control embedded in everyday practice (Morgan, 1997a).

Members make sense of their contexts using structure, policies, goals and procedures to perform interpretative functions (Morgan, 1997a). Group norms, espoused values, mental models and shared meanings create the "root metaphors" (Schein, 1992, 2004): unwritten, presumed codes (Morgan, 1997a) which are evoked unconsciously (Morgan, 1997a; Schein, 1992, 2004). As members form a set of shared assumptions and these are lived through their social practices (Schein, 1992, 2004), organisational procedures, rites and rituals transmit the culture (Schein, 1992).

To initiate change in practice, the critical inquiry process has to challenge existing assumptions as entrenched historical, culturally-bound understandings may no longer be appropriate (Angus, 1996; Starratt, 2001). Questioning challenges the organisation's "root" metaphors. However, school cultures reflect complex relationships of power (Starratt, 2001). When managers impose change on others and develop structures and establish policies that frame meanings for subordinates, they treat culture as something the organisation possesses (Ogawa & Bossert, 1995).

In hierarchical organisations, the values adopted serve the more powerful (Furman, 1998). As the more powerful define what is considered normal and acceptable, power inequities can establish core beliefs and values as non-negotiable (Angus, 1996). As members adopt roles which have been framed by these values (Ogawa & Bossert, 1995), cultural arrangements can become accepted as normal (Angus, 1996). Teachers occupying formal roles can become caught up in the culture of administration (Angus, 1996), reproducing the inequities embedded into cultural norms and perpetuating cultures of non-participation (Angus, 1996).

There are many different value systems creating many organisational realities (Morgan, 1997a; Schein, 2004). Silencing the voices of others to manipulate meaning inhibits learning because the opportunities for critical inquiry through inclusive and participatory practices are denied (Fullan, 1996; Hargreaves, 1997). Manipulation overrides the discretionary judgements of teachers and "contrived collegiality" becomes the behavioural norm (Hargreaves, 1994) as teachers simulate compliance to the inflexible conditions structured by administrators. These

behaviours produce low trust, high surveillance cultures (Hargreaves, 1997) and stifles creativity and initiative (Duignan & Bhindi, 1997; Hargreaves, 1993).

Manipulating cultural symbols such as meeting rooms also serves to control teachers (Hargreaves, 1997). While informal meeting rooms encourage norms of self organisation, formal meeting rooms which deliver structured interaction according to the expectations of those with the most power produce norms of passivity or fear (Morgan, 1997a).

The struggle for control is a struggle for the right to shape the organisational culture (Morgan, 1997a). In bureaucratic organisations, language and operational metaphors are employed as means of cultural control (Bates, 1986; Starratt, 2001). Formal abstract language maintains distance and control (Starratt, 1991) and the labels and symbols afforded to particular roles restrict participation (Bates, 1986).

When managers change structures and symbols to dictate the direction of cultural change, cultural manipulation shifts to ideological control (Angus, 1996). Bureaucratic thinking becomes ideology when the logic of bureaucracy structures members' thinking about appropriate ways of operating (Angus, 1989). Teachers have reported that clear hierarchies are a facilitator of innovation because they were unsure of how their contributions may be received or whose area they may be impinging upon when structures were unclear (Muijs & Harris, 2006).

For teachers to learn, the cultural influences on existing meanings have to be recognised, acknowledged and adjusted (Starratt, 2001). Consequently, to create a new reality a transformation of mindsets, metaphors, beliefs and shared meanings is required. As cultures are constructed, they can be reconstructed differently (Angus, 1996). Cultures which draw upon female orientated perspectives emphasise cultures as webs of inclusion (Morgan, 1997a). These cultures are based upon inclusive relationships underpinned by trust, encouragement and mutual respect. In these cultures, the process is as important as the end product (Morgan, 1997a). They draw from new metaphors as they support an acceptance of otherness and the cooperation within difference (Furman, 1998). As the decisions about organisational processes

are open to deliberation (Furman & Starratt, 2002) these cultures allow teachers to question the arrangements of schooling itself (Starratt, 2001).

However, superficial appearances can be deceptive (Morgan, 1997a). Teachers can be rendered compliant (Angus, 1996), conflict driven underground (Morgan, 1997a) and resistance becomes the cultural response. Subcultures can emerge and conflict when groups defined by different status, norms and beliefs combine and generate dysfunction (Morgan, 1997a). Their divergent interests and struggle for cultural control lead to highly politicised contexts.

2.3.6   Organisations as Political Systems – Interests, Conflict and Power

Tensions arise in organisations because of the diversity in the ways people think (Morgan, 1997a). Organisations are imaged as political systems when members' thinking is framed in terms of competing interests, power and conflict. As members compete for limited resources and career advancement and become engaged in a competitive struggle, the organisation produces political forms of behaviour (Morgan, 1997a)

What is rational alters according to the perspective being adopted. That is, rationality is interest based and political (Morgan, 1997a). In organisations, goals may be considered rational for some but not for others (Morgan, 1997a). Politics arises in an organisation when members identify with the objectives of their role or department over the goals of the wider organisation (Owens, 2001).

Organisations are imaged as political systems when members focus on advancing their divergent interests associated with their tasks or their career. To achieve the objectives of their role or department, they focus their attention on increasing their power and influence (Morgan, 1997a). To advance their own agendas, coalitions of individuals form to co-operate on specific issues, and the organisation becomes characterised by diverse groups with multiple goals (Bolman & Deal, 2003; Morgan, 1997a).

Power does shape the dynamics of organisational life (Morgan, 1997a). As formal authority is mostly bureaucratic and associated with position (Morgan, 1997a), and decision making is invested in roles at the top of the hierarchy (Ogawa & Bossert, 1995), those at the top hold power. This power is increased through the control of limited resources and by creating patterns of dependency (Morgan, 1997a). Patterns of dependency are created in organisations that employ role based, goal orientated leadership because information is restricted to designated groups. In these organisations the structure, rules and regulation which limit roles and the influence of individuals can be used as a political instrument (Morgan, 1997a). Managers can exercise power through appointments that are to be renewed, through the continuation of programs, through control over technology or by creating uncertainty for others (Morgan, 1997a).

The distinctions between the different levels create political systems which place barriers in the way of learning (Mulford, 1998; Sackney et al., 1999). When the responsibility for the development of teacher leaders rests with the formal role of the principal (Leithwood et al., 1999; Smylie & Hart, 1999), power determines teacher engagement. The demarcation of leadership roles in hierarchical systems presents a major barrier to the idea of teachers as leaders (Harris 2002; Zinn 1997). When power and leadership opportunities are "given" by positional leaders to others, the assumptions underpinning hierarchy have not been addressed (Sackney et al., 1999).

However, those below can also exercise power. Role descriptions define not only what people have to do but what they will not do (Morgan (1997a). Members can act as gatekeepers and channel information to legitimatise their actions (Bolman & Deal, 2003; Morgan, 1997a). Access to data can be used to enhance a member's expertise and define the reality of the decision making processes (Morgan, 1997a).

Attempting change in this type of organisation generates resistance and conflict because interests collide and the balance of power is altered (Morgan, 1997a; Owens, 2001). When the interests of the members become identified with a group, an increase of power for one department creates a response from others as they resist any change that might threaten their position (Morgan, 1997a). In such competitive environments, based upon confrontation and intimidation, people become motivated

through fear (Morgan, 1997a). Cultures become balkanised when teachers, feeling fearful or intimidated, become attached to particular groups that are indifferent or hostile to others (Fullan & Hargreaves, 1991). Teachers expend energies to manage power relationships and conflicts over resources which undermine their focus on improving student learning outcomes (Williams & Moller, 2003). Because relations are governed by hidden agendas and interactions are shaped by past disputes, conflict can become institutionalised in the organisation's culture (Morgan, 1997a).

Organisational conflict occurs at two levels, intrapersonal and interpersonal (Owens, 2001). Intrapersonal conflict increases as groups or individuals attempt to meet two seemingly incompatible goals. Organisational norms and role expectations clash with a teacher's identity, needs and values (Handy, 1999; Owens, 2001). As teachers attempt to meet both goals, role conflict occurs (Handy, 1999; Owens, 2001) and they can develop dysfunctional ways of coping (Owens, 2001). One goal wins at the expense of the other (Owens, 2001).

Tensions rise because the desire for autonomy becomes more important than the wider organisation (Morgan, 1997a). Change impacts upon the professional relationships of teachers (Sachs, 2003) as members' efforts are channelled into unproductive activities (Morgan, 1997a). Members who become involved in hostilities can withdraw, feel alienated, or resort to indifference (Fullan, 1991; Hargreaves, 1994). These reactions, if not managed effectively, can lead to deteriorating organisational conditions (Owens, 2001). Conflict goes unresolved in organisations that attempt to contain these disruptive elements (Morgan, 1997a) through their historical structures and processes (Owens, 2001) because they are reluctant to engage with alternative processes.

Managing conflict is an act of leadership (Hargreaves, 1997; Lambert et al., 1996; Mulford, 1998; Owens, 2001). Relationships have to be established that break down the power differentials between positions (Sackney et al., 1999). If these power differentials are not reduced, conflict between competing interests will persist. However, reducing power differentials is problematic. Teachers who occupy formal roles have been rewarded by promotion on different criteria (Mulford, 1998) and change may increase conflict. Teachers who exercise influence draw upon different

principles of legitimacy (Morgan, 1997a). They seek a different approach for a situation that is already political. Consequently, a particular type of culture has to be built. The ideology adopted by managers will influence this process (Morgan, 1997a).

Managers who adopt a pluralist frame of reference as their ideology recognise the plural nature of interests, conflicts and sources of power that shape organisational life. They balance and coordinate the interests of members and the organisation, redirecting conflict to constructive ends (Morgan, 1997a). On the other hand, unitary managers view formal authority as the only legitimate authority to influence the management process (Morgan, 1997a) and focus on goals to ensure a shared sense of direction. Consequently, under unitary managers conflicting interests will continue to plague the organisation. Other managers who adopt a radical frame hold the organisation together by coercion as interests clash. In these organisations, groups become polarised (Morgan, 1997a).

Ideas, images and actions create organisational life. As members become part of the organisational culture and share its norms, they can become imprisoned by their unconscious and conscious thought processes. Their intellectual prison restricts their world view and the consideration of possible alternative futures.

2.3.7   Organisations as Psychic Prisons

Managers hold unconscious concerns about the future of their organisations. As they focus on control to reduce uncertainty their favoured ways of thinking become their physic prison (Morgan, 1997a). When organisational norms are employed to direct behaviour, and members rationalise to support the position sanctioned by the organisation, shared illusions develop (Morgan, 1997a). The organisation's functions remain closed to examination as the psychic prison inhibits questioning and the expression of self doubts (Morgan, 1997a; Sackney et al., 1999).

In bureaucratic organisations structures, beliefs and patterns of culture construct boundaries which assist the member to symbolise who she/he is (Morgan, 1997a). As members commit to a particular project and it generates meaning in their lives, they subscribe to the organisational myths, rituals and symbols which afford a sense of

control over it (Morgan, 1997a). Teachers can become reluctant to question the assumptions upon which the culture rests (Angus, 1996) because doing so means they have questioned their own fundamental purpose in the organisation: their professional identity.

Over time, teachers can become submerged, often detrimentally, by these structures, processes and cultural rituals (Duignan & Bhindi, 1997) as they constrain creativity and initiative (Duignan & Bhindi, 1997; Hargreaves, 1993). Extra responsibilities (Barth, 2001; Harris & Muijs, 2004; Leithwood et al., 1999; Wasley, 1989) and administrative duties (Barth, 2001; Leithwood et al., 1999; Smylie, 1990) undermine teacher leadership efforts. As subcultural groups and individuals struggle to find expression, they develop strategies to counter the dominant culture and dysfunction arises (Morgan, 1997a).

Anxious about changes, members can lose sight of the tasks to be performed and develop defence mechanisms (Argyris, 1990, 1991; Morgan, 1997a). Projecting their fears onto an "enemy", reality becomes distorted as groups unite to focus their efforts on the "perceived" danger rather than addressing the underlying issues (Morgan, 1997a). These unconscious fears and anxieties are realised in organisational behaviours (Morgan, 1997a).

Members can see others as rivals as relations can become characterised by competition. Trapped into particular social practices, as they fail to accept criticism (Morgan, 1997a) defensive behaviours reduce the potential for learning (Argyris & Schon, 1978; Senge, 1999). Norms of egalitarianism (Barth, 2001; Leithwood et al., 1999; Smylie, 1990), the attitudes of colleagues (Barth, 2001; Hargreaves, 1994; Harris & Muijs, 2004; Little, 1995) and contrived collegiality (Hargreaves, 1994) inhibit the capacity for teachers to lead.

As the political dynamic of organisations increases, leaders attempt to control others (Morgan, 1997a) through structures and artificial divisions. These isolate members from each other and reduce opportunities for sharing knowledge (Harris, 2003). As these divisions shape their response to change, members hold onto what they have

come to value and how they see themselves as members of the organisation (Morgan, 1997a).

When the value of teachers to the organisation is defined by their role or function, members construct their metaphors of the organisation based upon these beliefs. Their identity is shaped by their role and shapes their attitude to change (Owens, 2001). The pervasiveness of psychic prisons is reflected by principals and middle managers being unable to fulfil their aspirations for change in their leadership practices despite their role descriptions reflecting the sentiment (Cranston, 2006; Cranston, Tromans & Reugebrink, 2004). The pervasiveness is also reflected by principals who report feeling trapped by their roles (Duignan & Marks, 2003), by others who perceive participatory decision making processes as losing power by giving it away (Owens, 2001) and by those who find teacher leadership threatening (Harris & Muijs, 2006; Katzenmeyer & Moller, 1996).

Understanding how realities are constructed and interpreted can assist organisational transformation (Morgan, 1997a). However transformation will require organisations to relinquish their current identities and establish different relationships between principals and teachers (Goldring & Greenfield, 2002). As the process to be employed is considered, ethical questions are raised (Morgan, 1997a).

2.3.8 Organisational Transformation

The discontinuities of the 21st century require organisations to transform or risk a meltdown scenario. While organisational survival depends upon the organisation working with their environment or context, relinquishing identities that have been responsible for past successes is very difficult (Morgan, 1997a). Existing organisations can transform when power is shared and assumptions which publicly underpin espoused values and beliefs are opened to examination (Starratt, 2001).

How organisations define themselves in relation to their external environment impacts on their capacity to transform (Morgan, 1997a). When organisations adopt a fixed notion of who they are and impose this notion upon members by structuring their environments accordingly, they establish narrow definitions of themselves

(Morgan, 1997a). However, as schools face unprecedented change, new patterns of thinking and acting are necessary (Beare, 2001).

Schools have a responsibility to prepare students for a globalised, networked, multi-cultural, multi-national world (Beare, 2001). These students need to develop problem-solving skills to deal creatively with the legacy of the past as they face the difficult issues of poverty, global warming, water shortages, and environmental degradation (Beare, 2001). Schools do have a choice. Approaches that focus upon the underpinning values of the education are required to avoid a "meltdown" scenario in which schools face teacher shortages, conflict and falling standards (Caldwell, 2004).

When schools retain their historical designs, new approaches to schooling fail to be sustained (Caldwell, 2004) as change is attempted in old ways (Morgan, 1997a). As managers attempt innovation, established mindsets, power bases and vested interests embedded into existing social practices lock the system into old patterns (Morgan, 1997a). The control mechanisms then utilised by schools are ill-informed and outdated (Beare, 2001) as the failure of mandated collaboration to encourage organisational learning demonstrates (Hargreaves, 1997). To sustain change and meet the challenges ahead managers have to adopt new mindsets and re-image organisations (Bolman & Deal, 2003).

In re-imaged schools, emphasis is placed on partnerships and networks, and leadership is widely distributed so it pervades the school community and knowledge management (Caldwell, 2004). They embrace cultures of innovation where teachers' work is research based, outcomes orientated, data driven and team focused (Caldwell, 2000). The success of school transformation requires the abandonment of some restrictive and inhibiting past practices (Caldwell, 2000). These include abandoning leadership approaches that do not facilitate commitment to a common purpose, and reducing the tasks that burden middle management (Caldwell, 2000).

Managers need to be open to new metaphors by seeing an emergent phenomenon of patterns rather than cause-effect relationships (Morgan, 1997a). They need to manage boundaries by removing the restraints on key processes so innovation is not neutralised by the status quo. Managing paradoxical tensions and creating a context

where staff can exercise more autonomy and influence offers hope for the transformation of existing organisations (Morgan, 1997a).

Innovation thrives in situations which embrace ambiguity, uncertainty, questioning, risk, openness, and challenge (Morgan 1997a). As random disturbances produce unpredictable events, instability becomes a resource for change and a new order evolves (Morgan, 1997a). Such change requires rethinking the organisation; patterns have to emerge where the manager creates contexts where self organisation can occur. It requires complex, nonlinear, multiple systems of interaction where shared meaning supports the learning (Morgan 1997a). Building such organisational capacity requires collaboration, conflict management and problem solving (Mulford, 1998).

Collaborative cultures that focus on learning are built (Fullan & Hargreaves, 1991; Lambert, 1996, 2003; Louis et al., 1996). As teachers work for the improvement in student outcomes, new contexts are created when members engage in double loop learning (Morgan, 1997a) and new information generates new understandings. Teachers engage in double loop learning when they collaborate to examine practices critically and seek to modify the organisation's underlying norms and policies in order to address errors that have been detected (Argyris & Schon, 1978). These collaborative cultures are characterised by a high degree of trust (Bennis, 1999; Fullan & Hargreaves, 1991; Hargreaves, 1994; Louis & Kruse, 1996). They allow existing meaning systems to be challenged because difference is tolerated, errors accepted as part of learning and teachers' efforts are supported (Bryk & Schneider, 2003; Fullan, 1991; Hargreaves, 1997; Heller & Firestone, 1995).

Teachers engage with differences in a productive way when conflict is resolved through inclusive processes (Mulford, 1998; Sackney et al., 1999). The process of managing conflict through inquiry and problem solving can build cohesion, cooperation and trust (Mulford, 1998). As members reframe and integrate meaning, positive relationships are built over time when the process of managing conflict values and recognises diversity (Mulford, 1998). These new social practices are generated and articulated through the culture (Sackney et al., 1999).

For an organisation to transform, teachers have to trust the processes employed (Furman & Starratt, 2002; Hargreaves, 1994) so the organisation can draw upon the collective and improve problem solving (Hargreaves, 1994) to enhance its capacity. Processes created in a just and inclusive way increase participation and trust because respect for others and valuing of collective contribution has been demonstrated through action (Furman & Starratt, 2002; Hargreaves, 1994; Mulford, 1998). Principals can create inclusive processes by ensuring that interested parties have access to information, resources are available and that effective systems for participation and communication are in place (Katzenmeyer & Moller, 1996; Youngs & King, 2002).

To shift the values of a school's culture from those associated with mechanistic, hierarchical organisations to more creative problem solving norms (Owens, 2001), re-educative strategies are necessary (Mulford, 1998). Managers need to reduce power differentials so the beliefs upon which past practices are based can be questioned without fear. If organisations embrace more inclusive and participatory power-sharing practices, teacher leaders, teachers and principals can take responsibility for culture building (Fullan, 1996; Hargreaves, 1997; Pounder, Ogawa, & Adams, 1995) and teachers can maintain some control over their identity (Morgan, 1997a). Consequently, for leadership to emerge naturally anywhere within the organisation as the need arises (Andrews & Crowther, 2002; Crowther, et al., 2001, 2002) the assumptions that categorise some as leaders and others as followers (Sackney et al., 1999) must be opened to question.

2.3.9   Organisations as Instruments of Domination

When power is concentrated in the hands of a few, organisations can be viewed as instruments of domination (Morgan, 1997a). When a differential system of status and privilege operates within an organisation, it can perpetuate a class system (Morgan, 1997a).

Perceiving it as their right, some managers impose their will on others through power relations. These relations become socially acceptable when legitimatised through the bureaucracy (Morgan, 1997a). When administrators employ bureaucratic means to

structure work for teachers through the use of time, class allocations, and the allocation of resources and then demand proof of compliance through paper work (Owens, 2001), teachers' lives become dominated by the process and the bureaucracy poses a threat to their freedom (Morgan, 1997a). When a principal's approach is perceived as autocratic, teacher motivation and sense of ownership declines (Newmann et al., 2001)

In some schools, when teachers are enticed to work for rewards such as job satisfaction, promotion or security (Morgan, 1997a) in return for their compliance to the leader's demands, teachers come to be regarded as human capital and leadership is exercised through the exchange of services (Harris, 2003).

Nevertheless, managers are faced with the dilemma of acting ethically, justly and morally within the economic realities of a competitive world. An enhanced understanding of the issues facing teacher leaders attempting change in their contexts will encourage a greater sense of collective responsibility and assist to reframe these problems so innovative action may be taken (Morgan, 1997a).

2.3.10 Summary

The images held in members' minds shape social behaviour and create organisations. As members share assumptions, management strategies and practices are developed that reflect those assumptions (Schein, 2004) and realities are created. However, members can become trapped by these images.

Although change may be attempted in a seemingly "rational" way there are significant implications for the individual and the organisation. When organisations attempt change, what happens if members hold different images of the organisation in their minds? What is the impact of efforts to change when the image of the organisation is not shared between teachers and principals?

2.3.11 Conclusion

Change has been successfully sustained in schools when productive relationships have been built between principals and teacher leaders. Enabled by inclusive

discourses, teachers who are constructivist leaders emerge and assume activist identities. Crowther and associates (2001) have identified six broad categories of values-based, action-orientated practices exhibited by teacher leaders.

Teacher leadership emerges within professional learning communities when the principal shares power through inclusive and participatory processes. In these communities teachers are willing to take risks because they trust the process. Underpinned by trust, these professional communities constitute a particular culture. They are an important dynamic component in enhancing school capacity.

School capacity is enhanced when parallel leadership practices mobilise the dynamic organisational components of school-wide pedagogy, school-wide culture building and school-wide professional learning. Parallel leadership is based upon three distinct qualities; mutual trust and respect, a shared sense of directionality and allowance for individual expression.

As school capacity is enhanced when professional cultures are built, school-wide learning relies upon teacher activism and mutualistic relationships. However, the sustainability of organisational change requires an organisation-wide understanding of these inclusive relationships. This school-wide understanding can be achieved when managers adopt ecological thinking. As managers share power through networks and partnerships, organisations can become more adaptive as the collective contributes to the continuous process of evolving co-construction, enhancing the organisation's capacity to change.

However, organisations are created by the images members hold in their minds. When a teacher leader holds a particular image of an organisation in her mind and occupies a formal position within that organisation, how can the teacher leader contribute to the organisation's capacity to change? This question is the focus of this research.

Critical engagement with the literature has informed the focus of the research. By engaging with the literature critically, the focus has been placed upon the political relationships of domination and subordination (McLaren, 1998) and the maintenance

of current power structures through which power works. The literature highlights the voluntarism, participation and inclusion of teacher leadership. It proposes that intrinsically motivated teacher leaders can emerge and assume activist identities to build organisational capacity. The literature also states that in functionalist organisations relationships are defined by a discourse of power. In these organisations teachers fulfil their organisational responsibilities through allocated formal roles and change is directed through the organisation's structure and goals. Importantly though, the literature proposes that it is through new social practices that teacher leaders can contribute to organisational capacity. The literature does not address how a teacher leader who holds a formal position invested with power in a functionalist organisation can contribute to an organisation's capacity to change. This research endeavours to address the gap.

CHAPTER THREE: METHODOLOGY

3.1   Introduction

This Case Study answers the research question, *how can a teacher leader contribute to an organisation's capacity to change*. The stance adopted by the self researcher is informed by critical theory, drawing from postmodern and poststructuralist perspectives. The study uses a qualitative inquiry approach that studies a Participatory Action Research (PAR) project. Meaning is made from the data collected through the use of metaphors and the research question is answered through a narrative.

3.2   The Case Study

Qualitative Case Studies provide insights into real-life contexts (Cohen, Manion, & Morrison, 2000; Yin, 1994). The naturalistic style of Case Study research is appropriate for this study because it concerns human phenomena (Gillham, 2000), is bound by site and covers events over a period of time (Creswell, 1998; Yin, 1994). The study, multimethod in approach (Denzin & Lincoln, 1994), reports on a PAR project. The self researcher narrates the story as it evolved (McKernan, 1996) and maintains the integrity of the narrative by treating the case as a whole (Lincoln & Guba, 1985; Sturman, 1999). Credibility is achieved through the quality of the research process (Creswell, 1998; Denzin, 1997; Lincoln & Guba, 1985; Sturman, 1999). Analysis occurs on a continual basis and, as unfolding events allow perceptions to be altered, patterns emerge and conceptual understandings build (Simons, 1996; Stake, 1995). Readers are invited to understand the findings in the light of their own experiences (Lincoln & Guba, 1985; Stake, 1995).

The Qualitative Case Study presents a holistic and lifelike description that is similar to those readers would normally encounter through their social experience of the world (Lincoln & Guba, 1985). As this research concerns human activity embedded in the real world, the study can only be understood in context (Creswell, 1998). Consequently, a detailed description of the context within which the inquiry takes

place and with which the inquiry is concerned is provided (Creswell, 1998; Gillham, 2000; Lincoln & Guba, 1985; Yin, 1994).

The Case Study of the PAR project was conducted in a P-12 school context over a period of a year in 2003. The Case Study illuminates the life world of the teacher leader, a self researcher, and the system in which she practised through two related micro-studies. Existing within a single context are two sub-contexts, the Primary School and the Secondary School. These two sub-contexts are described in separate micro-studies and relate the patterns of social relations that emerge as the self researcher traces her changing leadership practices.

To maintain the integrity of the narrative, the Case is treated as a whole (Sturman, 1999). The problem, the context, and the issues which arose during the research, and the meaning made from it provide its structure (Lincoln & Guba, 1985; Sturman, 1999). Four story threads constitute the narrative. These stories relate a social life woven around a central theme of teacher leadership. The self researcher narrates the study through a chronology of major events including a detailed perspective of a few incidents (Simons, 1996).

What is recounted through the narrative is an outcome of the evidence collected using data-gathering tools associated with the PAR project. The purpose of the PAR project was the improvement in the self researcher's teacher leadership practices. Data were employed to generate changes in practice and to record the changes made. Data gathering occurred through a multimethod approach (Denzin & Lincoln, 1994) and multiple sources of information consisting of documents, records, interviews, questionnaires, and artefacts.

As the quality and validity of the research can be judged on the quality of the research process (Sturman, 1999), the credibility of the data was enhanced through triangulation (Creswell, 1998; Denzin, 1997; Lincoln & Guba, 1985). Triangulation using different data sources, different perspectives and theories, and different methods assisted the self researcher's efforts to disconfirm her own interpretations (Denzin, 1997).

To understand a Case an in-depth investigation of the interdependencies of parts and of the patterns that emerge is required (Sturman, 1999). In this study, the school context provides the organisational framework for the analysis of the data and the analysis of themes or issues and an interpretation about the Case by the researcher (Stake, 1995). The data were collected and analysis occurred on a continual basis (Simons, 1996). The process was consistent with the emancipatory intent of the PAR.

The PAR cycles of inquiry yield evidence which was uncovered as a result of the investigation (Gillham, 2000). The cyclic process allowed the self researcher to use evidence to reflect on and alter her perceptions and the understandings she constructed (Simons, 1996). Such a holistic process of analysis engaged the self researcher's passions and emotions as well as her intellect in coming to understand the issue under investigation (Simons, 1996). As the self researcher uncovered evidence, and themes were identified and interrelated, a conceptual understanding was built (Yin, 1994). The overall intent of the Case Study was to build a theory from the emerging understandings. This purpose has influenced the shape of the larger structure of the narrative report.

In their recognition of the self researcher's subjectivity, readers are invited to make their own interpretations (Lincoln & Guba, 1985; Stake, 1995). "Thick descriptions" of the particulars of the case are provided to assist the reader to understand the findings (Lincoln & Guba, 1985). Their insights gained from the reading depend upon "naturalistic generalisations" (Stake, 1995; Sturman, 1999). These are made as readers learn from the particulars of the case in light of their own situation and experience (Stake, 1995).

3.3 The Self-Researcher's Lens and Action

The self researcher held a middle management position in the organisation. Cognisant of her position, the self researcher assumed the stance of a postmodern criticalist directing her interests toward uncovering how the dominant discourses of power and her ideology reproduced dominance and privilege and marginalised, excluded and disenfranchised others (Kincheloe & McLaren, 2005). The critical self

researcher's emancipation from the hegemony of dominant discourses resided in the realisation of her own agency.

To critique those discourses which perpetuated and sustained unequal relations, this research was informed by postmodern and poststructural perspectives, in particular those of Nietzsche (1882/1974, 1887/1996, 1888/1998), Lyotard (1984), Derrida (1978, 1982, 1986) and Foucault (1977, 1980, 1984). These postmodern theorists reject Western linear rationality (Agger, 1998) and honour a plural, polyvocal world; one which is characterised by multiple perspectives that are neither superior nor inferior to the other. Postmodernists challenge the status given to "grand" narratives, instead, they privilege the "small" narratives societies have and emphasise the role and voice of the narrator (Agger, 1998). Above all, postmodern perspectives challenge the positivists' claim of an "authentic" truth, epistemological certainty, and the privileging of causal explanations.

From a postmodernist perspective, knowledge becomes contested territory that is filled with cultural prejudices and unanswered questions. Knowledge that has secured claims to "truth" has done so by silencing other forms of knowledge (Gaventa & Cornwall, 2000; McLaren, 1998). Foucault (1980) argues this authorises and legitimates existing power. In adopting this perspective the self researcher acknowledges that there are always gaps in her knowledge and a limitation to her understanding.

The critical self researcher realises that her world view in this context and her "ways of knowing" are fused into the political relationships of domination and subordination (McLaren, 1998). Her view of herself and of the world is influenced by social and historical forces. This understanding made her "feel comfortable in relations of domination and subordination rather than equality and independence" (Kincheloe & McLaren, 2005, p. 303). The critical self researcher understood that in her efforts to engage in inclusive and just practices she had to unmask and address her false consciousness (Freire, 1970).

As a postmodern criticalist (Kincheloe & McLaren, 2005), the self researcher began with who she is, how she became this way and where she "goes to" from here. The

self researcher would begin her actions as measured against the values of social justice and learn to appreciate how her actions created self and impacted upon others. Understood by the self researcher these values underpinned social practices which were inclusive of others and allowed people to participate democratically in decision making. The self researcher understood that just practices encourage and enable communication processes and build mutual understanding and rational consensus. Through self reflection, the critical self researcher would see the ways in which her practices deviated from these values (Carr & Kemmis, 1986). She would examine and reflect on her social actions in this context and therefore understand how her unjust practices had been constituted (Carr & Kemmis, 1986). If she willingly and uncritically subscribed to unequal social relations then the self researcher's social practices would reproduce the hegemony of the dominant discourses.

Consciously, critically, ethically, and reflexively crafting *Self* through a commitment to the values of social justice, critical awareness would enable the self researcher to act to change those practices which she believed marginalise others (Foley, 2002; Kincheloe & McLaren, 2005). By addressing her own false consciousness and transforming her current forms of communication and decision making (Carr & Kemmis, 1986) to reflect more mutually satisfying, just and inclusive practices, the self researcher believed that her informed actions would surface the power structures and therefore would challenge institutional practices (Kincheloe, 1995; Kincheloe & McLaren, 1994). The critical self researcher understood therefore that changed practices would reveal the contradictions that had previously remained concealed to ensure continued unequal power relations.

Consequently, the researcher would become critically informed about the maintenance of current power structures and the ways in which power works through processes which authenticate certain knowledge over other forms of knowledge (Gaventa & Cornwall, 2000; Kincheloe, 1995; Kincheloe & McLaren, 1994). Uncovering the way power operated to construct her knowledge the critical self researcher could confront these constraints and contribute to her own transformational process (Kincheloe & McLaren, 1994).

Developing a critical self-awareness meant not only uncovering self delusion but also the cultural mechanisms which worked subtly to shape the self researcher's subjectivity. The critical self researcher understood that the culture in which she practised worked to reproduce social relations through images, rituals, and practices (Kincheloe & McLaren, 1994, 2000). By changing her practices, the effects of culture on her thought patterns, language and world view were exposed. How discourses informed, maintained and influenced her practice became central to the self researcher's understanding of power relations and her "role" in the reproduction of unequal relations.

Although we come to understand ourselves and our lives through discourses which constitute society (Danaher et al., 2000; Gaventa & Cornwall, 2000), the critical self researcher realised that, from a poststructuralist perspective, meanings were not transparent or stable. The self researcher was also acutely aware that language was infused by metaphors which influenced the intellectual processes she used to establish truth and meaning (Bates, 1986; Sarup, 1993). When hidden from view these metaphors became a "mobile army" serving a particular "truth" and accepted uncritically, shaped her world view (Bates, 1986; Sarup, 1993).

This was most important as (Richardson, 2005) states,

> Language is how social organization and power are defined and contested and the place where one's sense of self – one's subjectivity - is constructed. Understanding language as competing discourses – competing ways of giving meaning and of organizing the world – makes language the site of exploration and struggle (p. 961).

Consequently as a criticalist, the self researcher was interested in surfacing her hidden assumptions because it is these assumptions which silence alternative meanings and reproduce existing unequal social relations. Questioning what appeared to her as "normal", and engaging others in alternative discourses, the critical self researcher could reveal how her world view was constructed and challenge the assumptions on which it was based. The transformation of practices involves a transformation of her ideology. From an emerging critical awareness of

her culturally laden meanings and unequal social relationships, the critical self researcher confronted her values and practices that had been distorted by ideology.

While the self researcher believed that although the possibilities of transformation were constrained, she did not believe they were predetermined (Agger, 1998). By assuming the position of a criticalist and unmasking her false consciousness, the self researcher would understand how hegemony worked through power, ideology and discourse to shape her culturally constructed and value-laden assumptions. It would be these assumptions which would serve to undermine her efforts to adopt just and inclusive practices. Assuming a criticalist position and engaging in participatory action research, the self researcher realised that she could be empowered to transform herself.

3.4   Qualitative Research

The self researcher understands that the assumptions underpinning qualitative research differ from those underpinning the natural sciences (Carr & Kemmis, 1986; Cohen et al., 2000; Greenbank, 2003; Keeves & Sowden, 1997; Lather, 1986b; Lincoln & Guba, 1985). Value laden qualitative research, with its naturalistic approach, reduces the distance between the author, the text and the reader (Lincoln & Guba, 1985). While the assumptions that underpin this approach have implications for the validity of the research (Kvale, 1991; Lather, 1986b; Sparkes, 1992) and the rhetorical stance taken in the report, qualitative research is an appropriate choice for this investigation as it provides a holistic picture of the multiple dimensions of this complex social issue (Lincoln & Guba, 1985; Stake, 1995).

The self researcher understands that there is no neutral research (Carr & Kemmis, 1986; Cohen et al., 2000; Greenbank, 2003; Keeves & Sowden, 1997; Lather, 1986b; Lincoln & Guba, 1985). Qualitative research acknowledges the presence of the author and their values (Denzin & Lincoln, 2005; Greenbank, 2003; Lincoln & Guba, 1985). This Case Study research is value laden and the researcher discusses values that have shaped the narrative and her understandings. Denzin and Lincoln (1994)

define qualitative research as,

> multimethod in focus, involving an interpretive, naturalistic approach to its
> subject matter. This means that qualitative researchers study things in their
> natural settings, attempting to make sense of, or interpret, phenomena in
> terms of the meanings people bring to them (p. 2).

Subscribing to a naturalist paradigm, the self researcher views reality as multiple, holistic, and constructed (Lincoln & Guba, 1985). Qualitative research honours multiple realities. It allows the researcher to focus upon the participants' perspectives and their meanings. Qualitative studies emphasise the researcher's role as an active learner telling the story from the participants' view, privileging the participants' perspectives and their meanings (Lincoln & Guba, 1985). This approach is appropriate for the researcher's purpose.

The focus of the inquiry was the meaning made from attempts by a participant to improve her leadership practices through feedback and review. The researcher was the participant engaged in this inquiry (a self researcher). This research, therefore, called for the objectification of subjective practices (Lincoln & Guba, 1985). As qualitative research reduces the distance between the researcher and the researched (Lincoln & Guba, 1985), it is consistent with the researcher's approach.

In qualitative research the activities of data collection, analysis, and report writing are highly interrelated (Denzin & Lincoln, 1994). For the purposes of this research it was essential to allow readers to appreciate the complexity and evolution of the self researcher's social life (Stake, 1995) as the self researcher engaged in the research. Consequently qualitative research was considered appropriate because it preserved the holistic essence of the lived experience by maintaining the flow between the research, the data, and the reporting.

Qualitative research allows data to be gleaned from the natural setting over an extended period of time. In this inquiry, as data were collected through the iterative cycles of the PAR, improvements in the self researcher's practice were built upon understandings gained from previous actions and reflections on changes in practice, that is, a "function of the interaction between inquirer and phenomenon [and] is

largely unpredictable in advance" (Lincoln & Guba, 1985, p. 41). Consequently, the research is viewed as a process and the researcher is an active instrument in the data collection (Denzin & Lincoln, 2005; Lincoln & Guba, 1985).

As qualitative methods are rhetorical, metaphors can be employed as a legitimate form of analysis (Keeves & Sowden, 1997; Lincoln & Guba, 1985). However, given the instability of language, alternatives to "validity" are necessary (Kvale, 1991). Kvale (1991) states that:

> a move from knowledge as correspondence with an objective reality to knowledge as a social constitution of reality leads to a change of emphasis from observation of, to a conversation and interaction with the social world (p. 23).

Kvale (1991) states that a pragmatic understanding of validity can be found in action research. In this research it is action which indicates how effective the research process has been in empowering the participants and enabling them to create change (Kvale, 1991; Sparkes, 1992). This call to action is what Lather (1986a) refers to as catalytic validity and is consistent with the emancipatory purpose of the study.

In qualitative research reports of the findings can be written in the first person in an interesting style. Through the use of the narrative the reader can be engaged in a dialogue with the author (Stake, 1995). Consequently for this research, because the self researcher narrates the story as a participant seeking to improve her social practices over a period of time and invites the reader's participation, the assumptions which underpin qualitative research are consistent with the purpose of this Case Study.

3.5   The Narrative and the Use of Metaphor

Postmodernism challenges the claims of a privileged authoritative knowledge of any discourse and allows the self researcher to write reflexively. In doing so, writing is validated as a method of knowing (Richardson, 2005). The narrative gives voice to the self researcher as a social actor and privileges the way she has constructed meaning (Adams St. Pierre, 2005; Kleinsasser, 2000). The narrative form of

representation involves a dynamic and creative process (Purser, 1997; Richardson, 2005). The self researcher constructs, reconstructs and performs the self, the experience and her social political reality. Through the use of metaphor the performance is constructed to enable the reader to engage in the process (Chase, 2005; Creswell, 1998; Eisner, 1997; Hall, 1996; Quantz & O'Connor, 1988; Richardson, 2005).

Drawing from postmodern perspectives, Richardson (2005) explicates how, through language, subjectivity is constructed. As the expression of Self and one's meanings are always bound by language, language is, Richardson states, a "constitutive force, creating a particular view of reality and of the Self" (Richardson, 2005, p. 960). Language produces meaning and creates social reality, thereby constructing subjectivity in ways that are historical and locally specific (Richardson, 2005). As there are competing ways of giving meaning and organising the world, language becomes the site of exploration and struggle between competing discourses. However, an individual's meaning making depends upon the discourses available. Although Richardson (2005) notes there are many competing discourses and these render subjectivity unstable, she maintains that a local, partial and historical knowledge is still knowing. As a situated speaker, engaged in knowing/telling about the world as she perceives it (Richardson, 2005), the self researcher tells her story.

As the self researcher writes and thought happens, the narrative itself becomes a form of inquiry (Adams St Pierre, 2005). When writing is employed as a method of inquiry, the self researcher simultaneously engages in analysis. The self researcher understood that "When thinking becomes visible, it can be inspected, reviewed, held up for consideration, and viewed as a set of data" (Kleinsasser, 2000, p. 158). Through the narrative, as the self researcher organised events, she came to understand her actions and those of others and saw the consequences of her actions over the duration of the investigation (Chase, 2005).

Using writing, the self researcher has carefully crafted the narrative. A small narrator immersed in the culture, she weaves emotions, thoughts, and interpretations into her recount of social actions (Creswell, 1998; Purser, 1997). The self researcher creates a polyphonic text by replaying the events in the historical moment in which they took

place, drawing upon the multiple voices which created the original scenes (Quantz & O'Connor, 1988). She draws upon literary devices such as flashback, flash forward, alternative points of view, metaphor, and characterisation (Creswell, 1998) to develop the narrative's meaning. These features provided the narrative with an evocative quality (Eisner, 1997).

The narrative consists of four story threads which illuminate the life world of the participant (the self researcher) and the system (Kemmis & McTaggart, 2005). The narrative recounts living with the creative tension arising from the participation of the self researcher's other, *Alice*, in two sub-contexts, the Primary School and the Secondary School, in the one organisational context.

The self researcher invites the reader into her life world to live the internal and interpersonal conflicts the self researcher experienced in her commitment to change to just and inclusive practices in this cultural context. Through empathetic participation (Eisner, 1997) this evokes in the reader what the reader needs to experience in order to know the experience of the self researcher (teacher leader). As she exposes her own culturally laden thought processes and readers "see" her involvement in the meaning construction process, they decide for themselves (Hall, 1996).

The reader is engaged in making meaning from this experience through the use of metaphors. Sustained metaphors were employed to provide an insight into the particular characteristics of the sub-contexts of the Primary School and the Secondary School. Through these metaphors together with the selection of various metaphors to illuminate the development of the multiple Selves of the self researcher, the reader has been invited to make meaning as the experience unfolds and the self researcher's Selves evolved.

3.5.1   The Metaphor

As metaphors carry personal identity (Willis, 2001) and social commitment (Bates, 1986; Sarup, 1993), they can represent the social (Richardson, 2005). In this research metaphor has been employed to disrupt the logic of "accepted" language convention which attempts to prescribe meaning. The creative analytical practice (Richardson,

2005) nurtures the researcher's voice and increases insights about the Self, the social world and issues of social justice. It shifts the burden of meaning making to the reader (Foley, 2002).

Metaphoric language allows the expression of emotion and identity (Willis, 2001). Different metaphors also evoke different feelings (Richardson, 2005), affect the way people relate to each other (Bates, 1986) and are closely related to people's values (Richardson, 2005). Consequently, as Richardson (2005) asserts, metaphors are "valid and desirable representations of the social" (p. 962).

While stating one thing, a metaphor simultaneously requires an understanding of something different (Sarup, 1993). In this research, metaphor has been employed by the self researcher to disrupt "logic" (Sarup, 1993) prescribed by conventional language. The self researcher uses metaphor to articulate the abstract essence of teacher leadership by comparing it to something else (Willis, 2001). The metaphoric process shifts meaning and challenges the regulatory systems of language conventions that attempt to prescribe meaning (Sarup, 1993).

Metaphors are embedded in the language of our everyday thinking and actions. They commodify knowledge (Miron, 1999). They can inscribe or resist social inequities (Richardson, 2005; Sarup, 1993). By making the metaphors which sustained inequities in this context explicit, the ways they structured the self researcher's thoughts is better understood. These understandings generate new insights (Sarup, 1993).

However, the making of the relationships evoked by the metaphor is a task for a reader (Sarup, 1993) placed in a space, time, and biography (Willis, 2001); one who can use his/her own experience to generate meaning. Consequently, as the interpretation of metaphor directly involves the reader, they are seen as collaborators in the research process. Therefore the metaphoric representations shift the burden of making meaning to the reader and "create a paradoxical, dialogic encounter between the author – text – reader" (Foley, 2002, p. 479).

Considering the employment of the metaphor and the emancipatory agenda of the PAR, the four criteria forwarded by Richardson (2005) to evaluate the filtering activity of the researcher is considered appropriate. These include substantive contribution, aesthetic merit and reflexivity. Substantive contribution asks if the research contributes to our understanding of social life. Aesthetic merit implies asking if the use of creative analytical practices has opened up the text and invited interpretative responses. Reflexivity requires the self researcher to provide adequate self exposure for the reader to make judgements about the point of view adopted. The fourth criterion, impact, prompts other questions about the research, in particular, if it leads to action. This criterion moves the emancipatory agenda beyond the realm of the personal.

3.5.2   The Narrative, the Metaphor and the Emancipatory Agenda

Language is burdened by metaphors and acts to shape world views (Bates, 1986; Sarup, 1993). In this postmodern narrative, a holistic flow between the meaning made and the rendered account is maintained through the use of metaphor. The self researcher surfaces the pervasive metaphors which inhabit language and, through increased critical awareness, makes a commitment to social justice to act to change her practices. While the emancipatory agenda of this narrative is personal, through the use of the metaphor, the text joins the personal to the political and works as a cultural criticism (Denzin, 1999).

Bates (1986) maintains metaphors frequently present "views of the world as incontestable descriptions of the way things are" (p. 265) and obscure the interests of dominating elites. The metaphor of the machine is frequently used in education. The machine metaphor often unconsciously and profoundly shapes the attitudes, world views and the practice of those engaged in education (Bates, 1986).

The postmodern narrative surfaces the pervasive metaphors that shaped the self researcher's world view by their subtle workings. Using metaphor the self researcher reveals the emergence of the self researcher's critical understandings over time and creatively resists the reality defined by the dominant ideology (Agger, 1998). Through the metaphors the self researcher illuminates not only how her social

practices had been constituted and the inequities woven into her ideological positioning, but also her commitment to change.

The use of metaphors opens possibilities for a different kind of future by engaging the reader because in doing so, it democratises knowledge and fosters critical theorising (Denzin & Lincoln, 1994). Recounting the cultural experience, the narrative engages others in a dialogue around the issue of teacher leadership and encourages their critical theorising. As the reader engages with the text, the personal becomes political and the text works as a cultural criticism (Denzin, 1999).

3.6 The Research Process

This research draws upon Action Research methodology conceptualised by the Deakin University group of researchers, namely, Wilfred Carr and Stephen Kemmis (1986). The self researcher engaged with the discourses of emancipation and praxis. Through strategic actions she employed participatory action research (PAR) to intentionally change her leadership practices to practices that were more rational, satisfying and socially just. The self researcher understood that her socially and historically constituted practices held possibilities for the future.

Carr and Kemmis (1986) draw on the work of Lewin (1890-1947) who constructed a Theory of Action Research (Lewin, 1946). Lewin described Action Research as a series of iterations or cycles involving planning, acting, reflecting, observing, revising, and implementing. This process is central to the work of Kemmis and his associates (Atweh, Kemmis, & Weeks, 1998; Kemmis & McTaggart, 1988, 2005; Kemmis & Wilkinson, 1998). As the research involved an inquiry into *actual* practices, it called for the objectification of subjectivity. The self researcher understood that the improvements in her leadership practices would be a product of insight resulting from an interrogation of her social practices and thought processes by participating in the Participatory Action Research (PAR) process.

The self researcher understood the term participatory in the sense that people can only do research "on" themselves (Kemmis & Wilkinson, 1998). In this Participatory Action Research project, the iterative cycles of the PAR were employed to direct the

self researcher's changing teacher leadership practices during her coordination of a school-wide innovation in the Primary School and the Secondary School. The purpose of the research was to improve the self researcher's leadership practices to make them inclusive, rational and socially just.

Central to the PAR project is the notion of strategic action. The changes in the self researcher's leadership were to be the subject matter of intentional effort. To this end, the self researcher engaged with the discourses of emancipation and praxis (Carr & Kemmis, 1986; Kemmis, 1997; Kemmis & McTaggart, 2005; Kemmis & Wilkinson, 1998; McTaggart, 1991, 1996). Through the PAR, the self researcher engaged in intentional strategic action to change her practices to ones which she believed were socially just. Practices to be improved upon were those that marginalised others, which excluded them from participating in decision making and denied them a voice in their own future. The self researcher believed that such practices were inherently unjust.

When addressing leadership practices that were irrational or unsatisfying or violated the principles of social justice, the participant in the PAR recognised that the object of the inquiry, her leadership practice, could be improved by learning from others and from reflection on past practices to improve future actions. Although the self researcher's leadership practice contained traces of the past in the present, the self researcher understood that these practices also contained possibilities for the future as well as individual and social aspects (Kemmis & McTaggart, 2005). Consequently, the PAR aimed at going beyond the problem-solving approach of the technical to improving self-understanding and aimed at arriving at a critique of the self researcher's educational work setting (Kemmis, 2000).

3.6.1 PAR as Individual Practice

Drawing from Carr and Kemmis's (1986) work, the process the self researcher engaged in as an individual is represented in Figure One, Self-Reflective Spiral of Participatory Action Research. The self researcher employed the techniques of inquiry and advocacy recommended by Senge (1990, 1991) and subscribed to Argyris's (1990) notion of "double-loop learning" which requires participants to

question, challenge, and change value systems. Conscious, critical, and intentional actions tapped into the potential of the research to change the values, attitudes, and beliefs which underpinned socially unjust actions. These efforts surfaced the ideology that the socially unjust actions represented (Zuber-Skerrit, 1996).

The self researcher's leadership practice, infused with her own belief system and theoretical commitments, was understood as dialectical. Through the PAR process, understandings, values, and personal beliefs were employed prospectively while decisions taken were, at the same time, retrospective to past actions or past reflections. This cognitive interplay created the dialectical tension between action and reflection, while each informed "the other through a process of planned change, monitoring, reflection, and modification" (Carr & Kemmis, 1986, p. 206).

With respect to this process, rationality was understood by the self researcher to be dialectical, constructed in social practices and embedded in history (Carr & Kemmis, 1986). Seeking to address those practices which were unjust, inequitable, or unsatisfying, the self researcher's practices were constructed and reconstructed by engaging in metapractice (Kemmis & McTaggart, 2005). Metapractices helped to construct and reconstruct the first level practices of the inquiry with the deliberate intention to change those that, upon reflection, appeared to be contributing to inequities and unsatisfying conditions.

By engaging in dialectical critique, prospective and retrospective activity, the self researcher understood that ethical dilemmas might arise. This could occur when contradictions between current actions and possible alternatives emerged and unjust or irrational conditions (Kemmis & McTaggart, 2005) were revealed. The self researcher understood ethically that these had to be addressed if practices were to reflect socially just values. Although such tensions created discomfort, they had the potential to provide the motivation for a change in practice (Waterman, 1998). The self researcher therefore had to reassess and take strategic action based upon the ethical stance to which she was committed and transform her ideology.

3.6.2 Theory and Practice

The dialectical process of PAR involving theory, research and practices was evident when the participant's understanding and abstraction of ideas increased alongside and between improvements in her real world practices (Kemmis, 1997; McTaggart, 1996). The self researcher understood that to develop personal knowledge of leadership practice through theorising required systematic reflexivity and rational discourse with others. It also required the dialectical resolution of the internal contradictions (Macey, 2000) experienced by the self researcher as she took action to change her social practice to practices which were inclusive of others.

As the self researcher used the PAR process to improve current leadership practices it was understood that leadership theory could be built upon, contested, and evaluated for its usefulness (Kemmis & McTaggart, 2005). The self researcher theorised while taking action and changing her practices through the PAR process. The modifications to her action enabled her to build theory (Kemmis & McTaggart, 2005). In developing a personal theory of action, real changes to the actions, interactions, and values of the self researcher were made possible as well as the building of theory.

Figure 1: Self-Reflective Spiral of Participatory Action Research

Dialectical tension – internal contradictions that are resolved as a new synthesis of understanding is achieved (Macey, 2000)

Focus of prospective and retrospective cognition is the self researcher's teacher leadership practices situated in a social and political context, in and through history.
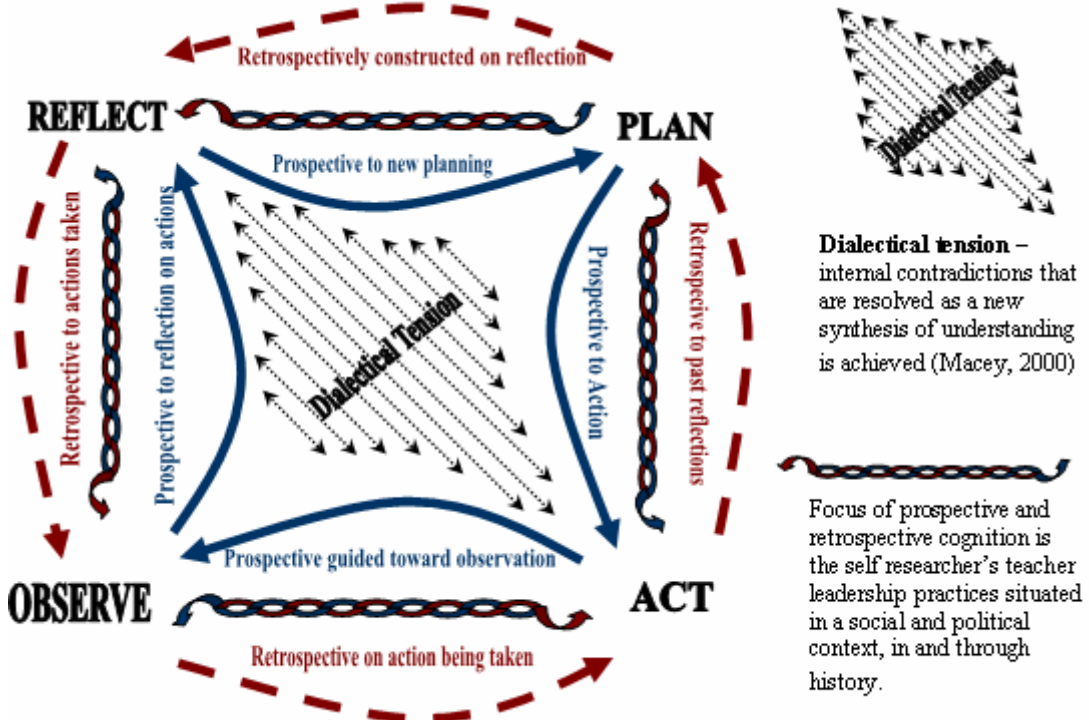
Adapted from W. Carr & S. Kemmis, 1986

The self researcher embarked on a process to transform herself and her practice setting (Kemmis & McTaggart, 2005). The transformational process involved a greater understanding of the self researcher's objective other. The self researcher understood that deliberate and systematic reflexivity could provide insights into her social practice and furnish her with self knowledge upon which she could act. It was through reflexive practice that the researcher became aware of previously hidden conflicts and dilemmas (Besozzi, 1999).

3.6.3 Reflexivity

Reflexivity was an integral element and epistemological basis of the research (Anderson, 1989; Besozzi, 1999; Carr & Kemmis, 1986; Foley, 2002; Jordan, 2003; Purser, 1997; Winter, 1996; Zuber-Skerrit, 1996). Cohen et al., (2000) state that "reflexivity is a self-conscious awareness of the effects that the participants-as-practitioners-and-researchers are having on the research process, how their values, attitudes, perceptions, opinions, actions, feelings etc. are feeding into the situation being studied" (p. 239). As a process, it authenticated the data of the self researcher's experiences.

Reflexivity provided the self researcher with insights into the formulation and transformation of her practice in this social context (Hall, 1996; Winter, 1996). Insights into the formulation of her practice were gained when the self researcher interrogated the values, assumptions, and beliefs that were woven into her cultural practices and language script and through the discourses which operated in the social context. The interrogation exposed the values, assumptions and beliefs that sustained inequitable "first level" practices (Kemmis & McTaggart, 2005). As tacit knowledge that perpetuated unjust social actions was uncovered, a change in thought patterns resulted. New thoughts about familiar experiences produced a more authentic understanding (Carr & Kemmis, 1986). Through reflexive practices transformations occurred in the way the self researcher thought about herself and her leadership in this social context. This was important as the self researcher understood the limitations of non-reflexive research.

Research that lacks reflexivity does not impact upon the underpinning values and beliefs which sustain unjust practices (Carr & Kemmis, 1986; Kincheloe, 1995; McTaggart, 1996; Winter, 1996). It leads to a subtle but pervasive form of self deception. When self deception and ideological distortion occurs substantive changes to practice are undermined (Carr & Kemmis, 1986; Kincheloe, 1995; McTaggart, 1996; Winter, 1996). To avoid such self deception (Carr & Kemmis, 1986) the self researcher understood that an active construction and reconstruction of meaning and the disclosure of assumptions that had previously unknowingly influenced the self researcher's actions (Kemmis & McTaggart, 2005) was required. This form of critical self reflection would be assisted by engaging in a rational discourse with others.

3.6.4 Collaborative Research

Through collaborative practice the self researcher sought differences in viewpoints to her subjectivity. She drew upon multiple perspectives to expose the assumptions, values, attitudes and beliefs which informed her practice and uncover the discourses through which she understood and interpreted the world. The self researcher understood that by using multiple perspectives to assist in the critical examination of her practice, previously unseen assumptions and the ideology that underpinned them would be revealed (Carr & Kemmis, 1986; Kemmis & McTaggart, 2005). However, she was also aware that through the collaborative practice of critique, the reconstruction of her social practices through intentional interactions would impact upon the social environment (McTaggart, 1991).

The collaborative practice of critique changed the self researcher and her social world (Kemmis & McTaggart, 2005). The self researcher's current practices were a product of particular circumstances or intentions. It was understood that transformed practices would be produced and reproduced by different intentions under different circumstances (Kemmis & McTaggart, 2005). Motivated by the principles of social justice, through an increased understanding of the Self and the discourses that shaped the meaning the self researcher made of the world, she reframed and reconstructed her social practice (Purser, 1997). As she changed her social practice to practices that were just and inclusive, she understood that her changed behaviour would compel

others to react or respond differently to how they would otherwise have (Kemmis & McTaggart, 2005).

The PAR project in the first instance changed the self researcher and then through intentional, conscious interactions, impacted upon her social environment (McTaggart, 1991). It was directed towards studying, reframing, and reconstructing social practices through the self researcher's understanding of the ways in which social practices could be transformed (Kemmis & McTaggart, 2005; Purser, 1997).

3.6.5   PAR as Social Practice

The self researcher's purpose was to change her social practice. Social relationships and the politics of PAR can be understood from the perspective of Habermas's (1984, 1987) *theory of communicative action* and from his commentary of the nature of the *public sphere* (Habermas, 1996). Drawing upon these understandings, the self researcher made efforts to reach mutual understanding and intersubjective agreement. Seeking mutual understanding required the self researcher to retreat to a meta-level of critique. In this way the research process enabled the self researcher to change by engaging in self refection and gaining a deeper understanding of her situation (Lather, 1986).

Communicative action occurs when people who are engaged in the communicative act "consciously and deliberately aim to reach *intersubjective agreement* as a basis for *mutual understanding* so as to reach an *unforced consensus about what to do* in a particular situation" (Kemmis & McTaggart, 2005, p. 576) (Italics in original). This form of communicative action also opens up a communication space between people. When understandings are opened to each other, solidarity between people is built and decisions are underwritten with legitimacy (Kemmis, 2000; Kemmis & McTaggart, 2005).

For the self researcher the implications of moving into communicative action meant to practise just and moral ways of understanding and acting in her social world by creating a communicative space, one characterised by mutual inquiry. She understood that these social practices were based upon ethical understandings and

socially just values. Consequently, the PAR focussed on improving the self researcher's leadership practices to ones that were socially just, by engaging in communications that were mutually satisfying and being inclusive of the voices of others in making decisions, decisions that were only regarded as legitimate when participation was open (Carr & Kemmis, 1986; Kemmis & McTaggart, 2005).

Informed committed action was taken as the self researcher committed to authentic change. However, given the complex social forces operating at any historical moment, the self researcher was unsure of the accuracy or adequacy of the information available to her or indeed how to "act" morally and ethically given these facts (Kemmis & McTaggart, 2005). Consequently, in reconstructing her social practice on moral and ethical foundations the self researcher acknowledged the "need to 'retreat' to a meta-level of critique - communicative action - because it was *not* self evident what should be done" (Kemmis & McTaggart, 2005, p. 577) (Italics in original). The self researcher had to think about what choices were open to her; choices that would influence whether her practice reflected socially just values and beliefs.

3.6.6   Emancipation

The research became emancipatory when the self researcher understood that socially just practice was a matter of choice. Changing practices which were unjust meant a change in the self researcher's ideological stance. Engaging in inclusive and just practices through PAR, the research explored how the power relations within the context limited the self researcher's efforts and her knowledge of the limiting conditions of the system increased.

The self researcher was aware that her life world was culturally bound. She understood that power relations and institutional discourses constrain social practice. As she sought changes to her current leadership practices in this social context the self researcher realised that the emancipatory potential of the research could only be realised when the colonisation of her life world was addressed. Her life world had become "saturated with bureaucratic discourses, routinized practices, and institutionalized forms of social relationships characteristic of social systems that see

the world only through the prism of the organisation" (Kemmis & McTaggart, 2005, p. 571-572). As she engaged in transformative action the research had implications for the organisation as a whole.

The researcher's practice occurred in an institutional context which was structured in terms of power and status (Carr & Kemmis, 1986). In changing her leadership practices, the research deliberately explored the power within the cultural context of the organisation. The self researcher understood that institutional discourses placed limits on her actions and suppressed efforts of critique (Kemmis & McTaggart, 2005). She became aware that improvement was contingent upon identifying institutionalised patterns which limited the achievement of rational and mutually satisfying communication and inclusion in decision making (Carr & Kemmis, 1986).

Consequently, identifying the power relations within the environment and the social structures and cultural discourses through which they were sustained were an important element of the research. As the research increased the self researcher's understanding of how power shaped her knowledge and her identity (Kemmis & Wilkinson, 1998), she understood that emancipation from the constraints of discourses and the social relationships of power was possible.

3.7   The Research Design

The PAR was designed to subscribe to the principles of Action Science associated with the work of Chris Argyris and Donald Schon (1978). Subscribing to the process of double loop learning the self researcher sought to explore the premises underlying her perceptions of the world; her mental models (Raelin, 1997). Her intervention method of balancing the skills of reflection and inquiry was employed to improve her interpersonal and intrapersonal effectiveness.

Senge (1990) proposes that we can change the way we act and interact by managing our mental models,"surfacing, testing and improving our internal pictures of how the world works" (p. 174). Mental models are the deeply held "images, assumptions and stories of ourselves and others which are "often untested and unexamined and, consequently, often erroneous" (Raelin, 1997, p. 23). Mental models shape our

behaviour and perceptions; they are the patterns of reasoning that determine how we make sense of the world (Senge, 1990).

The self researcher was aware that as these mental models limit us to familiar ways of thinking and acting (Senge, 1990) they could inhibit her new learning from being translated into practice. Therefore the self researcher used the skills of Action Science practitioners, the skills of reflection and inquiry. Skills of reflection involved "slowing down our thinking processes so that we are more aware of how we form our mental models and the way they influence our actions" (Senge, 1990, p.191). The skills of inquiry concern "how we operate in face-to-face interactions with others especially in dealing with complex and conflictual issues." (Senge, 1990, p.191)

Through the PAR process, the self researcher became more aware of her mental models and their "self reinforcing patterns that seal off self-discovery" (Raelin, 1997, p. 23). The process involved the self researcher consciously engaging in internal self tracking and self auditing of thought and action. The self researcher employed targeted questioning to search for the gap in her reasoning, challenged her own rationalising through provocative questions and observed her initial emotional response in order to critique the source (Raelin, 1997). Questions such as what is happening here, how do I know, what should have happened, and how can practices be changed to address this situation, were useful.

Through the PAR, therefore, the self researcher sought to illuminate the evolution of her selves, her social practices and the organisational conditions in which her attempts to change to inclusive and socially just practices occurred. Figure Two provides a visual representation of the multidimensional perspective of the study. The dimensions permit a comprehensive insight into the changing nature of the self researcher's social practices in the sub-contexts of the Primary School and the Secondary School and the organisational context in which the changes were actioned.

Figure 2: Multidimensional Perspective of the Study
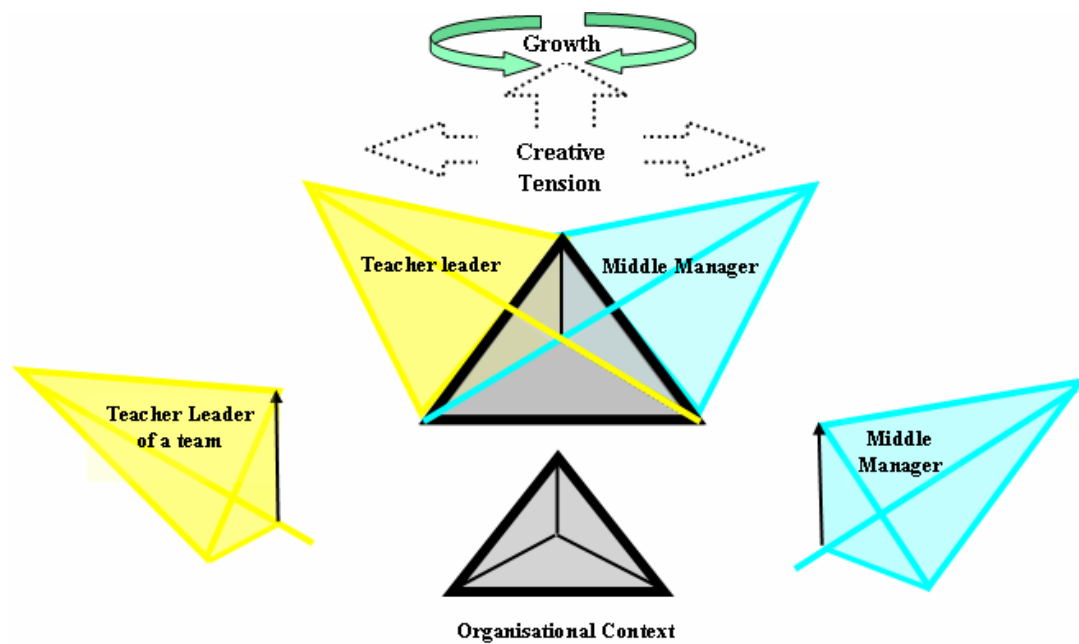
3.8   The Study

In this study the self researcher is constitutive of both the research data and the final report. The PAR allowed the self researcher to build records about the improvements in her practice (Kemmis & McTaggart, 1988). As the self researcher adopted Lewin's spiral of self-reflection, the changes in her actions, language, social relationships and in the research process itself were recorded.

Records of improvements were used through the iterative cycles to inform practice. As an ethical stance was adopted by the self researcher to ensure the integrity of the research, changes which had not been defined as improvements were also important. The data were collected consistently and were employed to inform future actions for the purpose of changing the self researcher's social practices to ones which were inclusive and socially just. Reflecting on this data the self researcher came to appreciate what actions/events/ language influenced her interactions. This understanding informed subsequent actions.

The study remained open to ways in which these iterative cycles could be applied and adapted to the developing social situation. The flexibility in design necessitated the need to be rigorous with data collection so the interdependence between action,

reflection, and change could be maintained. Comprehensive, detailed data gathering accumulated over time provided insights into the self researcher's leadership practices and the social and cultural context of the organisation.

3.8.1   Data Collection: Strategies and Processes

The strategies employed to gather data were determined by the focus of the inquiry. In this PAR records regarding those improvements in the self researcher's social practice towards just, mutually satisfying and inclusive practices were sought. The data recorded the changes in the self researcher's leadership practices, the language employed by the self researcher, and the changes in her social relationships in the Primary School and the Secondary School as well as changes in the research process itself.

Through the PAR, the data allowed the self researcher to theorise about the changes in her leadership practice by drawing on accounts from others as well as from her own reflections. The self researcher's journalising documented the understandings the self researcher arrived at from being part of the process as a teacher leader, a middle manager, and researcher. The journal entries provided an account of the journey, through which themes were identified. Data concerning her social practices during the innovation were collected from the minuted meetings, the self researcher's reflective journal, substantive conversations, and other sources of data which arose from the self researcher's reflexive practices.

The self researcher gained multiple perspectives on issues that arose concerning her leadership practices from a substantive conversation, a group interview and a questionnaire.

These reflexive moments created sources of data. Lather (1986b) states that data

must be allowed to generate propositions in a dialectical manner that permits the use of a priori theoretical frameworks, but which keeps a particular framework from becoming the container into which the data must be poured. The search is for theory which grows out of context-embedded data, not in a way that automatically rejects a priori theory, but

in a way that keeps preconceptions from distorting the logic of the evidence (p. 267).

The iterative cycles of progressive gathering of data, reflection, and changes, in terms of the self researcher's leadership practices and social relationships, supported the interdependence between the action and the research. By engaging in reflexive activity, the data provided evidence of the efforts made by the self researcher to challenge or test her assumptions. Different sources of data provided evidence of those interpretations which have been confirmed, or demonstrated the existence of contradictory interpretations (Coghlan & Brannick, 2001).

As the self researcher engaged in the PAR, the full possibilities of data collection emerged. The self researcher evaluated and redesigned when necessary as the research progressed and the self researcher's understanding of her practice in this organisational context increased. The learning from the iterative cycles assisted the self researcher in her efforts to improve her practice in both the Primary and the Secondary sub contexts. This process is represented in Figure Three.

Data revealed both intrapersonal and interpersonal changes. The changes in the self researcher's understandings, actions and interactions when using the skills of Action Science were documented. These changes were evident in the self researcher's altered patterns of thinking and meaning constructions and through the changes in her social practice. Data collection occurred between the end of January 2003 and December 2003. Table One, Events/Leadership Encounters provides an overview of the events/leadership encounters which occurred in each micro-study within this context.

Figure 3: Data Collection and Fields of Action
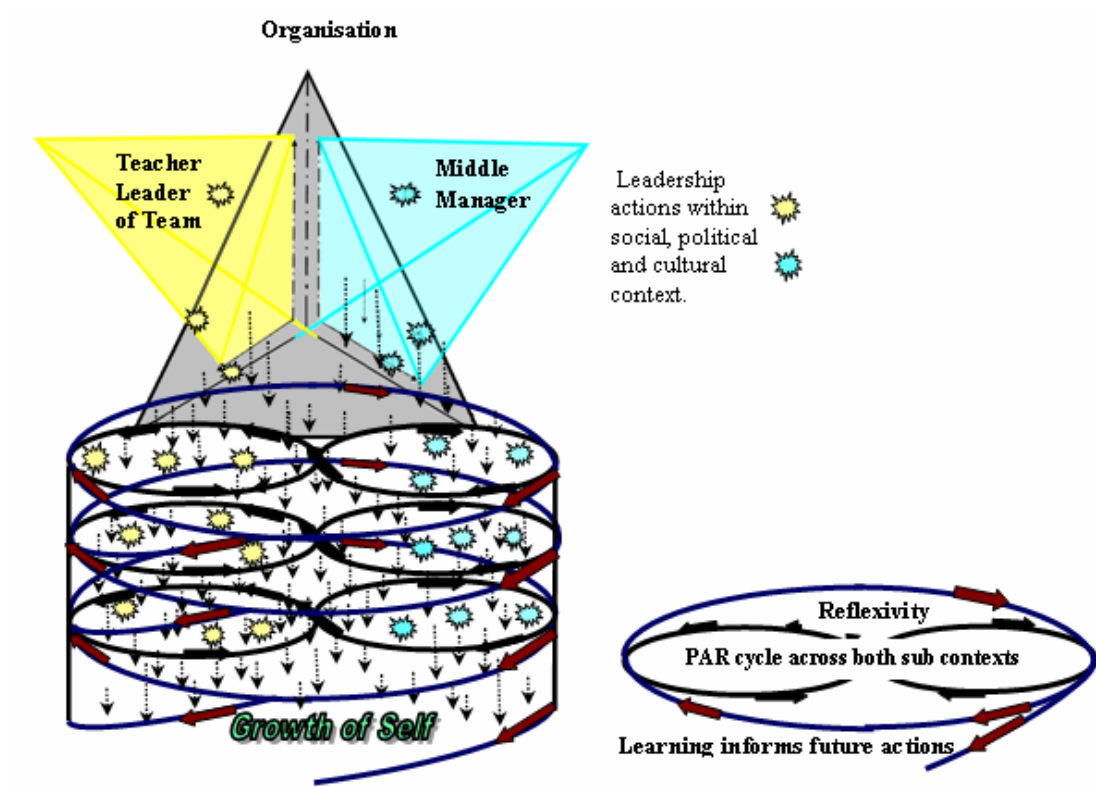
Table 1: Data Overview - Events/Leadership Encounters

Primary	Time Line of Events	Secondary	Data Gathering Tools

Jan

Management Conference

→ Whole Management Meeting
→ Meeting with Deputy (1)

Feb

1st - Professional Development Days Birth of the Metaphor

Working with Primary Director – allocation of time ←
Working with staff & TCP team member ←
Inquiry about Learning Assistance Program (LAP) ←
New LAP Proposal ←

→ Meeting with Deputy (2) TCP Staff allocations

Reflective Planner created with staff ←
March
LAP Proposal Returned ←

→ H.KLA Meeting: Curriculum Planning
→ H.KLA Meeting - New meeting proposed

Development of Metaphor – Staff Meeting ←
Apr. Teams - Pre-tests constructed ←

→ LAP Proposal – H.of School
→ H.KLA Meeting Yr. 8 Data Analysis
→ LAP Proposal approved

Dissemination of Testing Results Proposal to Administration

May

2nd - Professional Development Days

Teams working with Pre-tests ←

→ H.KLA meeting – student profile
→ Meeting with Science KLA

Staff Experimentation – What's your dream? Pre-tests & modified units ←

→ *First* New Curriculum Meeting: Development of Metaphor
→ H.KLA meeting Presentation - Overview Student Profiles
→ Presentation – Yr 8 profiles to staff
→ *Second* New Curriculum Meeting

June

→ Whole Management Meeting - guest facilitator - roles & responsibilities - "silos"
→ Meet English KLA re profiles
→ Meet Science KLA re profiles

Application for fictitious position

July
Proposal to Administration - Literacy analysis and longitudinal testing - June

Holiday Planning – Teams create new units ← → TCP Staff member – moved into Secondary School

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Data Gathering Tools:

Data Gathering -
Commence teacher leader journal.
School Documents: Strategic Plan;
Policy Documents.
Teachers Handbook.
School P.D. Vision & Goals for 2003.
Proposal for the 2003 initiative
Middle Management presentation
power point. TCP Goals for 2003.
  Meeting minutes
  Proposal Document
  TCP Proforma document
  Staff meeting documents
  Staff meeting documents
  Email communications
  Proposal Document

For reflective purposes:
Substantive Conversations – to check perceptions.
School Documents:
Email communications,
Minutes from HKLA meetings,
Curriculum meeting presentations,
Planning documents.
Presentation documents
Presentation Documents – Video
Minutes
Proposal Documentation

Teacher Leader Journal

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Table One Cont'd:- Data Overview

	Primary	Time Line and Events	Secondary	Data Gathering Tools

July → Primary Director – renegotiates timetables ← | → Meeting with Head of School, Acting H.KLA English, Director of Studies | Substantive Conversation

Aug. → Cluster Team 6/7 – Inquiry into practice ← | → English KLA Meeting
→ Meeting with Acting English KLA (1)
→ Draft Policy Document | **Reflexive Moment:**

3rd - Professional Development Days

Policy Document
Meeting Agenda
Minutes
Formal documentation

Sept | Primary Planning Day ← | → Meeting with Acting English KLA (2) |

Collaborative Proposal to Administration

Staff questionnaire

Reflexive Moment:

Oct | **Primary Staff Conference Presentation** ← | → Interview new Position – Head of Teaching and Learning |

Culminating Activity – New Medieval Unit ← | → H.KLA Meeting –responsibility for authoritative pedagogy allocated
→ Whole of Management meeting

Resume
H.KLA Minutes
Proposal

Literacy Profiles developed ← | → Literacy Profiles developed

Culminating Activity – Rainforest Expo ←
Staff collaborate on parent/student surveys ←
Literacy Proposal to External Agency for funding ← | → H.KLA Meeting – reduced TCP allocations for 2004 |

Group Interview – Outside consultant

Nov

Literacy & Profiling Proposal to Administration

Reflexive Moment:

Conflict with H. of Primary over survey responses ← | → Literacy & Profiling Proposal Returned

Dec | **Resignation Tendered** |

Teacher Leader Journal

3.8.2   Research Instruments

Two groups of instruments were used. They consisted of primary sources of data and other instruments.

Primary Sources Include:

a. Teacher Leader Journal:

Keeping a professional journal involves writing reflectively and purposefully, documenting the setting, events, and thoughts, and feelings that accompanied those events. In this research, the writing is related to the self researcher's work role, the responsibilities that she assumed in this role and her interactions with colleagues. Returning to the writing allowed the author to reflect over the events, feelings and thoughts and to record reactions and additional thoughts. This revisiting was completed in a different colour and dated during the course of the data collection period. As the self researcher revisited the writing, she analysed the thinking and events recorded previously. The process involved identifying themes, changes over time, patterns, values and challenges. The writing tells a story about the self researcher's leadership and the organisational cultural conditions which influenced her practice (Holly, 1997).

b. Semi-structured Group Interview:

The researcher invited others to contribute to the data in order to gain multiple perspectives. The group interview was an outcome of a reflexive moment when data was required to provide the self researcher some insights into the cultural influences which impacted upon the research and the self researcher's leadership practices. The questions were constructed based upon what the researcher perceived as "gaps" in her knowledge. Attention was paid to the "hows" as well as to the "whats" (Cohen et al., 2000).

In the group interview, questions were asked of all participants but issues and questions were also allowed to arise naturally during the interview (McKernan, 1996). There was a combination of open and closed questions to probe the issues. The focus was on the self researcher's leadership practices over the duration of her coordination of the innovation.

The individuals who had been involved in the learning process and who were willing to participate voluntarily were invited to share their insights. The setting, the timing, and the comfort of the interviewees were considered important. Participants were provided with the questions before the interview. The interview was conducted by an external professional. This professional spent many years in the teaching profession before becoming an educational consultant. She had recently completed her doctoral studies in education. She had extensive experience in facilitating focus groups and conducting semi-structured interviews.

c. Staff Questionnaire:

This questionnaire was a product of a reflexive moment. It was an attempt by the self researcher to gain alternative perspectives into her changing leadership practices - especially in relation to possible barriers to her efforts to improve practice. It focussed upon her coordination of the innovation and called for suggestions for improvement. Its construction evolved out of the self researcher's leadership experiences to this point in time.

d. Substantive conversations:

Substantive conversations (Newmann & Wehlage, 1993) are distinguished by three features:

1.   Considerable interaction occurs around the ideas of a topic. The talk is about disciplined subject matter and includes indicators of higher order thinking. The substantive exchange includes making distinctions, applying ideas, forming generalisations and raising questions, not just "reporting" facts, definitions or outlining procedures.

2.   Sharing of ideas – not completely controlled, but when participants explain themselves, ask questions in complete sentences, respond directly to comments of the previous speaker.

3.   The dialogue builds coherently on the participant's ideas to promote improved collective understanding of a theme or topic

As a result of their work on authentic pedagogy, the University of Wisconsin-Madison researchers (Newmann & Wehlage, 1993) have proposed substantive

conversations as an effective method of instruction. The self researcher believed that the principles of this form of engagement were appropriate. This method of data collection afforded the self researcher an opportunity to exchange perceptions about her leadership practices during her coordination of the innovation.

These conversations are viewed as an authentic means of data collection in this PAR project because:

- They were firmly grounded in the "real world" context of an emerging professional learning community amidst the daily demands of school life.
- They provided the basis for feedback on a specific issue – the self researcher's leadership.
- They were used for reflective purposes. The self researcher adjusted her leadership practices as a result of reflection on the multiple perspectives offered.
- By engaging in the activity, these conversations built mutually satisfying relationships and this was consistent with the self researcher's purpose.

The substantive conversation was an outcome of a reflexive moment.

e. How each method was applied to the research process:

The self researcher kept a reflective journal in which she recorded events. Notes were made recording her reflections on and feelings about these events over the life of the study. This journal was then revisited and analysed. In particular, circumstances that were characterised by emotive responses were a source of reflection. Attention was paid to the language the self researcher employed when writing. Behavioural patterns, language phrases that were repeated and metaphorical expressions that framed the self researcher's thinking, all raised questions in her mind about the gap between her espoused theories and those theories-in-use. Uncovering the assumptions that were operating through her social interactions and language laid the foundations for intentional future actions informed by a critical consciousness; actions were then taken in an attempt to reflect the values, beliefs and attitudes the self researcher espoused. This self tracking and the attempt to "shape" her responses in this cultural space, led to raising questions with others about her world view.

The self researcher's role in the gathering and analysing of data was monitored through reflexive activity. This constant mirroring of the self (Foley, 2002) tested assumptions and acted as a catalyst for self examination (Denzin, 2003). The questionnaire was an intentional quest for alternative perspectives. The responses raised the self researcher's consciousness of the cultural and political norms operating in her environment and the restrictions these placed upon her improving her practice. The self researcher understood that, in order to engage in intentional change and meaningful conduct (Denzin, 2003), a critical self awareness was necessary. Consequently other methods were also adopted.

The substantive conversation was employed to understand the "significance" of the self researcher's social behaviour within this cultural context. The intention was to raise issues concerning the self researcher's social practice that had caused some anxiety. Although confronting and disconcerting, this method of data collection contributed to a critical self awareness which allowed the self researcher to identify inconsistencies with her forming knowledge and her identity. It critically exposed contradictions in her ideological positioning (Denzin, 2003). The focus on contradictions generated a shift in consciousness that enabled the self researcher to question beliefs that had once appeared sound and alter her practices.

The semi-structured interview was conducted late in the data collection period. At this time questions remained that challenged the self researcher's assumptive framework. The semi-structured interview was employed to cross-check the self researcher's understandings and reconcile inconsistencies.

Other sources of data:
a. Documents and artefacts. These documents provided data which were used for reflective purposes and contributed to the self researcher's analysis of the organisational context.
Public Documents:

       Strategic Plan

       Operational Plan

       Teacher's Handbook

       Policy Documents

School Documents:

New units constructed by teachers.

Planning Proforma

Proposals to Principal - 2003

H.KLA Minutes

Presentations to H.KLA group

Supporting documents for Primary presentations

Personal Documents:

Videoed presentations

E-mail communications

Records of communications – with TCP team member, Primary staff &
administrators

Teacher Leader's Journal

An audiotape was used to record the semi-structured interview and the
substantive conversation. This allowed for a freedom of response and for
anecdotal accounts to be collected. It provided data that was verifiable.

b. Data from others included

The data which captured the perceptions from those with whom the self researcher
interacted included:

(A) Questionnaire -   Instrument provided to participants can be
                              found in Appendix 1- Questionnaire

(B) Substantive Conversation -   Conversation with colleagues

(C) Semi-Structured
    Group Interview -   Questions provided to the interviewees can be
                              found in Appendix 2 - Group Interview
                              Questions.

3.9   Data Analysis

The nature of the study, the focus of the research questions, and the curiosity of the researcher determines the strategies of data analysis (Stake, 1995). Importantly Stake (1995) also adds that analysis should not be seen as separate from the self researcher's efforts to make sense of events over the duration of the study. In this PAR analysis was not separated from the data collection. Continuous efforts to make meaning occurred throughout the cycles of inquiry and through the narrative report itself. During the meaning making process, reflexivity was an essential factor.

The analytical strategies used to make sense of the data began by initially reading all the data collected to get a sense of the overall data before "taking it apart". Stake (1995) recommends that there are two ways in which researchers reach new meanings, through direct interpretation of an individual instance and through aggregation of instances. Stake (1995) maintains that the search for meaning is the search for patterns. He also states "Often, the patterns will be known in advance, drawn from the research questions, serving as a template for the analysis" (Stake, 1995, p. 78). On occasions, the patterns can emerge unexpectedly from the analysis itself (Stake, 1995).

The process of searching for meaning involved inductive analysis of raw data consisting of multiple sources of information. This reduced the information and allowed the self researcher to note patterns. These patterned regularities were broadened to several specific themes and then to the most general themes. In this respect, the literature on leadership and organisational capacity and change was useful.

It was important that knowledge was not categorised for the purposes of treating this lived experience as some "objective reality". The self researcher's influence on the study has been made transparent by being explicit in the assumptions and beliefs she brought to the experience and the context in which the inquiry occurred (Anderson, 1989; Besozzi, 1999; Foley, 2002; Hall, 1996; Kleinsasser, 2000; Winter, 1996).

Consequently, reflexivity was an important dimension to the search for meaning. The reflexive moments during the data collection phase allowed the self researcher to

look for disconfirming or contradictory data. These are accounted for in Table One. Reflexivity provided evidence of how the researcher's assumptions have been affected by the logic of the data and allowed the self researcher to make the connection between the personal and the theoretical over time (Kleinsasser, 2000).

 In the secondary cycle, the self researcher asked the questions, how have I affected the process and outcomes of the research, and how has the research affected me? In this way, "Without collecting more data, reflexivity enables the researcher to present a more passionate, wise, and rich account" (Kleinsasser, 2000, p.157). In this cycle, the self researcher employed Morgan's (1997a, 1997b) process of "imaginization" for analysis purposes. The various metaphorical lenses surfaced the dominant discourses woven into the self researcher's cultural practices.

Morgan (1997a) asserts that metaphors allow people to create their own images or theories about their situations. Employing metaphor as a form of "knowing" in this study generated insights into the dominant constructions and competing interests within this context. This was useful because, as Morgan (1997b) argues, some managers become trapped by "images" of their roles. The self researcher used "imaginization" to analyse her leadership practices and look "into the mirror". This form of "knowing" remained part of the iterative cycle of action research process as the different metaphoric lenses illuminated the dimensions of the self researcher's evolving self in this context. Using "imaginization", the holistic social context was maintained and the ideological positioning of the self researcher was surfaced.

The self researcher deconstructed the data by surfacing those metaphors which were hidden within it. Constructed as a sustained metaphor, the organisational context provided the framework for the analysis. Against this metaphor various other metaphoric lenses were applied. Using the metaphor the self researcher also deconstructed the multiplicity of selves, revealing the evolving fragments of meaning constructions of her culturally bound other, *Alice*, the "gaps" in her understanding and the inequities embedded in her ideology.

For this emancipatory research, the use of metaphor to gain insights into the experience was appropriate. As a consequence of the analysis and an increased

critical understanding of herself and her situatedness, the self researcher became an agent in her own emancipation and built theory about what has occurred.

The analysis process is represented in Figure Four. The continuous data collection from both sub-contexts which occurred throughout the PAR is represented in the diagram as well as the secondary cycle of analysis.

Figure 4: Analysis of Data
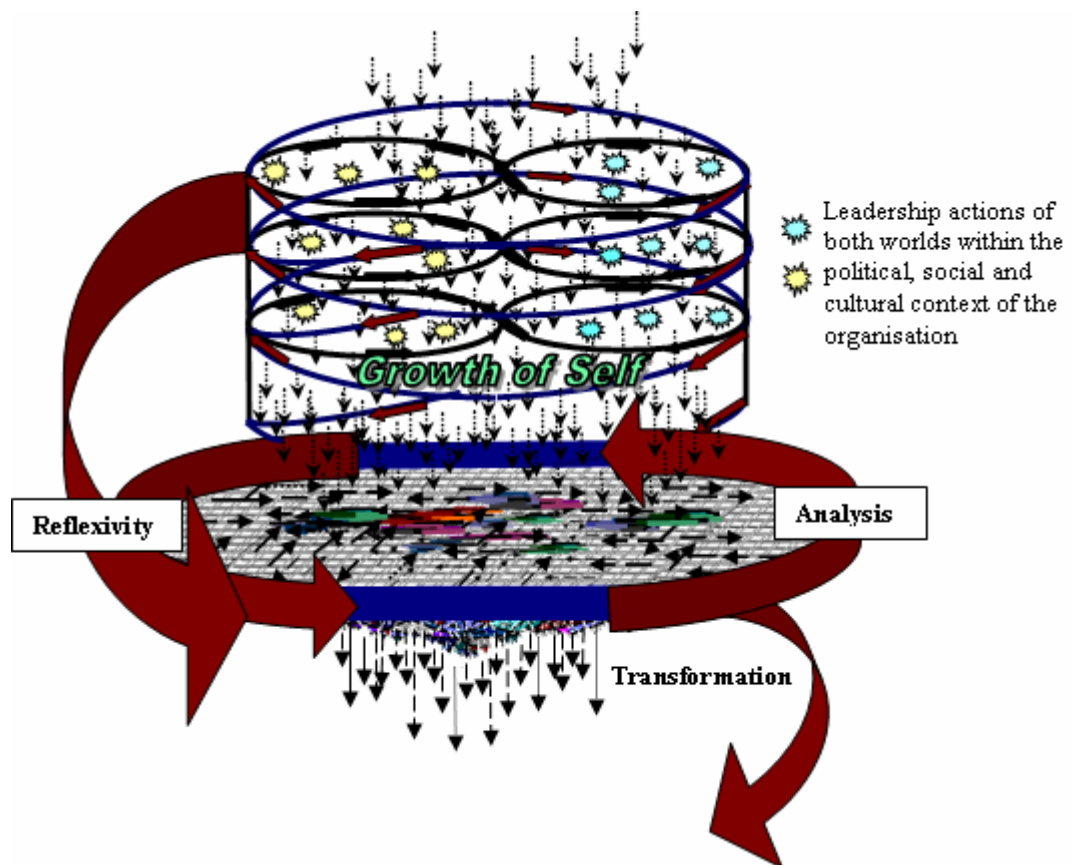
3.10 Validity of the Research

In emancipatory research, validity cannot be understood as it is in the positivist paradigm. (Cohen et al., 2000; Kincheloe, 1995; Kincheloe & McLaren, 2000; Lather, 1986a; Sparkes, 1992). In the critical paradigm, to which emancipatory research belongs, validity should be understood in terms of empowerment and the change in practice that has occurred (Sparkes, 1992). Lather (1986a) proposes that the notion of "catalytic validity" be applied to emancipatory research. Ultimately the trustworthiness of the research relies on the integrity of the process, product, and researcher (Kemmis, 1997; McTaggart, 1996; Young, 1990).

Validity is conceptualised differently depending upon the paradigmatic orientation of the research (Creswell & Miller, 2000; Sparkes, 1991). When considering the validity of any research, what is of importance is the investigative paradigm, its ontology, epistemology and methodology (Lincoln & Guba, 1985; Sparkes, 1992). In this qualitative research the ontology adopted accepts there is no one single truth, consequently a single concept of validity was considered inappropriate.

This critical research had an emancipatory agenda. It aimed to change behaviour that was socially and historically situated (Denzin & Lincoln, 2000; Kemmis & McTaggart, 2005; McLaren, 1998; Tinning, 1992). As a criticalist, the self researcher understood the term validity differently. Lather (1985) states

> Rather than 'value free' knowledge, critical theorists seek emancipatory knowledge. Emancipatory knowledge increases awareness of the contradictions distorted or hidden by everyday understandings (p. 14).

Lather (1986b) argues that emancipatory research makes an "epistemological break" from the positivist insistence upon researcher neutrality and objectivity. For the purposes of this research with its emancipatory intent, trustworthiness was considered more appropriate, as Kincheloe and McLaren (1994) assert, it "signifies a different set of assumptions about research purposes than does validity" (p. 151).

3.10.1 Trustworthiness

Validity in critical research relates to the trustworthiness and credibility of the investigation. Trustworthiness concerns the self corrective techniques employed by the self researcher that check the credibility of the data (Denzin, 1997; Lincoln & Guba, 1985). To assist in establishing data trustworthiness triangulation of data sources was sought through the use of multiple data sources, methods of inquiry and theoretical schemes (Denzin, 1997; Lather, 1986b). The self researcher also understood that triangulation would assist in identifying different realities (Stake, 1995). In this research, the four stories extended triangulation as a form of validity (Eisner, 1997).

As this research is openly ideological the self researcher needed to guard against research biases. There was an inherent risk that the self researcher could be claimed to be serving her own vested interests (Lather, 1986b). Lather (1985) argues that when the analysis is limited to the self researcher's perceptions alone, the researcher risks obscuring the workings of false consciousness. The self researcher was aware that false consciousness would limit the authenticity of the change in practice and reproduce those existing social conditions (Kemmis & McTaggart, 2005) which sustain disempowerment (Lather, 1985).

The threat to the trustworthiness of the researcher, process, and product was reduced by utilising multiple research methods and seeking alternative perspectives. When questions arose that challenged the self researcher's assumptive framework, efforts were made to confirm or challenge the self researcher's emerging understandings by capturing perceptions from those with whom the self researcher interacted. This is evident by the reflexive moments in Table One. Trustworthiness was enhanced by these reflexive practices.

3.10.2 Reflexivity

The self researcher's reflexivity was crucial to the research process. It was employed in order to keep the self researcher's critical framework from becoming the container into which the data were poured (Anderson, 1989; Lather, 1986b). The self researcher sought to provide evidence of systematised reflexivity (Lather, 1986b), which demonstrated how a priori theory had been changed by the logic of the data, that is, how the pre-existing theoretical position of the self researcher had changed as a result of the research (Greenbank, 2003).

Evidence of the relationship between the theory and the data became essential as empirical work operated within a conscious context of theory building (Lather, 1986b) and influenced the contribution theory could make (Lather, 1986b). Theoretical reflexivity involved the critical self researcher working back and forth between the evidence and the abstract theoretical explanations during the research for the purposes of illumination. This was employed to "produce a reasonably objective, authoritative account of the cultural other" (Foley, 2002, p. 476). Theory was not

only used to illuminate the lived experience, but the theory itself was illuminated by the self researcher's struggle towards inclusive and just practices (Lather, 1986b).

The self researcher also employed confessional reflexivity (Denzin, 2003; Foley, 2002) by providing evidence that she had monitored her actions in the influence she had on the data collected. The self researcher's intentional quest for alternative perspectives to inform her research was also evidence of reflexivity.

Deconstructive reflexivity was employed through the use of metaphoric lenses. These metaphors deconstructed the Self, the experience and the self researcher's socially constructed reality (Denzin, 2003; Foley, 2002). Deconstructive reflexivity rendered not only the identity of the self researcher and her objective other, *Alice*, unstable but also performed the self researcher's social experience through multiple realities simultaneously (Denzin & Lincoln, 2000). Meaning is produced as the reader is invited as an active participant into the understanding of this process of evolving multiple selves and the social construction of multiple realities.

3.10.3 Catalytic Validity

As emancipatory research has an agenda, the outcomes should be judged against other criteria (Kemmis & McTaggart, 2005) to that proposed by positivists. Lather (1985, 1986b) asserts that "catalytic validity" is more consistent with research that aims to contribute to a more egalitarian social order. Catalytic validity is understood in terms of the "degree to which research moves those it studies to understand the world and the way it is shaped in order for them to transform it" (Kincheloe & McLaren, 1994, p. 152). In this way the methodological "validity" concerned with the investigative paradigm aligns with the way the self researcher has approached the investigation (Sparkes, 1992).

Lather (1986a) asserts that the evidence of catalytic validity is found in increased self understanding and self determination which is reflected in the actions of the self researcher through the research process. That is, catalytic validity concerns activism (Carr & Kemmis, 1986; Kincheloe, 1995; Kincheloe & McLaren, 1994; Lather, 1986b; Sparkes, 1992) where insights from the research have led to action. In respect

to this study therefore, acting on ethical and moral principles, evidence of catalytic validity lies in the actions taken by the self researcher to address the inequities in her social practice.

The critical research paradigm selected reflects the self researcher's beliefs and her hopes for the future world she wants to live in. Choosing to engage in PAR with its emancipatory intent, to improve her leadership practices implies the belief that to participate as a leader in a more socially just society, the self researcher has to begin with a critical reflection on her own leadership practices. Observing how her social actions and underpinning ideology contribute to the existing inequities, the self researcher acts to change her unjust practices to create inclusive, mutually satisfying and just practices. These changes will cause others to respond to her practices in a different way.

This research has a transformative agenda. The emphasis of the research is on how the self researcher's leadership functions to reproduce hegemonic relations and how she engages in the research to change her practices to ones which are inclusive and socially just.

3.11   Data Presentation: The Narrative, an Autoethnographic Performance

The narrative consists of four story strands. The narrative is an autoethnographic performance (Denzin 2003a, 2003b; Foley, 2002; Spry, 2001) which recounts the experience of the self researcher's other, *Alice*. *Alice* had a particular view of the world.

Alice's View of the World.

>   ***Student Outcomes and the Innovation****:*
>   *Alice* believes that the desire to improve student outcomes is at the
>   heart of most teachers' practice. She believes in providing the most
>   effective learning environment for all students. She believes that the
>   innovation will cater for the diverse learning needs of students and, as
>   a result, student outcomes will improve.

Professional Inquiry and Reflective Practice:

Alice believes that teachers can change their pedagogy by understanding student needs through the process of data gathering. She believes that as data are gathered and used to inform their practice, the process allows teachers to engage in mutual inquiry and explore the assumptions that underpin it. Alice believes that, based upon this inquiry, teachers engage in reflective practice to change their pedagogy.

Teacher Leadership and the Innovation:

Alice assumes that having access to data, staff will become aware of the potential of the innovation to address student needs and to improve student outcomes. She believes that this will motivate teachers to become involved in the process. Consequently, she believes that teacher leaders will emerge within the professional learning community and that as they do, the process will evolve.

Shared Leadership and Change:

Alice believes sharing leadership will be necessary to carry out the task of the innovation. She assumes that she can exercise teacher leadership in her formal role of Head of Trans Curriculum Provision. *Alice* believes that the authority invested in her formal position has little bearing upon her ability to share leadership. *Alice* believes that if she preserves her relationship with teachers and supports their efforts during the innovation, a professional community will build and change will occur.

The autoethnographic performance (Denzin 2003a, 2003b; Foley, 2002; Spry, 2001) of the four stories narrates *Alice's* journey (the self researcher's other) towards emancipation from the cultural features of her everyday social world as she attempts to engage in just and inclusive leadership practices. Together the four stories illuminate the growth of the self researcher's critical consciousness. The performance of the stories reveals how the self researcher became increasingly critically conscious

of the role *Alice* played in reproducing the hegemony of the dominant discourses. Through a critical analysis of *Alice's* practices, the self researcher confronts *Alice's* false consciousness by unveiling and challenging the culturally laden meanings of *Alice's* assumptive framework in this context; myths which are systematically and critically unveiled (Denzin, 2003) and challenged (Spry, 2001).

The metaphors present alternative scripts and expose the inequities and contradictions in *Alice's* ideological positioning. Confronting the dominance moulded into *Alice's* social practices, these metaphors invite the reader's participation in *Alice's* evolution. The self researcher functions as a cultural critic as she becomes emancipated from the dominant cultural scripts that influenced *Alice's* identity personally and professionally.

3.12   The Stories

While the story threads are separate, they are to be viewed holistically as together they provide insights into the life world of the self researcher's culturally bound other, *Alice*, her evolution and the system in this context. A glossary of terms and characters is included before the stories to assist the reader. Of the four story strands, *Alice Enters "Wonderland"* should be read first, followed by *Alice Enters the Primary School*, then *Alice Enters the Secondary School* and finally *Wonderland's Requirements of Alice.* Three of the story strands open with the Middle Management Conference event at the beginning of the year. The fourth story strand opens soon after this event with the first of the professional development days.

The coding of the data employed in the research is as follows:

Code:	Data:
Q	Questionnaire
X	Substantive Conversation
#	Group Interview
=	Emails
+	Artefacts

3.13 Conclusion

This Case Study comprises of two related micro-studies. It draws upon qualitative research traditions and has employed PAR to collect the data. The self researcher has employed PAR to change her leadership practices to practices which were more mutually satisfying and inclusive of others in this organisational context. The research is multimethod in its approach. The data are presented as a narrative. Through the narrative, a reflexive, ethical and critical performance, the self researcher analyses the evolution of her other, *Alice*. Metaphors are used to confront dominance and the reader is invited to participate in Alice's evolution as the self researcher owns the evolution of her subjectivities and the transformation in her ideology. Although the four story strands occur during 2003 in a single organisational context, a P-12 school, they cross two distinctly different sub contexts; the world of the Secondary School and the Primary School.

The narrative answers the following question and related sub questions:

How can a teacher leader contribute to an organisation's capacity to change?
> What understandings emerged about this organisation's capacity to change?
> How did this approach to teacher leadership function?
> What are the implications for teacher leadership in this organisation?

CHAPTER FOUR: DATA PRESENTATION

4.1   Introduction

The data are presented in the form of a narrative which consists of four stories. These stories recount the experience of the self researcher's other, *Alice,* who had a particular view of the world. They map *Alice's* social practices and her internal conflicts as she attempts to fulfil the accountabilities of her formal role and coordinate a school-wide innovation while engaging with others in a just and inclusive way. The four stories, *Alice Enters "Wonderland"*, *Alice Enters the Primary School*, *Alice Enters the Secondary School* and *Wonderland's Requirements of Alice* are to be read consecutively.

A glossary of positions and terms has been provided to assist the reader's understanding of the context. The data codes are also reiterated. The event/encounter overview at the front of each story serves to focus the reader's attention upon a particular arena of *Alice's* socio-political activity. While the narrative consists of four separate stories, together they relate the lived experience of *Alice's* growth towards a critical consciousness and her transformation.

4.2   Glossary: Positions at Wonderland College

<u>Senior Administration:</u>

*Principal:
Mrs Elizabeth Governor: Chief Executive Officer (CEO).
> Responsible to the council for the leadership, management and welfare of the school; for the appointment and performance of all staff.

*Deputy Principal:
Mrs Camilla Shaftsturn
> Acts as CEO in absence of the principal. Maintains daily operation of the school, oversees the staff performance review process, ensures that the professional development occurs to support the achievement of the school's goals.

*Head of School – Secondary:
Mrs Charmaine Bearington
> Responsible for the day to day operational management of the Secondary School; for the development and delivery of quality educational and pastoral care outcomes in the Secondary School.

*Head of School – Primary:
Mrs Amanda Fold
>Responsible for the day to day operational management of the Primary School; for the development and delivery of quality educational and pastoral care outcomes in the Primary School.

Secondary School:
Middle Management - Heads of Key Learning Areas:

Head of Science: Ms Constance Lockoust

Head of English: Mrs Ann Blocksted

Head of TCP: Alice (self researcher)

Acting Head of English KLA (Semester 2): Leana Sealward

Coordinator of Years Eight and Nine English (Semester 2): Donna Preston

Head of Languages Other than English: Peter

Acting Head of Studies of Society: Pam

Primary School:
Administration:

Principal: (Head of School – Primary)
Mrs Amanda Fold

*Director of Planning and Administration:
Mrs Dawn Gardner
>Responsible for management of all administrative functions in the Primary School as directed by the Head of the Primary School.

Teaching Staff:

Years 1 – 3
Daisy
Asta
Holly

Years 4 & 5
Ivy
Sylvia
Fern

Years 6 & 7
Violet
Belle
Skye
Lilly whose replacement was Rose.

TCP Staff Team Member: Poppy Waterwell – Student support; sharing information based upon testing, collaborating with staff on program development and teaching and learning strategies.

*Teachers - Professional Expectations: Members of staff are committed to providing an educational experience for the students that will clearly reflect all aspects of the Strategic Plan and in particular, *excellence in teaching and learning*. (Italics in original) Staff members are required to demonstrate support for policies, practices and procedures which provide the framework for best practice.

*Position descriptions – extracted from Teacher's Handbook, 2003.

4.2.1   Terms

Management Conference:- This was held at the beginning of each year. All administrators, including directors and middle managers were required to attend. For the beginning of 2002 and 2003, the principal had given managers tasks that were to be completed before the conference.

Whole of Management Meeting:- These were meetings that usually occurred once a term. These meetings were hosted by the administration and concerned large operational issues. They included Head of Key Learning Areas (HKLAs) who were responsible for curriculum issues and Year Level Supervisors (YLS) who were responsible for student welfare.

HKLAs:- A Head of a Key Learning Area was responsible for the efficient and effective operation of the KLA. As the Head of a specific learning area, the middle manager was responsible for the implementation of the curriculum, the approach to teaching, the structuring of work programs and the assessment of students. He/she was also responsible for the coordination of the professional development of his/her staff. All HKLAs were members of the HKLA Curriculum Committee.

HKLA curriculum committee:- meetings with administration: - occurred every Tuesday from 7:30am to 8:15am. These meetings were chaired by the administration

and concerned operational issues. In 2003, the Head of School placed the issue of student profiles/groups and testing on the agenda.

Whole Year Group Testing:- A new format for testing the Year Eight students was adopted in 2003. Testing had occurred previously but this year the new format provided a more comprehensive profile of all students in this year level, including an assessment of literacy and numeracy skills.

TCP – Trans Curriculum Provision:- The department of the self researcher. The department was responsible for the identification of students with specific needs and for implementing programs and working collaboratively with teachers to develop strategies to address student learning needs.

Professional Development Days:- The consultant Claire Sagecroft facilitated these. There were six days in total, grouped into three lots of two day sessions. The first two sessions included both instruction and discussion. The final session provided an opportunity for teams to consult with the consultant, seeking feedback on the units that were being trialled or were being constructed.

Clusters:- Cluster arrangement grouped teachers into teams. In these teams, staff worked together to create units in which classes could be combined and students could participate in a variety of activities (cluster group activities) that matched their learning needs regardless of what class they usually occupied.

LAP - Learning Assistance Program:- This program had been organised and run in 2002. It involved the TCP team member, Poppy Waterwell training parents who were interested in developing the skills necessary to provide literacy support to children identified with specific learning needs.

Data Codes are as follows:

Code:	Data:
Q	Questionnaire
X	Substantive Conversation
#	Group Interview (External interviewer – **Int.**)
=	Emails
+	Artefacts

The self researcher took steps to ensure the research process undertaken was ethical. Application was made for ethical clearance to the University of Southern Queensland Human Research Ethics Committee. Steps were taken to protect of the physical, social and psychological welfare of the collaborators in the research process. The relevant permission and informed consent was sought. The researcher's intentions were made clear and the risks and advantages were communicated to others who volunteered to contribute to the research. Anonymity was respected.

4.3   Table 2: Data Overview – Story One: Alice Enters Wonderland

	Primary	Time Line of Events	Secondary	Data Gathering Tools

Jan:

Management Conference

→ Meeting with Deputy - 1.

Feb:

1st - Professional Development Days - Birth of the Metaphor

Working with Primary Director & TCP team member ←

Data
Teacher leader journal.
School Documents: Strategic Plan; Policy Documents. School P.D. Vision & Goals for 2003.
Proposal for the 2003 initiative

Middle Management presentation power point. TCP Goals for 2003.
   Proposal documentation (Group interview; questionnaire)
   Staff meeting documents
   Email communications

March:

Reflective Planner created with staff

April

Development of Metaphor - Staff Meeting ←

Dissemination of Testing Results Proposal - April to Administration

May

2nd - Professional Development Days

Staff Experimentation - what's your dream? Pre-tests & modified units ←

→ *First* New Curriculum Meeting Development of the metaphor

Email communications
Curriculum meeting presentations
Unit Planning documents
(Group interview; questionnaire)
Agendas and Minutes
Letter to administration

June

→ Meetings with English & Science KLA s re student profiles

TCP Staff member moved into Secondary School ← → Application for fictitious position

July

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Table 2:- Data Overview Cont.

Primary	Time Line and Events	Secondary	Data Gathering Tools

English KLA Meeting

Aug

Substantive Conversation

Reflexive Moment:

3rd - Professional Development Days

(Group Interview and Questionnaire)

Sept

Primary Planning Day

Staff questionnaire

Reflexive Moment:

Collaborative Proposal to Administration

Oct.

Staff Presentation – First International Conference on Pedagogies and Learning

Interview for new position – Head of Teaching & Learning

Policy Document
Formal documentation
Units – Metaphor symbols and references.
Abstract submitted for conference
Resume

Group Interview – Outside consultant

Reflexive Moment:

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4.3.1 *Story One:* **Alice Enters "Wonderland"**

A Difference in World Views:

The focus of the presentations at the Management Conference was to be on the authoritative pedagogy. My presentation was more global. Emphasising the moral obligation we have as teachers to provide for diverse student needs, I related the connection I saw between values, best practice, information management and community building. I focussed upon emphasising the advantage of overlapping initiatives. I related that the innovation could be used to develop other processes, such as student profiling, the monitoring of student progress, and the sharing of practice. I believed that by adopting a holistic approach, staff enthusiasm would increase and change would occur.

Later I wondered if I had missed an opportunity to demonstrate my knowledge in the authoritative pedagogy, establishing my "position" as an expert in this area in front of my peers. I dismissed the notion. I understood that this was the consultant's role. I simply wanted to work with staff as they became engaged in the innovation and help build our professional community.

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 Peter: I would say that Alice has the best perspective on…what students across P-12 in this school do. Better than anybody else.

 Dawn: Yeah I agree with that.

 Peter: In a hands on kind of way too. Not theoretically…

 Dawn: Yes.

 Peter: …but actual.

 Int: So another element of her leadership then appears to be the transition or the connection between the practical and the ideas.

 Dawn: Mmm! Yes.

 Int: Is that an accurate description? [Agreement from 2 respondents]

 Peter: I think one of the things that really stands out is that because Alice has such a solid understanding of what it is that makes up a good differentiated lesson or topic or event because of the amount of reading that

she's done, and in her studies for her doctorate etc. So I think she keeps up with what's going on out there…

Dawn: Mmm.

Peter: …as well as how that applies practically in here - if I can break it into that dichotomy. And I think the strength of that is that she's able to use her knowledge then to help others to see the possibilities.

Int: So Alice shares the reading that she does with people who want to engage.

Peter/Dawn Yes, Mmm.

Int: Do you think that's led to an increase in professional conversations throughout the year?

Peter: Well her staff room is right on top of mine so I know that for me that's very true.

Following the conference, I was asked to meet with the administration to discuss the management strategy for the innovation. There was a large number of staff who had registered their interest in participating. The administration suggested the names of staff who would be asked to delay. When I expressed some dismay, the deputy, Mrs Shaftsturn, suggested that I could become a trainer and those who were asked to delay could possibly start mid-year. She spent much time focussing on the details and impressing upon me that I had to accept responsibility for this. There were tasks to perform and these had to be accounted for. I believed I was ready to accept responsibility for coordinating the innovation, to provide for student learning differences was the realisation of a dream.

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    Peter: She wants the best learning that can be provided for the students at this school. [Agreement by several respondents] That, pure and simple, is the main motivation.

    Asta: Yes.

    Dawn: That's right. For *all* students.

    Yes (group consensus). She's passionate for all.

    Peter: Yes. And I know it's true because she doesn't just talk it. She does it. And in Year Ten she has the opportunity in Trans Curriculum Provision

subject that she actually created out of nothing where I've seen her and I've worked with her. And she wants these kids to learn how to think, how to manage their own learning, and how to actually get something out of what they're doing for a purpose, a real purpose.

And I think that motivates Alice in everything that she does. And she knows all full well that you can't have outstanding learning with students unless teachers feel that they are valued and unless the support is there for them. Because it just looks like something else on top…

Dawn: Mmm.

Peter: …of what teachers already have to do. Which as you know is getting more and more and more and more every year you teach. And so her position is not 'oh how can I make life more difficult for the teachers for the benefit of the girls' but 'how can it be a win/ win situation for everybody?' And I know that's really how she works.

I was concerned however, about becoming a trainer as well as fulfilling my existing responsibilities. The headmistress had indicated that the staff allocations to the TCP department would be reduced in the future.

Building a professional community through the use of metaphor – a change in language:

At the first professional development session, I paid attention to the organisational details that is, providing a comfortable place and provisions for the interaction; the symbols of being valued. The staff became comfortable in sharing ideas and concepts and the fear of appearing ignorant in front of their peers was soon forgotten. Staff discussions focused upon trying to understand what implications the new approach to learning had for students. A member of staff suggested that this form of practice could be best understood as a tapestry, a curriculum tapestry. This tapestry could be woven from a design to cater for all students, comprised of different threads (strategies) to meet their diverse needs and contain different colours (learning experiences) for different learners.

I was aware of the power of metaphor. I believed that this tapestry metaphor could sustain the relationships among staff as they applied the theory to their practice. It encapsulated their purpose and provided the basis for a shared language.

Leadership is shared between Alice and others – based upon mutuality:

The Primary Director of Planning and Administration, Mrs Dawn Gardner, was vigilant in her efforts to support the professional learning process. She created opportunities for increased contact time between the staff and myself and assisted my efforts in any way she could. Sharing leadership with the TCP team member, Poppy Waterwell was also pivotal to the change effort.

Poppy and I often engaged in extended discussions regarding the needs of students and appropriate ways to provide for them. We met almost every second day bringing the issues that perplexed us to our informal gatherings to seek each other's critical input. The professional dialogue about parent involvement in the educative process and other important pedagogical matters concerning student needs contributed to our shared understanding about learning and built a deep and reciprocal respect for each other. I had sought her advice on a proposal for a Learning Assistance Program (LAP) (Appendix F, Learning Assistance Program Proposal - February). The fruits of our collaborative efforts were also evident in the creation and development of the Reflective Planner (Appendix D, Reflective Planner – March).

Q:

> Your passion and enthusiasm and commitment to your work is a constant inspiration. I know whatever idea I currently have you'll support it, until I either see it through to its conclusion or abandon it for well thought out reasons. I also appreciate your ability to listen and empathise intently and to reflect when the going gets tough.

Poppy supported me, especially in the early stages of the initiative. She had the absolute trust of her Primary colleagues. This was helpful when we first trialled the Reflective Planner. When I invited staff to inquire with me into student learning needs and teaching practices, they seemed suspicious of my motives.

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Violet: I would consider her greatest strength to be passion. Her passion about everything she does. And by her passion she encourages us to get involved when she says, 'oh that's a fantastic idea! Let's go for it, let's do it'. And she's so enthusiastic that it's so infectious. In terms of an area for room for improvement, I would say that sometimes she might aim too high. And you could sort of say, 'hey it's just… it's too hard'. And realistically that's just her trying to challenge us. I know when we first started this journey we went through a few little hiccups some of our meetings were, they were you know a bit of… I'm not sure about what are we…Where are going? Where are we heading? And we didn't have a lot of the tools that we have now. And so in doing that we will go um… saying, whoa! You want us to do this! And…

Sylvia: She has been very open-ended enough.

Ivy: Very open-ended!

Violet: And when we tried to pin her down to…

Ivy: We just said we wanted…

Sylvia: …timeframes…

Violet: Okay you know short sweet answers, and she's going, 'well what do you want to do? Oh you can tell me your dreams and let's go with them'. And we were just going, 'Hey! Hey! Hey! Timeframe!' And we were trying to bring her back down to earth. And so…

Ivy: [Laughs] But that I suppose is the one thing….

Peter: Why is that? Is that something that's a bad thing?

Ivy: It's not necessarily a bad thing.

Peter: No, no, no I'm just wondering because I don't see that in the same way that you were describing. I just wondered why that, the open-ended nature of it was considered to be a problem?

Sylvia: I think that initially… [Simultaneous comments from 3 respondents]

Skye: I think we may have been a little [laughs] because um, suspicious. No, suspicious isn't the right word. Tentative. It was unknown territory. Totally unknown territory for us.

> **Violet**: It was very new. Sounded like more work. It wasn't in the end, and I think we were really enthusiastic about what we did and what we've achieved. But initially…
>
> **Sylvia:** Being told you just go and you go for it.
>
> **Ivy:** We've never had that done to us before.

Owing to Poppy's leadership and her support for my efforts, staff felt safe enough to take a "chance" with me. Trust between us built. They began to "run" some ideas past me. My increasing involvement began to overcome initial doubts as the small teams worked towards a common goal.

Building reciprocal trust, Alice invites staff participation:

Collaborative professional learning was a difficult process. Members had different understandings. Much time was spent sorting out the meanings of what each person actually conveyed when they contributed to the discussion. I could facilitate the dialogue, but I understood that ultimately the staff themselves had to take the risk and trust the process.

#:

> **Sylvia:** And she actually did that too with our 4/5 cluster. Because we started off… we started off with something that was just too hard.
>
> **Ivy**: Mmm.
>
> **Sylvia:** …and then we realised we couldn't, we just couldn't move on. And then Alice just came in and said well you know. She had a… she kind of conferenced for ages didn't she? She said yeah you own it, it's yours,
>
> **Int:** So you felt stuck? You felt you were somewhere… where you couldn't move?
>
> **Sylvia:** Yes. **Ivy**: Mmm!
>
> **Sylvia:**   Ivy, - you know. And then one afternoon we thought, 'This is it! We can't do it' [laughs] and she said, 'well what is it you really want to do?' And we just went this is it and then she said go for it.
>
> **Int**: So in other words, with Alice's support and with her leadership……you then conceptualised what it was…
>
> **Sylvia & Ivy:** Mmm - Yes.

Int: You needed to do rather than being told 'you're going to do this'?

Ivy: I think so. Yes. **Sylvia:** Yes.

Ivy: I remember she trusted us – remember Poppy? She trusted us to have that meeting on our own [laughter in her voice] and we had a scribe; we had you know just us and it was just, it was so scary. It was really great. We got more done that day than we had before.

Poppy: Yes. [Sigh and laughter from another respondent]

Sylvia: We just owned it; we did it… Scary in a good way.

Ivy: No it was amazingly scary, but how much we could actually get done.

Sylvia: Yes but we did so much that day. …and she just dropped in and said, 'oh yeah, how are you going?' Oh and she just said, 'well have you considered this? And have you considered that?' And every time we get stuck on something she'd walk past and go, 'oh what about just joining those two things together', and then we'd be off on a roll again. And then we'd be… sort of scribble it all down because…

Ivy: She sort of knew what we were on about…

Sylvia: Gave us space.

Ivy: …you know and we couldn't see sort of …I don't know. She could see what, where we were at couldn't she?

Sylvia: And she tied it, yeah she tied it altogether. She was just someone sitting, just sitting, just sitting just that little bit further removed but she could sit there and give that constructive input. Rather than.. we were getting a bit absorbed in sort of…the concept itself. And we were being a bit over the top. [Laughter and agreement from a couple of respondents]

Before the end of term I had an opportunity to facilitate a Primary staff meeting. I referred back to the metaphor of the tapestry. I asked the staff to share where they were with regards their pre-tests. As they shared their experiences with all members of this community, they spoke about "pulling the threads together" and "working with the design". Based upon the staff involvement, I submitted a proposal to the administration regarding the future of the innovation.

Alice engages in inclusive practices and values diversity in the Primary School:

Although there was an emerging sense of what was possible among Primary staff, it *was* taking time. I was trying not to pressure staff into constructing what I thought was "right". I wanted to respect their expertise. I realised I could learn from them as each had something different to offer.

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> **Int**: What do other people think?
>
> **Rose:** Well this is my first year so I find Alice as a leader; one of her strengths is that she's a learner. So a learner sees things in different ways than someone who's not learning, who thinks that she has the answer.
>
> **Poppy:** Mmm.
>
> **Rose:** So she…if you talk about something she questions. She puts questions out and that's great. I like that kind of person and I find them very good to talk to where they throw back something; then you go away with not an answer but a new question. And she values what you have to say too. She doesn't know everything and so it's easier to talk to somebody where she's learning and you can talk to her about it because she doesn't come across as, "oh, how ordinary".
>
> **Sylvia:** She values that time. She can learn something from you as well. [Agreement from 2 respondents] And that's really good. It makes you feel valued.
>
> **Rose:** She doesn't make one-line answers. You know she questions you back, and she expects you to do the same. If she asks you questions, and she almost expects you to say, 'okay you know this is this, and what, how do you think this could impact?' She doesn't want the conversation to end. She wants it to keep going and keep the momentum.

I encouraged their ownership by inviting their participation in pedagogical decisions, valuing their contributions and trusting their judgements.

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> **Dawn:** I mean Alice certainly led a lot of the way but then it was the empowerment of people to go and act and do it. Her support would always

be there. But it really was allowing that shared leadership to surface, and come to fruition so people could have the ownership…

(Group): Mmm!

Violet: For us to just take an ownership of it. And I mean there's going to be difficulties and positives all the way through…but she was there to support that as the leader, and maybe pushing people like in certain directions if required, or just being an ear to listen. [Acknowledgement by a respondent]

Although teams were struggling to bring the considerations of the new learning, assessment and reporting and student support all together in their planning. I could sense their frustration. I asked, "What's your dream for these students?" Then I asked what was possible. As staff took ownership, momentum was created as each team developed different units which reflected the shared purpose.

#:

Ivy: Yes. When she said what is your dream.

Sylvia: It was a very scary.

Ivy: What's your dream? I mean…

Sylvia: Yeah.

Ivy: Of course we dream but we know that it's only a dream.

Int: In fact that you've been acting together as opposed to being acted upon. That's the feeling I've had from the beginning of this interview that you've felt that you've had some ownership over what you were doing. You could steer it in particular directions.

Ivy: Yes. It was, tell me what you want to do, and then we'll, and then we'll bring it back together. But we were very hesitant. We were very controlled to start off with in our own minds.

Sylvia: And we said, oh we can't do it! We can't do it! [Another respondent laughs]

Violet: We just have to make the curriculum. We just need to tweak it like this and it'll give what she wants. And Alice was saying to us…

Skye: She was saying a lot of things…

Ivy: Yeah.

Skye: about the change in our thinking.

Sylvia: In our thinking.

Violet: ..and that it doesn't really matter, and you can attack things in a different way.

Int: Do you think this process has led to you having a different view of curriculum?

Ivy: For me it has.

Skye: Well I think it has.

Poppy: me too.

With the benefit of their learning from the third series of the professional development days, teams continued to experiment. Dawn Gardner organised a Planning Day so that they could take advantage of a larger block of time to consolidate their learning.

Alice celebrates the contribution made by others:

Our increasing sense of a collective was reinforced when five Primary staff presented at the First International Conference on Pedagogies and Learning during the holiday break. The image of a tapestry was employed on each of the unit presentations as a symbol of the metaphor that guided our practice. Introducing staff provided me with an opportunity to recall and celebrate our journey and acknowledge their professionalism. I felt a deep sense of joy for the staff and students involved.

Alice's attempts at sharing leadership in the Secondary School:

After the second series of professional development days, in the Secondary School a new curriculum meeting was organised by the administration. This was the first of two meetings. It drew a mixture of staff and HKLAs. An invitation to attend had been circulated to all staff.

I saw this forum as an opportunity to build upon the metaphor. I referred to the metaphor of the tapestry referring to its differentiated design, the richness of its colour, its diversity of texture, and the need for tension in the weave. I proposed that

the final product, the tapestry itself would be a result of vision, craftsmanship, and collaboration. I then opened the discussion focussing on the implications of this change to our practice. (Appendix C, *First* New Curriculum Meeting – Development of the Metaphor Materials - May) A variety of issues was raised, including the identification of students, implications for assessment and reporting, and dealing with parent concerns. Two staff members, Miss Leana Sealward and another English staff member commented about some of the difficulties they encountered in their KLA when attempting to experiment with different practices.

The Head of School, Mrs Charmaine Bearington suggested that I circulate the KLA meetings to support the initiative. I made efforts to meet with the staff of the Science and English KLAs concerning the use of data for grouping students. I took an opportunity to encourage discussion in the English KLA around the application of the new learning to their pedagogy when the TCP staff member, Poppy Waterwell moved into the Secondary setting in second semester. Efforts to work in this setting resulted in a collaborative proposal sent up to the administration at the end of term three. This outlined progress to date and suggestions for the following year's professional development.

Alice's world view alters:

At the end of the first semester, I wrote to the headmistress applying for a fictitious position. I called the position Director of Learning and Research. I believed collaboration and using data to inform practice enhanced the capacity of our professional community to improve student outcomes. I now believed that occupying such a role would enable me to focus collective efforts on student learning. Consequently, when the Headmistress announced the creation of a new position, Head of Teaching and Learning and invited all who were interested to apply, the possibilities of the new position raced through my thoughts.

I felt quite comfortable as I entered the interview in early October. I believed I was now more aware of my shortcomings. I had no intention to pretend otherwise. I was making a genuine attempt to address them. I was aware of the organisational processes in which I had limited experience. However, I also believed that my honesty in my dealings with others and my passion for and commitment to student

learning were my greatest strengths. The evidence of these strengths was well documented in the copies of all my past proposals and initiatives which I provided to the panel as I entered the boardroom.

The headmistress, Mrs Elizabeth Governor, Deputy Mrs Shaftstun, and the Human Resources Manager, sat ready with their set questions behind a highly polished table. I related what I had done in the past and referred excitedly to the possibilities for the future. While I was very pleased with the interview, I had intended to apply for time release for a term during the following year. The following day I informed the Human Resources Manager about my plans.

Following this, I was asked to have a discussion with the Headmistress and the Deputy in the interview room. Sitting around the small polished table, the Headmistress expressed some concern about my lack of knowledge about the processes at Senior School level. She explained that whoever assumed the role would have to be full time for the next five years and have a comprehensive knowledge of the system requirements at Senior School level.

I did want some time release. The role was not quite what I had expected of a Head of Teaching and Learning. I said that I had to decide where my priorities lay and that there were always other options. This last comment produced a visible reaction as the Headmistress and her Deputy exchanged eye contact.

An Epiphany – Alice becomes aware of what she has grown into:

My intention was not to "bluff" my way into the position but to make the choice easier for the administration. For Wonderland to reach its goals it was necessary for the person who assumed this role to be full time and, as I could not meet the full time condition, I understood the administration's position. Ultimately, in the longer term, I would have to consider other options. I was not sure if my meaning or my motivation had been appreciated in the way I had intended. The following day, the headmistress asked me to step into her office.

As I entered the room, the wealth of fine furniture polish filled my senses. The headmistress sat close and spoke in a respectful tone. She was concerned about the

issue of time release. She suggested that I could work alongside Mrs Bearington for the next two years instead and learn about the Senior School. She commented about how much I had "grown" and stated that perhaps in two years I could become a senior administrator or a headmistress in another school. She asked me to give her an answer the following day, a phone call would do. As her door closed behind me, I was left outside in the narrow carpeted corridor. It was with a wave of disbelief that I came to realise that the Headmistress thought my career path lay in administration. "Why on earth would I want to be a Headmistress? What had I grown into?"

4.4   Table 3: Data Overview – Story Two: Alice Enters the Primary School

	Primary	Time Line of Events	Secondary	Data Gathering Tools
Feb.		1st - Professional Development Days. Birth of the metaphor		**Data -** Teacher leader journal
	Working with Primary Director – allocation of time			**School Documents**: Strategic Plan; Policy Documents.Teachers Handbook. School P.D. Vision & Goals for 2003.
Mar.	Working with staff & TCP team member			Proposal for the 2003 initiative TCP Proforma document (Group interview & Questionnaire)
	Reflective Planner created with staff			Staff meeting documents Email communications
April	Development of Metaphor – staff meeting			
	Teams - Pre-tests constructed			
May		2nd - Professional Development Days		
	Teams working with Pre-tests			Email communications – pre-tests; communications re planning sessions. (Group interview & Questionnaire)
	Staff Experimentation – pre-tests & modified units			Unit documentation Proposal Documentation
June		Proposal to Administration – Literacy analysis and longitudinal testing - June		
July	Holiday Planning – teams create new units		TCP Team Member – moved into Secondary School	

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Table 3:- Data Overview Cont.

	Primary	Time Line and Events	Secondary	Data Gathering Tools	

July — Director – Primary – renegotiates timetables ←

Substantive Conversation

Reflexive Moment: ··········▶

Aug. — Cluster Team 6/7 inquiry into practice ←

3rd - Professional Development Days

Formal documentation
Unit presentations

(Group interview & questionnaire)

Sept — **Primary Planning Day** ←

Oct. — Primary Staff Conference Presentation ←

Staff questionnaire

Reflexive Moment: ··········▶

Culminating Activity – Medieval Unit ←

Nov. — Culminating Activity Rainforest Expo ←

Units
(Group interview & questionnaire)
Survey responses

Staff collaborate on parent/student surveys ←

Literacy proposal to External Agency for funding ←

Group Interview – Outside consultant

Reflexive Moment: ··········▶

Teacher Leader Journal

4.4.1 *Story Two:*   **Alice Enters the Primary School**

During the first professional learning session Claire Sageforth, the consultant, focussed upon student identification and the use of pre-testing as a means to understand a learner's needs prior to teaching a unit of work. The Primary staff questioned how some of the statements made by Claire related to the students they taught as they drew from their own experience as evidence of alternative explanations. One member of the Primary team suggested that this authoritative pedagogy could be described as a curriculum tapestry in that the curriculum was constructed of many different colours and threads to provide for the diverse learning needs in the classroom.

Down in the Primary School, I had discussions with staff about possible meeting times. I made several visits to staff in their classrooms or caught up with them during their lunch breaks to discuss what times would suit them best. Staff were interested in meeting with me in their cluster teams as well as teachers of individual year levels. Once I had the suggestions for possible meeting times, I discussed options with Dawn.

Alice seeks fulfilling and inclusive relations with others based upon mutual respect:
Mrs Dawn Gardner, Primary Director of Planning and Administration, discussed with me the ways she could manipulate staff timetables in order to best suit our requirements. I had developed an honest and open relationship with Dawn when we had worked together in the past; our relationship was one of mutual respect and trust.

I began meeting with the staff on a more regular basis. While I usually met them in the staff room, at other times I casually called into their classrooms taking the time to talk to students as well as the staff member. My connections with them grew. I often had lunch with the staff, including Dawn and Poppy Waterwell. Poppy worked with staff on a daily basis in the Primary School. We enjoyed sitting around the old table sharing stories about our practice and seeking each other's advice.

Having shared values, Alice and Poppy focus their efforts on student learning:

The week following the first professional development session, I met with Poppy in her small but welcoming space. Poppy and I had discussed the needs of some of our younger students and we agreed that testing would provide the necessary information to guide our decision making. The results caused us to rethink how we could address some of the "gaps" in some students' literacy skills. We agreed the staff needed an opportunity to contribute to information on a continual basis. We agreed that by working together with staff through the TCP support system we could profile student learning needs and support their practice.

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> **Poppy:** I think the other thing too that is important about Alice is the respect, and not only for us the teachers but for the children. [Agreement from several] She respects them.

Prior to any action I had to discuss this strategy with the Head of the Primary School, Mrs Amanda Fold. Poppy and I decided that I would draft a format based on our discussions while Poppy would discuss the idea with her colleagues as she worked with them.

Alice's inclusive actions encourage participation and leadership emerges:

The first group who were involved in contributing to the communication proforma was the Early Childhood group. Poppy had shown these teachers the draft of the proforma and they requested more space for teacher comment. In their world, because their students were so young, explanations needed to be more comprehensive to communicate clearly the teachers' understandings of the needs of learners to the TCP support teachers.

I had limited knowledge of the Early Childhood curriculum. I assumed the position of a learner using my curiosity to extend my own understanding. Holly, Daisy, and Asta were very willing to share and my questions prompted increased discussion on those issues that were of a persistent concern for them. I shared some of the lessons I had learnt. In time, our relationship grew, it was one which was based on trust.

I met with the Upper Primary team, Violet and Belle (Year Six level) and Skye and Lilly (Year Seven). Skye and Lilly were two very experienced and effective teachers. Previously I had hoped that one of these teachers might have nominated to become a curriculum leader, a provision I had made in a previous proposal to the principal, but neither accepted such a "role". Skye told me that she did not need a position to work with the team. She and Lilly had agreed that each team member would assume responsibility and good teaching would happen.

In response to my request for TCP proforma feedback, the two staff members agreed that the document could be used effectively. They commented on the advantages that could be gained by listing and sharing a greater number of teaching strategies. I realised all I had to do was support their initiative and trust their judgement.

When shown the proforma Mrs Amanda Fold responded that she wanted more than just "observations" on the back of the proforma. I spoke to Poppy and we thought the staff would be comfortable with the terms "interpretation and feedback". We wanted the wording to respect their expertise. Poppy suggested changing the name to "Reflective Planner". The final document accompanied by a suggestion for the process was circulated to staff for comment. As it was trialled, Poppy supported the staff in their use of the document (Appendix D – Reflective Planner - March).

Building a shared purpose – Alice commits to the task and to the people:
Meanwhile, the Middle Primary team of Ivy, Sylvia, and Fern had constructed a pre-test and shared it with me. This was difficult. I could not discourage their enthusiasm but I believed I needed to redirect their efforts. In addition to this, Ivy was reluctant to take risks. She was afraid of getting it wrong. I reminded them of the purpose of the pre-test and I asked them to share their findings at the next professional development session early next term. I was hopeful that in sharing with others and being exposed to Claire's expertise, their focus would shift.

At the second professional learning session, the consultant revisited the purpose of the pre-test. The Primary staff brought their pre-tests to share and the units they had

created or adjusted to reflect the authoritative pedagogy. They were seeking some critical feedback to build upon their emerging understandings.

During the session, Skye and Lilly shared the progress they had made with their unit writing and asked the whole group for feedback. The Early Childhood group, Holly, Daisy, and Asta provided a sample of student results from their pre-test and used the discussion with their peers as a springboard for unit possibilities. I met with Violet and Belle. They were trying to negotiate a space in their timetables, book computer facilities, and access resources. I offered to source the resources and pay for them from my budget, as I knew that any application for funding would cause further delays.

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> **Sylvia:** I think when some of the staff were a little bit scared or had very little time through the course of the whole process, Alice was there to pick us up and carry us on.
>
> **Int**: So did you feel you needed that on a few occasions?
>
> **Sylvia:** Oh I think she needs to crack the whip from time to time, definitely. [Group consensus and laughter] To set, to set homework tasks to remind us of the process, to keep us on track; to let us know when the timelines were approaching…when the deadlines were approaching. Yes.
>
> **Dawn:** Alice was very aware I think of people's concerns maybe or thought that perhaps it was just her pushing this barrow. And having the support, ongoing support of someone like the consultant was very good, and that like the additional time that was given, or the time that was given to staff to have those conversations and to think a little bit about it when the consultant was here. And then supported again by Alice afterwards was valuable in getting this whole process moving and staying on track.
>
> **Int**: So it seems to me it's very much a team process. Alice was part of the team here… which included the consultant as well…
>
> **Holly**: (Group consensus) Mmm.

This aspect of my leadership was confirmed in the questionnaire,

Q:

- – You kept us on task
- – You clarified issues during the delivery of the unit.

Alice models collaborative learning that focuses on student outcomes and teams become self organising:

I joined Holly, Daisy, and Asta's discussion concerning their unit plans for the next term. They decided to draw from their past experience of a mathematics program that they had published. We reflected to redesign, inquiring into what worked and what did not work. There was no blame, just an acceptance that this was part of practice. They also accessed a reading program and decided to adjust this unit to our own context and students, planning to implement the program in term four.

The groups focussed on student learning and a particular rhythm emerged. There was an increasing emphasis on literacy evident in the units being developed. Staff had expressed their concern about the strength of student skills in this area and had sought input from Poppy and me on how they could be more effective in building these skills.

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Violet: It's sort of like the facilitator like sort of an empowering facilitator sort of. She's trying to give it to us, but then at the same time she's sort of trying to gently push you along and say, 'okay we're going to do this one step at a time' and don't just get overwhelmed. Try not to always look at the work as insurmountable tasks. But look at okay well how are we going to start this off? Okay, where do we wish to go? And how are we going to get some of those things? And also, what's the big idea, you know bring it back to the big picture. So it's really useful to be in a situation where you've got someone who can sit down and say to you and lead you through things.

Sylvia: She might come to ask "What can I do to help you do this?" You know she'll put it back on us and say that "Okay well you're going to do this. Now what do you need?" You know, and if it's like going to buy bits and

pieces to do that for you. "Okay I'll organise that. I'll do that." So it's helping.

Skye: And at the same time I think she was also challenging. And I remember in Year Seven we had organised two different sets of individual projects for our students – one at core level and one at extension level activities. And I was showing her these activities, and she looked at them and she said to me, 'have you considered the fact that some of your students might like to do two of these activities?' [Laughs] And I said, 'won't that be a bit difficult?' and then she said, 'some students actually work best when they're doing two things at once'. So she really on occasions like that actually challenged me to step outside my thinking about what students would be able or not able to do.

Peter: Her passion for best learning practice for girls came through so that it wasn't a matter of 'oh we can't do this', but 'let's find a way that we can do it'. And I see that very much as Alice's leadership style. [Agreement from 1 or 2 respondents]

Poppy and I compiled a school literacy profile based upon evidence gathered from various sources. These included comments extracted from the Reflective Planner, discussions with staff and an analysis of spelling and comprehension tests that Poppy, team members and I had collaborated to complete. The evidence provided a comprehensive overview of student performance. From this data we identified specific literacy issues that could be traced through the grades.

Poppy had established connections with a professional in a university. To address some of the issues identified, I asked her to inquire into possible professional development opportunities so we could share them with staff. We both agreed that any professional development had to be site based and give ownership to the staff. As Semester One came to a close and the holiday break commenced, I constructed a proposal based upon the profiling information gathered.

During the break, I met with Violet and Belle. They had sought feedback from their students regarding topics of interest. We brainstormed possibilities for a unit based upon this information. We spoke about the need to encourage the students to accept

responsibility for their own learning and to take risks. As Term 3 began, Dawn again renegotiated with staff to create shared spaces between the staff and myself so that our collaboration could be maintained. It was at this time that the TCP team member, Poppy, began to teach in the Secondary setting.

Alice supports experimentation and reflective practice:

The professional collaboration among staff became increasingly evident. I met again with Violet, Belle, the Year Six team and Skye and new staff member, Rose, who made up the Year Seven team. Rose was Lilly's replacement for the next 12 months. She was early in her career development and her sense of commitment was evident as she excitedly shared her creative ideas about ways to improve student learning.

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> **Rose:** Oh I was just going to say for me as a First Year teacher I found Alice incredibly supportive of my needs. Um supportive. It's as if you do some things throughout your studies but not actually able to put them into practice in the classroom. Supporting any decisions I've made and ideas I've had. She's just been really helpful and any time you were just sort of a bit lost, and she's been able to sort of help me out.
>
> **Int:** So what did she do exactly? When she was helping you provide support, what did she do?
>
> **Rose:** I think… you know asking what were my ideas, and sort of encouraging me. We never know if they're going to work or not, and she was, just allowed me to sort of go with what I had thought of. And I found that really wonderful to have someone who has that much faith in your ability.
>
> **Poppy:** Mmm.
>
> **Rose:** Supportive of your choices. I think at the same time we were always encouraged to pursue our own area of interest.
>
> **Int:** That seems to be a common theme (this kind of?) sort of heard… to have trust. Trust that you could do it. A bit scary because of having this role that you mightn't have had in the past. And someone having faith in you.
>
> **Rose:** She really did make us feel we could do it. And never once doubted.

Skye welcomed her into the team ensuring that she was provided with opportunities to contribute to the dialogue. Seated around the old table with its worn edges and serviceable paint, we settled into our beverages and shared our food. Skye suggested that each individual take some time to share with the others their observations about the student learning in the literacy cluster unit they were teaching. This unit employed some of the strategies they had learnt from the consultant. Skye began by providing an overview of the unit her Year Sevens were engaged in and what the students had enjoyed but she also related what she understood to be the source of some of the difficulties being encountered by the students in the area of comprehension.

Rose stated that she had made similar observations and shared some of the strategies she had employed. I asked how they could be sure what they observed was in fact the problem. Skye replied, 'Good point. I can't be sure". I asked if it was important and everyone fervently agreed that it was. The question of why it was important, however, led to a stronger response and a shared understanding as to why the teaching of this unit, although difficult, was necessary and defensible. The dialogue refocussed upon the use of evidence and both Skye and Rose agreed another alternative activity would provide the necessary data to answer the question. The exchange influenced the subsequent sharing from the Year Six team, Violet and Belle.

The teams had become more reflective and collaborative in their own practice.

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> **Holly:** I think we did amazing work we had the girls for two weeks. And I think at the end of each of those two weeks there needed to be a meeting where we looked at what we were doing because I could've kept that same group again because they took the learning this way, and I scrapped all those things. But I needed to see if other people were happy to do that. But I didn't do that. You know, because there was no time for me to talk to other people.
>
> **Int**: So you needed to collaboratively plan it throughout…

Holly: That stage. At short spaces because…with the P-3s what we plan for 6 weeks may go on a totally different track after two. You know you pick up where they take the learning. We need to evaluate from the beginning and we do it continuously.

Daisy: We do talk and so forth…and talk about it more especially in our group.

Holly: … and willing to have spontaneous intellectual conversation.

Asta: One of the, one of the few sort of negatives on the whole planning thing is that we've done all this planning, we've implemented it, but in terms of evaluation we really haven't essentially finished it. We've gone on to the next thing. We haven't had that opportunity or time.…to go through and really look at it.

Int: Yes. What changes would have to happen so that you could build in that review and evaluation? [Pause]

Peter: It needs to be built in from the student perspective. It needs to be built in from the teachers' perspective. And I think it means that while, as Asta is suggesting, that planning time for the planning days is being put aside, but in schools no one seems to want to find the time to reflect on what you've done. But I think that's a major structural problem in organisations like ours. It's a matter of having the commitment from those people who decide what time will be spent, and how it will be spent to commit to reflective time for all members of the community.

Poppy: I think there also needs to be sometimes the history of evaluating.

Int: So what role do you think Alice has had this year in supporting evaluation in a whole range of ways?

Sylvia: Evaluation of programs or evaluation of the professional development? She's given us like checklists and feedback forms and things like that to look over, consider and get back to her. And we have a fairly open timeframe. She's set up a survey as well that we use to sort our students. From that perspective it worked well. Questions were useful.

On the basis of their reflective practice teams assumed ownership of their future.

Q:

       –   I believe that we don't have access to follow up in 2004. That's a shame. We'll have to ensure its continuation.

#:

Dawn: I suppose the one thing that I kept seeing and hearing all this time was that in some ways a little bit of flying by the seat of your pants to get some things done before you rushed off and did the next one. I think, on reflection, it would be better to, to perhaps do less in the year. Perhaps if we're going to do it next year I'm not sure. So that you weren't trying to jam as much as possible. But a lot of that was exploratory this year. Where people were trying to [sigh] to work their way through a unit, and then come out the other end ready to start another one. So the time factor is I think critical to the organisation of the whole thing. And that sort of has been discussed before. But I think that would allow people to start thinking about it now ready for next year gives you that initial time. So it's that forward planning that's critical I think to the whole process.

Teacher Leaders emerge and teams become a collective working towards the common purpose:

The third professional development session was productive for the Primary staff. Leaders emerged within the teams as they clarified their direction and shared and altered their units as a result of critical inquiry. As they increased their control over their learning, the teams became increasingly self managing. On the planning day their autonomy and collaborative learning were particularly evident.

Down in the Primary School the planning day had been organised by Dawn. Serviceable desks and chairs were placed to form pods so groups of staff could work closely together. I spent my time between the groups. Violet and Belle constructed a unit for the following term to build upon the learning of the current Medieval Unit. They wanted to ensure the level of student enthusiasm was sustained. Skye was sharing her knowledge with Rose. They were involved in discussing the availability

of resources and the range of activities they could offer so students could exercise choice when demonstrating their learning outcomes.

Often during the day, I heard different staff stop and ask if they had enough challenging activities for those who already demonstrated mastery in the areas and if there was enough structure for those students who may require greater support in their learning. Fishing line questions, such as "What about if we…", "Wait, shouldn't we….", "Why do we need to do it this way, why can't we….", "What are the students learning when…." filtered through our collective space. The room hummed with the sounds of joyful working minds. There was time for some jokes as well as some serious discussion. As a group, we were of a single purpose. Meanwhile Dawn "held down the fort" and caught up with us during the breaks.

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> **Sylvia**: We have one day at the beginning of, at the end… it must be the end of Term Three.
>
> **Rose:** Term three to plan. And that was the most wonderful day I've ever had because we had all the resources there. We had everyone there just to sit down and plan, and think about really what you wanted to do. Rather than having everything else at you and trying to do that as well. But we just got one day we had and that's all that mattered. So just to have that to do that, just the planning admin, it was wonderful. So to be able to have that time then to evaluate would be great I think because you have that time to just think and that's all you're focusing on rather than trying to do everything else as well. It's too hard when you're trying to focus on so many other different things [agreement from 1 respondent] to do the best job you can.
>
> **Int**: Because reflective practice is the first thing to go isn't it?
>
> **Rose**: Mmm.(group agreement)

Alice practices the ethic of caring and respects individual differences:

 On this day, Sylvia and Fern were confident yet Ivy was still uncertain seeking my input as she constantly asked how to proceed. I remembered Poppy's advice about working differently with different people and Ivy's response to my questionnaire, which I had just received.

Q:

- I found that you were supportive. But we did get a lot of information at once at one stage. I just wanted to know if I was on the right track.
- Maybe a more hands-on-approach with individuals. Or looking at the units that we did to see if we were on the right track in our own classrooms.
- Given too much information at one time and not enough time to try what we had learnt.

As we discussed some options we found a unit outline that offered some definite structure. Ivy was keen to use the material. I suggested in addition to what was offered we could brainstorm some other activities we could trial. Ivy was more comfortable with this way of working and we were both pleased with the final product.

Alice nurtures a culture of success:

The productivity of the day was evident in the units presented at the First International Conference on Pedagogies and Learning, New Meanings for a New Millennium, and through the culminating activity days of the new units. These events were the result of collective actions of many teams working synchronously. The staff created a tapestry image to support their presentations. As each member presented using the language of the metaphor, this visual symbol encapsulated the values and beliefs that underpinned their pedagogy. The interaction with the audience and their positive feedback was very affirming. Staff left their sessions discussing further possibilities for their practice.

The culminating activities which celebrated student learning included The Medieval Fair and The Rainforest Expo among others. The Rainforest Expo was the culmination of a unit implemented by Skye and Rose. I had been invited to attend. On my entry into the Rainforest Expo, I became aware of a transformation. A tropical rainforest had been created by the students. Taking control, students demonstrated their scientific experiments and informed any interested visitor about Panama and its unique environment. Skye was standing

quietly and humbly beside me. It was one of those moments. This is what could be achieved. I congratulated her but she replied, "It was the students who did it". Yes, they did, but I knew that this learning experience was generated through genuine collaboration and teacher leadership.

On my way down The Rainforest Expo, I met Dawn returning to her office. She had joined with the students in some of the learning activities and had congratulated Skye. As we had built an open and trusting relationship over the past few years we shared our thoughts about the changes that had occurred over the year. She expressed to me her excitement about the level of student participation and the teacher learning that was occurring. During this conversation she also told me about her successful application for a principal's position at another school. While I was pleased for her, her news brought a feeling of anxiety. I was concerned about my ability to maintain the momentum of the innovation without the trust and support of this professional relationship.

Alice encourages authentic learning:

Towards the end of the semester I asked staff if they wished to participate in seeking feedback on the response to their new units. Two groups were interested and I collaborated with them in framing questions that could be posed to both parents and students. Violet and Belle gave students a survey to complete in class and asked them to take a parent survey home. While she saw the student feedback as she collected them, the parents returned their feedback to the office. Holly and Daisy administered an Early Years parent survey and viewed the responses before returning them to me. All the responses to the new units were very positive, with the exception of a response from one parent.

During the final few weeks Poppy and I worked together to construct a literacy proposal for a funding application to an external agency. Based upon data offered by staff, it proposed a professional development for the following year focussing on literacy in the Primary School. The information was provided to the administration.

4.5   Table 4: Data Overview – Story Three: Alice Enters the Secondary School

	Primary	**Time Line of Events**	**Secondary**	**Data Gathering Tools**

Jan:

> **Management Conference**

Feb

> **1st - Professional Development Days: Birth of the Metaphor**

Mar

→ HKLA Meeting – curriculum planning

→ H.KLA Meetings – New curriculum meeting proposed

Apr:

→ HKLA meeting - Yr. 8 Data Analysis

Dissemination of Testing Results Proposal - April to Administration

May

> **2nd - Professional Development Days**

→ H.KLA meeting – student profile
→ Meeting with Science KLA
→ *First* New Curriculum Meeting. Development of Metaphor
→ H.KLA Meeting – Overview Student Profiles
→ Presentation – yr 8 profiles to staff
→ *Second* New Curriculum Meeting

June

→ Whole Management Meeting - guest facilitator – roles and responsibilities – "silos"

> TCP Team member – moved into the Secondary School

→ Meet English KLA re profiles
→ Meet Science KLA re profiles

July

Proposal to Administration – Literacy analysis and longitudinal testing - June

Data Gathering Tools column:

Data
Teacher leader journal.
School Documents: Strategic Plan; Policy Documents. Teachers Handbook. School P.D. Vision & Goals for 2003.Proposal for the 2003 initiative

Middle Management presentation power point. TCP Goals for 2003.
- Meeting minutes
- Meeting minutes
(Group interview, Questionnaire & Substantive Conversation)
Proposal Documentation

Email communications,
Minutes from HKLA meetings,
Curriculum meeting presentations,
Planning documents.

Presentation Documents – Video
Minutes/agenda
(Group interview, questionnaire & Substantive Conversation)
Proposal Documentation

Teacher Leader Journal (vertical text, right margin)

Table 4:- Data Overview Cont.

Primary	Time Line and Events	Secondary	Data Gathering Tools

Aug
→ Meeting with Head of School, Acting H.KLA English & Acting Director of Studies
→ English KLA Meeting
→ Meeting with Acting English KLA – (1)
→ Draft Policy Document

Substantive Conversation

Reflexive Moment:

3rd - Professional Development Days

Meeting Agenda
(Group interview, questionnaire & substantive conversation)
Formal documentation

Sept
→ Meeting with Acting English KLA - (2)

Collaborative Proposal to Administration

Staff questionnaire

Oct.
Literacy Profiles developed ← Literacy Profiles developed

Reflexive Moment:

Nov.
Literacy & Profiling Proposal to Administration

(Group Interview, Questionnaire & Substantive Conversation)
Proposal

→ Literacy & Profiling Proposal Returned

Group Interview – Outside consultant

Reflexive Moment:

Teacher Leader Journal

4.5.1 *Story Three:* **Alice Enters the Secondary School**

Alice becomes aware of divisions and structural authority:

The various presentations at the Management Conference reflected the focus of the HKLAs. Ms Constance Lockoust (Head of KLA Science) emphasised the KLA's delivery of a complex Science curriculum and Mrs Ann Blocksted (Head of KLA English) demonstrated how she organised her staff. Mrs Elizabeth Governor, the headmistress, questioned her use of the terminology of "her" staff. Mrs Blocksted replied that she was responsible and accountable for all the things that happened in her KLA so consequently, the staff answered to her.

In February, during the first professional development session, the tapestry metaphor for the authoritative pedagogy was suggested. Mrs Claire Sagecroft thought it was a fitting analogy and encouraged all to think about its implications. Mrs Ann Blocksted and Ms Constance Lockoust maintained that the curriculum offered in their KLAs was already challenging enough.

In order to maintain momentum, during the following two Heads of KLA meetings, Mrs Charmaine Bearington, Head of School, focussed discussions on how the initiative was being implemented. She asked me to circulate the KLA meetings and suggested that every second internal KLA meeting was dedicated curriculum planning.

Alice becomes aware of the impact of history:

+   *Extract - Minutes HKLA Meeting; Tuesday 11th March, 2003;*

> **H.of School** – requested that during KLA meetings teachers showcase how they are differentiating in class. This will ensure a sharing of the process. Core Curriculum needs a focus. Alice is circulating the KLA meetings to follow up with differentiation.
> **H.of School** asked if KLAs had Collaborative Planning Sessions. – NO
> **H.KLA (Arts)** advised that this was attempted a few years ago.
> **H. of School** suggested that, in KLA meetings, one week there was administration and the following week curriculum planning.

H.KLA Science advised that it is possible but there are a number of administrative issues that occur that impact upon curriculum planning.

H.of School requested HKLA that the suggestion is made to KLA that curriculum planning (core business) occurs every 2nd meeting to enable curriculum work/sharing ideas to be developed. There needs to be opportunity for curriculum initiatives.

H.of School: suggested that trade-off for heavy load times is supported.

ACTION: HKLAs to evaluate agenda for KLA meetings to enable planning.

Alice's awareness of her accountabilities increases:

While Ms Constance Lockoust advised that there were many administrative tasks that middle managers were expected to complete including relating information back to staff about decisions made at this level, I wondered how I was going to circulate the KLA meetings on top of my other commitments.

At the following HKLA meeting, Mrs Charmaine Bearington suggested that there needed to be more curriculum discussion and referred to a new curriculum meeting schedule. Drawing on the goals of the Strategic Plan, a list of dates for the event had been circulated by the Director – Studies (Acting). Mrs Ann Blocksted replied that this was not practical considering the current demands on KLAs and staff. I suggested a format for the meeting should be discussed, as it was important that staff shared rather than "presented".

+   *Curriculum Initiative – Extract - Minutes Recorded Tuesday 25th March, 2003.*

    Alice – would like a discussion on format –

- Focus for format
- Sharing rather than presenting

H.of School said there was not enough time in the meetings to discuss issues. Separate meeting should be arranged.

H.KLA Science said that the discussion was not an issue, but the time available for the meetings. There are a lot of meetings and it is very tiring.

H.KLA (Technology) said that because of commitments outside school hours, meetings should not be scheduled during this time.

H. of School said we all have a life outside school hours but we need to get genuine discussion times to look at this professionally.

Alice said that the impression people got was that they had to come and present and do almost a power-point discussion.

H. of School said this was not so, it is more about sharing and dialogue.

ACTION: HKLAs to read document prepared by (Director of Studies) and to consider how dialogue can be developed to enable a sharing of curriculum initiatives at the first extended meeting.

As the term ended, in early April I presented the data results gained from the testing at the HKLA meeting, explaining the profiles and identifying students of interest. I revisited the issue of pre-testing and curriculum modification and related how the testing could be used to inform curriculum planning and as a source for discussion. Mrs Ann Blocksted noted that staff could access the information through their HKLAs.

My hopes for the use of the information were expressed in a proposal to the administration in late April. This proposal concerned the testing process and the use of the consultant, Claire Sagecroft, to facilitate the professional learning among the KLAs. I had become increasingly aware of my accountability for the initiative. I was careful to express my understanding that the suggestions being made were subject to ratification. (Appendix E, Dissemination of Testing Results Proposal - April)

Alice advocates for change and attempts to collaborate with others:

At the commencement of Term 2, while encouraging the KLAs to think as a team, Mrs Charmaine Bearington continued her efforts to promote discussion around pedagogy. In this HKLA meeting she focussed the meeting on a student of concern and the testing data were used to explore the student's profile.

Following the meeting, Ms Constance Lockoust invited me to speak to her staff regarding the testing. Ms Lockoust's issue was that she believed that student's literacy levels were affecting their ability to perform and that more work should be done in the Primary School. I reminded them that secondary students came from many schools and literacy was the responsibility of all KLAs.

#:

> **Poppy:** I'm not sure whether secondary resent Alice's champion, championship of primary but I think there may be a certain …….
> [agreement from several respondents]
> **Int**: You mean that they feel there's a greater emphasis on primary?
> **Poppy:** She celebrates what we do, yes. And she celebrates it and I don't think the secondary want to know about that. Not all of them… but some of them.

I tried to open a discussion around the new initiative. The Science staff stated that there was plenty of work for the students to do if they successfully completed the current work. I asked how did they know what a student *could* do? I was hoping to discuss the use of pre-tests. They stated that they knew their students. Ms Lockoust commented about the failure of some of the high scoring students to take risks. These students, she argued, focussed on getting things right rather than thinking about the possibilities. I asked her how we could encourage them to take more risks. She said if they did and failed, parents would complain.

The next KLA meeting focussed on an overview of the testing data and possible student groupings. Mrs Bearington asked me to share the information with the Year Eight teaching staff to ensure they were exposed to the same information. Mrs Lockoust informed me that her staff would not be attending. She stated that because of my visit, they were already aware.

+ *Minutes – Extract – Tuesday 20th May, 2003*

> **Alice** to meet Yr 8 teachers today (20 May at 3:30pm) and any other teachers who would be interested in sharing valuable information regarding the results of the Year Eight tests.
> **H.of Science** advised that there would not be any teachers from the Science department attending the meeting this afternoon as Alice had already met with them.

Alice takes a risk:

At the second professional development session staff were invited to bring the work they had trialled since Mrs Sagecroft's previous visit to share. Some KLA members of the Secondary School were not willing to engage and either referred the consultant to their existing units or provided no evidence of work in progress. However, at the *first* new curriculum meeting which followed this professional development session, issues emerged that had not previously been open to discussion. I believed that opportunities were emerging for greater professional dialogue especially since a *second* new curriculum meeting had been organised by the administration.

To prepare for the second of these new curriculum meetings I sought ways to encourage professional dialogue. At the end of the first new curriculum meeting, Leana Sealward (teacher of English) and I had spoken about pedagogical issues of concern so I sought her advice on how to approach the second meeting. Miss Sealward advised me to begin with some activities or a specific class that would allow staff to bring the associated texts. I followed her advice and emailed staff inviting them to bring some activities or units to the meeting so that any discussion was relevant to current practice.

For the purposes of encouraging dialogue I arranged the tables in the room into a small rectangle so all participants could see each other. As the staff and HKLAs filtered into the room, Ms Lockoust and Mrs Blocksted positioned themselves together at the back of the room. They resisted my invitation to sit closer. They moved their chairs back from the forum. As the two HKLAs gathered their staff around them, a tight group of people formed. A few staff and Mrs Bearington sat closer but a large gap remained between me and the two KLAs, and "their" staff.

I provided an introduction and some research into catering for student difference and then encouraged staff to brainstorm the questions that they thought should be asked about student learning at the planning stage. I was hoping to engage staff in an inquiry process. It was my intention to work collaboratively with groups. As I began to distribute blank paper Mrs Charmaine Bearington suggested that rather than distribute blank paper to groups of staff, we could all contribute as a whole. This kept me in front when I wanted to pass the responsibility over.

The tragic mistake was that because I documented the group's responses onto the white board, attention remained focussed on me. I attempted to move onto the activities. However, the two HKLAs seated at the back were reluctant to engage. Instead, they focussed on questioning my understanding of the authoritative pedagogy. In response I inquired into what occurred in their KLAs. The moment arrived when my beliefs about issues of social justice were confronted by their more generalised statements. Feeling intimidated and angered by their approach, I assumed a position of defence and challenged their position.

Feeling intimidated, Alice becomes defensive:

I was firm in my belief in equity; teachers providing different experiences for different learners as their learning needs directed practice. This meant variety in terms of activities, assessment and groupings. Teachers who provided the same material and experiences to all students assumed all learners had the same needs. My belief was that this practice, which represents the domination of teacher voice over student voice, marginalises and devalues students who are different. As I assumed a defensive position and my questions were interpreted as questioning the practice of others, the possibilities of professional dialogue and inquiry were lost.

X:

> **Peter**: For some reason, and I don't know why, staff at this school dislike –
> in fact fear having other staff in classrooms. Now I don't know. I've only
> ever found that having staff in my class the most positive thing out.
> Because first of all they can pick up lots of little things that I'm not seeing
> going on around the class. And sort of say, 'oh did you realise that such and
> such was happening' or whatever. But also they can go, 'God! You did a
> fantastic job at that!' Or whatever, whatever.
>
> **Alice:** Yeah.
>
> **Peter:** And we miss that.
>
> **Alice**: Yeah we do.
>
> **Peter:** For some reason there's this…fear.

My use of the whiteboard and overhead transparencies to provide some structure to the discussion and my use of evidence reinforced this notion. The exchange became adversarial and communications lapsed into a confrontational debate. I referred to the data which provided the evidence that some students may be able to demonstrate mastery before the teaching of a unit began. The two HKLAs asked if I was saying that their students were not being challenged in their KLAs. I said I did not know.

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> **Peter:** I have a question for you because of the different situations we find ourselves in a sense of the power relationship. And yet I've seen spectacular failure of this same process in the Secondary School because of the different nature of power relationships in the Secondary School. And I'm just wondering how you feel. If that played a part in the success of your experience? Because I can tell you now, and I'm sure you know that in some KLAs they are less than ground. They're underground from where they were, in fact gone backwards.
>
> **Asta:** Just not taking it onboard?
>
> **Peter:** Yeah, because we already do best practice, so therefore why do we do this?
>
> **Asta:** There's no room.
>
> **Peter:** So I don't think you ever had that perspective. I didn't see that in anybody at this table – that says "we already know the best way to do things". And you've had a lot of success because of your willingness to take that onboard and try things. Is it the nature of the power relationship that when Alice's the Head of Trans Curriculum Provision this year there's no direct power link – do you know what I mean? She's not your boss.
>
> **Rose:** I think if you respect someone like I do with Alice, and what they have to say and what they know then you're willing to take things onboard, and you're willing to grow as a teacher. And so I mean the best practice is to take things onboard and give it a go and see how it can improve your classroom. And even if it doesn't it doesn't but you're willing to give it a go and…
>
> **Peter:** Mmm.

Rose: Maybe it's how you look at yourself as a teacher. Some teachers think they went to uni, I know I've got that degree. But if you look at yourself as a learner then that just doesn't matter.

Dawn: Also we're in a somewhat different political state that also can do this.

Skye: Or the way that we look at ourselves. We look at ourselves as a team. When we look at ourselves we have control. A great deal of control over our own curriculum, over our own timetable, that sort of thing realistically. If something needs to be changed, all we have to do is walk into the offices and ask, and if it's reasonable and possible it will. You know if there's a need whereas I don't see that that necessarily may happen up in the secondary.

Sylvia: It does. I just think that that is an issue of control with them. We don't feel possibly as threatened as people. We have a bit more support internally in which case we're more responsive to change or something new and says, 'hey you know give this a go'. We go, 'oh okay let's go for it'.

Peter: Well okay, did you ever feel that you were being told that your practice to this point was no good? Because I feel from what I've picked up in the other setting is there's this reaction that if you're bringing this in it says we aren't good at what we do, and therefore we've got to change everything. Like throw the baby out with the bathwater. And I saw that very much in another setting but not here.

Violet: Can I say that I think also because we have a lot of KLAs that we deal with, like we have the whole, all the State KLAs, we're not specifically obsessive on like Maths, or we don't have this huge ownership over Maths, and we don't have this huge ownership over English. And so if someone says to us, 'oh you know you readdress your teaching in this area'. It's not like as a person you need to readdress your teaching. It's just as a person 'how about we look at this area?' And it's not such an issue and it's not as threatening.

Peter: I think Rose made a really good point in that the people who really destroyed any chance of this working in the Secondary School are not learners. They're teachers. And there is a huge difference. And that's why there's been spectacular failure in some KLAs.

Rose: They're not doing it because of their KLAs?

Peter: No they already believe that they are currently operating under best practice. When I…I know that's patently not true. I've seen it not to be true. But in their mind they already do everything that's best for student learning. And so they immediately shut down that learning part of their brain because they're already doing the best they can. Look at my program! I can show you how good it is.

I endured a barrage of comments. The responses focussed on the restrictions placed on staff by the syllabus and the need to meet external requirements, how difficult it was to "get through" everything now, the student's lack of organisation, the need to skill for university, the cost of resources and that the teachers "knew" when to give a student more challenging work.

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> **Peter:** And I think it might be the way that primary teachers generally look at children though. I think they also find ways to get them to understand things and grow as people, whereas secondary look at curriculum, KLA, language – not as a child. You know what I mean? So there's difference. We (secondary KLAs) don't look at the child.
>
> **Asta:** Yeah we (primary teachers) look at the children as speakers and whereas they're looking at the curriculum content.

Mrs Bearington suggested we try an activity. I asked for a task. Silence. I did not want to provide a task as not only would the exercise have no context, in doing so I would continue to be perceived by others as wanting to assume the persona of the "expert". I wanted desperately to get past this impasse and work with rather than talk to; this was not to be. In reality, we lost our focus – the students' learning needs.

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> **Sylvia:** Can I just ask? I don't know the secondary structure. Is Alice on par with the Head of KLAs in the Secondary School?
>
> **Dawn:** Yes. She's Head of Trans Curriculum Provision
>
> **Peter:** She is. But there are some Heads of KLA who don't consider her to be their equal.

Dawn: But on the structure she is. Structural she is. Yes.

Peter: I think the thing that really comes to me is that there are some people who are reluctant to become involved in anything that they're not already doing, or that they can think of themselves. And Alice is astute enough to realise that you don't bang your head against a brick wall. So she puts the information out there. Puts the PD opportunities together and out there for you to clearly volunteer to sign up to whatever. And then fully supports those people who are obviously committed to become more involved and develop their skills in these areas. And one thing now is to come onboard because she knows it's the best thing to do, but knowing full well that no matter what she did that wouldn't change the ideas of some people. She doesn't like it though.

Dawn: No, no she doesn't like it.

Peter: Because she knows underlying that is that the students in those classes are not being given the opportunities to learn ways that would benefit them much more than what's happening now.

At the end of the meeting Mrs Bearington recommended that I should work with the staff to implement change. The administration did not schedule any more new curriculum meetings. However, soon after this event, the administration did organise a guest facilitator to host a Whole of Management Meeting (June). The meeting revisited the issue of roles and responsibilities and multiple teams.

Alice attempts to encourage participation:

During this term I was to complete the recommendations for student groupings based upon an analysis of data and submit it to the administration for ratification. This task, required by the responsibilities of my role, was dictated by a timeline set out in my April proposal to the administration (Appendix E, Dissemination of Testing Results Proposal - April). I had to collaborate with the English and Science KLAs. The process involved seeking staff feedback. I took the opportunity to speak with the English staff involved. They brought their student profiles and we discussed the performance of specific students in this KLA when compared with the testing data. Mrs Ann Blocksted saw me soon after this meeting. She was not pleased that I had spoken to her staff and informed me that many of the decisions we had made were

incorrect. Her position was that the assessment conducted in her KLA indicated "real" student performance. The underlying assumptions were not explored as we compromised on some decisions and the opportunity to inquire into teaching and learning was closed. This situation was repeated when I approached the staff in the Science KLA.

X:

    Alice: But I did find Heads of KLA don't… they don't seem to sort of…

    Donna Preston: They haven't got time often Alice, I'm sorry.

    Alice: No. Now why?

    Donna Preston: They're just flat out existing Alice.

    Peter: Yeah.

    Pam: Yes, it's just too much.

    Peter: And the real collegial leadership happens around the table at morning tea, lunchtime….

    Donna Preston: Yes.

    Peter: .. in the corridors. [Agreement from several respondents] With the person next to you at the desk next to you when you have this it's really valuable and… I think they're almost crucible events in your life because you're practising together. And suddenly you realise, 'that is *such* a good idea! That's such a good methodology'.

    Alice: Yes.

    Peter: 'That's such a good point'. And that leadership is shown through that sharing.

    Donna Preston: Hm-mm.

    Peter: It's an educational leadership because you're involved. If they come into your classroom, it's an added bonus.

    Donna Preston: Mmm.

    Peter: The problem I think in the school context with leadership is that the leaders eventually become non-practitioners.

    Pam: Yes.

    Peter: They become administrators. Through no fault of theirs, because that's the only way you can go.

    Donna Preston: Yeah.

> **Peter:** Like if we want to move to the next level then we have to sacrifice teaching, which is what we do as…
>
> **Pam**: Which is very, very sad.
>
> **Peter**: As Heads of KLA we sacrifice teaching, and we do that so we can administrate. If we go to the next level again then we can basically kiss our teaching careers goodbye and become full time administrators. And I think that's part of the problem. Because as soon as you get disconnected from the classroom experience you become disconnected from the majority of people in the school, the adults in the school. And the kids too, let's face it.

At the end of Semester One I submitted another proposal to the administration. It offered clustering options in the Secondary School for 2004, reflections on the current testing and recommendations for testing in Year Ten, suggestions for professional development for the primary staff based upon literacy results in the Primary School and my role in the innovation for the following six months.

Conflict increases as Alice's attention focuses on securing her position by exercising power over others:

At the beginning of Semester Two the administration moved Poppy Waterwell into the Secondary School to teach a Year Nine English class. As Mrs Blocksted assumed the role of Acting Director – Studies, Miss Leana Sealward took over the responsibilities as Acting Head of English KLA, and Mrs Donna Preston moved into a coordinator's role and assumed responsibility for Years Eight and Nine English. The change had direct implications for Poppy as her Secondary class had diverse learning needs and students were experiencing difficulties with the set text. Even though she had created new visual material to support the activities in the unit outline and summarised the chapters, she was concerned some students were positioned for failure. She related to me that she was feeling compromised between the mode of delivery in this KLA and her desire to meet the learning needs of the students.

The following week Miss Leana Sealward approached me to raise concerns about Poppy's practice. She stated that the staff thought that as Poppy came from the Primary School, she was not familiar with the way things were done in the Secondary School. I responded that Poppy was an outstanding practitioner and a

published author who had an extensive background in literacy. I argued that her approach considered the needs of the learners in her class.

In response to this opposition I sought Mrs Bearington's support and she established a meeting to address this issue. Mrs Bearington was delayed and she requested me to begin the meeting with Miss Leana Sealward and Mrs Ann Blocksted. We sat in the board room. Both women sat opposite me. The highly polished table created a seemingly endless distance between the two other women and me. Miss Sealward was armed with a syllabus document. I did not have a copy nor was I familiar with its contents. As I raised the issue of awarding extra time to disadvantaged students in the middle school classes, Miss Sealward having had her finger strategically placed in the document, leaned toward Mrs Ann Blocksted and located a line that supported their position, specifically on the "time" element in the Senior School.

Mrs Ann Blocksted seized upon the wording and used the information as evidence to support her argument. I had not expected to encounter such resistance, and consequently I was under prepared. What had seemed to be a straight forward issue regarding student needs was everything but straight forward. As Mrs Ann Blocksted claimed her position, I resorted to using the legislation that had been framed to protect those who were disadvantaged to defend my position. At this point, Mrs Charmaine Bearington entered and asked us to relocate into the interview room. This room was occupied by a smaller, but equally polished table which positioned all participants in close proximity, including Mrs Bearington. As we took our positions, Mrs Bearington assumed control and asked if I would address a HKLA meeting regarding this matter but added that she did not want me to use the "legal stick", this was about student needs.

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> **Dawn:** When Alice does a lot of her work with us it's not one on one, but it's at a team level. Like when she becomes involved with us as a cluster thing; she might come with us like the 6/7s set up, five people together and try to build that team up. Whereas I don't know whether or not she may be in a similar situation in the secondary that she might not be looking to bring

the faculty together or get all the teachers of this year level together and let's deal at that level. She may be working at a different level of relationship.

Mrs Bearington requested that Miss Leana Sealward provide feedback to Mrs Ann Blocksted so that she would be informed when she resumed the position as HKLA the following year. I was surprised at this final comment as, down among the staff, the "word" was that Mrs Ann Blocksted would be made permanent in this position. Mrs Bearington continued, stating that in the light of the strategic direction, Poppy's students should be provided with choice in assessment and it would be expected that her teaching practice would cater for the student differences evident in her classroom.

As we occupied the same staff room and there had been opportunities to talk, I was disappointed about the manner in which Miss Sealward had delivered her information. However, I reflected that if I was ignorant about some of these syllabus elements, especially in the Senior School, I needed to address this.

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> **Poppy:** The way she's really reflective because I had a discussion with her and she thinks about it and she'll go away for the weekend and then she'll come back on Monday and she'll say I spent some time thinking about that and I've changed my viewpoint. I actually think that's wonderful, to be honest and open.

The following morning I approached Miss Sealward and thanked her for making the issue clear and that it was the right thing to do in the interests of the school and the students. She responded that she felt sorry for Mrs Blocksted because the existing curriculum designed by Mrs Blocksted was the product of pressure from past administrators and parents.

Alice identifies with the responsibilities and accountabilities of her role:

I caught up with Mrs Donna Preston to explain the demands being placed upon Poppy. Mrs Preston informed me that as the next unit was a children's story book, Poppy would be coordinating it because of her publishing experience. I realised that I

had to bear some of the responsibility for this unfolding situation. Mrs Preston sympathised with me about Poppy's position and proceeded to relate how busy she was and how everyone was under a similar pressure to perform. I had been expecting some discussion about an alternative way of working but I was disappointed. She expanded upon what the expectations in her KLA were. She asked me to attend the KLA meeting that afternoon. As the discussion was to focus on the texts for the following year and the program being offered, I thought this may offer everyone an opportunity to share perspectives about our practice.

Filing cabinets and resources lined each side of the long, narrow, poorly illuminated room. The staff sat either side of the central table. Their backs were close to the walls. Poppy sat with them. I found a chair and sat near the door at the western side of the room. I tried to escape the restrictiveness of the space. Donna Preston hosted the meeting and opened discussion about the texts. A member asked me if I could recommend any texts and whether class sets could be obtained. I made some suggestions but added that a choice of texts would provide an opportunity to meet the varying needs of students.

One staff member then expressed her concern about covering the work for all the students before the assessment. I asked what was driving their program, assessment or learning? Mrs Sealward commented about the tightness of the calendar and stated that there was not any more time. I asked if there was another way. Could we do the assessment differently? The response from the two acting administrators was a resounding "no". At this point Donna Preston stated that she was going to make a decision; the assessment would not change. As Poppy tried to show the staff the resources she had found on the internet, Mrs Preston told her to place it in the files so other staff could access it if they needed to. This was the last time I was invited to attend their meetings.

The following day I met with Poppy. She was very distressed about her treatment at the meeting. I asked how she would like to proceed. Poppy told me that she would meet with Mrs Leana Sealward and Mrs Donna Preston and put forward an alternative approach. After her meeting with the two women Poppy and I met in her room. Closing the door, she told me she could not "do this"; the changes she had

suggested for this new unit had been over-ruled. She said she had decided that she would have to work differently with these people. She told Miss Sealward and Mrs Preston that she wished to work closer with the department.

She told me she could not act to change the unit because she needed to preserve her relationship with them. She said perhaps I had to be patient and I would see the results of my input a year down the track. In the meantime she would conduct some testing and let the data provide the evidence. I listened. Prior to this conversation I had never thought of my effort to engage others in changed practices as "my input" but as an ethical and moral practice that everyone would embrace. I thanked her for her honesty. I told her I would take a step back.

Alice's actions become based upon self interest:

The following day Mrs Leana Sealward presented me with a chair and asked me to sit. She leaned against her desk and began by telling me that I had brought too much pressure to bear upon Poppy. I knew I had to remain silent. I agreed with her. She continued stating that I was trying to turn Poppy's English class into a TCP class. She added with pride that they were teachers of English. She stated that she had spoken with Mrs Preston and they had agreed that Poppy did not want to change the unit. Silence. I waited until I was sure she had finished.

I told Miss Sealward that I had spoken to Poppy and I was taking a step back. At this moment I stood so we were on an equal level. I continued, initially speaking quietly and deliberately. The room, normally bustling with busy-ness noises was stiffly silent. I said while I would take a step back I was not going away. I added, slowly, "most importantly, you are a teacher of children". I continued by stating that in a meeting with the administration at the end of the previous year I was told I was responsible for all students, responsible for monitoring their needs and providing information that would assist programming.

I continued by stating that the change in practice was a goal in the School's Strategic Plan, and as such some overt actions have to occur. I added that as I was to project manage the professional learning initiative, when a request was made for unit samples reflecting the new learning, what was to show from the Secondary School?

When the testing was completed and it may be discovered that some students' reading ages are two years below their chronological ages and the set text did not meet their needs, how were we going to address the situation? In the face of such evidence how could we justify our practices? What would we relate to the parents? Miss Sealward was visibly shocked. I was also shocked at the increasing pitch and desperate sound of my voice. Whereas in the past I believed that things may have been "simply impassable, nothing is impossible" (*Alice in Wonderland*) I knew now there was no way forward. This was nothing like it should have been.

After this difficult encounter, in an effort to establish a better relationship with my colleagues, in particular those from the English KLA, I sought their perspective on my leadership, sharing with them my desire to improve my practice.

Alice becomes aware of how her performance of her role impacts on others and contributes to conflict. The inconsistencies between her role and her beliefs become evident:

X:

> **Alice:** I've really got to look at myself and think perhaps I'm not doing the right thing. Perhaps I'm looking at trying to change everyone else, really, in reality, rather than trying to change myself. There is one example that just sticks… *really*. I went home this day and I thought of what I did…that was wrong. It was when we came out of the PD (June PD with guest facilitator organised by the administration). I didn't get a lot out of it. When we came back and I was talking to Sue about it, Sue was really thrilled with it. And…and I just, I just, I couldn't help myself but I just let it all out…you know, oh no it wasn't this, and it wasn't this, and it wasn't this, and I just... And by the time I'd finished she sort of said, 'oh no well it wasn't very good was it?' [Laughter] And I thought, well that actually wasn't a really good strategy Alice, because…
>
> **Pam:** From different perspectives.
>
> **Peter:** Yeah. Totally different perspectives.
>
> **Pam:** It comes from her being new to the HKLA role and you already know something about it.
>
> **Peter:** You've probably seen a thousand times and different ways.

Alice: That's right. And I reckon I did exactly the wrong thing. I shouldn't have because I really robbed her of the learning, and I destroyed something that… well, I've not perhaps destroyed. But I influenced something that up until that point she was actually working through and thinking through very carefully, and it actually meant something to her. So the next day I came back and apologised. But by that time, by that time it's not perhaps a damage, but the impact of what I had done had happened. So it's that sort of thing that hopefully I come to a point where I can think before I act. And it's not trying to convince others that the way I see the world is preferable. But it's just that I would like to engage people on the level of saying 'this is the way I see the world. Is that how you perceive it or do you perceive it in a different way?' And personally I don't think we do enough of that. That's just my view. I don't think we do enough of that in this setting. Because I think if we did more about it, understood why we're doing what we do, then I think that would um…we'd actually get to the crux you know of what assumptions and what inferences we're making about the same events. And it would open up dialogue rather than… I find this setting a bit adversarial. You know? Where people sort of keep their positions rather than talk through it and work through it.

Peter: Having said that though, about your reaction to this PD, the feedback I got from a variety of people who said it was really ill suited for the purposes for which it was intended. It didn't really speak to the participants. Having been through so many of these outside consultants. So while you might have impacted on what another person saw, and perhaps learnt, it may have been negative but on the other hand it may have been positive too. Because if you go to something and you think you've learnt something but in actual fact the information you've been given is quite flawed or not appropriate then it's really important that other people point that out. So if someone new coming into position sees some value in it, but in a wider context it's actually without very much value at all, it's your responsibility I think to share your experience and to say to that person. Perhaps it was just your methodology that was…

Alice: Yeah.

Peter: …questionable, not your intent. Because you can say, 'certainly this was a valid point. But because of this and what my understanding of this, it could've been done a lot better. Or it was limited in its value because of these reasons.' So it's as much the approach. I think you should question what's presented. I think that's a part of leadership…

Donna Preston: Hm-mm.

Peter: …because you use your experience and your knowledge and develop your understanding as a result of that. I agree with you that you should challenge yourself and look to be learning all the time. But I think most teachers really do. And many good teacher leaders do as well. So what you did, perhaps the way you did it was worth questioning…

Alice: Questioning, yes.

Peter: …but not your intent. Your intent was to broaden that other person's view and say, 'there's actually a greater perspective out there. There's a better way to do things. That there are better perspectives than the one that was presented to us'. So I wouldn't be too critical of yourself, or your intentions.

Alice: Yeah, thanks I… It's just it's something that I thought of that I felt that I, you know, I probably… I felt I had a negative impact on Sue. And you're right. It probably was the approach rather than the intention. But see, that's often, that's often the problem isn't it?

Donna Preston: It is the problem.

Leana Sealward: It is. And that's the problem that many, many people I think act…

Donna Preston: As you said before, without thinking you act on the spur of the moment of how you saw it. And it does impact on other people.

Alice: Yes.

Donna Preston: Because we would all listen to the same speaker, and every single person here would come up with a different way of evaluating that speaker. And I doubt that we'd all agree…

Pam: Mmm.

Donna Preston: on what we thought of them. And I think that's been the case all along. Every time we've been to a conference or a function or whatever. We've had a speaker here with us at school. You come out of it

and you say, 'Oh God that was good!' And somebody will look at you as if to say, 'Ho hum. Oh I thought it would be better' you know, and so on. Now that's fine, and I think every one of those people is right. Because it's what… how it affects you at the time, and your state of mind at that time of day, and what you've already seen and heard, and so on. And you are affected by a person speaking to you.

Pam: And what you're judging it on I guess.

Donna Preston: Yeah, yeah.

Leana Sealward: Yeah, but it's always the negative who are louder.

Peter: True.

Donna Preston: It's more easy to negative, right.

Peter: And if you push them a little bit they don't give you good answers back do they? Like you'll say, 'I thought this was good', and you could probably outline five reasons why you thought so…

Donna Preston: Yes. Yeah.

Peter: but they'll just say something like, 'oh I thought it was a waste of time. We've heard this same old rubbish before'.

Leana Sealward: Yes.

Peter: Without really looking at it very carefully and clearly and saying why they disagree.

Donna Preston: Yeah.

Peter: But Leana's right. They're often the loudest. So if we agree with something and we say, 'oh that was good', and they go, 'oh no it wasn't. Blah, blah, blah' without any real thought, just a reaction, then what we'll tend to do is go, 'oh okay' but we won't say anymore.

Leana Sealward: And then you go quiet.

Donna Preston: No, you take that off the positive.

Leana Sealward: You're going to feel like you may have been simple in thinking that it was positive, or that person who's negative obviously has more intelligence than you to offer.

Donna Preston: That's exactly right for some reason…you have to take them as being the authority.

Leana Sealward: You've made that person who took it as a positive to feel simple.

Peter: I've felt that too.

Leana Sealward: Yeah, you feel like you know you've got something positive out of it, and you comment and you think oh you know it's almost like .. I don't know it's sort of 'Oh I really got something out of it!' Positively come out you know and then someone else says, 'oh no, a negative, you know, it didn't have this, it didn't have this, and all of these sorts of things' and then you think, oh well obviously I've got no idea and I have a simple view on life and then maybe I was only looking for the positive instead. And sometimes some people would say, 'well I'm looking for the positives and that's what I got out of it. Yes I can recognise that there are negatives. But I'm taking the positives out of it so therefore I think that that was positive for me to do that.' And I think it's also better if you, whatever, no matter who stands in front of you and speaks there's always something that you can take away from it that therefore changes you. Like you were talking about change at the start.

Alice: Yes.

Leana Sealward: That changes you. Or influences you. And I think that builds upon you, rather than you know being positive and negative that builds.

Donna Preston: But how many people though Leana have got the character and conviction, or have enough confidence in themselves to turn around and say just what you said in response to that person's negative comments? Most of the time they will react like Sue did, and say, 'oh' and step backwards, and not come forward with those positive comments, or that explanation of what they've got and what they think. I think you are right when you said you've got to be very careful in what all of us say to other people because what we do say can be down-putting to people who have got really, really good ideas…

Peter: Yes.

Donna Preston: …and have actually got something good out of it – like Sue did.

Leana Sealward: Yeah.

Donna Preston: And what you should've done is, 'okay Sue, what did you get out of it?' Or something.

Alice: Yes.

Peter: I don't know.

Leana Sealward: That would've been more beneficial if you had said - what did you get out of it, then you know that might have changed your ways.

Peter: Well I don't think it's..

Leana Sealward: But it would've given you a balance. [Group agrees] It would've given you a balance and if… like you know we were talking about your approach and the way that it happened. You know having not been there or anything, we can't really say.

Peter: Yes.

Leana Sealward: But just to say that if you had given your point of view and Sue had given hers then there would've been a balance at the end. However, to override everything that she was thinking sort of thing, then that totally just derides what she was thinking. And it undermines then. Like you wonder, because I've been through a situation like this, you then think for the next couple of days "How I could I be so stupid?'

Peter: Yes.

Alice: But I think in this setting we really need to discriminate between what's negative, and what's constructive criticism.

Peter: Yes.

Alice: It's not… I don't like the word criticism. But constructive almost peeling back of… it's almost like turning a problem, or looking at a problem as a positive. Okay, this is the problem, this didn't work; you know this is what's actually happened here. Now let's acknowledge it and let's… okay, what can we do about it. I find, I find sometimes it's so easy to get sucked into where people are sitting there and they're going, 'this is wrong, this is wrong, this is wrong, and this is wrong' and just saying, 'oh yeah' and 'oh yeah'. And all of a sudden as you say, you, rather than stepping back and saying, 'well yes it may be but why? And if that's the case then what can I do?'

Donna Preston: Mmm….

Alice: And I find even with the kids they say 'but we can't do anything Miss'. Well actually you can. If everyone takes that attitude nothing will ever get done. But it's… and it's a bit like, as you say, with my response to Sue.

If we all did that then we would never move forward. But, if we get to a point where we say it's not right to question the authority then….

Donna Preston: It's all the same. It's not only to question; we've also got to be careful that we don't put our own established ideas… onto others and to other people - sometimes do that without having enough knowledge about their circumstances.

Alice: Yes.

Peter: I think you're talking about perceptions aren't you?

Donna Preston: I don't know.

Peter: You will perceive things in a way. Take for example a teacher who has a noisy class. A person goes past and assumes he is not teaching well. I would challenge that person simply by saying, 'have you been in the classroom to see how he teaches?' 'Have you seen the interactions? Have you seen the good work that's being done?' Of course the answer would be no.

Leana Sealward: That's right.

Peter: That person hasn't been within Cooee of being inside the room. Just walking past. Or seeing some kid out the window, walking around outside before the teacher has arrived. A simple operational issue about kids lining up outside has everything else disregarded!

Donna Preston: Blown it out of proportion.

Peter: Not saying anything about the wonderful work that might be occurring. So those little things that are negative but minor seem to take such a huge amount of effort and time and they become so important. When in the scheme of real learning they're really insignificant – I believe. And that's also something that we have to deal with – a mindset – because of perceptions. It is that how we perceive the situation to be. But do we actually do what you've said and say, 'okay what you said, do you actually mean this, this, and this?' We ask for the feedback in a different kind of way. We don't take the time to do that. You'll say something, we hear it, we filter it. As you said, 30 people hear the same message 30 different ways. But we never check it out. And say, 'oh do you mean that? Or do you mean that?' And because we don't do that process there's a lot of misconception and misunderstanding. And I think that's why a lot of negativity builds and grows and… which makes leadership much more difficult within the school.

Pam: I think too somehow we have got to have faith and trust first – if we've got faith and trust in the people around us, then we look at that first…Then if we have got that ability to trust them and believe what they're doing, then if we see something wrong we can approach it after having that hindsight.

Alice: Relationship?

Donna Preston: Yeah, but to do it the opposite direction I think causes problems too. Does that fit in with what you're saying?

Peter: Yes I agree. But, if there's an understanding and a relationship then you don't really make the false assumptions.

Alice: I think leadership is something that comes from the heart.

Donna Preston: Well they say you've got to earn it.

Alice: You earn respect…

Donna Preston: Yes.

Alice: …and I think…

Donna Preston: You earn respect, yes.

Alice: …and I think, I think if you need a position in order to exercise the power to make people do things then that's not leadership.

Donna Preston: Alice, I agree with you, but I also think that with leadership goes an awful lot of responsibility.

Alice: Yes.

Donna Preston: And therefore one of the responsibilities of leadership that you've already talked about is the fact that whoa! I should have stepped back first…

Alice: Yes.

Donna Preston: And not come forward with my 'blurt out'.

Alice: Yes.

Donna Preston: And that is very much a part of a leadership.

Alice: Yes.

Donna Preston: So I agree with you entirely but I just think with what you were saying must come responsibility.

Alice: I'm not offended. [Laughs]

Donna Preston: Well you can't afford to be. What I'm saying is, I mean all of us… We really are to be open, you know..

Alice: I do become a bit overbearing at times. Sorry about that. I'm working on it. I become very passionate …

Donna Preston: How can you overcome that? I mean I'm talking for all of us… how can we overcome that?

Alice: Well that's one thing I admire about Leana. She sits, she listens…

Donna Preston: Whereas I would say exactly what I thought. I would act as I thought, and so on and so on. But, really as a leader you shouldn't do that.

Leana Sealward: No. You shouldn't change but the thing is…

Donna Preston: Oh I do think you do have to. I think as a leader you've got to…..

Leana Sealward: But you can't like change. What you…..

Donna Preston: …. Think. What I'm telling you, I don't want to be you….

Alice: No you don't.

Donna Preston: …and you don't want to become me.

Leana Sealward: But … see I just take what other people say and I don't say to someone, 'you're wrong' or I don't say, 'I wouldn't do that'.

Donna Preston: Oh I can say you're wrong.[Laughs]

Leana Sealward: I simply take on what they have said and then adapt it through my own filter…

Alice: Filters.

Leana Sealward: And then decide what comes out. And then I end up with something that's a balance. In this tape, Pam and I don't say anything for quite a while. Yeah, like for the first five minutes I'm thinking *what am I doing here*? [Laughs]

Donna Preston: But isn't that true?

Alice: Humm

Donna Preston: See that's what you and I, Alice, I think, both…

Alice: Need to learn.

Donna Preston: Both need to learn. Because – oh well I know you do – and I know I do. And I don't know how many other people in our positions or you know people around the school who need to. You do need to be less impulsive.

Alice: The dilemma for me in my role is that you know there is… like with special needs. There is a legal requirement that you know outside lawyers and

people are saying to me, 'if you don't act on this information and if you don't do things within your school your Principal will be sued'. And then I'm not in teachers' classrooms so I can't actually see what's going on because that's not part of our culture. It's not that… it's not that I don't want to be there, and I'm sure it's not that people don't want me in there. It's because it's not part of the culture and part of the historical practice here. And then like administration say, 'well what are doing to change the practice in this school to make sure that it is more inclusive?' You know, so I have to almost… it's about that relationship and that trust. And I get really passionate.

Donna Preston: Yes.

Alice: I get really passionate about providing for students who are different. So my dilemma is the line that I walk between this requirement, respecting the professionalism – and I do respect the professionalism of the people in this setting – and doing my job. Now I personally don't believe that real leadership is shown in times of crisis. Real leadership is shown when there are these sorts of dilemmas and they are ongoing. And how you deal with it, small-ly and quietly and persistently because you're true to yourself and you're true to what you know has to be done. But you're also respectful of the person who you're dealing with.

Peter: I think good leadership as well, on top of what you were saying, is accepting that mistakes occur in real learning situations. I know we all say to our students that if you don't get it wrong, if you don't try something new. You might know what you know but you're not learning anything. Unless you ask questions and are prepared to make mistakes, no real learning takes place. It's like you fall off your bike quite a few times before…you don't fall off anymore – very often. So without those errors you don't become proficient at something.

Alice: My personal belief is that in my position the only… well not the only thing, the most valuable thing that I can do is build my relationships with the students, and build my relationships with the staff.

Donna Preston: Yeah.

Alice: You know, and when people do have good ideas they do share them without fear of criticism. And…

Donna Preston: How? How do we do that? Because that's what it's all about isn't it? It's sharing ideas. Putting them into a pot and sort of…

Alice: It's time spent together. And that's having better priorities. You know we just… we decide it is a priority for us to have time together to talk and discuss about these things. And I can see the change in the primary school since they have in their groups had more contact and it's been structured that way where they have set periods of time where as a cluster they sit down and they discuss curriculum, and that's good.

I think part of that is the actual understanding. Even like this morning. It was a wonderful experience. The sixes and sevens are there, they've done some planning, they've got an idea of what they're going to do over the next eight weeks, and then they go around and each one of them shares what they're doing in that, in that… And then as one shares she actually said, 'well has anybody got any other ideas?' And then oh what about this, and what about this, and what about this? And all of a sudden you know there's this dense rich you know… and but occasionally she's challenged and said, 'no well the objectives are these, how does that fit in it?' You know so there's real discussion about curriculum. Its – 'Come on what about this? I don't agree.' As a staff I don't think we have enough of that up here. See even my language is up and down in here. [Laughs] And that's not, that's not good either.

Pam: Tell me what you mean by that?

Alice: Well I come *up* to the Secondary School and go *down* to the Primary School.

Pam: Right.

Alice: And you know even that puts a concept that the Primary School aren't as valuable in the bigger scheme of things. It's almost like two separate campuses.

Donna Preston: Always has been. And no matter what happens, you try and change that, it's always a problem.

Alice: Yes.

Donna Preston: Because we… I mean even before we used to see the primary staff always didn't we?   in the staff room. We *never* see them now. Apart from, if we're lucky, on the Friday morning.

Alice: Yes.

Donna Preston: But they used to be so much a part of our staff.

Alice: Yes.

Donna Preston: But not as much even this year as compared to last year. It's getting worse - because they've now got a lovely staffroom.

Leana Sealward: Yes.

Donna Preston: I mean everything that… this is sad because everything that we have been given. Like for example we have now got bigger staffrooms and that's changed everything. I mean so even less now people are going to the (main staff room) where there's the opportunity for this wonderful rich conversation to flow and sometimes the negative conversation.

Peter: True. You think there's a problem here… a geographical problem?

Donna Preston: Absolutely. You see I can remember…

Leana Sealward: Up top, down there.

Peter: We're all separated.

Donna Preston: I can remember a long time ago…the decision was made that…admin would be in the middle. Right in the middle of this school. And they tried to do that. They tried to make it so that the admin would be in the centre of the school, but it was physically impossible. So therefore some was up there, some was down there, and some elsewhere. What's ended up is it is all whatever. So I'm wondering, is it just a matter of circumstance that has meant that we have now got that section where there aren't any children rather than if the admin had been where it was going to be – in the middle – then that wouldn't have happened. I'm just saying…

Leana Sealward: Because the Deputy needs to be down here.

Pam: Yes.

Donna Preston: That's right.

Peter: Yeah they are, they are quite remote.

Leana Sealward: You never see them.

Pam: No.

Peter: Let me share something with you, with the um… timetabling issues that often come up at the start of the semester -classes being wrong. The decision was made that rather than have kids with problems go up to the office and see the relevant person about getting fixed, they were told to go through their form teacher or their classroom teacher and have it reported back that way, which meant that physically kids weren't going into the office. And that was seen as a real positive by administration. Because you don't want all those kids cluttering up the office. That was the feedback I got. They were happy it was done that way rather than in the past. A decision was made for whatever reason: go through teachers, and then through with those channels. And that was actually a very efficient way to do it. I think that it was efficient. Don't get me wrong. I think the person that made that decision did a good decision because it was faster, and the kids didn't have to go up there in their own time. It was done very quickly. But the comments from those above were, 'oh isn't that good we don't have kids coming up here and cluttering up the office'. So it's almost like kids aren't welcome in that space. That was the feeling that I got.

Donna Preston: Yes okay, but you wouldn't have meant that though would you?

Leana Sealward: Yes that space isn't a good place for kids. [Several respondents agree: No it's not.]

Pam: It's not even a good place for teachers.

Peter: No. It's not welcoming is it?

Donna Preston: No.

Alice: Too many walls.

Peter: And I think that's not a good thing.

Alice: They've just built that. They've just built all those walls.

Peter: Those walls didn't used to be there a lot…

Donna Preston: Some of those walls didn't used to exist.

Leana Sealward: Some of the walls didn't used to be there.

Alice: And that's symbolic of what's happened.

Peter: They give a lot more compartmentalisation. [Group agreement] And the fact that it was felt by some that it was good that there weren't kids milling around…that there weren't kids there. Whereas what I would do is if

I was sitting in an office I'd walk out and I'd go, 'Hey! What's going on?' and engage the kids in [laughs] whatever was going on with them. But no, don't have them in the physical spaces.

Donna Preston: I have to…

Peter: That's the big issue.

Donna Preston: I have to sort of stand up for them at this stage, and say…that the business of their lives, and the complex problems that they are facing all the time I think have overridden those needs that we're talking about. Now it's something that happens…

Alice: No.

Donna Preston: It does happen.

Alice: No. It's allowed to happen.

Leana Sealward: This is a school for kids.

Donna Preston: I know but I'm just trying to…speak up for them because…

Alice: Well you've been there. You know what it's like.

Donna Preston: I know what happens.

Before the third and final professional development session I spent two extra days with Claire Sageforth working on the draft policy document. Claire suggested constructing a proposal for the following year and getting staff to "sign off on it". I decided that I needed to do something different to encourage ownership. As I was desperate to share what was possible and be more collaborative and transparent in my efforts, I did a summary of some of the progress to date and left blank pages for KLA input. I tried to see each contributor personally, as I thought that this would help build trust.

An Epiphany – Alice becomes aware of the difficulties facing others:

I arranged to speak with Miss Sealward about the draft proposal. I told her it was my intention to take a step back and allow the KLAs to take ownership of the initiative and that I would advise Mrs Blocksted about what I was doing. There was a long pause as Leana sat down beside me. We leaned into each other's life space and I silenced my thoughts in an effort to listen without prejudice. She began by saying that she did do things differently in her class and the lower secondary class would be different next year because they were offering more choice.

She told me how difficult it had been to work with some of the members in the KLA when she was much younger and had only been here for two years. She told me how she loved to teach and that the acting role as Head of KLA had been extremely difficult for her and she now just wanted to be an "ordinary teacher". For the first time I came to appreciate the difficulties she was also encountering.

The feedback from the questionnaire and the leadership circle provided me with a greater insight into the larger issues I faced in fulfilling my role based responsibility for the innovation in this organisation and simultaneously trying to build a professional community based upon participatory and inclusive practices.

Q:
– The lack of opportunity to share with colleagues who did not attend the PD in the area of concern. The writing of a report or casual conversations in passing are useful, but not all teachers in the school are aware of what is happening.

– The lack of significant numbers of HKLA being involved with a positive attitude is a part of the problem and needs to be addressed. As a result the cross-curricular links have not been cemented as they should have been.

– Lack of time to discuss implementation with all staff. Not the constant contact with TCP.

In response to how could I change the process, staff related that

Q:
– Could it have been done for each KLA on a day. With everything else going on, it is hard to bring all staff in. All the KLA meetings this term have been about reporting so there has been no time to discuss much else.

– Your enthusiasm and commitment has offered encouragement for adaptations and changes. With Year Nine, the need for differentiation was evident but the changes can sometimes seem like small steps to you but are

sometimes a lot greater for teachers. Professionalism and dedication of all is evident but the need to plan (time) is required. Cannot always do things effectively on the run.

– Need whole of KLA meetings on models of PD (the authoritative pedagogy) using our units – not enough for only 2 or 3 people to know about them.

These were legitimate concerns. The issues were beyond the limitations of my role. My efforts were restricted to the proposal process. I could not proceed any further. I did not have the information nor the decision making power to do so.

In the final term Poppy analysed the data gained from testing her Year Nine English class. Based on the results and conversations I had with her during the year I constructed a proposal. I provided a draft to Poppy for her comment. She sent it back to me with some worthwhile suggestions. A few days after I had submitted the proposal to the administration (Appendix G, Literacy & Profiling Proposal - November), I received it back with a comment from the Headmistress asking that the proposal be resubmitted as a collaborative proposal seeking Acting HKLA, Miss Leana Sealward's support.

I wondered how I could proceed. Miss Sealward made her intentions clear about returning to teaching next year and informed me that a new HKLA would be assuming responsibility for this position. In addition to this, I had not been able to respond to her inquiry about the success or otherwise of our collaborative proposal for the future of the innovation as I had no knowledge about its future myself. I placed the response on top of the growing number of tired manila files which lay on my desk.

4.6   Table 5: Data Overview – Story Four: Wonderland's requirements of Alice

| Primary | Time Line of Events | Secondary | Data Gathering Tools |

Jan. — Management Conference
→ Whole of Man. Meeting

Feb. — 1st - Professional Development Days: Birth of the Metaphor

Inquiry about Learning Assistance Program Proposal (LAP) ← → Meeting with Deputy (2) TCP Staff allocations
New LAP Proposal ←

March — LAP Proposal Returned ←
→ LAP Proposal – H. of School
→ LAP Proposal approved

Apr. — Proposal to Administration – Dissemination of Testing Results Proposal - April

May — 2nd - Professional Development Days
→ *First* New Curriculum Meeting – Development of Metaphor
→ *Second* New Curriculum Meeting

June —
→ Whole Management Meeting - guest facilitator – roles & responsibilities – "silos"

July —

Proposal to Administration - Literacy analysis and longitudinal testing - June

Data Gathering Tools:

Data
Teacher leader journal.
School Documents: Strategic Plan; Policy Documents.
Teachers Handbook. School P.D.
Vision & Goals for 2003.
Proposal for the 2003 initiative
    Meeting Minutes
    Proposal Document
    (Group Interview, Questionnaire
    & Substantive Conversation)
    Email communications
    Proposal Documentation

Email communications,
(Group Interviews,
Questionnaire & Substantive
Conversation)
Proposal Documentation

Teacher Leader Journal

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Table 5:- Data Overview Cont.

Primary	Time Line and Events	Secondary	Data Gathering Tools

Aug. — → Draft Policy Document — Substantive Conversation

3rd - Professional Development Days

Reflexive Moment:

Sept — Collaborative Proposal to Administration

Policy Document
Meeting Agenda
Minutes
Formal documentation

Oct. — Interview for Head of Teaching and Learning
H.KLA meeting – responsibility for authoritative pedagogy allocated
Whole of Management Meeting

Nov. — Staff questionnaire

Literacy Profiles developed ← → Literacy Profiles developed
H.KLA meeting – reduced TCP allocations for 2004

Reflexive Moment:

Email communications
(Group Interview, Questionnaire & Substantive Conversation)
H.KLA Minutes
Proposal

Literacy & Profiling Proposal to Administration

→ Literacy & Profiling Proposal Returned

Conflict with H. of Primary over a survey response ←

Group Interview – Outside consultant

Reflexive Moment:

Dec.

Resignation Tendered

Teacher Leader Journal

4.6.1 *Story Four:* **Wonderland's Requirements of Alice**

The focus of the Middle Management Conference was established when the Headmistress directed middle managers to present a 15-minute paper on how they differentiated the curriculum within their KLAs. The Headmistress, Mrs Elizabeth Governor and her Deputy, Mrs Camila Shaftsturn, positioned themselves together at the back of the room. They made notes and questioned the presenters. The Headmistress's presentation articulated clearly what her expectations were of middle managers in the performance of our roles. Her focus was on the accountability of people in positions of added responsibility.

Alice's awareness of Wonderland's rules, regulations and procedures is raised:

At the first whole management meeting of the school year, I raised the issue that some staff had been speaking to me about difficulties they had experienced. There were timetabling issues and some classes were wrong. While raising these issues I was interrupted by a member of the administration who responded that such matters were the responsibility of the HKLA. Speaking directly to me, the deputy added, "that's your responsibility".

Tensions between the administration and me increased as I attempted to meet the responsibilities of my role. My role required the coordination of the TCP support staff. As I was about to distribute information to staff the deputy directed me to send the "allocations" I had organised up to the administration. They had to be "ratified" before distribution. I was unaware that this had been the expectation. I took the information folders I had created for TCP support staff up the back stairs and placed them unceremoniously on a chair in Mrs Shaftsturn's office.

In response to my inappropriate behaviour I was requested to attend a meeting with the administrator. As I entered the interview room I noticed the deputy's journal and accompanying black and gold fountain pen on the polished table. I sat alongside her writing equipment preparing myself mentally for the conversation. When Mrs Shaftsturn entered she retrieved her equipment and moved opposite me. I noticed that when I discussed the inappropriateness of my reaction she moved closer to me. I was

not saying the "right" things because it was expected, but because I was genuinely disappointed in my own behaviour. I apologised and related my frustration over the number of proposals I had submitted, the time I had laboured over the TCP allocations, and the efforts I had taken to accommodate staff requests and student needs and how these and other issues impacted upon my ability to perform my role. The deputy wrote everything down; I assumed it was everything. I did not see what was written.

On the first day of the professional development session I had to teach two lessons. A new deadline for relief requests had been established by the administration during the previous KLA meeting. My request was outside the new timeline. The Head of the Secondary School, Mrs Charmaine Bearington, directed me to teach my classes. I was disappointed by the directive because of the effort I had made and the responsibility I had assumed for the experience. I learnt and next time I made certain I complied.

X:

    Peter: And I think the problem is that in many organisational cultures leadership sees - overt leadership - sees mistakes as almost like fatal character flaws.

    Alice: Mmm.

    Peter: And they're seen as sins.

    Leana Sealward: Are you saying we allow it in our students but not in the staff?

    Peter: I don't think that all teachers allow it in their students.

    Leana Sealward: Okay.

    Peter: I think that some teachers still want their kids to be 100% all the time because 'I taught that to you; you should know it'. But I do think that there are also some who see mistakes as something that should be avoided in administration.

    Leana Sealward: That comes into the first words of when people look at someone's work and say, 'you haven't done this, you haven't done that'

    Peter: Yes.

Leana Sealward: Instead of starting off with 'you've done this and that's good…….

Peter: …. "But"….

Leana Sealward: 'but if you improve on that'…

Peter: Exactly right.

Leana Sealward: You haven't started with the positive.

Peter: No.

Leana Sealward: Like I know we talk about the reporting and starting with a positive. But that's the best place to start to get someone to actually listen.

Peter: That's right, yeah. And as soon as you put a 'but' in everything you've said before, disregarded.

Leana Sealward: It's rejected.

Peter: They don't care about that.

Leana Sealward: I know.

As Head of the Primary School, Mrs Amanda Fold also asked me to meet with her once a week. At our weekly meeting I had discussed with Mrs Amanda Fold (Mannie to some) the Reflective Planner concept and stated that this communication proforma could be used as a tool to monitor student learning. I also inquired as to whether there had been a response to a Learning Assistance Program (LAP) proposal I had submitted at the end of the previous year. The proposal concerned the continuation of a training program for parents to support students with literacy needs before and after school. Training was to be conducted by Poppy and a strong interest had been registered. According to Mrs Amanda Fold, in her discussions with the administration this had never been "ratified" and as a result I was to submit a new proposal. With Poppy's assistance we completed a new proposal and submitted the document to Mrs Fold (Appendix F, Learning Assistance Proposal - February).

Later in the term I approached Mrs Fold about a decision regarding this LAP proposal. She returned the document to me and stated that Mrs Shaftsturn informed her that I was to submit it to the administration through the Head of School. Consequently, at our next meeting I provided Mrs Bearington the LAP proposal seeking her approval. She responded that she would need time to consider it. I was becoming anxious. I was concerned that the delay reflected poorly on my

professionalism. More than this, I was concerned that the delay meant those students who were disadvantaged were unable to take full advantage of all we could offer. At the end of the HKLA meeting when I presented an analysis of the Year Eight data, I asked Mrs Bearington again about the LAP proposal. She stated she was checking with the deputy. Before the end of the term I met again with Mrs Charmaine Bearington and asked about the LAP proposal. She told me that she would approve it and take the consequences.

Alice complies with the function of her role:

Towards the end of the term, I emailed the Headmistress and requested more uninterrupted time to meet with the Secondary staff. I had hoped such a meeting would allow me to work with staff and use the information from the testing to apply the learning from the professional development session to specific units. I also provided a short summary of the progress made to date and offered some suggestions regarding how to progress. The headmistress thanked me for my efforts during the term and asked me to submit a Testing Process Proposal to outline the process I was to employ the following term. I provided four copies of the Testing Proposal for distribution to the administration at the commencement of the next term. Although I did not receive a response, by this time I had learnt to place everything as possibilities and submit documents on the understanding they were "drafts" until ratified. I began to write everything down as I became more aware of the value of providing evidence of my actions in fulfilling the responsibilities of my role, for the purposes of accountability and for my own record. (Appendix E, Dissemination of Testing Results Proposal - April)

Collaboration is mandated:

During the second term I was fully occupied with meeting the requirements of my role in terms of completing the testing process as had been outlined in the proposal to the administration. In June, after the second new curriculum meeting, a whole management meeting was organised by the administration. It was hosted by a guest facilitator. Revisiting the themes of the Headmistress's presentation at the beginning of the year, the focus of the meeting was on the relationships between KLAs and the levels of administration as well as the roles and responsibilities of middle managers.

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Sent: **Wednesday 14th May, 2003.**

Subject: **COMBINED HKLA/YLS MEETING. (June)**

The Following will be discussed with a guest facilitator:

1. *Organisational structure*
2. *Expectations through Position Description*
3. *Multiple teams and their operations.*
4. *Relationships among layers within the organisation specifically: Middle and Senior Management.*

The combined management meeting occurred after school during a week that was burdened with assessment and reporting tasks. Deadlines loomed. The guest facilitator spoke about the importance of team work and the damaging impact of "silo" like behaviours; behaviours where individual groups focussed on their own interests. These behaviours separated one group from the other. He stated they could be potentially explosive.

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    Int: So what are the implications for Alice's practice?

    Peter: Well you see it's different. That's why I asked the question about power because you know it's like, well in the secondary situation when we have many more layers of management, and you sort of have a position. And I think that territoriality. ICBM kind of silos. I think the ICBM silos are fairly explosive and very dangerous. I think that kind of problem, that territoriality, that power, is something you haven't had to deal with here because it's much more collaborative in its focus.

    Dawn: Yes.

    Peter: And that's a structural thing. I defy anybody who's at the same level as anybody else and, that other person doesn't agree with the process because they're already doing the best that can be possibly done in the world, that they

are going to take that onboard because - here's the great threat - because as Rose said, they're not learners, they're teachers.

Alice lobbies for scarce resources through the proposal process:

At the end of Semester One I provided a proposal to the administration which contained a profile of all classes from Year One to Year Seven based upon student performance in spelling and comprehension tests which Poppy, the staff of the individual year levels and I had collaborated to complete. An analysis of the data was provided as well as a recommendation to access external expertise to support staff skill development. The document also contained recommendations for adjustments to the whole year level testing process in the Secondary School, the process that I had just completed. I advocated that such testing could be repeated with these same students a few grades later to allow a more longitudinal perspective on student learning. Possibilities for the future of innovation were also put forward. I did not receive a response.

Alice looks to using policy:

The final professional development session was arranged so that the staff accessed Claire's expertise on a rotational basis. At this time I worked with Claire on the construction of a draft policy document. I made an increased effort to act according to the prescribed processes, exercising increased caution when attending to the administrative duties attached to my role.

Attempting to be more collaborative, I invited others who were involved in the professional experience to contribute to a proposal containing the draft policy document. All participants (with the exception of Science) contributed. The final document was submitted to the administration before the end of Term three. Suggestions included the use of Mrs Sageforth's expertise for the following year. I had discovered through the questionnaire that the support for the consultant's involvement in the process was strong. I wanted to maintain the momentum.

> **Skye:** And I think having consultant; having organised the consultant to come back through the year for the professional development also helped us to see where we'd come from and to re-establish where we were going.

> **Dawn:** And in fact that would probably be a good resolution to have her come back and now review what units were completed this year, and the pros and cons, etc because there have been some. And to see another party come and have a look at it and talk it through perhaps would be, yes would be a good resolution.

Q:
–   Having a person with whom you can build a relationship over a period of time.
–   The consultant was not judgemental and supported our emerging learning.
–   The consultant's help in refining the units of work added to and fast tracked the learning. Her regular visits kept the process of developing, teaching, learning and evaluating moving along.

Although the responsibility for coordinating the implementation of the authoritative pedagogy had been formally allocated to my role in the final term, there was still no response to the collaborative proposal.

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> **Asta:** I think if there were times we needed more support it wasn't because Alice wasn't there to be able to provide the support. She was fighting for us all the time behind the scenes.
> **(Group):** Mmm.
> **Skye:** Yes.
> **Int**: So any times where you've felt lack of support it was something beyond Alice's…control?
> **Dawn:** Yes. [Agreement from several respondents]

Asta: But we knew she was trying and doing as much as she could [Agreement from approx. 2 other respondents] and we knew she provided what she could.

Int: Any other comments on that?

Violet: I feel what other types of support like um you could ever hope for were outside of her control, and that's things like finances. You know, everyone obviously would love more money to spend…

Asta: Yes.

Violet: …to implement the program, or any sort of… And I would think that that was one of the few areas that we could do nothing about. And she tried, and she went as close as she could. You know she'd go, 'oh look I can give you this. I can give you this but it won't be a complete thing', but she'd be hunting you know and like … backing us.

Int: Okay. Any other comments? [Pause] Well were there occasions when issues were not resolved, in your mind, or not resolved well enough?

Skye: No, I don't think the consultant is coming back next year. I feel a bit sad about that. I thought Alice could have managed to wrangle it.

Daisy: Bring the budget forward.

Dawn: Bring the budget, yes! [Another respondent laughs] For just a little bit longer.

Peter: Mmm.

Int: So there's one of those occasions where [Two respondents: Yes] you'd like more support but out of Alice's control?

Sylvia: Without us being in control, yes.

Peter: Yeah, it's not even a particularly a budgetary constraint but it's certainly beyond Alice's control.

Int: But is it something you'd all like noted in this group interview? That that's something that you would like to have continued? To have (the consultant) return?

Sylvia: To continue the experience [Agreement from several respondents]

Alice's attempt to encourage participation draws suspicion:

At the commencement of the final term another whole management meeting was convened. These whole of management meetings had building relationships

between the levels of management as their focus. In our smaller groups, we were asked by the administration to construct strategies that would actively encourage dialogue between members of staff.

Mindful of the feedback I had received during the substantive conversation I had with colleagues on my leadership style, I made a deliberate decision to assume a lower profile during our interactions. I kept silent more often encouraging others to share their ideas. As the meeting ended the headmistress asked me about the reason for my more reserved behaviour. We had not conversed since the interview process for Head of Teaching and Learning. I replied that I had made a deliberate effort to remain silent and encourage others to lead and contribute.

As the year drew to a close and our sense of urgency to address the literacy needs of students now determined our priorities, Poppy and I worked together to construct a literacy proposal for a funding application. It contained an overview of the suggested professional development for the following year. At this time a proposal was also constructed based upon the testing data Poppy had produced from her Year Nine class. Poppy perused the document before I sent it to the administration (Appendix G, Literacy and Profiling Proposal - November). The proposal was returned with a request to collaborate with the Acting English HKLA.

Q:

As always your commitment to the students and teachers was 110% and that's greatly appreciated by me. Your professionalism, insight and ability are the reason the PD process has worked as well as it has. An area of concern I have is the amount of time you spend on school matters. Another is that all the people who should overtly support you do not overtly support you. This is beyond your control, but it is an issue that needs to be addressed.

Fearful for her future, Alice's feelings of vulnerability increase due to the lack of information:

I became increasingly concerned about my future, as I had been informed again in a HKLA meeting by the administration that the TCP support system would be scaled

back for the next year because of budgetary restraints. The implications, as I understood them, were that I would have to divide my time among classes to ensure the learning needs of students who had disabilities were being met. There had been no communication down from the administration regarding the future of the innovation. I became increasingly anxious as staff continued to inquire about the arrangements for 2004.

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> **Int**: Well what could Alice have done then to have been more effective in secondary?
>
> **Skye:** I think it's the personalities in control.
>
> **Peter:** It's, it's… yeah. [Agreement from several respondents] It's the personalities; it's the personalities of the particular individuals who don't want to take it onboard.
>
> **Dawn:** Maybe more positive support from administration sometimes. I mean I guess there were some issues that were difficult and maybe impacted at various times. You need to see that you are fully supported at all levels… for things to be positive.
>
> **Peter:** Yes.
>
> **Dawn:** Even though we are a P-12 school, there…. there are walls. And that's just the way that it is.

In the final week, in the Primary School, I met with Mrs Mannie Fold regarding one parent's response to a survey conducted in the Primary School. The response, which had been returned to the Primary office, had registered some criticism. The teacher, Violet, had not seen the information. The parent had complained about issues outside the questions that related to the new units. I had anticipated some reaction so I asked Poppy for her observations, as she had been in Violet's class more regularly than I. Based on Poppy's response and my own knowledge having worked with Violet's team over the course of the year, I challenged the legitimacy of some of the parent's comments and Mrs Mannie Fold's response. A heated exchange followed.

Alice's anger increases as she advocates for a more inclusive process:

We both stood facing each other across the antique styled table. I stated that staff had engaged in new teaching and learning practices but not everything was going to fall into place all at once. I continued asserting that we had changed reporting, teaching and learning, planning and unit formatting and if assessment tools were not as the parent expected then we would deal with it. I argued that a change in practice was evident and staff professionalism should be acknowledged and appreciated. I stated that the areas which needed addressing would be used as a basis for inquiry – in our efforts to continue to improve.

I asked if any of the issues had been discussed with Violet. Mrs Mannie Fold said that she had not discussed them with Violet and did not intend discussing them with her. I responded by pointing out that this approach did not give Violet the opportunity to produce any evidence to the contrary. Mrs Mannie Fold said firmly that this was her responsibility. She would deal with it. I was not to discuss the response with Violet. Consumed by the injustice I turned towards the cheerful faces of small children playing outside and left the sharp smell of fine furniture polish behind. I searched for solutions on how I could maintain the trust in my relationship with Violet when she asked to see the parent feedback. I believed my leadership was totally compromised.

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> **Asta:** I think a lot of the thing is really about a little bit more time, a lot of it would be out of our control – it's the budget thing. [Agreement from several] Whereas you can't afford to be pulled out of our classes that amount of time because you teach so a lot of things that we're suggesting, we can't change anyway. And a lot of the things we would have with other things that were suggested is not perhaps things that can change. Or if they can it's not a huge change straightaway. Just because we had certain constraints, I don't think Alice can work on time or budgeting.
>
> **Int:** Although it is interesting to think that the structures have been built up. They've been constructed. They're not their natural form or like a landform. So it's probably useful to look at what you'd like in the best possible world.

Dawn: I was just going to say… I mean I think next year will be better because people are now more savvy and aware of the processes and the programs and I know it's a different group of kiddies therefore the needs and learning styles are different. However that information can be passed on. And it's like everything. The first year, eighteen months is always the hardest. Although I think organisationally it will be better. So the Cluster Meetings that are timetabled into this, it should be more effective in what is achieved in those times rather than 'what are we doing here? What do we do? Etc.' I mean I still think there needs to be – and that's what Alice was amazed with, that impetus there also - the person who kept people on track and/or suggested things, or had them organise something externally to that. So I think there is potential to improve that process.

Int: And that will be building on leadership from everyone too won't it?

Dawn: Yeah.

An Epiphany – Alice makes a choice:

I had become distressed by Wonderland's intolerance for mistakes, its inequitable social practices and its lack of community. I had committed myself to inclusive practices and participatory decision making so all could enjoy fulfilling and equitable social relations. I found it unjust that staff were unable to participate in decisions regarding the future of the professional learning initiative and the future of the Literacy Proposal. Faced with the departure of my trusted colleague Dawn Gardner, the accountability-driven imperative which regulated the function of my role and the restraints on my autonomy, I could no longer continue in this position, sustain my commitment to the organisation and remain true to my values. To live authentically, my new understandings about myself left me with little choice. I no longer belonged here.

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Dawn: You know I think that what it comes back to Alice with is relationships. The crux of all her life – not just her leadership here, is about the strength of her relationships with people, which is based on respect, and truth, and honesty, and courage, and valuing others. So if you have that relationship in place, which is what we're basically saying is happening, then it's not a power relationship. It is a respect and value that we place on each

other. Now I'm not sure how that translates to secondary because I think she does respect and value a lot of what people say there. But there's just obviously not a two-way stream happening somewhere there. But for down in this domain I think Alice is absolutely passionate about other people and the relationships she has with them.

Int: And some might say power relations exist here quite explicitly because Alice shares the power so well. People feel valued.

Dawn: Yeah.

Only after the lapse of time and some distance from the context, I reached an understanding about myself and the events of that year. As I analysed the events, I owned my transformation.

Like the Lewis Carroll's *Wonderland* Alice, initially I had been ignorant of some of the "rules" of role performance in Wonderland. However, I soon learnt what was expected. I complied with Wonderland's requirements. Accountability for the performance of the task distributed to my role became my focus. As I uncritically fulfilled my function I participated in reproducing the inequities embedded into Wonderland's dominant organisational image.

By engaging in critical reflexive practices over the duration of the school year I had developed a more critical consciousness. Transformed through the PAR experience, I challenged the underlying assumptions upon which my functional leadership rested. Analysing my thoughts and actions critically and reflexively I came to understand that I could not exercise teacher leadership and fulfil my function as a role based leader in this organisation. As a "role" based leader I was part of the problem rather than the solution and, as such, I could not contribute to the organisation's capacity to change.

CHAPTER FIVE: DISCUSSION – USE OF THE METAPHOR

5.1   Introduction: The Process of Imaginization

The organisational context provides the framework for this analysis. The context has been constructed as a metaphor using the process of imaginization (Morgan, 1997b). Various other metaphoric lenses have then been applied. These metaphors provide an insight into Alice's transformation in both micro-studies.

The multiplicity of Alice's selves has been deconstructed by applying the various metaphoric lenses. Revealing her evolving fragments of meaning constructions and the "gaps" in her understanding, the metaphors surface the dominant discourses woven into Alice's cultural practices and the inequities embedded in her ideology. However, in an attempt to improve her leadership, Alice engaged in reflexive practices. As her critical self consciousness increased, she altered her social practice to be more inclusive and socially just by engaging in open communication, respecting the voice of others and encouraging participation in decision making. The changing metaphors illuminate Alice's evolution and her contribution, as a teacher leader, to this organisation's capacity to change.

5.2   The Organisational Context. Wonderland, a Functionalist Organisation.

The context of the organisation has been analysed as a functionalist one. Goals and structure were important features of the organisation. The highly structured environment located the decision making authority at the top of the hierarchy. Teacher work was controlled and coordinated and compliance was encouraged. Teachers were socialised to the values and goals of the organisation and encouraged to share the organisation's norms.

5.2.1   The Metaphoric Image - "Wonderland", the Factory.

The metaphor of an automated factory of highly polished machines has been employed to analyse this organisational context. The image deconstructs the

dominant discourses within this closed system and exposes the world *behind* the shiny exterior of the organisation. Surfacing the bureaucratic discourses that regulated operations, the metaphor provides an insight into the factory's internal processes and procedures. Diagram One, Wonderland the Factory, is a visual image of the metaphor. The discussion analysing the organisational context follows the image and the headings refer to the relevant sections of the diagram.

Diagram One: Wonderland the Factory

CONTROLLER &
EXECUTIVE
MANAGEMENT
SYSTEM
Power Storage
and distribution
Process
Management
Control.

Distribution Lines
Resource Distribution
Communication
Lines
Power Allocation
Valves - regulating flow.

KLA
COMPONENTS

System
Protection
Mechanisms

FEEDBACK CONTROL SYSTEM
Monitors HKLA performance
Informs Executive directives

SENSORS - Monitor Core
Process - Teaching and Learning

KLA
Operating
System

KLA
Valves

Alice's Function

Process
Workers

Process
Workers

Secondary School

Waste Management
System

Primary School

Piers of tradition
to provide stability

WONDERLAND - ORGANISATIONAL CONTEXT

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Wonderland – the Organisational Context:

In order to reduce the uncertainty of change the organisation anchored its present operations to its identity; a successful school with strong traditions. Based upon this identity (the shiny exterior), parents perceived that if their children attended this school they too would be successful. Sustaining this identity was imperative to the organisation's future. Students were a source of income. Consequently, in order to reassure parents of the organisation's continued success while attempting change, the organisation promoted its strong traditions (piers), endorsing the beliefs which underpinned them. The organisation's identity framed the construction of the new Strategic Plan and the world views of those who functioned within the organisation (factory walls).

The Strategic Plan prescribed future outcomes. To secure future student numbers one Strategic Goal prioritised the enhancement of the quality of instruction. This goal required an improvement in the core process of teaching and learning. To this end, the innovation was actioned.

The Controller and the Executive Management System:

The Controller and the Executive Management System, set above and apart from the operational workings of the KLA managers and process workers (staff), directed and coordinated the work of teachers and middle managers to maintain the factory's shiny exterior and to successfully achieve the organisation's goals. Enacted through the discourse of dominance, their goal related directives had delivered successful student performance in the past. Consequently, to ensure the organisation's continued success, predicting outcomes became paramount.

Functioning on the premise that successful outcomes could be achieved through a formally structured environment, the Controller allocated tasks and distributed functions to the Heads of Key Learning Area (HKLA). The Executive System prioritised their control over the planning, scheduling and coordination of the core process, teaching and learning. The Controller and the Executive Management monitored HKLA practices. They authorised the discourse of dominance by

controlling knowledge through directives and procedures and by taking action to reduce any deviations from what had been "ratified".

To ensure the realisation of the Strategic Goals, the Executive utilised information gathered from records of communications, the agendas and minutes of formal meetings, proposals and budgetary forecasts. Vast amounts of data were collected, stored and processed. Based upon this information any deviation from planning documentation (budgets and work programs) submitted by HKLAs could be detected. Error detection could minimise the risk of production failure (parent perception of the organisation not meeting their expectations – perception of the lack of success). Accountability for any such errors was secured through distribution lines.

Distribution Lines and Valves:

Access to the executive system was limited to distribution lines. Directives were relayed through defined channels of communication and controlled through the various valves of scheduled formal meetings. These valves ensured the appropriate one-way flow of information down to the KLA managers so they could perform the tasks stipulated by their role descriptions (responsibility for implementation of curriculum, the approach to teaching, the structuring of work programs, assessment schedules and reporting obligations).

Distribution lines which controlled the performance of allocated tasks were formalised through policy documents, procedure manuals, and rules and regulations. Distribution of information, power and resources occurred through ratified formal proposal submissions and budgetary allocations. Proposals were "ratified" to meet the goals of the Strategic Plan and resources were allocated to HKLAs by the executive. HKLAs relayed the "ratified" decisions down to their staff.

The Key Learning Area Components:

The function of HKLAs was to successfully implement and coordinate instruction by vigilantly maintaining KLA processes, employing the allocated resources to perform their formal roles and allocated tasks efficiently. Consequently, mechanisms were

employed by the Key Learning Area (KLA) subsystems to control performance of teachers (process workers).

Key Learning Area Operating System:

KLA instructional processes were regulated by manuals (work programs and syllabus documents) and by procedures established by the executive. HKLAs complied with standards and, when deviations were detected, they took corrective action. Key performance indicators which included student achievement and meeting organisational deadline requirements indicated KLA efficiency. As HKLAs were accountable, ensuring assessment schedules were adhered to and syllabus requirements were covered became important. Consequently, HKLAs directed the activities of "their" process workers (staff) to this end. Teachers (process workers) performed specific tasks as outlined by work programs which had been evaluated and approved by their KLA manager.

The emphasis on performance was evident through formal documents such as the Teacher's Handbook. Teachers were required to demonstrate "excellence" in teaching and learning and to comply with policies and procedures. Efficient performance of operational tasks and conformity to the authorised and "ratified" procedures that regulated teaching and learning became paramount. Mistakes could be avoided if procedures were followed.

These mechanisms protected the organisation from possible serendipitous and disruptive events. Serendipitous events could place the organisation's record of success at risk and undermine its attainment of its goals. Consequently, by employing such strategies, it could be rationalised that as the system was so efficient, when students were not successful the fault lay with the students themselves or elsewhere.

Alice – The Formal Role:

Within this closed system, Alice contributed to the factory's operations. Through the performance of her function she complied with the dominant discourse. The performance of her formal role supported a complex integrated control system which

created interconnections between the KLAs and the connections to the Executive Management System. Complying with the dominant discourse, Alice restricted the movement (participation) of others. However, over time through her increasing critical consciousness, Alice became aware that her compliance sustained unjust practices.

Alice's formal role was distributed by the Controller. It was framed within the organisational structural design; defined, monitored, regulated and "ratified". Alice's activities were registered on the calendar, her meetings were documented and placed on "file", and her programs were submitted to the Executive Management System. As Alice became aware of her accountabilities she prioritised the surveillance and monitoring of her own operations.

Alice learnt that information regarding any "changes" had to be "ratified" by the Controller before distribution to staff. Alice discovered that social practices that exposed the workings beneath the glossy exterior and placed the organisation's future in danger were not encouraged. Proposals that did not comply with the Strategic Plan or teacher activism which surfaced knowledge outside the authorised discourse constituted a risk. Consequently, social practices that questioned the legitimacy of the dominant discourse were disposed of via the waste management system.

Alice was responsible for student profiling. These measurements provided predictions of a student's potential for performance. These student profiles (sensors) could register student underachievement. These sensors could monitor the core process of teaching and learning and identify possible inefficiencies in HKLA operations. The "readings" from these sensors created friction between the levels of management. The system responded as actions (cooling mechanisms - fans) were then taken by HKLAs to address the issues. When KLA functions were seriously disrupted direct Executive actions were taken (fire extinguishers).

Performing her formal role, Alice was part of a closed system. As the task of coordinating the innovation was distributed by the Controller to Alice, performing her role became integral to sustaining the dominant discourse. This task required her

to work with the KLA managers to promote change within their operating systems. Any alterations had to be integrated with the existing regulatory systems. Alice was accountable for this task being carried out efficiently. She complied with the requirements of the system. As Alice's social practice became increasingly institutionalised she came to accept the dominant discourses as natural.

However, Alice made attempts to change to practices which were more inclusive as she carried out the task of coordinating the innovation. In doing so, she pursued an alternative discourse. Developing a more critical consciousness Alice altered her practice. Respecting and recognising the voice of others and encouraging their participation in making decisions changed her world view. Her altered social practice challenged the bureaucratic discourses in which her function was entailed and the unjust social practices that they constituted. This change caused dysfunction between her role and her identity. Alice faced a personal and professional ethical dilemma.

5.3   Wonderland, the Emergence of a Different Metaphor.

In the Primary School context the sharing of power created new patterns of thinking and enabled the emergence of a new metaphor. Relationships and roles were reframed through the realignment of power (Lambert et al., 1996). This form of leadership was ethical. It was grounded in inclusive and participatory practices. Influence flowed through networks and partnerships. As relationships were mutualistic, the mindset changed from competition to partnerships. Organisational activity became characterised by mutual contribution, reciprocal relationships and just and inclusive processes.

5.3.1   The Metaphoric Image – Strategic Termites.

The image of termite activity (Morgan, 1997b) is used to analyse the mutualism which existed between leaders in the Primary School when leadership was shared. The image illuminates how the sharing of leadership in the Primary School was a product of mutualism, a shared sense of purpose and an allowance for individual expression. The principles of parallel leadership provided the essential "elements" to

detach this section from the monitoring mechanisms of the dominant factory and changed organisational conditions to create an open system.

Diagram Two, Strategic Termites, is a visual image of the metaphor. The discussion analysing the mutualism evident in the strategic termite activity of leaders working synchronously together follows the image. The headings refer to the relevant sections in the diagram.

Diagram Two: Strategic Termites

Controller &
Executive
Management
System

Power storage
and distribution.

Process
Management
Control.

SYSTEM
UNCOUPLED

KLA
COMPONENTS

KLA
Operating
System

System
protection
mechanisms

PARALLEL LEADERSHIP
Mutualism, Allowance for Individual
Expression and a Shared Sense of Purpose

SHARED LEADERSHIP
EMERGENCE OF A DIFFERENT
METAPHOR

Piers of tradition
to provide stability

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Primary School – System Uncoupled:

At the beginning of the innovation the primary section of operations became semi-detached from the monitoring mechanisms of the larger factory when Dawn Gardner shared leadership with Alice. Dawn Gardner and Alice had built a trusting relationship during the previous year when they shared leadership in their "acting" roles. As Dawn worked with Alice to support the initiative she shared leadership with her. Under these circumstances the Primary School operations became temporarily un-coupled from the control of the larger organisation. Released from the surveillance of the system, a space was created and the momentum for change was generated.

Shared Leadership and the Emergence of a Different Metaphor:

Dawn trusted Alice with the process. Her actions supported Alice's leadership. Dawn's actions encouraged communication, connecting people through her manipulation of the timetables and through her facilitative actions in arranging the planning day. While Dawn and Alice performed different tasks, it was the sharing of leadership by Dawn that allowed Alice to act in a strategic way and engage with others in building a professional community. This shared leadership altered Alice's mindset.

Through critical reflection on her social practice, Alice evolved. Her leadership became collaborative yet strategic. Her strategic actions facilitated the flow of meaningful information as she sought opportunities to engage others in professional community building activities. As she decided to "work with" the unfolding situation and share leadership with others, her inclusive practices led to the emergence of shared understandings among those who chose to participate.

Parallel Leadership:

Alice changed her social practice. Her actions were inclusive, open-ended and supportive with no fixed, prescribed routine to follow in order to achieve a predetermined goal. Her leadership became uncoordinated and uncontrolled, allowing the "design" to unfold as collective contributions were made. Alice's focus shifted from a discourse of control which sustained dominance over those involved to an

inclusive process of mutual meaning co-construction. As Alice embraced an inclusive process and focussed on participatory practices, her actions supported a socially just discourse.

Alice shared leadership with Poppy. Like her relationship with Dawn this relationship was characterised by mutual trust and respect. Alice included Poppy in decision making and respected Poppy's professionalism by valuing her individual expression. Based upon shared beliefs their actions were motivated by social justice. Alice and Poppy shared a belief in the necessity to acknowledge and value student difference in the classroom. Their parallel leadership practices, while different, focussed on a common purpose – student outcomes. Alice supported Poppy's pedagogical leadership by sourcing resources, sharing knowledge and assisting in the data gathering process. Poppy supported Alice's leadership with her critical feedback about the impact of Alice's actions on others and through her pedagogical leadership contributions to the professional community.

As Alice began to work synchronously with others her world view changed. Alice soon realised that inclusive leadership practices encouraged, invited and valued difference. As the "parts worked together" an alternative discourse was embraced. Through participation and an inclusive process that respected differences, a network of communication channels developed and pedagogical teacher leaders emerged to engage in the learning process.

5.4   Wonderland, an Organism.

The purpose of the innovation was to increase the skills of teachers to meet the diversity of student needs. In the Primary context, as teams organised to participate in the innovation, individual differences were not recognised and individual agency remained limited. Instead, the focus of management efforts remained on the Strategic Plan and functional unity was prioritised. Teachers were perceived as resources to be developed. The system became open but it was not adaptive. In the Secondary context, as the historical design was retained and members remained locked into old patterns, competing interests surfaced.

5.4.1   The Metaphoric Image - Organisational Bumble Bee.

The metaphor of an organisational bumble bee (Morgan, 1997b) has been employed to analyse Alice's inclusive leadership practices in the Primary School. While she focussed on her relationships with others, she also prioritised the task of coordinating the innovation. The system that developed was open but it was not adaptive because individual differences were not accommodated. Alice took her learning into the Secondary School. She made attempts to develop relationships with others by engaging in dialogue and sharing ideas with them. Her inclusive practices surfaced the difference in values. The Secondary School was locked into a mechanistic image. The closed system responded to protect itself against potential disruptions caused by Alice's pollination attempts (leadership).

Diagram Three, Organisational Bumble Bee, is a visual image of the metaphor. The discussion following the image analyses the leadership exercised by Alice and the system's response. The headings refer to the relevant sections in the diagram.

Diagram Three: Organisational Bumble Bee

Controller &
Executive
Management
System

Power storage
and distribution.

Process
Management
Control.

WARNINGS
ARE
SOUNDED

KLA
protection
mechanisms
respond

KLA
Operating
System

Alice's Function

SYSTEM
UNCOUPLED

OPEN SYSTEM

Primary School

TEMPERATURE RISES

bee begins to forage (pollinate)

Inclusive practices promote
TEAM LEARNING

Piers of tradition
to provide stability
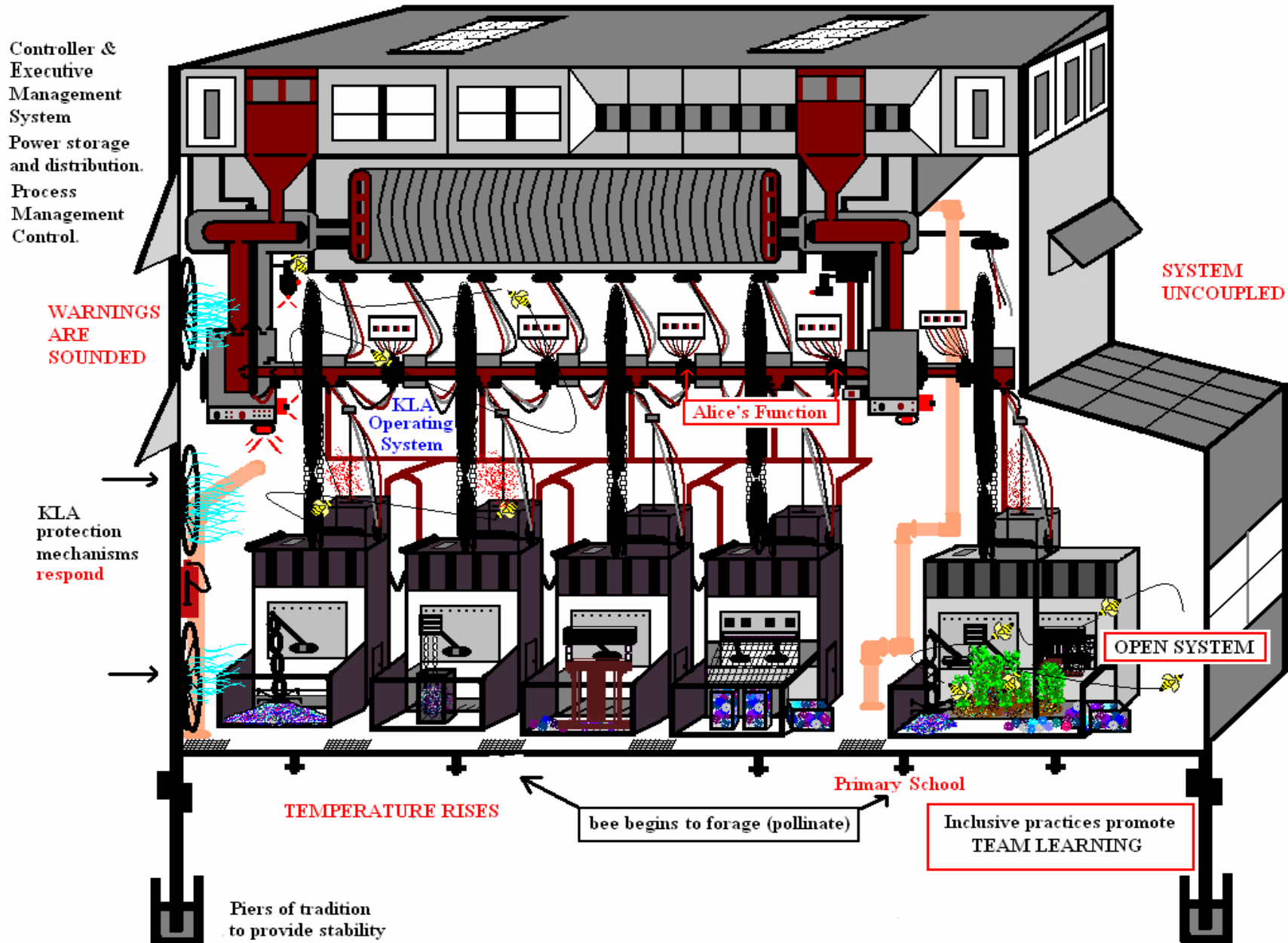
Primary School - Team Learning:

As a teacher leader (bumble bee), Alice facilitated the change process by adopting more effective communication practices. This required an improvement in Alice's ability to provide and accept constructive feedback. Moving from one team to another in the Primary School, Alice sought critical feedback to inform her reflective dialogue. As Alice's skills in inquiry and advocacy increased, pollinating activity began to impact on the environment. Dialogue led to increased trust and as members collaborated, teams became engaged in the learning process. As these teams made attempts to apply their new learning and ideas were shared among members, Alice's more inclusive practices had an impact.

An Open System:

Alice's leadership raised awareness of student needs and the increased sharing of ideas among team members generated momentum and the system became open. However, Alice's focus remained on what she understood was required by the Strategic Plan. She encouraged teams to apply their new skills complying with her perception of what the change should look like. While the system became open as teams participated, it was not adaptive as Alice's practice limited individual expression.

The sharing of knowledge in an equitable way was pivotal to Alice's attempts to practice a moral and just form of leadership. However, her focus remained fixed on the requirements of the Strategic Plan and the development of teacher skills to meet the organisation's goals. Consequently, by prioritising her understanding of what was required, Alice's communications emphasised *her* understandings of the learnings from the professional development and *her* understandings of the practices that complied with the Strategic Plan. While her leadership was more inclusive, her social practices placed limits on diversity.

Secondary School – Temperature rises:

In the dominant Secondary context, temperatures rose as Alice's leadership activities were perceived as an invasion. Alice's inclusive pollinating practices challenged the dominant discourse. Locked into old patterns of thinking, this form of leadership constituted a risk to a system which was regulated, controlled, and prescribed from

above and challenged the values that underpinned its image. In this context, HKLA functions were defined and boundaries were determined for accountability purposes. The focus was on compliance. Alice's inclusive and participatory social practices caused the system to respond.

Warnings are Sounded:

Alice's attempts at inclusive practices caused temperatures to rise and warnings were sounded. Alice attempted to engage with the Controller through informal suggestions for an increased allocation of resources (time) to HKLAs. She was directed to use the established formal channels and submit a proposal restricted to the testing process. The testing was a task defined by Alice's formal role for which she was accountable.

Alice's inclusive efforts to engage HKLAs and staff in dialogue concerning student data created tension between her and the HKLAs. In this context, inclusive practices that encouraged the sharing of information by teachers (process workers) could prompt inquiry and increase work loads. In addition to this, the student profiles developed by Alice provided an alternative perspective on student learning and could be used by the Controller to judge teacher performance and hold HKLAs accountable.

HKLA Protection Mechanisms Respond:

The sharing of data to encourage dialogue provoked HKLAs to employ protection mechanisms (cooling devices - fans) to preserve their glossy exteriors and the perception of error-free operations. These mechanisms ranged from limiting access to the data to discrediting its authenticity. HKLA control over data was rationalised on the basis of consistency in instruction and predictability of student results. Regardless of Alice's attempts to employ the skills of inquiry and advocacy, HKLA priority with control diverted any inquiry to the allocation of "blame". The fault lay elsewhere. The students were blamed because of their inability to take risks. The process prior to this point was blamed as HKLAs argued that the "problems" originated with the Primary School.

The HKLA response to the professional development sessions, their supervision of Alice's exchanges with "their" staff, and their response to Alice's attempts to include

"their" staff in decision making, revealed the established mindsets, power bases and vested interests locked into the system in the Secondary School. Dominance was maintained as certain knowledge was privileged and other forms silenced. These values underpinned the hierarchical, mechanistic image and shaped the culture of the Secondary context.

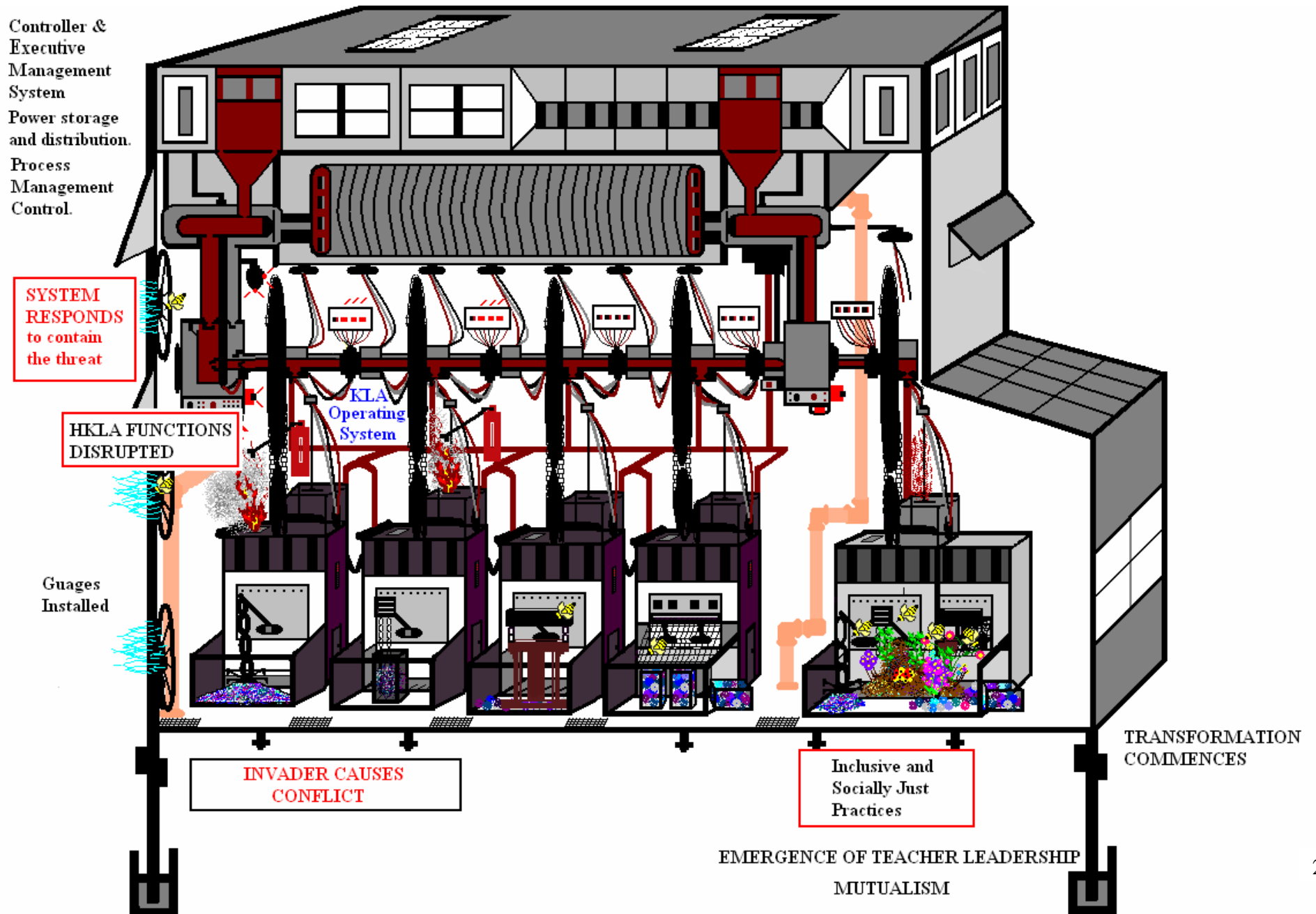## 5.5   Wonderland, Transformation and Conflict.

The Primary context was transformed when restrictive and inhibiting past practices were abandoned and ecological thinking was adopted. The constructivist teacher leader allowed patterns to emerge and facilitated inclusive processes that engaged others in reflective action and collaboration. Multiple relationships were built between members as they became engaged in learning. In the dominant Secondary context change was attempted using old ways. As the historical design was retained the image impacted on its capacity to transform. The context became increasingly competitive. As power bases were altered vested interests collided and conflict increased. A rational diagnosis of the problems was adopted by the Controller and the Executive Management. As they sought to address the issues through their historical structures and control mechanisms, conflict was driven underground and remained unresolved.

5.5.1   The Metaphoric Image – Emerging Pollinators and Increasing Friction

The metaphor of emerging pollinators has been employed to analyse the emergence of parallel leaders. In the context of the Primary context, Alice's inclusive and socially just leadership practices built trust among members. Multiple and willing contributors (teacher leaders – pollinators) emerged to participate. In the closed mechanical system of the Secondary World however, the inclusive practice of teacher leadership caused increasing friction as competing interests surfaced. Although attempts were made by those at the top of the hierarchy to address the disruption, conflict continued unresolved.

Diagram Four, Emerging Pollinators, is a visual image of the metaphor. The discussion following the image analyses the impact of inclusive and socially just leadership practices in the Primary School and the Secondary School. The headings refer to the relevant sections in the diagram.

Diagram Four: Emerging Pollinators and Increasing Friction

Controller &
Executive
Management
System

Power storage
and distribution.

Process
Management
Control.

SYSTEM
RESPONDS
to contain
the threat

HKLA FUNCTIONS
DISRUPTED

KLA
Operating
System

Guages
Installed

INVADER CAUSES
CONFLICT

Inclusive and
Socially Just
Practices

TRANSFORMATION
COMMENCES

EMERGENCE OF TEACHER LEADERSHIP
MUTUALISM

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Primary School - Transformation Commences:

Improvement in her social practice required Alice to reflect critically. She realised that working differently with different people, taking advice and asking critical questions and interacting as a genuine learner demonstrated respect for the teacher's professionalism and contributed to building reciprocal trust. These practices built mutually satisfying social relations. Alice accommodated different learning styles and teaching styles. The open communications regarding student data and the innovation respected voice and difference and increased the interdependency among team members.

Inclusive and Socially Just Practices:

Alice encouraged the voice of others when she stepped back and asked staff what *their* dreams were. Being inclusive and valuing the perspectives of others, this form of leadership invited teachers to actively and equitably participate in decisions regarding their pedagogy and to lead their learning process. As others emerged as enthusiastic teacher leaders (pollinators) the synchronous actions of the parallel leadership became evident. Staff actively participated and their ideas germinated. Based on mutual agreement, teachers reached an unforced consensus about their practice and differences were resolved in a positive way.

Emergence of Teacher Leadership:

The preference for this more emergent way of working was indicated by Skye and other staff through their increasing involvement in the leadership process. Refusing to assume any "official" leadership position, Skye emerged as a pedagogical leader participating in the decision making process, practising an alternative, more inclusive discourse. Teacher leaders such as Holly, Violet and Skye, emerged to share their practice with others. As they trusted the process, leading and learning with others, their activism generated a change.

Mutualism:

Teacher leaders emerged to participate because mutual trust was built between participants. Inclusive social practices increased the interdependency among members. Coupled with the valuing of difference, these actions fostered a reciprocal

trust and built positive relationships. Because these relationships were mutualistic, teachers began to participate in the process of leading and learning and they exercised greater autonomy and influence.

The Secondary School - HKLA Functions Disrupted:

The directive for Alice to circulate KLA meetings to promote discussion alerted some KLAs to the potential danger to their power bases. Dialogue regarding student learning was averted as HKLAs prioritised the need to attend to the administration of current operational duties. There was not enough time to perform the many tasks including relaying decisions from this HKLA management level back to staff.

Tensions continued to increase as the Controller authorised the use of Alice's "expertise" in the testing data in formal HKLA meetings. As Alice was directed to include staff in the data distribution process, the directive increased the threat of HKLA operational exposure (installation of gauges). As the new curriculum meetings increased the possibility of exposing KLA performance to the Controller's scrutiny and the directives disrupted existing power arrangements, enormous heat was generated. Conflict between Alice and HKLAs increased.

Invader Causes Conflict:

Friction was created by Alice's efforts to improve her leadership practice by engaging others in a just and inclusive way. Inclusive practices that encouraged participation did not have legitimacy in the closed system of the Secondary School. In this closed system, Alice had no "authority over" others engaged in the core process of teaching and learning. The dominant discourses, central to KLA operations, were embedded in their allocation. Functions had been distributed from above.

Through the distribution of functions, only HKLAs were positioned "above" the operations of "their" staff. Participatory decision making and inclusive practices challenged the power exercised *over* others. Perceptions of successful performance depended upon the dominant discourses of power remaining secure. Alice was perceived as an "invader" as the just and inclusive social practices which encouraged

the equitable participation in the generation of knowledge threatened to open KLA functions (for which they were accountable) and erode their power base.

The first new curriculum meeting opened KLA operations. By accessing the alternative knowledge of the staff, issues were exposed that threatened HKLAs as they were accountable. In the second new curriculum meeting, as Alice sought an alternative discourse, HKLAs responded to protect their own interests and power and secure their own goals.

As vested interests collided Alice's frustration and isolation increased. She assumed a position of defence. Alice focussed increasingly upon fulfilling the responsibilities of her role. In doing so she became complicit in reproducing the hegemony of the existing system and the values that underpinned it. Her professional relationships became defined by a competition for power.

System Responds:

Conflict resulted and safety mechanisms were employed by those at the top of the hierarchy to avoid possible damage to the functioning of the whole. Rather than addressing the conflict in a productive and creative way, the executive took evasive action to reduce the risks to operations. The new curriculum meetings were abandoned (fire extinguisher). Conflict was driven underground as the power differentials were maintained and Alice was advised to work directly with individual KLA staff (process workers).

5.6   Wonderland, a Brain. Learning and Self Organisation.

In Wonderland, centralised information processing and control was prioritised. Decision making was institutionalised into the structure of the organisation and the culture became a kind of bounded rationality. Information did not flow freely. Through the rules and regulations, standards were prescribed from above. Consequently, the norms upon which practice was based were unable to be questioned. In the Primary School a complex system developed as multiple viewpoints were accessed. As this system tapped into a network of intelligence
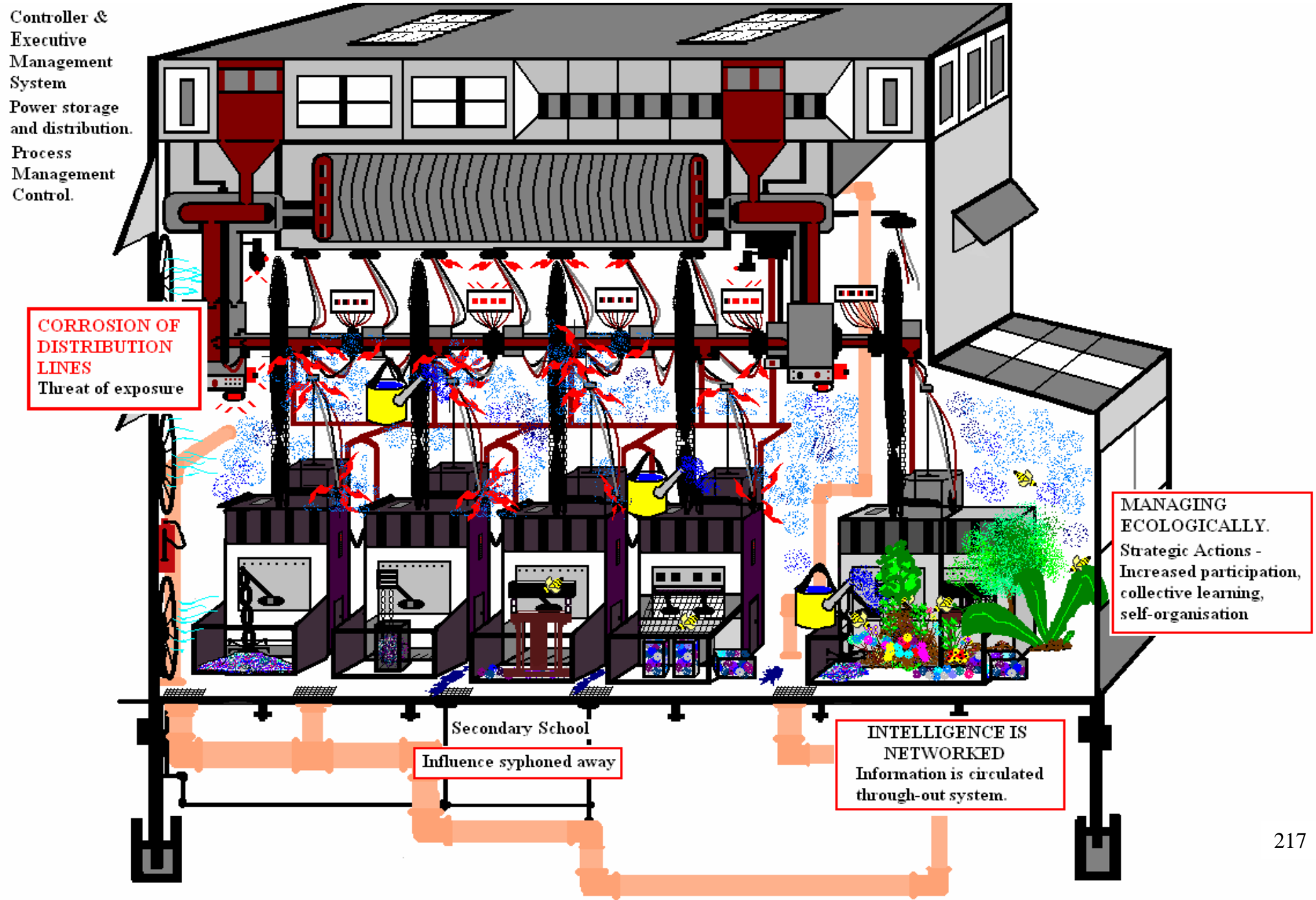
it was able to learn and self organise. Issues were refined and a shared understanding was developed.

5.6.1 The Metaphoric Image – Cultivating a Garden and Corrosion of an Information Processor.

Using the metaphor of cultivating a garden provides an insight into how a teacher leader's strategic actions facilitated collective learning in the Primary School. Alice managed ecologically. Encouraging participation in an ethical and just way, her strategic actions facilitated collective learning. Intelligence was networked as self-organising groups participated in the generation of data and shared knowledge. As a result, a complex system emerged in the Primary School. In the Secondary School however, rather than facilitating collective learning, the invitation to participate in a just and inclusive way threatened to corrode the distribution lines which contained information and expose the workings beneath the shiny exterior.

Diagram Five, Cultivating a Garden and Corrosion of an Information Processor, is a visual image of the metaphor. The discussion following the image analyses the impact of managing ecologically in the Primary School and the corrosive impact on the closed system of the Secondary School. The headings refer to the relevant sections in the diagram.

Diagram Five: Cultivating a Garden and Corrosion of an Information Processor

Controller &
Executive
Management
System

Power storage
and distribution.

Process
Management
Control.

CORROSION OF
DISTRIBUTION
LINES
Threat of exposure

MANAGING
ECOLOGICALLY.
Strategic Actions -
Increased participation,
collective learning,
self-organisation

Secondary School

Influence syphoned away

INTELLIGENCE IS
NETWORKED
Information is circulated
through-out system.

Primary School – Managing Ecologically:

Managing ecologically, Alice's strategic actions cultivated collective learning. Alice focussed upon more equitable social practices as she engaged with others in an inclusive process of meaning co-construction. As members participated in the decisions that affected their practice and diversity was genuinely valued, a shared understanding was created. A self-organising system which tapped into networked intelligence began to emerge.

Strategic Actions:

Alice's strategic actions encouraged participation in decision making and inclusion in the learning process. She encouraged participation in a just and moral way. As teachers engaged equitably in dialogue and double loop learning Alice's strategic actions facilitated mutual agreement and built a shared understanding of these values. A moral and ethical collective practice developed as the process impacted upon the respect afforded to other staff, students and early career teachers.

The equitable process encouraged all teachers to generate data. As members shared ideas and participated in the development of a comprehensive learning profile of their students, they became engaged in the creation of knowledge. Because members had equal opportunities to access information and to participate in the co-creation of knowledge through transparent and collaborative processes, information circulated throughout the system.

Networked Intelligence:

Intelligence was networked through collaborative contributions among loosely coupled teams as meanings synthesised into a larger shared understanding. The process evolved as a pattern emerged. As the members addressed student learning in a comprehensive and informed way, a shared understanding was built from the synthesis of individual creative expressions. The contribution of many voices surfaced alternative meanings and continuous adjustments occurred as teachers sought mutual agreement. Experimentation, sharing, and participation increased. Teachers engaged as a collective in genuine

collaboration and a self organising, complex system, *characterised by its diversity*, emerged.

Learning from her Primary School experience, Alice attempted to build a collective by seeking to engage in an inclusive process in the Secondary School. She had made a commitment to ethical practices; to open communication, to respect difference and to encourage participation. Her leadership efforts had a corrosive impact on the information processing system on the Secondary School.

Secondary School – Corrosion of Distribution Lines:

Strategic actions which encouraged participation had enormous implications for HKLAs operating in a system where communications and knowledge were contained within designated lines. Operating with an accountability framework, the glossy exterior was maintained as HKLAs controlled information through processes which were not transparent (selection of raw data, data gathering instruments, omissions and access). Alice's ethical practice risked corroding the regulated, defined information distribution system opening the sealed casings to close examination.

Encouraging collective learning by opening access to data and promoting participation in the generation of knowledge corroded the discourse of control of the KLA managers. Both the English KLA and the Science KLA employed various strategies to siphon off (waste management strategies) teacher participation to protect their positions and to maintain teacher dependency. Restricting access to information or redirecting Alice's efforts onto the Primary School, HKLAs sustained their dominance and diverted any inclusive activities that might encourage self organisation.

Imprisoned by the historical design of this context and existing mindsets, open, inclusive and just processes posed a real danger to the HKLAs. The assumption that students would fail if they took risks and parents would complain revealed the fear that motivated these managers' actions. In turn, Alice came to rely upon the power invested in her formal position to bring about change. To meet

her own goals and vested interests, her social practice became increasingly permeated with the discourse of dominance. She uncritically complied with the accountability requirements of her function and attempted to use the power invested in her position to exercise influence over others.

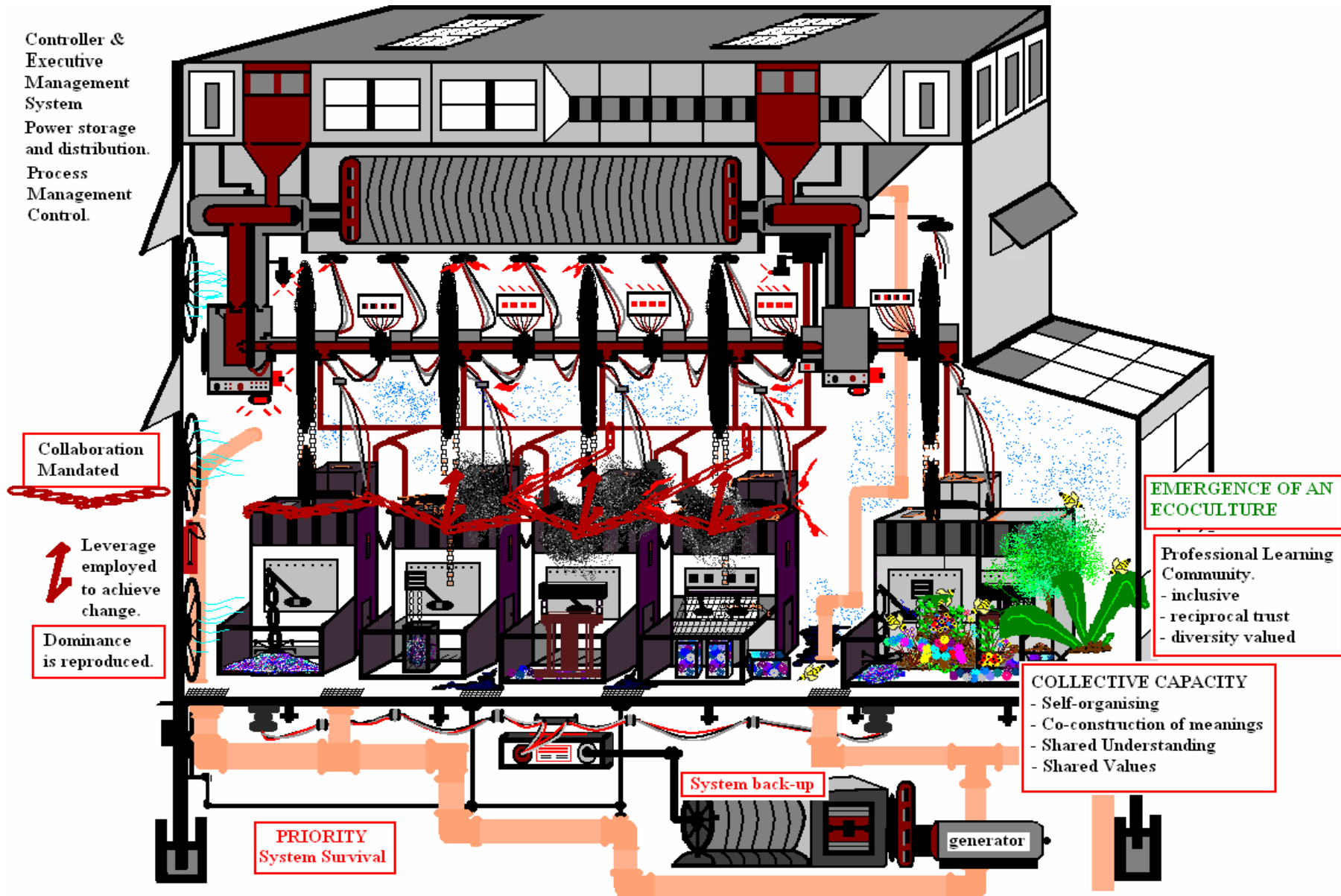## 5.7   Wonderland, Creating Social Realities - The Culture.

Historical, culturally bound understandings created the "root" metaphor of this organisation. Structures were developed to frame meanings for subordinates. Change was imposed from above down onto others. Core beliefs and values were established as non-negotiable as cultural symbols were manipulated and bureaucratic language was employed to maintain control. In the Primary context the culture was reconstructed differently. A web of inclusion was created based upon inclusive relationships, trust and respect. The voice of others was valued and the processes were open to question.

5.7.1   The Metaphoric Image – An Emerging Ecoculture and Leverage for Mechanical Advantage.

The metaphor of an ecosystem analyses the culture that emerged in the Primary School. This emerging ecoculture (professional learning community) was built and collective capacity was enhanced as members engaged in socially just and inclusive processes. In the Secondary School as Alice subscribed to the dominant discourse and engaged in unjust practices, members became polarised. Collaboration was mandated and Alice became a tool to exercise leverage to bring about change.

Diagram Six, Emerging Ecoculture and Leverage for Mechanical Advantage, is a visual image of the metaphor. The discussion following the image analyses the emerging of the ecological system in the Primary School and the leverage exercised in the Secondary School to force change. The headings refer to the relevant sections in the diagram.

Diagram Six: Emerging Ecoculture and Leverage for Mechanical Advantage

Controller &
Executive
Management
System
Power storage
and distribution.
Process
Management
Control.

Collaboration
Mandated

Leverage
employed
to achieve
change.

Dominance
is reproduced.

EMERGENCE OF AN
ECOCULTURE

Professional Learning
Community.
- inclusive
- reciprocal trust
- diversity valued

COLLECTIVE CAPACITY
- Self-organising
- Co-construction of meanings
- Shared Understanding
- Shared Values

System back-up

generator

PRIORITY
System Survival

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Primary School – Emergence of an Ecoculture:

In the Primary School, leading in parallel with others, Alice's cultivating practices contributed to a change in the climate in the Primary School. A professional learning community (ecoculture) emerged as teachers participated in a just, ethical and inclusive way in leading and learning and reciprocal trust between them developed.

Reciprocal trust was demonstrated through the staff's engagement in the inclusive process to develop the Reflective Planner, the sharing of pre-tests and the opening of assumptions to inquiry (as demonstrated by the Year Seven team). Staff participation in the final in-service days and in their planning day session revealed a collective engaged in a moral and ethical discourse underpinned by reciprocity. The planning day demonstrated all the characteristics of a thriving ecoculture (professional learning community); an open and just community that celebrated difference. Underpinned by reciprocal trust, a professional learning community characterised by a web of inclusion had emerged.

Enhanced Collective Capacity:

The inclusive and socially just practices engaged the collective. As individuals participated and groups collaborated, a shared understanding was generated and teachers made the commitment to change. Teams self organised. Using their knowledge from the innovation, their understandings of the students from their pre-tests, and shared expertise, new understandings were collectively co-constructed. The collective focussed on student needs as they worked from a shared purpose, a self-organising community of learners enhanced the capacity of the whole.

Changes in practice were based upon shared values. As difference was valued and meaning co-constructed, teacher leadership emerged as a collective capacity. The staff's willingness to share their learning publicly at the conference and the culminating activity days (Rainforest Expo and Medieval

Fair) revealed the transformation that had occurred. Engaged in leading and learning, the collective contributed to an increasingly adaptive system.

Secondary School - Priority of System Survival:

In the Secondary context, as the task of coordinating the innovation was allocated to her formal role by the controller, Alice's attempts at inclusive practices raised HKLA suspicion. The initiative provided the criteria of what could be considered "best practice". HKLA operations could be evaluated by the Controller against these criteria, consequently protection of operations became the priority.

Collaboration Mandated:

The Secondary School became increasingly polarised as the voice of others was silenced. Limiting access to knowledge, HKLAs limited participation. A more just and moral social practice characterised by informed, productive and reciprocal relations was not possible. The whole of management meeting with the guest facilitator sought to address the need for professional community by mandating collaboration. The controller attempted to mandate a conduit between HKLAs while emphasising roles and responsibilities.

Leverage to Achieve Change:

Increasingly aware of the responsibilities of her formal role, accountability became the focus of Alice's efforts as she engaged in practices that fulfilled the organisation's expectations. Alice became a tool, an apparatus of the larger machine. She exercised leverage to bring about change as she applied force on the KLA operations to ensure her own success. Drawing on the power invested in her position, the power of executive management and the use of legislation (system back up - power from the generator) to gain dominance and ensure change, Alice's actions generated resistance. Alice placed stress upon the English coordinator's ability to function. Her response was dictated by the accountability for her role, as it was for Alice. As Alice struggled for dominance, the coordinator drew upon her own power reserves. Staff participation was flushed away as protagonists sought to exercise influence "over" each other.

Dominance is Reproduced:

Alice had lapsed into a false consciousness, misrepresenting the relations of power to self. The conversion of her practice, distorted by a dominant discourse was increasingly evident as she exercised leverage. Alice had been imprinted by the power of her position and actively and uncritically participated in her own design. Her transition was evident in her application for the new Head of Teaching and Learning position. Alice's life world had been colonised. Ensuring her meaning prevailed she perpetuated unjust and unsatisfying conditions which she had previously made efforts to reject. She had, through her own unjust practices, reproduced the social and cultural relations which had marginalised others.

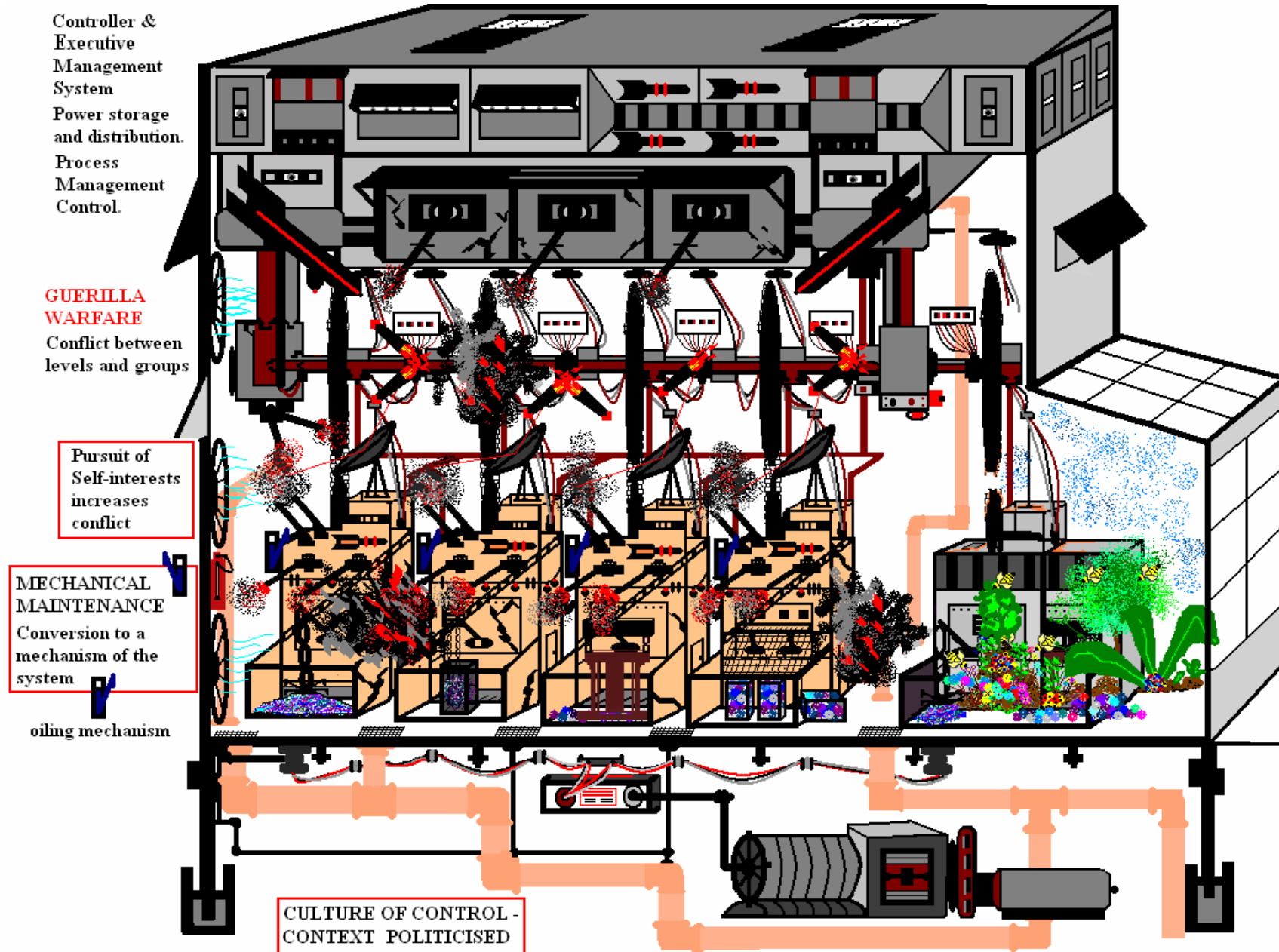## 5.8 Wonderland, a Political System. Competing Interests, Conflict and Power.

The organisation became characterised by a competitive struggle which produced political forms of behaviour. Access to information and technology was restricted as power differentials impacted upon professional relationships and members actions were motivated by fear. Serving their own interests over those of the organisation, coalitions formed as members identified with their departments and competed against others for power and scarce resources. Conflict became institutionalised into the organisation's culture.

5.8.1 The Metaphoric Image – Guerrilla Warfare and Mechanical Maintenance.

Two metaphors, guerrilla warfare and mechanical maintenance illuminate the impact of the Secondary School's culture of control upon Alice's leadership. The image of urban guerrilla warfare develops insights into the conflict that developed as Alice conformed to the expectations of her role and attempted to implement change in the Secondary setting. Through her uncritical practices, Alice's contributions generated conflict among fragmented groups and the landscape became politicised. The metaphor of mechanical maintenance analyses how Alice changed to accommodate the requirements of this closed system.

Diagram Seven, Guerrilla Warfare and Mechanical Maintenance, is a visual image of the metaphor. The discussion following the image analyses the conflict that developed between the levels in the Secondary School and the impact of the culture of control on Alice's social practice. The headings refer to the relevant sections in the diagram.

Diagram Seven: Guerrilla Warfare and Mechanical Maintenance

Controller &
Executive
Management
System

Power storage
and distribution.

Process
Management
Control.

GUERILLA
WARFARE
Conflict between
levels and groups

Pursuit of
Self-interests
increases
conflict

MECHANICAL
MAINTENANCE
Conversion to a
mechanism of the
system

oiling mechanism

CULTURE OF CONTROL -
CONTEXT POLITICISED

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Secondary School – Culture of Control Politicises the Context:

Alice came to perceive the innovation as a means by which the Controller maintained control. All actions had to be "ratified" to ensure the success of some grand plan. Ownership of the technology was made evident to Alice by her number of unsuccessful proposals. As her communications had to be channelled through numerous procedures, the weight of bureaucratic discourse constrained Alice's leadership and reduced her capacity to manoeuvre.

Alice was disciplined into the appropriate use of procedures. This was evident in the executive's response to Alice's misdemeanours, her transgressions being recorded for future reference, and to her proposals. Alice could be "targeted" through her role description and policy documents. She could also be targeted through the allocation of resources. Time in particular was a highly valued asset. Only compliance proved Alice was worthy of the task she had been distributed.

As her attention to compliance was prioritised, bureaucratic discourses conditioned Alice's social practices, silenced her knowledge and oppressed her voice. This patterning of Alice's practice was evident through her increased awareness of the need to write everything down and her submission of documents as drafts in order to protect herself. She became aware she would be called to account. As a result, Alice focussed upon the accountabilities of her formal role and, as she channelled her efforts into fulfilling her formal obligations, the political landscape in the Secondary School became characterised by guerrilla warfare.

Guerrilla Warfare – Conflict between Levels and Groups:

Alice's role was identified with the initiative. Consequently, as she attempted to engage in an alternative discourse, HKLAs became suspicious. Alice made attempts to act on the values of recognition and respect for the voices of others, participatory decision making and valuing difference, by including staff in data collection. She was fired upon for crossing the "line" into KLA territories

(areas of dominance) as this inclusive form of leadership was not authorised by the dominant discourse. In response, Alice honed her own survival tactics.

Alice's leadership changed. Fear of failing to fulfil the responsibilities of her formal role increasingly directed her practice. As all HKLAs subscribed to the dominant discourse, Alice became suspicious of the actions of others. She constantly manoeuvred to gain the advantage and mistrust infused her social practice. In the struggle for dominance the innovation initiative became the means to gain control over others. As Alice employed it to "force" change, finding the "target" or avoiding a direct "hit" became the focus of her efforts. The environment became adversarial.

Alice focussed on encouraging defection and winning territory (dominance). HKLAs resisted by holding their positions secure during the in-service days and in the new curriculum meetings. Syllabus documents and work programs were used for defence purposes. Control over these documents preserved existing positions and protected territories. Staff involvement was controlled by the waring parties as their participation was perceived as submitting to the political agenda of others.

The struggle for territory (dominance) increased as Alice used Poppy as an instrument for her own agenda in the battle for supremacy. Poppy was taken hostage by a system under siege. Trying to use the new technology, meet the demands Alice placed upon her and comply with the agenda of the English KLA, Poppy, like other staff, became caught up in the political struggle.

The institutionalisation of social relationships and bureaucratic discourses had imprinted the culture of control into Alice's social practices and patterns of thought. When the Controller mandated collaboration through the whole management meetings, this effort was perceived by Alice as manipulative. Because there was no history of inclusive social practices in the Secondary School, this attempt to build relationships generated resistance and mistrust.

Pursuit of Self Interests Increase Conflict:

Alice prioritised self interests. She used the innovation for her own advantage. Employing a false consciousness to justify her unjust social practice, Alice contributed to the irrational conditions. Based upon the belief that she was acting on the moral and ethical foundations of student needs, she misrepresented the relations of power to self. Her attempts at socially just practices were distorted as fulfilling the responsibilities of her formal role became her priority.

Alice's response to the Acting English HKLA and the coordinator, her application for the new position and the submission of the collaborative proposal signalled that Alice had engineered herself into her role. As she uncritically complied with the responsibilities of her formal role, Alice subscribed to the dominant discourse. Alice used "legislation" to win the day, confronted the Acting English KLA by using role descriptions and accountabilities and wrote policy with the knowledge that it would be used to control others. She was fearful that failure to realise benefits from the initiative would have implications for her as officer-in-charge. She was accountable for the success of the operation.

Mechanical Maintenance – A Mechanism of the System:

When the Controller formally distributed the task of coordinating the innovation to Alice, the distribution awarded her the "authority" she required. Alice became a mechanism that "oiled" the mechanical procedures that regulated the lives of others. She uncritically metamorphosed into what the system required and reproduced her own oppression and that of others. Her conversion was self-engineered through her uncritical compliance. Through her false consciousness she "authorised" meaning, silenced the voice of others and came to accept dominance as natural.

The decolonisation of Alice's life world occurred when she realised,

> I knew now there was no way forward. This was nothing like it should
> have been.

Through this epiphany she came to realise that the alternative discourse that she sought was not possible. Alice became engaged in an internal struggle as she attempted to engage in a just and moral discourse and reconcile these values with her formal role.

5.9   Wonderland, a Psychic Prison and an Adaptive Organisation.

In the Secondary context the cultural symbols, rituals and structures provided a sense of control and directed behaviour. Beliefs about a member's value to the organisation were constructed as illusions about expertise and formal authority were shared. These patterns of thinking became a psychic prison. As they shaped attitudes to change dysfunction arose between Alice and the system. Defence routines surfaced. In the Primary context, as the culture was managed ecologically, an adaptive organisation emerged. Relationships were reframed through inclusive social practices and networks contributed to organisational-wide leadership capacity.
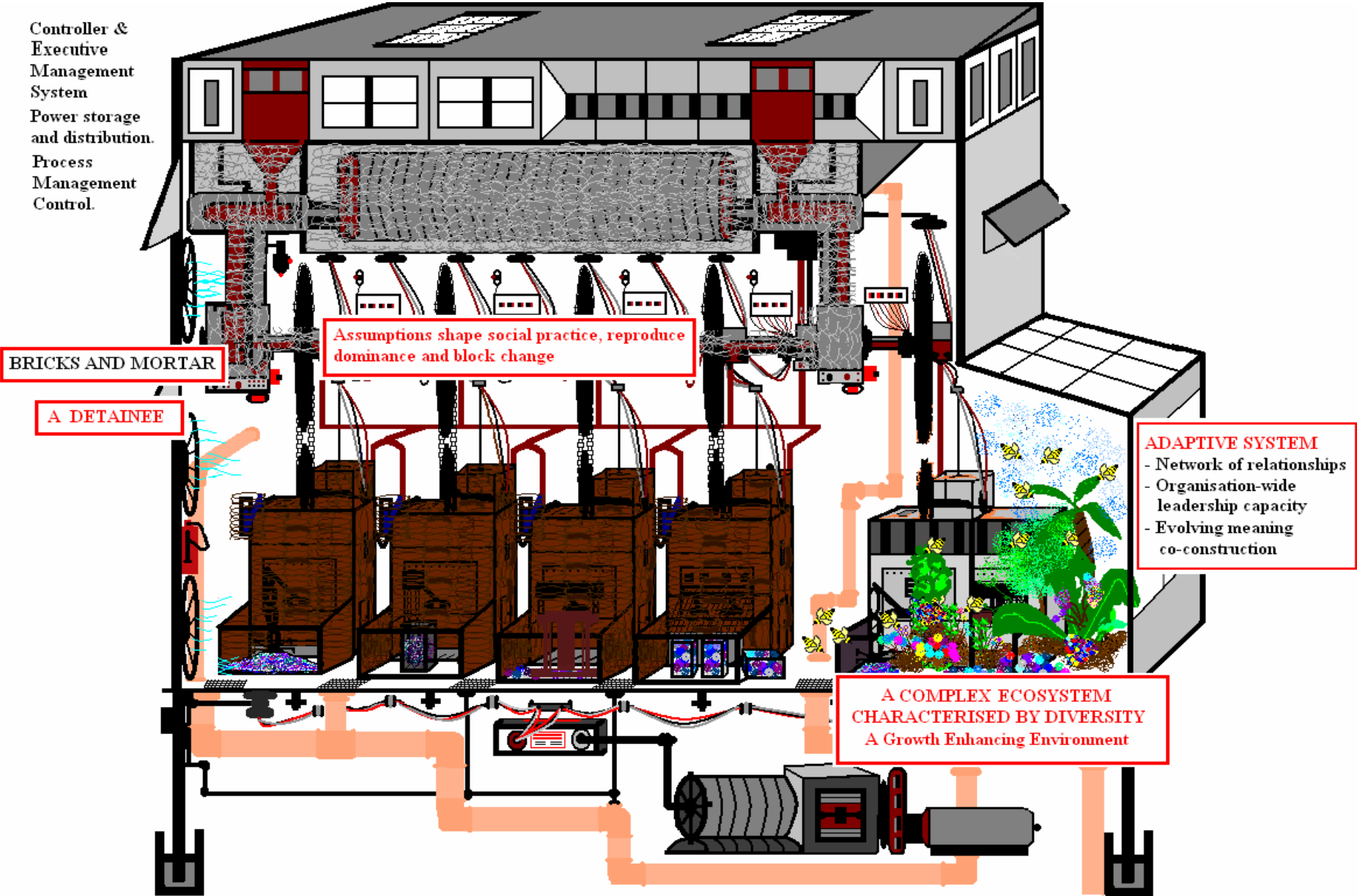
5.9.1   The Metaphoric Image – Bricks and Mortar and an Ecosystem.

As Alice sought to fulfil her formal role she was caught in patterns that blocked her change efforts. The metaphor of bricks and mortar analyses the impact of Alice's assumptions and beliefs on her social practice. Bricks of assumptions and beliefs were formed by images and symbols and bonded together by bureaucratic discourse (mortar). The walls which were constructed in Alice's mind restricted her thinking and blocked change from occurring. Bolman and Deal's (2003) four frame model has been applied to analyse how a diverse, complex ecosystem characterised by its interdependency and capacity for renewal emerged in the Primary School, generating a growth enhancing environment. Relationships were reframed as members engaged in social practices that valued mutual agreement and respected difference. A just and

moral discourse was embraced and organisational-wide leadership capacity was built.

Diagram Eight, Bricks and Mortar and an Ecosystem, provides a visual image of the metaphor. The discussion following the image analyses the seemingly impervious walls of assumptions that detained Alice's thinking and shaped her social practices in the Secondary School and the adaptive environment that emerged in the Primary School as relationships were reframed. The headings refer to the relevant sections in the diagram.

Diagram Eight: Bricks and Mortar and an Ecosystem

Controller &
Executive
Management
System

Power storage
and distribution.

Process
Management
Control.

BRICKS AND MORTAR

A DETAINEE

Assumptions shape social practice, reproduce
dominance and block change

ADAPTIVE SYSTEM
- Network of relationships
- Organisation-wide
  leadership capacity
- Evolving meaning
  co-construction

A COMPLEX ECOSYSTEM
CHARACTERISED BY DIVERSITY
A Growth Enhancing Environment

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Secondary School – Bricks and Mortar

In the Secondary School assumptions shaped social practice, reproduced dominance and blocked change. These assumptions and beliefs, the building blocks of Alice's social practice, were mixed and formed by symbols and rituals, images and artefacts. Bureaucratic discourses were the mortar that secured them into solid walls. These walls restricted her view of possible alternatives.

Alice's formal position in the organisation defined her accountabilities. The organisational structure authorised unequal social relationships and limited the inclusive social practices associated with sharing. As Alice complied with the bureaucratic discourse of the organisation and the unequal power relations invested in her position, she accepted irrational and unjust practices as normal.

Alice's acceptance of the assumptions that underpinned dominance was achieved through the use of symbols and rituals. The attention given to the physical appearance of the school, artefacts and the appearance of executive offices and formal meeting rooms served this purpose. Physical locations served to cement these perceptions. "Up there" and "down here" reinforced the notion of power. Rituals such as the calendared HKLA meetings "up" at the front of the school promoted these assumptions.

Images and artefacts told Alice that her function was of value to the organisation. HKLAs were afforded status. They met in rooms with glossy tables (HKLAs were important to the organisation). HKLAs were allocated resources. HKLA staff rooms reflected their importance (HKLAs knew how things were done). These images framed Alice's thinking.

Alice "knew" she was important to the organisation because she was in control of her "area". Her title defined her importance. She had been promoted to this formal role on "merit". She had been allocated this task based upon her "expertise". So Alice believed that she was the best for the job.

As Alice subscribed to the assumptions and beliefs about her value to the organisation, she accepted dominance as natural. These walls separated her from

others. They stood stable and erect, resistant to external influence and quarantined her from alternative understandings. These walls framed her thinking and detained her from considering other possible realities.

A Detainee:

Alice had become a detainee of her own thinking as her assumptions became permeated by dominance. Dominance was embedded in cultural discourses that were a product of the organisation's history; a history grounded in previous Strategic Plans and the demands of parents past. Alice became a prisoner of her own perceptions, seemingly deep and stable beliefs (Senge, 1990) that mapped her reality. Alice realised the "way out" was to critically expose and challenge these assumptions through her reflexive leadership practices.

Although Alice carried her accumulated learning from the Primary School experience into the Secondary World, her attempts to adjust her social practice drew defence and suspicion. In the Secondary context, patterns of shared taken-for-granted assumptions supported and reinforced the culture of dominance.

Initially Alice sought inclusive practices that challenged underlying assumptions. As she challenged "how things worked", she became alienated. Alice's behaviour became increasing defensive as she attempted to change her social practice. She exhibited behaviours such as blame, aggression and victimisation (Argyris, 1990; Senge, 1990). In order to fulfil the obligations of her role, Alice's dependency on the executive for power and on legislation (the ultimate form of power) increased and as she rationalised, she placed fault elsewhere (Argyris, 1990).

Alice's attempts at just and moral social practices failed. The inclusive practices that could facilitate a new reality based upon shared values and beliefs were not possible. Her efforts led to conflict and polarisation. Identifying with her formal role, Alice came to consider her knowledge and truth as incontestable and these assumptions formed a wall that blocked her vision.

Alice had failed to see how her assumptions were shaping her future. This was evident in Alice's dealings with the English KLA, as she adopted the role of "protector" for Poppy. Assuming "responsibility for the unfolding situation" under the mantle of her formal role, Alice's response revealed the assumptions that had now shaped her social practice. At the time, it had all appeared so "rational".

Primary School – A Complex Ecosystem Characterised by Diversity:

In the Primary School, a complex ecosystem emerged characterised by its diversity, interdependence and its capacity for renewal. This growth enhancing environment was created when culturally significant, moral and ethical social practices reframed relationships and redefined the reality. Rituals, stories and the metaphor built shared values to which the collective became committed.

The ritual of informal gatherings became an integral aspect of the learning community. Informal leaders encouraged and appreciated contributions which generated a sense of cohesion. The sharing of stories and informal gatherings assisted in the co-construction of understandings. These stories created a sense of unity as each diverse and individual voice became regarded as a valuable contribution to the collective. Through informal meetings, stories and the metaphor, socially just and inclusive processes created a different reality. As past practices were questioned, meanings were co-constructed and expertise, creativity and passion were shared, a growth enhancing environment emerged.

In this ecosystem staff visioned and created their own future. Through the use of the metaphor, language changed. As teachers engaged in the inclusive process of meaning co-construction, a different language articulated the collective's commitment. By seeking mutual agreement using the language of the metaphor a shared purpose was built - to improved student outcomes.

Ultimately the metaphor found form in the symbol used at the conference as the journey was shared with others. It conveyed the message of the staff's values and purpose. The presentation assumed the significance of a ceremony. By retelling the story of the journey, Alice acknowledged staff efforts and celebrated their professionalism and leadership. The network of relationships

enhanced organisation-wide leadership capacity and, as the collective focussed on student outcomes, the system became adaptive.

An Adaptive System:

As relationships were reframed, a different reality emerged. Organisation-wide leadership capacity was enhanced by inclusive processes and a network of relationships. As teacher leaders emerged to live the values of social justice through their collaborative yet individual actions, an adaptive learning community evolved characterised by emergent leadership and mutualism. Parallel leadership practices of emerging teacher leaders contributed to a collective who were engaged in a just, inclusive and dynamic process of evolving meaning co-construction. The capacity of the ecosystem to evolve was enhanced by the collective contributions made by its members. However, this adaptive ecosystem was delicately balanced. The dominant discourse of the larger factory was to be the greatest threat to its sustainability.

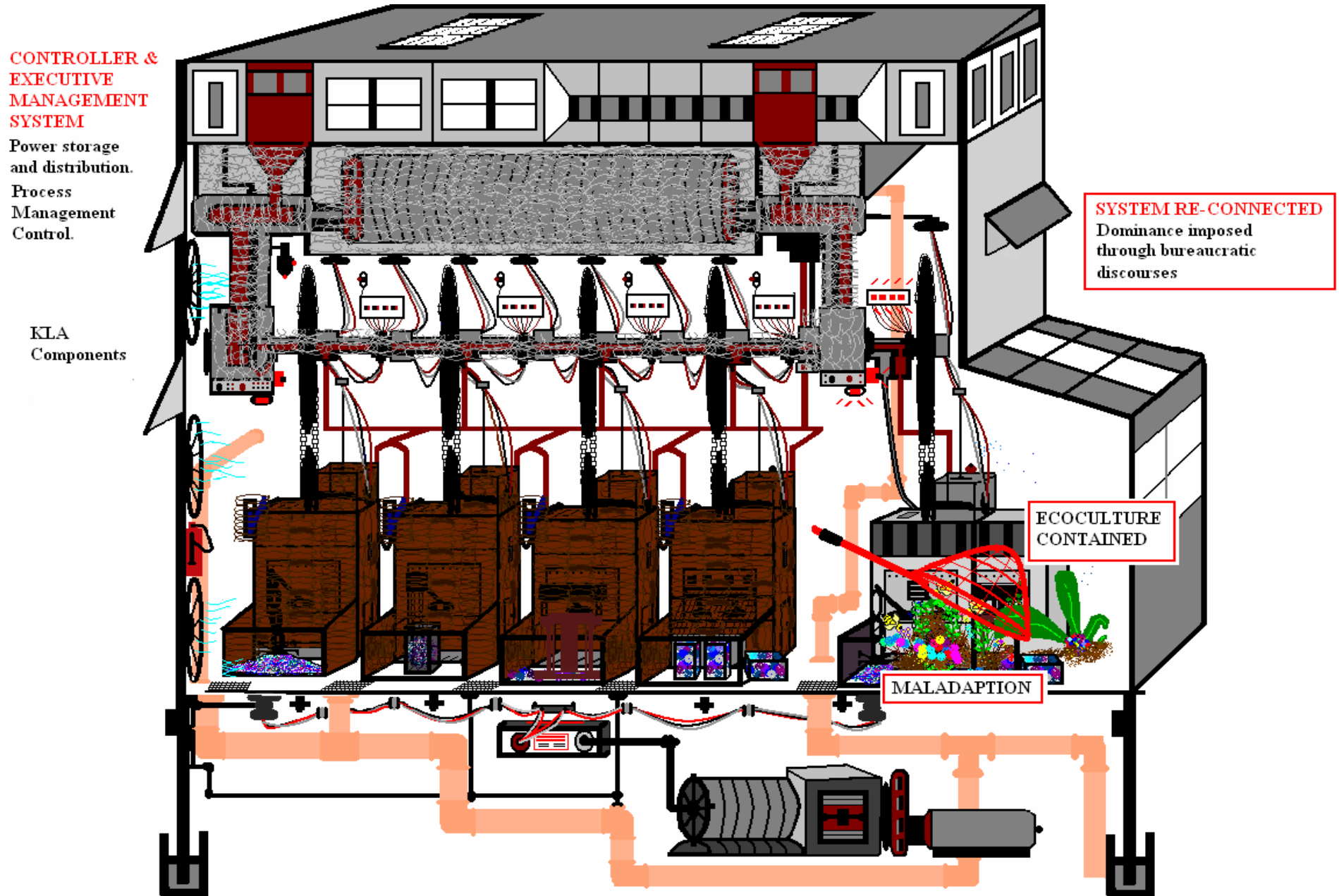## 5.10   Wonderland, an Instrument of Domination.

The organisation can be viewed as an instrument of domination. In exchange for their services, teachers complied with the demands of those further up the hierarchy. Freedom was restricted as power and the bureaucratic process dominated teachers' lives. Those in more powerful positions imposed their will on others as bureaucratic procedures and rules were employed to regulate social behaviour and legitimatise limits placed on teacher participation.

5.10.1 The Metaphoric Image – Projecting a Net.

The metaphor of projecting a net has been employed to analyse the response of the dominant organisational image to the ecoculture evolving in the Primary School. Teacher leadership and the self organisation of the collective in the Primary context represented a maladaptation within the larger organisation. Because of its non-compliance, measures were taken to remove the space that had fostered the adaptive learning community in the Primary School.

Diagram Nine, Projecting a Net, is a visual image of the metaphor. The discussion following the image analyses the response of the dominant image to the non-conforming sub-culture. Using a discourse of control the incongruous sub-culture growing in the Primary School was contained. The headings refer to the relevant sections in the diagram.

Diagram Nine: Projecting a Net

CONTROLLER &
EXECUTIVE
MANAGEMENT
SYSTEM

Power storage
and distribution.

Process
Management
Control.

KLA
Components

SYSTEM RE-CONNECTED
Dominance imposed
through bureaucratic
discourses

ECOCULTURE
CONTAINED

MALADAPTION

Primary School - Maladaptation:

An ecoculture (professional learning community) had evolved in the Primary School. Staff participated in the decision making regarding the professional development and a collective had emerged to shape their future through inclusive processes. Shared leadership enabled parallel leadership and the pedagogical leadership of emerging teacher leaders increased the focus on student outcomes. The Primary community became adaptive as the collective engaged in a continuous process of evolving co-construction that was unique to this context. However, the dominant discourse was employed to contain this less predictable ecosystem.

The public face of the organisation had concealed the deeper structures that sustained it. This organisation was perceived to be a successful school. Parent expectations were that this success would continue. Embracing socially just practices, the Primary culture drew upon different principles and represented a different value system to the dominant one. It was characterised by a web of inclusion. This did not conform to the unwritten cultural code of the dominant image. Hegemonic forces were applied to contain this incongruous subculture.

Ecoculture Contained:

In response to the data gathering in the Primary School (surveys), the discourse of control was prioritised. The parent surveys unveiled the complex issues underpinning the learning process. Parent responses which judged the quality of the "product" had to be favourable. For Alice, there was no avenue to investigate the legitimacy of the information in a just and ethical way. Knowledge was silenced and voice oppressed. The discourse of control restrained any attempts to explore the assumptions being made.

The incongruity of the subculture and Alice's world view in relation to the larger machine became increasingly apparent. As the alternative discourse was detected by the larger factory, Alice's strategic leadership was increasingly restrained. Restrictions were placed upon her freedom by the Controller and the Executive Management. This was evident in the control exercised over information

regarding the future direction (lack of feedback regarding the professional learning for staff for the following year). Those above also exercised control over the allocation of resources and the technology. Dominance was re-established. It contained the seemingly random and self-organising activity of the primary ecoculture.

System Reconnected and Dominance Imposed:

Re-establishing control mechanisms suppressed the just and moral social practices that had contributed to the emergence of teacher leadership. The restriction of knowledge and bureaucratic discourses eliminated the capacity of this professional learning community to self organise and shape their collective future. Imaged like an automated factory of highly polished machines, the organisation could not accommodate the less predictable teacher leadership as the future had been locked-down by the dominant discourse into a Strategic Plan.

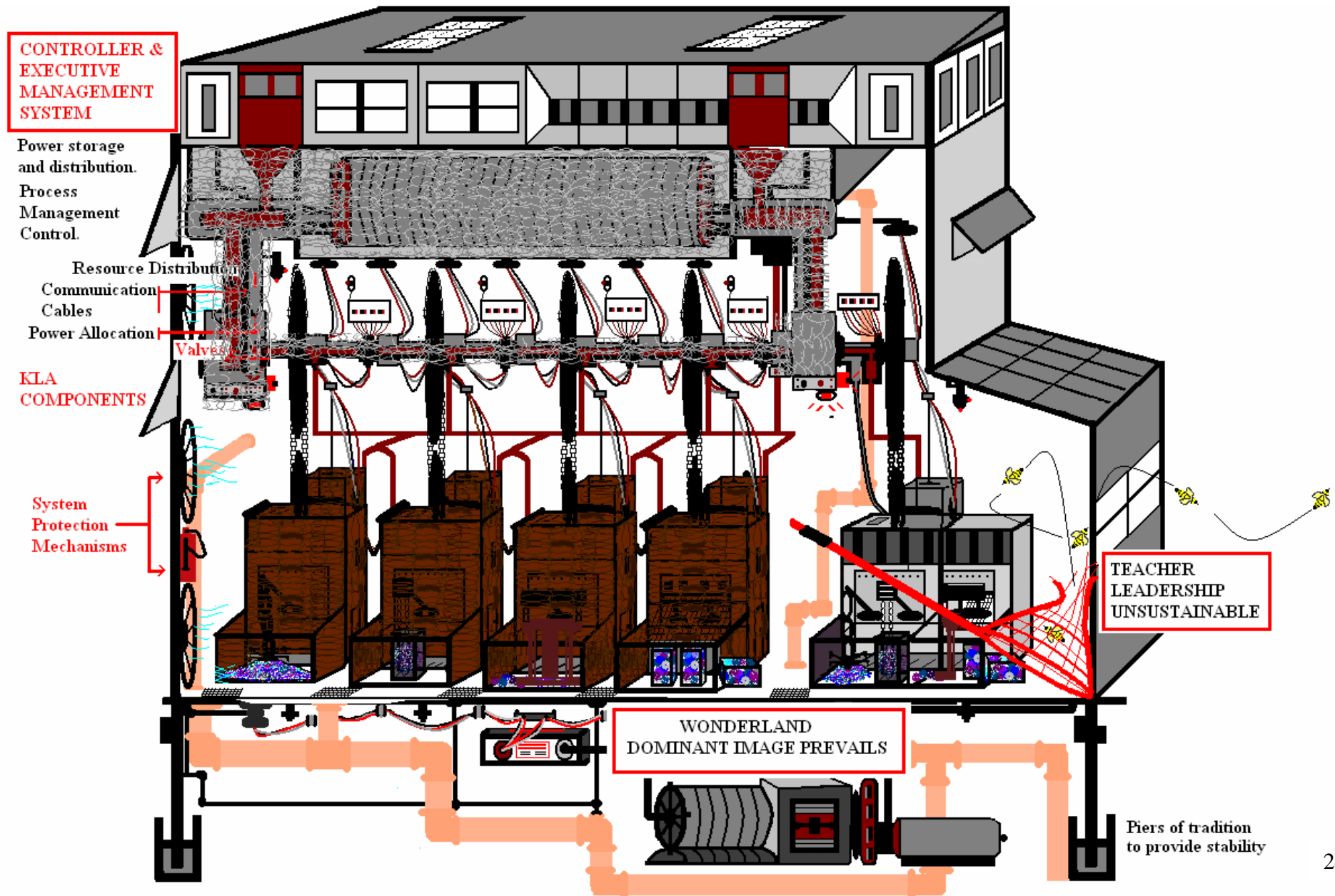## 5.11   Teacher Leadership Unsustainable.

The dominant organisational image of an automated factory of highly polished machines prevailed. As the dominant culture, structures and processes worked to structure the teacher leader's identity, teacher activism was suppressed. The organisation failed to reduce the power differentials and build a mutuality of influence. This failure increased the lack of trust. Motivation and ownership declined and risk taking was reduced. Teacher leadership was rendered unsustainable.

5.11.1 The Metaphoric Image – Flight of a Bumble Bee.

The metaphor of a bumble bee (teacher leader) escaping the net analyses the choice Alice makes. Restrictions were placed upon her activism by the dominant image and, as she struggled to reconcile her activist identity with the accountabilities of her formal role, she realised her teacher leadership was not sustainable.

Diagram Ten, Flight of a Bumble Bee, is a visual image of the metaphor. The discussion following the image analyses the future of Alice's activist identity in this functionalist organisation. The headings refer to the relevant sections in the diagram.

Diagram Ten: Flight of a Bumble Bee

CONTROLLER &
EXECUTIVE
MANAGEMENT
SYSTEM

Power storage
and distribution.
Process
Management
Control.

Resource Distribution
Communication
Cables
Power Allocation
Valves

KLA
COMPONENTS

System
Protection
Mechanisms

TEACHER
LEADERSHIP
UNSUSTAINABLE

WONDERLAND
DOMINANT IMAGE PREVAILS

Piers of tradition
to provide stability

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Wonderland – Dominant Image Prevails:

The automated factory responded to secure the system by controlling teacher activism. As Alice continued to challenge "how things worked", a net was projected to contain her leadership. She was trapped. The increasing control over her activities caused enormous stress as her awareness of the futility of her teacher leadership efforts grew. In her struggle with her formal role identity which subscribed to the dominant discourses and marginalised and devalued the knowledge of others, she critically observed how she had been complicit in her own entrapment.

Alice had become skilled at critically inquiring into the assumptions that guided her actions. The discrepancies between her espoused theories and theories in use became evident. Now she was unable to reconcile some of her previous assumptions into a cohesive whole as they no longer held true. Alice experienced enormous anxiety as she attempted to practice her espoused values born from an understanding of just and moral inclusive leadership practices and remain a member of an organisation whose dominant discourse contradicted these beliefs.

Teacher Leadership Unsustainable:

In the past Alice had not shared this dominant view. She now realised that her attempts to practise the just and ethical social practice which gave expression to her teacher leadership and comply with the requirements of her formal role were not personally or professionally sustainable. Restricting her activism, the dominant discourse had rendered her teacher leadership unsustainable. Alice experienced a deep sense of moral injustice.

Alice had appreciated the experience of shared leadership. She had come to understand the authenticity of just, moral and inclusive leadership practices and the mutualism, the shared sense of purpose and individual expression of parallel leadership. In the closed system of the functionalist organisation where social practices marginalised and silenced the voice of others, the more emergent, participatory and inclusive form of teacher leadership was not sustainable. Having

developed a more critical consciousness Alice could no longer comply with the discourse of dominance; to do so would be unconscionable. Alice made a choice.

5.12   Conclusion

Imaged as an automated factory of highly polished machines, the organisational context provides the framework for this analysis. The critical analysis foregrounds aspects of Alice's leadership practices by changing the metaphorical images. As Alice's false consciousness is unmasked the metaphors map the contradictions and internal conflicts woven through her interactions and thought patterns as she attempted to meet the accountabilities of her role in coordinating the innovation and simultaneously share leadership with others in a just and inclusive way. When Alice complied and adopted the dominant mechanical organisational image her teacher leader identity could not be sustained.

For Alice's teacher leadership to be sustained the political context of the innovation needed to be redefined. There was no safe space for the innovation to unfold. It had been restricted to the notion of the redesign of work rather than addressing limitations of the system as a whole (Morgan, 1997b). The control and monitoring of the Controller needed to be reduced and efforts made to genuinely involve all people in building a professional community through just, participatory and inclusive processes. Organisations imaged in a functionalist, mechanistic way render a teacher's activist identity unsustainable and thereby limit a teacher leader's contribution to the organisation's capacity to change.

CHAPTER SIX: ANALYSIS, SUMMARY AND CONCLUSIONS

This chapter answers the related sub-questions:

1. What understandings emerged about this organisation's capacity to change?
2. How did a particular approach to teacher leadership function?

Many of the issues that managers face are often ambiguous, complex, and unpredictable and infused with traces of the past (Bolman & Deal, 2003). As they make attempts to address these, managers are guided by their mental maps and often see what they expect to see. In order to avoid the common fallacies in organisational diagnosis, such as blaming people, the bureaucracy, or human nature, a more comprehensive approach is called for. Bolman and Deal (2003) recommend the use of a Four Frame Model.

The Four Frame Model (Bolman & Deal, 2003) has been employed as the conceptual framework for the analysis of this organisational context. Employing the frames for analysis purposes offers the flexibility to look at this organisation from different angles. Tables 6.1, 6.2 and 6.3 provide a summary of the understandings gained from the analysis.

Answering sub question one, Table 6.1 presents a summary of the analysis using the structural frame while Table 6.2 provides a summary of the analysis from the perspective of the political, human resource and cultural frames. Answering the second sub question, Table 6.3 provides a summary of the analysis from the perspective of the cultural, human resource, structural and political frames.

Table 6: 6.1 - Wonderland: Organisational Capacity for Change: Part One

THE STRUCTURAL FRAME	
Structural Imperatives: **Size & Age**	▪ Larger and older organisation ▪ Identity of successful school ▪ Emphasis on survival
Environment	▪ *Changing* - Uncertain & competitive.
Core Process	▪ Teaching and learning *(Change - innovation)*
Strategy and Goals	▪ *Response* to external environment ▪ Strategic Goals direct organisational behaviour. ▪ Incremental through internal control
Information Technology	▪ Increased accessibility to information and capacity to process it – *(Change)*
Nature of workforce	▪ New Employees – professionals with different expectations - *(Change)*
Structural Configuration: **Functionalist Organisation**	▪ Important strategic decisions made at top - reduce uncertainty ▪ Emphasis on internal unity ▪ Many levels – allocated roles ▪ **Mechanised bureaucracy** – constrain individual action
Differentiation Choices: **Vertical Coordination**	▪ Formal authority ▪ Roles in official hierarchy ▪ Rules, policies & procedures regulate behaviour ▪ Planning & Control Systems (Resources, Information, Decision making) ▪ Limits on individual discretion; restricted autonomy
Integration Choices: **Lateral coordination**	▪ Formal meetings ▪ Coordinating roles to integrate activities of others ▪ Roles and groups tightly linked ▪ Subordination of individual interests
Conflict Built Into Design	▪ Multiple sources of power ▪ Competing interests ▪ Interdependence ▪ Scarcity

Table 7: 6.2 - Wonderland: Organisational Capacity for Change: Part Two

POLITICAL FRAME	HUMAN RESOURCE FRAME	CULTURAL FRAME
Organisational Source of Power: Emphasis on Structure ▪ Formal authority - positional power ▪ Limited positions in hierarchy ▪ Distribute functions and task allocations ▪ Control of rewards – promotion & resources ▪ Control of decision making	**Organisational Needs: Public Image for Survival** ▪ Control, monitoring & evaluation to realise goals ▪ Emphasis on performance of roles **Motivates using extrinsic rewards:** ▪ Career advancement, job security ▪ Resources	**Organisational Culture – Control** ▪ Power used to shape meaning systems ▪ Role based culture Power relations shaped through:- – Symbols, rituals and images – Language, communications & meetings – Rules & procedures
Influence Over Others: ▪ Control over allocation of scarce resources ▪ Control over decision making processes ▪ Control through rules, procedures & regulations ▪ Control of information - "gatekeepers" ▪ Control of information technology Multiple realities create confusion	**Individuals identify with:** ▪ Task, role, or group ▪ Group goals and self interests **Focus of Actions:** ▪ Own/group objectives. ▪ Rules and regulations	**Cohesion achieved through manipulation of values and beliefs:** ▪ Compliance ▪ Conformity ▪ Dependency - owned by Organisation ▪ Competition
Differences Unresolved: Conflict ▪ Coalitions form to forward self interests. **Conflict:** ▪ Between levels& between groups ▪ Over resources, power & interests ▪ Over information and technology	**Individual Response: Conflict** ▪ Self Protection - feelings of vulnerability **Conflict** ▪ Interpersonal and intrapersonal conflict ▪ Defensive behaviours – competitive, over-controlling, unaware of impact on others ▪ Disruptive group dynamics	**Management Ideology - Conflict** ▪ Unitary view of managers ▪ Radical view of competing groups **Conflict** ▪ Between Individual and Organisation ▪ Differing values and beliefs

6.1   Organisational Capacity for Change: Part One

6.1.1   Structural Frame

Analysing the organisation from different frames provides insights into the organisation's capacity to change. The structural frame (refer Table 6.1) first outlines the factors taken into account by the organisation when designing a workable structure. These structural imperatives dictated the organisation's preferred social architecture. The configuration utilised by the organisation to align its structure with its environment is then analysed.

Structural Imperatives:

The organisation's design had evolved over many decades during which the external environment had been relatively stable. This evolution had influenced its operations. The organisation was recognised as a successful school. Its continued success rested upon the organisation maintaining this public image. By adhering to its traditions and reflecting the social expectations of its clients, the organisation worked to maintain this identity. As the 21st century opened and the external environment became increasingly competitive and uncertain, the organisation made efforts to adjust. Its survival depended upon its capacity to be competitive.

In response to the external environment, change was mandated to the core process of teaching and learning through the innovation. Strategic organisational goals of providing a flexible curriculum and promoting excellence in teaching, learning and assessing were formulated to direct organisational behaviour. To ensure the organisation's future viability, non-conformity was discouraged in order to reduce any risk to its public image (Bolman & Deal, 2003). To reduce the impact of uncertainty and respond efficiently to any challenges during the change, strategies were developed to measure performance and internal control was exercised through well defined hierarchical and horizontal divisions and vertical coordination (Bolman & Deal, 2003).

New technologies had been developed to increase the organisation's ability to measure and evaluate performance. However, the goals of a flexible curriculum, fulfilling student

potential and excellence in teaching, learning and assessing were diffuse and difficult to measure. As performance control was exercised by those at the top of the hierarchy and objectives were stipulated without specifying how they were to be achieved, conflict and uncertainty over the goals emerged (Bolman & Deal, 2003).

In addition to this, recent changes in middle managers provided the organisation with new employees with different expectations. The organisation was now supplied with a well educated workforce who sought and valued autonomy. As the availability of and access to information increased, pressure was placed upon the traditional hierarchical form of management (Bolman & Deal, 2003).

Structural Configuration:

To reduce uncertainty, important strategic decisions were made at the top of the organisation. The emphasis was placed upon internal unity as organisational activity was managed by allocating roles to divide the labour. Authority and rules and procedures were employed to coordinate work between roles and between levels. Over time the organisation assumed the complex and formal image (Bolman & Deal, 2003) of a functionalist organisation. The system had grown into a mechanised bureaucracy which constrained the actions of individuals (Morgan, 1997a).

The organisation's structure was aligned with its goals, tasks and core technology of teaching and learning, through differentiation and integration (Bolman & Deal, 2003).

Differentiation Choices:

Differentiation was achieved through a vertical chain of command which was tightly maintained so those in formal authority could keep activities aligned with goals (Bolman & Deal, 2003). Formal authority in this organisation was associated with the position one held and located groups and individuals within specific power and communication networks (Bolman & Deal, 2003). Identifying roles in the official hierarchy, defining rights and obligations through job descriptions and allocating tasks to specific roles and using rules, policies and procedures to regulate behaviour, reinforced internal unity (Bolman &

Deal, 2003). These mechanisms determined the operations of individuals and allocated them power to perform their functions based upon their skill and knowledge.

The structure of power determined the role of the principal. The principal had power through her formal authority, her control over scarce resources and information, and decision making processes. While position power was the major source of influence, rules, policies and procedures were the major methods of influence (Bolman & Deal, 2003). The activities of others were controlled and regulated through these. Consequently, it was assumed that outcomes would be realised as planned. However, as structural forms of vertical coordination were maintained, information did not flow freely (Bolman & Deal, 2003). Rules, policies, standards, and procedures limited individual discretion and tight controls restricted the autonomy of the middle managers and teachers.

Integration Choices:

Lateral strategies (Bolman & Deal, 2003) were used to integrate individual and group efforts. Lateral coordination occurred through formal meetings and coordination roles. The coordination of the innovation task was a new role. It had been distributed through the chain of command and constituted a change within the traditional structure. Alice's role was created to integrate the activities of other groups. Consequently, the role had to span the internal boundaries of the organisation (Bolman & Deal, 2003) defined by historical structural arrangements. As this change was undertaken tensions were created between the two design features.

Roles and groups were tightly linked (Bolman & Deal, 2003). New initiatives required many approvals. Alice managed the administration of the innovation through existing rules and regulations. Tight controls resulted in Alice focussing her efforts on the administration of the innovation as opposed to the innovation itself. As Alice adhered rigidly to the policies and procedures, the responsiveness of the organisation was reduced (Bolman & Deal, 2003) and the structural adjustment surfaced diverse interests.

Structures were tightly formulated because the small group at the top of the hierarchy who had a commanding influence over others held a specific view of the world and how things should be done (Bolman & Deal, 2003). This view did not always match the needs of individuals. As Alice sought greater autonomy and freedom to use her expertise, those at the top sought greater control over the change in order to reduce uncertainty and address problems of coordination and quality control. The bureaucracy was used to exercise control over Alice and subordinate her interests (Bolman & Deal, 2003). Conflict increased, narrow groups formed and competed for influence as Alice invested her energy in trying to beat the system (Bolman & Deal, 2003).

Conflict Built Into Design:

There was a structural basis for the conflict built into the design of the organisation (Bolman & Deal, 2003). Multiple sources of power existed because there were critical interdependencies over which members at different levels in the organisation were able to exert some control. This constrained the ability of those at the top to ensure their decisions were binding (Bolman & Deal, 2003). Consequently, as Alice came to rely upon positional power to satisfy the requirements of the task, competing interests surfaced. Conflict symptoms were characterised by poor communications laterally and vertically, an increased number of regulations, and by the increased levels of frustration experienced by Alice (Handy, 1999). Interdependence, divergent interests, scarcity and power led to a context in which the political frame dominated (Bolman & Deal, 2003).

6.2   Organisational Capacity for Change: Part Two

6.2.1   Political Frame

As all organisational activity is interest based, the political frame (refer Table 6.2) analyses the impact of the process of decision making, the allocation of scarce resources and divergent interests on this organisation's capacity to change (Bolman & Deal, 2003).

Power, competing interests and resources became the focus of activity when the organisation began to implement the innovation. The increased allocation of resources to

Alice's role politicised the context. Strategies and tactics were employed by interest groups (Bolman & Deal, 2003) as change was imposed on others from above. Coalitions formed and Alice devoted her energy to surviving or winning, rather than to the organisation's goals (Bolman & Deal, 2003). In doing so, conflict became institutionalised.

Organisational Source of Power: Emphasis on Structure

Positional power placed formal authority in the hands of a small number of individuals and gave some members more access to power than others (Bolman & Deal, 2003). Limited positions in the higher levels of the hierarchy meant fewer people could be promoted. Those at the top of the organisation controlled rewards, in terms of promotion and resources and the decision making process. Only the principal had the power to distribute functions and allocate tasks. Access to this select decision making group afforded individuals and groups the power to exercise influence over others (Handy, 1999).

Influence over Others:

The principal had control over the limited resources of the organisation. Limited resources meant that some interests would be served while others would not (Handy, 1999). She also had control over the decision making processes. As the principal distributed the coordination task to Alice and allocated resources to her department, Alice had access to more power than others. This distribution of the task to Alice's role meant a decrease in power for others. Because of the interdependence of the groups, limited resources and limited formal positions of power, individuals competed against each other for influence (Bolman & Deal, 2003). Consequently, advancing self interests became the focus of Alice's efforts.

To manage the task in an orderly way Alice exercised formal power over others through the application of rules and regulations. She became focussed on the application of these rules and the innovation became dominated by the administration process (Bolman & Deal, 2003). However, while power was exercised through rules and regulations, these mechanisms also gave power to those who Alice was attempting to influence (Bolman & Deal, 2003). As Alice took steps to gain control over the task and exercise influence over

others, efforts were invested into protecting positions. Coercive power was exercised (Bolman & Deal, 2003) by restricting the flow of information relevant to the innovation. These actions placed limits on Alice's role and restrained her personal responsibility (Handy, 1999).

Information was channelled, filtered and shaped (Bolman & Deal, 2003; Morgan, 1997a) in accordance with the view of the world that favoured particular interests. The small group at the top of the hierarchy influenced the decision making process through their control over information flows (Bolman & Deal, 2003; Handy, 1999; Morgan, 1997a). This small group determined the agenda of formal meetings and the order of the items. In response, Alice competed with others to influence the perceptions held by the principal. She acted as a gatekeeper (Handy, 1999; Morgan, 1997a) and filtered information favourable to her position and colluded to influence outcomes of discussions (Bolman & Deal, 2003).

The use of information technology increased Alice's surveillance over performance. Fear and lack of trust increased. As individuals and groups used their own frame of reference to respond to the innovation, multiple realities created confusion (Morgan, 1997a) and the great risk that change involved was not openly acknowledged.

Differences Unresolved: Conflict

Coalitions formed to advance their specific interests as the concentration of power in the hands of a few created a situation where groups coordinated their actions. Rival power blocs (Bolman & Deal, 2003) were created as Alice competed with others. Alice invested attention and time into increasing power to secure self interests (Bolman & Deal, 2003), and in doing so, perpetuated an adversarial environment. The organisation's capacity to change was impeded as competing for influence and advancing self interests became a motivational basis for conflict (Bolman & Deal, 2003).

Conflict:

Alice became involved in a complex power game (Bolman & Deal, 2003). The balance of power had shifted through the reallocation of limited resources. This shift in power

politicised the context. Informal alliances formed as Alice and others protected and advanced their own specific interests (Bolman & Deal, 2003). Groups manipulated information and technology to advance their own agendas, blocking, delaying or interfering with the distribution of information to influence decisions. The organisation experienced vertical conflict between the levels and horizontal conflict between groups (Bolman & Deal, 2003).

6.2.2 Human Resource Frame

The human resources frame (refer Table 6.2) analyses the fit between the rationality of this organisation and the needs of its members (Bolman & Deal, 2003). Members need organisations for both intrinsic and extrinsic rewards while organisations need the skills and talents of their members to remain viable (Bolman & Deal, 2003). In this organisation, the lack of alignment between the interests of the organisation and Alice impacted upon both; it reduced the capacity of Alice to fulfil her needs for growth and the organisation's capacity to change.

Organisational Needs: Public Image for Survival

This organisation's primary concern was with maintaining its public image to secure its survival. Goals had been developed for this purpose. Consequently the organisation's interests were served by those at the top of the organisation focussing on control and evaluation (Morgan 1997a). Power over the actions of others and monitoring performance became their priority. As the emphasis was placed upon the performance of roles, members of the organisation became regarded as human capital (Bolman & Deal, 2003).

Motivates Using Extrinsic Rewards:

The organisation used limited extrinsic rewards as motivators to realise the organisation's goals. Members were encouraged to work for career advancement and job security (Bolman & Deal, 2003). The mechanised bureaucracy restricted the autonomy of individuals and diminished the organisation's capacity to rely on intrinsic rewards to motivate its members.

The hierarchical system provided the path for promotion into a limited number of highly valued positions. The reward offered to motivate individuals was membership of an exclusive group who had decision making power (Bolman & Deal, 2003). Membership was difficult to secure. Complying with rules and regulations of the organisation, Alice was rewarded with promotion and resources. She was rewarded but simultaneously her autonomy was reduced. She exchanged her freedom for the rewards associated with belonging to this organisation (Handy, 1999) and the bureaucratisation of promotion regulated Alice's power (Bolman & Deal, 2003)

Individuals Identify With:

Because the innovation required approval by those positioned at the top of the hierarchy, this afforded them considerable power over Alice. This power rendered Alice's career aspirations within the organisation vulnerable (Bolman & Deal, 2003) and made Alice's security uncertain. It reduced her sense of self worth and belonging. In response, in order to gain a sense of accomplishment and recognition, Alice sought an increased sense of security. Recognition and security were offered by the organisation when the accountabilities associated with the task and her role were met. Alice identified with the task, her role and her department (Bolman & Deal, 2003) to serve her own interests. She complied by fulfilling her accountability requirements because she understood she would be rewarded by promotion.

Focus of Actions:

The organisation used a limited number of extrinsic rewards as motivators. Alice was mindful of the organisation's priority of achieving goals. An unfavourable evaluation placed the extrinsic rewards of the allocation of future resources at risk. Because she would be held accountable her focus was placed upon the rules and regulations of the organisation ensuring that the objectives of the task were being met. She competed against others for these rewards struggling to attain sufficient rewards to satisfy her lower-order needs (Bolman & Deal, 2003). Alice's growth stalled as she prioritised her own objectives over the goals of the organisation.

Individual Response: Conflict

The hierarchical system and the mechanised bureaucracy with its rules and regulations limited Alice's freedom to use her expertise. As the system restricted her autonomy and increased her feelings of vulnerability, Alice used formal structures and role descriptions as a mechanism for self protection from the threat of perceived non-performance (Bolman & Deal, 2003). She concealed problems that raised issues which may have proved unfavourable (Bolman & Deal, 2003). In turn, as she attempted to adopt socially just and inclusive principles to improve her leadership practice, she experienced significant intrapersonal conflict.

Conflict:

Alice made attempts to reconcile individual needs with those of the organisation, but differences that existed in terms of values, interests and perceptions of reality surfaced and Alice experienced an increase in intrapersonal conflict. In addition to this, seeking to fulfil her growth needs, she sought feedback through open communications and inclusive and participatory processes. These actions were high risk because Alice had identified herself with her role and the task. Her actions led to increased interpersonal conflict.

Unaware of the impact on others, Alice became competitive and over-controlling. Defensive routines surfaced. Alice's frustrations associated with this system were evident in her responses. She demonstrated passive behaviours, anger, self deception, and defensive behaviours. She invested efforts into climbing the hierarchy and, in order to advance her own objectives, she sought coalitions to increase her influence (Bolman & Deal, 2003). These responses increased interpersonal conflict and impacted upon group dynamics.

While tasks were distributed to formal positions, corresponding informal roles were lacking. Diverse groups had differences in perceptions and beliefs. Group dynamics became disruptive (Bolman & Deal, 2003). There was not enough time or emphasis placed upon the group processes. A process to manage conflict had not been developed, group

goals had not been agreed upon and commonalities were not recognised. Rather than working towards creative solutions, differences existing between Alice and others were identified by her as being the other party's responsibility (Bolman & Deal, 2003).

What was seemingly rational was interest based and changed according to the perspective adopted (Morgan, 1997a). As a result of unproductive group dynamics and the lack of alignment between Alice's needs and the needs of the organisation, conflict increased. It became accepted as a natural part of the life of this organisation permeating the attitudes, values and beliefs underpinning the organisational culture.

6.2.3   Cultural Frame

The cultural frame (refer Table 6.2) analyses the symbols adopted by this organisation and how the symbols used by those in more powerful positions shaped meaning and built a particular culture. Various symbols, rituals, myths and rules and regulations were employed to exert influence on how people perceived their situation and, in turn, the way they acted (Bolman & Deal, 2003; Handy 1999). These forms of control were cultural. Change surfaced differing values, beliefs and perceptions and generated conflict as ideologies clashed.

Organisational Culture: Control

The organisation sought to realise the goals as outlined in the Strategic Plan. The Strategic Plan was the symbol of the organisation's legitimacy as a leading institution (Bolman & Deal, 2003) and was employed to reinforce the organisation's public image. Consequently, to maintain this identity, steps were taken by those in authority to shape the belief systems and patterns of thinking of organisational members; to define their identity. Over time, these meaning systems became entrenched in Alice's mind. As specialisation was engineered and embedded into the organisational design by those with the power to do so, the "authorised" reality was accepted by Alice and a role culture was assumed.

The politics of power became embedded into the culture because those occupying higher positions shaped how work was organised, the authority exercised, and rewards offered (Handy, 1999). Symbols and rituals, images, communications, language and procedures and rules, were all manipulated to shape the power relations in the organisation and reduce overt conflict. Those in positions of authority persuaded Alice to enact a preferred reality by employing these myths to constrain her activities (Bolman & Deal, 2003).

Symbols were framed to persuade Alice to accept the myths of unequal power relations. In formal meetings, seating positions, the style of interaction, the language employed and the priority afforded to Alice's agenda, shaped her perception of reality. In addition to this, the title of her position, the appearance of her staff room and her association with particular physical settings encouraged others to accept the power allocated to her by those at the top of the hierarchy.

Cohesion Achieved through Manipulation of Values and Beliefs:

When Alice identified with what the organisation stood for and complied with its prevailing norms (Morgan, 1997a), she was rewarded. So Alice focussed upon conforming to the organisational norms, doing what was politically correct (Bolman & Deal, 2003). As a result, Alice increasingly exhibited patterns of dependency. She became owned by the organisation.

This dependency was evident in Alice's increasing concern with the responsibilities of the role. These were met by Alice increasing control over the task through rules and procedures and relying on her positional power to influence others (Handy, 1999). Responses from others to Alice's actions were determined by past disputes over scarce resources (Handy, 1999). Alice began to use political means to compete with others for influence. She developed manipulative strategies in order to ensure her survival (Handy, 1999).

Management Ideology: Conflict

The innovation languished under the weight of the rules, procedures and regulations of the organisation as the role culture was imposed over the whole organisation. The unitary ideology adopted by those at the top of the hierarchy (Handy, 1999) was employed to unite members (Morgan, 1997a). Formal authority was perceived as the only legitimate form of power. The right or ability of others to influence the change process was not acknowledged. Alice was expected to comply and perform the role allocated. As the cohesive culture was prioritised, Alice was encouraged, threatened and manipulated (Morgan, 1997a) to support the organisational goals. However, she held a different frame of reference which was used to interpret events (Handy, 1999).

Conflict became a feature of the organisation (Morgan, 1997a). To gain the power and to influence organisational outcomes, Alice and others drew upon a radical ideology (Morgan, 1997a) and competed for resources and power. Conflict was seen as inevitable as groups with differing values, beliefs and ideologies clashed.

Conflict:

Conflict arose because interests of the organisation and those of Alice collided. Alice's preferred working style and priorities differed to those sanctioned by the organisation. As Alice's role description directed her actions, and her administrative duties were expanded and her responsibilities over defined (Handy, 1999), her desire for autonomy grew. This was to the detriment of the wider organisational goals.

The distribution of the task to Alice's role was a political statement. This role simultaneously serviced and supported other departments as well as coordinated the innovation. However, the distribution of the task to the role led to a lack of clarity for others (Handy, 1999). As roles and activities overlapped, conflict resulted because power and status had been defined by and identified with the old order.

In this organisation, expert power (Bolman & Deal, 2003; Handy, 1999) was valued higher than innovation (Handy, 1999). Expert power was located within defined areas of

specialisation. To coordinate the task and work with various issues and various groups, the skills of integration and creativity were required (Handy, 1999). Consequently, not only were the skills associated with the coordination not perceived as having equal value to those with expert power but as Alice attempted to change her practice and coordinate the innovation, conflict arose between her and others due to differing values, beliefs and ideologies.

The organisation's capacity to change was unrealised. The context became politicised by the innovation and conflict undermined the organisation's change efforts. Because of the conflict created by the interdependence, scarcity, power relations and competing, divergent interests which were embedded into the organisation's image (Bolman & Deal, 2003) the organisation was unable to change. The innovation required new procedures and work skills. The culture needed to be more flexible.

Table 8: 6.3 - Approach to Teacher Leadership

CULTURAL FRAME	HUMAN RESOURCE FRAME	POLITICAL FRAME	STRUCTURAL FRAME

Organisational Culture - Professional Learning
▪ Attention to task & people
▪ Autonomous individuals
▪ Productive and fulfilling relations
  – Mutual influence
  – Mutual agreement
  – Shared values
Building a collective identity
– Symbols, rituals, ceremonies & stories
– Metaphor - shared purpose
	Organisation needs: Image for Learning
	▪ Mutual gain
	▪ Emphasis on learning
	▪ Voluntary
	▪ Egalitarianism
	▪ Autonomy
	▪ Self organising groups
	Motivates using intrinsic rewards:
	– Sense of achievement
	– Responsibility
	- Learning
		Organisational Source of Power: People and Process
		
		▪ Socially just processes
		▪ Networks and partnerships
		▪ Informal roles
		▪ Manage conflict
		▪ Build reciprocal relationships
		▪ Accessible information
		▪ Set the agenda
			Structural configuration: Web of Inclusion - to work with uncertainty.
			▪ Interconnected web of people make decisions
			▪ Reciprocal independence
			▪ Equitable, productive social relationships
			▪ Members emerge to assume different roles

Cohesion achieved through Shared Values: Group norms - understanding & accepting difference ▪ Inclusion ▪ Equitable participation ▪ Mutual respect, reciprocal trust, tolerance for ambiguity Alliance with organisation	**Individuals identify with:** ▪ Collective - ethical and moral principles ▪ Issues **Focus of actions:** ▪ Student outcomes ▪ Mutual adjustment ▪ Experimentation, creativity	**Influence With others:** ▪ Shared power ▪ Flows between people – based upon principles of Parallelism – Mutualism, – Allowance for individual expression – Shared sense of purpose	**Differentiation Choices:** ▪ Loosely coupled system ▪ Shared purpose ▪ Networked intelligence
Management Ideology: Multiple Perspectives ▪ Pluralist view **Conflict Managed** ▪ Inclusive, socially just values and processes ▪ Shared Understanding ▪ <u>Collective Identity</u>	**Individual Response: Learning** ▪ Feelings of safety – risk taking ▪ No-Blame ▪ Trust ▪ Risk-taking <u>Independent and interdependent actions – collective capacity</u>	**Differences Resolved:** ▪ Joint Problem Solving ▪ Mutual agreement on values ▪ Mutual adjustment **High performance groups –** ▪ Self organising ▪ Participatory and inclusive ▪ <u>Collective accountability</u>	**Integration Choices: Lateral coordination** ▪ Networks and partnerships ▪ Information systems & symbols ▪ <u>Change through collective efforts</u>

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6.3   Approach to Teacher Leadership

Using the Four Frame Model to analyse the Primary context, understandings about how this approach to teacher leadership functioned are gained. In the Primary context, when leadership was shared and managers drew upon a pluralist ideology, the cultural frame dominated (refer Table 6.3).

6.3.1   Cultural Frame

In the Primary context, the cultural frame dominated as Alice made a commitment to the task and the people (Handy, 1999). Sharing leadership with others she built productive and fulfilling relations based upon mutual trust and shared values. These values, which supported the understanding and acceptance of difference, created cohesion. Because managers adopted a pluralist ideology, a professional learning culture was built in which autonomous individuals emerged as leaders and contributed to a collective.

Organisational Culture: Professional Learning

The Primary School became a mixture of task and person culture (Handy, 1999). In this context structure was minimal. Individuals could exercise greater autonomy, consequently little influence could be exercised over them (Handy, 1999). Rather than Alice controlling groups by imposing decisions or using rules and procedures to keep groups "on track", control mechanisms were legitimised by mutual agreement (Handy, 1999). Because Alice's leadership was based upon socially just and inclusive principles, others could exercise mutual influence (Bolman & Deal, 2003). As others participated equitably in the process and productive relations were built on shared values a collective identity emerged.

Symbols were developed through inclusive and participatory processes and these socially just processes built a sense of a collective. Shared values and beliefs were reinforced by these new symbols. The metaphor was developed through an inclusive process. It assisted with the development of a shared language. The shared language which allowed members to communicate easily and minimise misunderstandings (Handy, 1999) facilitated mutual agreement and a sense of shared purpose.

The ritual of storytelling enacted the shared values and built a sense of shared purpose, enhancing a collective identity. As Alice and others enjoyed the ritual of eating together and shared stories of success and the challenges they faced in their practice, they shared information. The mutuality of influence increased. Collaborating equitably with others, encouraging participation in rituals and sharing stories about practice, Alice's leadership placed the focus on learning. She was also able to communicate a deeper meaning through ceremony (Bolman & Deal, 2003). Culturally significant actions such as these symbolised their journey and shared purpose. They symbolised that diversity, creativity and experimentation were valued. They communicated Alice's willingness to share leadership in an ethical and moral way. They communicated her appreciation of and respect for the leadership of others.

Cohesion Achieved through Shared Values:

Alice created cohesion among members when she prioritised inclusion and participation. By working with individuals and groups through inclusive processes a mutual understanding was reached. Collaborating with others, Alice valued participation and diversity. Values were shared and productive and fulfilling relations were built. A professional learning culture based upon the group norms of an understanding and acceptance of difference (Bolman & Deal, 2003) emerged.

Informal meetings emphasised such participation and inclusion. Held around a communal table, no one assumed the formal role of the head of these meetings. As members sat where they were most comfortable, everyone participated equitably in the sharing (Bolman & Deal, 2003). As the values of inclusion and equity were shared, diversity became a cultural strength.

Working with others, Alice invited feedback and shared observations honestly and openly. She admitted mistakes, listened to the perspective of others and respected voice. She shared stories, invited participation, and acted upon mutual agreement. She offered assistance when requested and encouraged curiosity and inventiveness. Mutual respect, reciprocal trust, and tolerance for ambiguity increased. Under these circumstances, members participated voluntarily and when they did, they developed an alliance with the organisation.

Management Ideology: Acceptance of Multiple Perspectives

Diversity was valued and voice was respected when managers shared leadership and adopted a pluralist ideology. Alice understood that leadership was by example (Handy, 1999). She learnt that an organisation is made up of individuals with multiple perspectives, histories, skills, attributes, and interests. Consequently, she made adjustments to accommodate the perspectives of others. She was assisted by informal cultural players who acted as interpreters of Alice's intentions to others and provided her with a valuable perspective regarding the impact of her actions (Bolman & Deal, 2003).

The pluralist ideology adopted by Alice allowed diverse perspectives to be valued and overtly supported the values of social justice. Accommodating individual differences, it encouraged individuals to share their knowledge, interests and skills with others. Enabled by the inclusive, socially just processes, others chose to become involved. Participation of new members was encouraged. Their voice was respected and they were welcomed as equals (Bolman & Deal, 2003) in the decision making process.

Conflict Managed:

Conflicting interests were managed in a positive way. Alice modelled inclusive and participatory processes to reach mutual agreement. These practices, based upon the principles of social justice, contributed to the collective identity as a shared understanding of the values that underpinned them was built. Alice also managed conflict by emphasising the purpose of the innovation. She intentionally placed the focus of efforts on student outcomes and tapped into the values that underpinned teachers' practice.

6.3.2   Human Resources Frame

In the Primary context the focus was placed upon leadership and learning. The image for learning was created as leadership was shared and Alice engaged with others through socially just processes that offered opportunities for autonomy, influence and intrinsic rewards (Bolman & Deal, 2003). Mutualistic relationships developed

because participation was underpinned by ethical and moral principles. The attention to the human factors aligned individual and organisational needs (refer Table 6.3).

Organisation Needs: Image for Learning

The attention given to the human factors by Alice aligned individual needs to the needs of the organisation (Bolman & Deal, 2003). Alice's focus in this context was on mutual gain. Adopting socially just processes to increase participation she offered others opportunities to assume greater control over their learning and to choose the level and nature of their participation. As teacher leaders emerged and committed voluntarily to the innovation through socially just processes, the system learnt and self organised.

The system learnt and became adaptive because participation and collaboration was characterised by egalitarianism. Alice and others were allowed a great deal of autonomy by the director. They were trusted to use their discretion in decisions that affected their work. Members assumed responsibility and maintained the focus on quality because there was a shared understanding that they were equal partners in the process.

Alice engaged in an inclusive learning process with others. She was keen to receive feedback from others in order to improve. As members participated equitably and were included in decision making, learning became reciprocal and the ability to self question underpinned the emerging system. Trusting the process, teachers committed voluntarily to the innovation because they felt safe. The close connection forged between the work design and people promoted the development of self organising groups (Bolman & Deal, 2003). Enabled by socially just processes, leaders emerged to manage group processes (Bolman & Deal, 2003) because they were intrinsically motivated to participate. Because groups could trust the people and the process, they self organised.

Motivates Using Intrinsic Rewards:

As Alice made efforts to live her values in an authentic way, the participative system drew upon intrinsic motivators. Alice subscribed to the values of social justice and

shared information. She exercised good communication skills to solve problems because she saw her work as meaningful and worthwhile. Others were encouraged to participate and were included equitably in the decision making process. Consequently, when the focus was placed upon learning, leadership and information were shared, other members also experienced a sense of achievement, responsibility, learning and satisfaction from being involved in work that was fulfilling (Bolman & Deal, 2003). Change became both stimulating and challenging; an intrinsic reward in itself.

Individuals Identify With:

As intrinsically motivated individuals collaborated with others, they identified with the issue under consideration and with the collective. Adopting the principles of social justice, Alice demonstrated a genuine concern for the legitimate interests and views of others. Differences were negotiated. She emphasised equality and co-operation (Bolman & Deal, 2003) in collaboration and participation. Under these equitable conditions, members identified with the issue under consideration (Bolman & Deal, 2003) rather than their position within the organisation. Mutualistic relationships based on ethical and moral principles grew and the focus of individuals shifted from self to the collective.

Focus of Actions:

Alice's leadership was based on the values of social justice. By sharing leadership and effectively combining advocacy and inquiry she took risks to improve outcomes for students. She supported the learning process by sharing her values and beliefs with others, communicating openly and honestly and testing her assumptions publicly (Bolman & Deal, 2003). This transparency ensured others were fully informed. Others with different perspectives shared them with Alice and she made adjustments in her world view in order to reach mutual agreement. As she focussed on learning and student outcomes, her leadership encouraged experimentation and creativity

Individual Response: Learning

The response of individuals to the change was learning. Learning was enhanced as Alice adopted socially just practices. Individuals were included in the decisions which impacted upon their work and their participation was encouraged in a just and moral way. Resources were sourced and shared equitably. As a result, mutual trust between people increased. Because teachers had been included equitably in the process and they could trust it, teachers felt safe enough to independently engage in experimentation and risk.

When Alice's understanding of individual differences deepened and her leadership actions reflected socially just practices mutualistic relationships characterised by no blame, trust and risk taking developed and mutual adjustment was accepted as the responsibility of all involved (Bolman & Deal, 2003). Her growth enhanced learning. Acting on ethical and moral values, Alice collaborated with others. As she accommodated differences and there was a mutual recognition of efforts and ideas, mistakes became accepted as a natural part of learning. Groups became self managing and risk taking increased (Bolman & Deal, 2003). Socially just practices encouraged individuals to act independently as well as interdependently and built collective capacity.

6.3.3 Political Frame

The image of the Primary School changed when a growth enhancing environment was created by managing people and processes in a just and moral way (refer Table 6.3). Influence was exercised with others as leadership was shared and the principles of parallel leadership (Andrews & Crowther, 2001; Crowther et al., 2001, 2002) were adopted. Differences were resolved as members of high performance groups assumed collective responsibility for the change.

Organisational Source of Power: People and Processes

A growth enhancing environment was created when Alice placed the emphasis on learning and both people and processes were managed in a just and moral way. Networks and partnerships were developed. These were based upon inclusive practices and participatory decision making processes.

Using informal channels of communication and networks, Alice invited others who were potential supporters (Bolman & Deal, 2003) for change to participate. Informal roles were assumed by individuals who emerged to facilitate group learning. Assuming these roles voluntarily these individuals contributed to group cohesion. Informal roles which best suited individual differences were discussed and individuals with the appropriate skills and attributes required for the respective roles identified (Bolman & Deal, 2003). Alice supported these networks and partnerships by adopting processes that accommodated diverse perspectives and by managing conflict in a positive way. She employed inclusive practices to set the agenda, to make information readily accessible and to build reciprocal, mutually satisfying relationships (Bolman & Deal, 2003).

Influence with Others:

In this context power was shared and influence was exercised with others. The Director shared leadership with Alice. Mutualism, allowance for individual expression and a shared sense of purpose characterised their relationship. Influence flowed between people when Alice took strategic actions to share leadership with others by adopting the principles of parallel leadership.

Alice adopted an approach that was not politically neutral. She took strategic action to exercise influence *with* others by adopting the principles of parallelism (Andrews & Crowther, 2002; Crowther et al., 2001, 2002). As Alice adopted moral, just and ethical leadership practices, a mutual understanding was built based upon shared values.

Alice engaged in open and honest communication, encouraged mutual respect for the voice of others and equitable participation in decision making. She genuinely valued differing perspectives and accommodated differing interests by allowing individual expression. Her leadership was conducive to learning. The increased dialogue led to a comprehensive understanding of alternative perspectives and the development of a shared purpose (Bolman & Deal, 2003). Other leaders emerged to collaborate with their colleagues. By adopting the principles of parallel leadership, individual interests aligned with those of the organisation.

Differences Resolved:

By remaining focussed on the shared purpose, Alice managed conflict in a positive way. Relations were based upon mutual trust, so Alice attended to the interpersonal dynamics of groups implicitly (Bolman & Deal, 2003). Differing perspectives did generate possibilities for conflict (Bolman & Deal, 2003). Adopting a pluralist perspective, Alice negotiated with those who resisted change (Bolman & Deal, 2003). Respecting their position she demonstrated a genuine commitment to their legitimate interests and views and invited their contributions to solutions. Joint problem solving in creative ways created options that had a mutual gain (Bolman & Deal, 2003). Productive and fulfilling activity emerged out of mutual agreement as to what was moral and just. Based upon this mutual agreement, mutual adjustment was made by all parties (Bolman & Deal, 2003).

High Performance Groups:

Included equitably in the decision making process, intrinsically motivated individuals emerged as leaders and collaborated with others. As they exercised influence, their values based actions contributed to the growth of high performance groups (Bolman & Deal, 2003). Groups were supported by an accessible, comprehensive information system. Through inclusive and participatory processes groups also had the opportunity to contribute to the system. As mutual understanding was built among members and groups focussed on the shared purpose to enhanced student outcomes, collective accountability was assumed.

6.3.4   Structural Frame

This was a highly differentiated organisation. The structural configuration in the Primary School differed substantively from that of the Secondary School. The configuration in the Primary School constituted a web of inclusion where members worked with uncertainty. As Alice shared leadership and drew upon socially just principles, a loosely coupled system was developed. The system tapped into the intelligence evolving across the system as a whole and change was the outcome of collective contributions (refer Table 6.3).

Structural Configuration:

Leadership in the Primary School context constituted a web of inclusion. The connection between Alice and others was strengthened by equity in the decision making processes and accessibility to information (Bolman & Deal, 2003). As decision making was shared and the lines of communications were open, information was made easily accessible for all (Bolman & Deal, 2003). Members with diverse perspectives were invited to contribute equitably to the system and mutual feedback was sought. Alice worked with the unfolding reality and reciprocal independence grew.

Reciprocal independence was developed when just and moral actions taken by Alice were based upon her commitment to productive, equitable and positive working relationships. These actions evolved from a process of mutual adjustment to the contributions made by others (Bolman & Deal, 2003). Consequently, as the needs and interests of others was anticipated and accommodated, direction became emergent influenced by the flowing relationships among individuals (Bolman & Deal, 2003). Members emerged to assume different roles, drawing upon their strengths and committing to issues of interest. The structure became characterised by flexible roles.

Differentiation Choices:

As relations became characterised by reciprocal independence, individuals emerged and assumed different roles as they responded to changing circumstances based upon a collective understanding of the shared purpose. Alice's efforts focussed on developing this loosely coupled system. She managed the task by liaising with others through the use of persuasion and negotiation; who is to do what as well as how individual roles worked together (Bolman & Deal, 2003).

Alice took strategic action. Focussing teacher dialogue and information sharing on enhancing student outcomes, a clear and shared purpose was generated. Commitment across groups to the shared purpose was built by Alice through various networks and communication systems. Technology linked groups and generated free flowing, relevant and timely information (Bolman & Deal, 2003). As information was

collected, shared and synthesised by groups and the information system was developed, a system of networked intelligence was created.

Integration Choices:

Networks drew from a widely dispersed pool of knowledge and skills. They facilitated the sharing of information and provided the necessary flexibility as independent efforts were integrated through them. Because the networks were decentralised they were more difficult to "control". Cohesion and connectivity among the groups was achieved through information systems and symbols (Bolman & Deal, 2003). The access and contribution to information systems built an understanding of the shared purpose. The creation of new symbols through an inclusive process encapsulated the values underpinning the change and facilitated the formation of a cohesive whole.

Working in parallel with the Director, Alice created space for experimentation. This space was achieved by Alice acknowledging expertise and "stepping back" and the director providing time for dialogue to occur. Alice did occasionally intervene to reinforce the cohesion of the group (Bolman & Deal, 2003). She did this by emphasising shared values and placing the focus on student outcomes. Groups became self organising as they accessed information, opened communications with others, and participated in decision making. As individuals held themselves accountable for their actions, the collective assumed responsibility for the change.

6.4   Conclusion

Concerned with its public image this organisation responded to the external challenges by making structural changes. It employed goals to direct organisational behaviour. Hierarchical control, rules and regulations, allocated roles and functions were employed to coordinate operations. The organisation assumed the image of a mechanised bureaucracy and individual interests were subordinated. Influence was exercised over others as those at the top controlled decision making, technology and the allocation of resources. These limited extrinsic rewards were used to motivate people. Competing for them, individuals focussed on their own objectives and identified with their tasks or roles. The change to socially just and ethical leadership

practices surfaced defensive behaviours and increased conflict. As conflict came to be accepted as natural, those in positions of authority attempted to control others by controlling meaning systems. Values and beliefs were manipulated as they used symbols, rituals, language, communications and rules and procedures to produce behaviours of compliance, conformity, and dependence. However, conflict continued as management persisted with a unitary ideology and groups adopted a radical view to serve self interests. The functionalist organisation was unable to change because conflict was built into its design. It was unable to accommodate non-conformity and changing roles.

In the Primary School leadership was cultural. When leadership was shared and the principles of parallel leadership were adopted, people and processes were managed in a just and moral way. Managers adopted socially just processes and placed the emphasis upon leading and learning. Individuals were included equitably in decision making that concerned their work and they were invited to participate voluntarily in the change process. As leaders assumed a pluralist ideology diversity was valued and mutualistic relationships developed. Group norms of the understanding and acceptance of difference developed and members made mutual adjustments to the perspectives of others. Through inclusive and socially just processes a shared understanding was reached. Enabled by socially just processes individuals emerged to participate as leaders because they were able to exercise individual expression and were intrinsically motivated. They took risks and experimented because they trusted the people and the processes. As they collaborated with others and values were shared and mutual adjustments made, a shared purpose was built. Groups became self organising. When leaders adopted the principles of parallel leadership, that is, mutualism, allowance for individual expression, and a shared sense of purpose, the needs of individuals and those of the organisation aligned and the organisation's capacity to change was enhanced.

CHAPTER SEVEN

This chapter addresses the third related research sub-question "What are the implications for teacher leadership?" As this sub-question is answered, conclusions are made by drawing from the analysis of the organisational context outlined in the previous chapter. The analysis in Table 6.1 and 6.2 refers to the Secondary context and the analysis in Table 6.3 refers to the Primary context. Conclusions are also drawn supported by the literature concerning teacher leadership and school capacity. The findings include insights gained from the study about the relationship between teacher leaders and the principal. Finally this chapter discusses the limitations of the study and the implications for future research.

7.1 The Implications for Teacher Leadership

This study supports the position held by Crowther et al. (2001, 2002), Duignan (2004b), Lambert (1998; 2003), Lambert et al. (1996), and Muijs and Harris (2006). It confirms that teacher leadership is a collective capacity. The findings are based upon the analysis of the contexts outlined in Tables 6.1, 6.2 and 6.3 in the previous chapter as well as the research findings reported by others. The study concludes that:

1. Teacher leadership is enabled through shared leadership.

2. Appropriate organisational structures and operations need to be in place to accommodate this form of leadership.

3. Teacher leadership is not sustainable in organisations that are not responsive to changing roles and non-conformity.

4. Expectations of those in formal roles cannot be aligned with those that operate outside of normal practice.

Conclusions are supported by the evidence in the following sections and the question is answered.

Based upon the findings, propositions relating to the implications for teacher
leadership are made in Table 9.

Table 9: 7.1 - Implications for Teacher Leadership

1. The emergence of teacher leadership requires the cultural norms of egalitarianism. Teacher leadership is a collective capacity. It is built through socially just and inclusive processes.	**1.** Organisations that do not adopt socially just processes and do not diversify their cultures reduce their capacity to draw upon the collective. Conflict arises in these organisations as their structures and cultures are not differentiated.
2. Teacher leadership to contribute to organisational capacity when principals share leadership and engage teachers in the visioning process.	**2.** Teacher leadership is inhibited when principals distribute functions or formal roles to teachers to ensure goals are accomplished. Assignment leadership roles/tasks is not sharing leadership.
3. Productive relationships between teachers and principals are built on the principles of parallel leadership when teachers and principals have a shared understanding and commitment to socially just and ethical leadership.	**3.** Principals who distribute functions or tasks retain power by virtue of their position. It is not socially just as there is no provision for a mutual reciprocity of influence.
4. Teacher leaders are informal constructivist leaders. When intrinsic rewards are offered they assume activist identities. These identities are enabled through inclusive processes.	**4.** Teachers who hold formal positions cannot exercise teacher leadership. They become trapped by the assumptions underpinning their roles. Changing their method of influence challenges the psychological contract they have with the organisation.

7.2   Findings Related to Teacher Leadership

The findings relating to the implications for teacher leadership are grouped into the following categories.

    a.   organisational structures and processes that enable teacher leadership

    b.   principal leadership

    c.   principal and teacher leadership

    d.   teacher roles

    e.   teacher leaders and team learning

    f.   teacher leadership – activitist identities and motivation

7.2.a   Organisational Structures and Processes that Enable Teacher Leadership

1. Teacher leadership is a collective capacity and enhancing school capacity involves both people and processes: the study confirms the findings of others, that is, that teacher leadership is a collective (Crowther, et al., 2001; 2002; Duignan, 2004b; Muijs & Harris, 2006) and that enhancing school capacity involves both people and processes (Crowther et al., 2001). This is supported by the analysis of the organisational context of the Primary school as described in Table 6.3.

a. that only when inclusive processes invite teachers to make a voluntary commitment, can a collective enhance an organisation's capacity to change. Only when socially just processes were adopted and teachers were offered greater control over their learning did participation and the ability to self question underpinned the system increase. Through these processes the image for learning outlined in the Human Resource Frame in Table 6.3 was built contributing to the Web of Inclusion described in Table 6.3.

b. teacher leadership is not defined by formal roles: This study supports the findings of others (Andrews & Crowther, 2002; Crowther, 1999; Crowther et al., 2001, 2002; Cuttance, 2001; Katzenmeyer & Moller, 1996; Lambert, 1998; Miller, 1998). The study found it is the collective that contributes to the school's capacity to change as the organisation draws upon the different knowledge and skills of a variety of people. This process was reflected in the Differentiation Choices mentioned in Table 6.3. This occurs when managers, adopting pluralist ideology, commit to socially just and

inclusive processes to encourage participation. Participation increases because individuals can contribute equitably, contributions are valued and diversity is accommodated. These features of the Cultural Frame in Table 6.3 contributed to the development of the above mentioned Web of Inclusion.

c. that enhancing school capacity involves both people and processes. The study confirms the findings of others (Andrews & Crowther, 2002; Crowther, et al., 2001, 2002). It found that when processes are inclusive and participatory, they facilitate the co-construction of meaning and contribute to the value teachers derive from their work. These features were evident in the Human Resources Frame in Table 6.3. It found that teachers focus on student outcomes and the collective assumes responsibility when power is shared and teachers have access to information and reciprocal relationships are built. These are features of the Political Frame in Table 6.3. When the features of these frames were adopted the networks and collective efforts described as Integration Choices in Table 6.3 were developed.

d. that inclusive and participatory processes build relational trust between individuals and groups. This study confirms the findings of Bryk & Schneider (2003). Relational trust builds productive and fulfilling relationships and motivates teachers to take risks, to experiment and to participate in meaningful and stimulating work. The study illustrates that trust allows beliefs, assumptions and experiences to be opened to inquiry. These features of the Cultural and Human Resource Frames outlined in Table 6.3 support Lambert et al.'s (1996) findings that constructivist learning occurs as teachers learn from each other and accept that learning from mistakes is indispensable to the learning process. They encourage the Integration Choices mentioned above.

2. Teacher leadership is a reciprocal process: this study confirms the findings of others (Andrews & Crowther, 2002; Crowther, et al., 2001, 2002; Duignan, 2004b; Lambert et al., 1996; Ogawa & Bossert, 1995). The study illustrates that the inclusive and socially just processes build interconnections between members as evident in the Cultural Frame in Table 6.3. It confirms Lambert et al.'s (1996) research that reciprocal relationships generate an understanding that the growth of self and others is interconnected. It was evident that these features allowed differences to be resolved through mutual agreement and groups to be self organised and assume collective

accountability as outlined in the Political Frame in Table 6.3. The reciprocal relationships were also critical for developing many of the features of the Structural Frame described in Table 6.3.

3. Teacher leadership enables diverse perspectives to co-exist and organisation-wide learning to occur: because members seek mutual agreement between diverse perspectives and conflict of interest issues are resolved in a moral and just way as evident in the Political frame in Table 6.3. What is just and moral is mutually agreed upon and these values are shared by participants, a feature of the Cultural Frame in Table 6.3. The contribution of diverse perspectives and the search for mutual agreement facilitates organisation-wide learning evident in the features of the image for learning of the Human Resource frame in Table 6.3. Consequently, the study confirms Lambert et al.'s (1996) findings. Because meaning is co-constructed by a collective engaged in learning, teacher leadership emerges within the network of mutualistic relationships among informal roles (Lambert, 1996). This construction of meaning assists in building the Web of Inclusion described in Table 6.3

4. The study confirms the findings of others (Andrews & Crowther, 2002; Crowther et al., 2001, 2002; Gronn, 2000; Muijs & Harris, 2006; Williams & Moller, 2003) Teacher leadership is a fluid phenomenon: because individuals participate equitably and exercise a freedom of expression, mutualistic relationships form and conflict of interest issues are resolved through mutual agreement creating a shared sense of purpose. These features of the Political Frame enable the Differentiation Choices in Table 6.3 to emerge.

5. Teacher leadership establishes professional learning cultures when teachers collaborate with colleagues. The study confirms the findings of others (Crowther, et al., 2001, 2002; Katzenmeyer & Moller, 1996; Zinn, 1997) that professional learning cultures are built as teachers assume a collective identity. This was a feature of the Cultural Frame in Table 6.3. The study also confirms the findings of Andrews and Crowther (2002), Crowther et al. (2001) and Crowther et al. (2002) that these professional learning cultures are built when the purposes of the organisation and teachers align. This alignment resulted in the emergence of the organisational culture described in the Cultural Frame of Table 6.3.

6. Teacher leadership requires cultural norms of egalitarianism: these cultural norms of social justice allow:

a. organisation-wide processes of learning to align the purpose of individuals and the system (Crowther et al., 2001).

b. teachers to develop open communication and therefore *all members* can enjoy productive and fulfilling relations.

c. teachers to participate in the decisions that affect their work. The study confirms the findings of Louis et al. (1996). It demonstrates the organisation can draw upon the collective capacity of teachers because just and ethical processes enable teachers to work and learn together. As teachers participate, cultures underpinned by these principles become school-wide and contribute to the organisation's capacity to change.

d. teachers to generate cultural meaning (Crowther, et al., 2002).

The cultural norms generate the pluralist view and shared values described in the Cultural Frame above.

7. Innovation in the organisation requires the co-existence of a diversity of cultures. The study found that organisations as described in this study do not differentiate their structures and cultures, reducing their capacity to draw upon the collective. In these organisations as influence is defined by formal position and functions are distributed from above, teacher behaviour is controlled and individual expression is suppressed. When bureaucratic mechanisms are used to track accountabilities teachers are rendered compliant because mistakes threaten chances of promotion and other extrinsic rewards. Suspicion and distrust fragment the professional community. In these organisations assumptions can not be challenged through open communication and inclusive processes because teachers have not been included equitably in decision making. The study found that, as a result, the organisation is not influenced by the multiple contributions from across the organisation, the collective capacity of its members. This is a consequence of the mechanised bureaucracy described in Table 6.1.

8. The study confirms the findings of King and Newmann (2001) and King, Youngs and Ladwig (2003). It found that school capacity is enhanced as teachers engage in

collective inquiry and the organisation draws upon the collective potential of teachers. It is in agreement with Crowther et al. (2002) and Lambert et al. (1996) that the collective talents of a skilled and motivated workforce provide the organisation with a strategic advantage – its adaptability. The study demonstrates that the creative and diverse voice of the collective enhances an organisation's adaptive identity. This is the strength of the Web of Inclusion described in Table 6.3.

9. The study confirms the findings of Andrews and Crowther (2002) and others (Crowther, et al., 2001, 2002; Lambert, 2003; Lambert et al., 1996) that teacher leadership is organisational capacity because the processes of leading and learning become one. This is evident in the features outlined in Cultural and Human Resource Frames in Table 6.3. The study also supports the findings of Andrews and Crowther (2002) and Crowther, et al. (2001, 2002) that capacity is enhanced through inclusive organisation-wide processes when principals share leadership. This sharing leads to the evolution of the organisational context described in Table 6.3.

10. The study confirms the findings of Andrews and Crowther (2002) and Crowther et al. (2001, 2002). Organisational capacity is enhanced by the principles of parallel leadership; mutualism, allowance for individual expression and a sense of shared purpose. The study found that through the network of relationships parallel leadership integrates teaching and learning with the development of a distinctive school culture. Adopting the Differentiation Choices in Table 6.3, influence with others as outlined in the Political Frame facilitated the development of the features of the Cultural and Human Resource Frame in Table 6.3. In this way, parallel leadership mobilises the alignment of the three intersecting processes of school-wide pedagogy, school-wide culture building and school-wide professional learning.

 However, the study proposes that within their own unique contexts, when teachers and principals' work in parallel, organisations have the capacity to evolve into new and distinctly different definitions of themselves. This is a result of the Differentiation and Integration Choices described in Table 6.3.

In summary then, this study demonstrates that teacher leadership is sustained only when there is a shared understanding of and commitment to, inclusive and

participatory processes and organisation-wide leadership. It is underpinned by the principles of social justice. This study however, supports the findings of Andrews & Lewis, (2002) in that the sustainability of teacher leadership depends on an organisation-wide understanding of inclusive and mutualistic relationships.

7.2.b   Principal Leaders

Based upon the analysis in Tables 6.1, 6.2, and 6.3 as well as the literature, the study has found that the role of the principal can enhance or inhibit the development of teacher leaders and therefore the potential of the collective to contribute to organisational capacity.

It is evident that the actions of principals that inhibit teacher leadership occur when: a. goals are employed to set the organisational direction and the principal distributes functions or formal roles to teachers. It has been asserted by some researchers (Leithwood et al., 1999) that the priority for transformational principals is to accomplish the organisation goals. This study has found that when principals adopt the Structural Configuration described in Table 6.1 and manage change through structure by distributing functions and allocating tasks to ensure the successful achievement of goals, excluding others from the decision making process leads to the conflict described in Table 6.2. The study found that when bureaucratic mechanisms are used to regulate operations and track accountabilities, instead of focussing on the organisation's goals, teachers focus on group goals and individual interests in an effort to seek self protection as evident in the Human Resource Frame in Table 6.2. The organisation's capacity to draw upon the potential of its collective membership is reduced as a result of the various organisational features described in Table 6.2.

b. rewards in the form of resources and promotion are used as extrinsic motivators to bring about change. The data indicates that through these strategies teachers are treated as human capital. These strategies oppress the evolution of activist identities. Like Schein (2004), the study found that instead of taking risks and leading teachers adapt to the dominant organisational norms evident in the Cultural Frame in Table 6.2. Confirming the research findings of Hargreaves (1993) the study found that in doing so, they accept the inequities in power relations which reduce the teacher's right

to disagree, to question, and to reflect critically on actions. These individual responses are described in the Human Resources Frame of Table 6.2.

c. there is lack of goal congruence between principals and teacher leaders. The study found that as principals adopt a goal orientated approach, the organisation works against teachers who question the assumptions upon which the organisation rests (Morgan, 1997a); questions raised about the organisation's norms, objectives and policies. As these questions threaten the illusion sustaining the public image, principals take action to contain their impact by coordinating teacher work and exercising control over teacher behaviour. These are the features described in the Cultural Frame in Table 6.2. The study also highlights the conflict that arises when principals adopt the position that they should establish important routines for others and reinterpret events for staff as proposed by Leithwood et al. (1999). This study found that when principals adopt this role culture becomes something that can be manipulated. It supports Morgan's (1997a) position findings that when such a unitary ideology is adopted by principals to control behaviour it leaves no room for others to influence the management process and creates the conflicts described in the third row of Table 6.2.

d. organisational needs are prioritised over the needs of individuals. The study found that as teachers are required to conform to organisational imperatives which are established by the goals and delivered through the bureaucracy, their varying and evolving identities are not accommodated as change unfolds. Consequently, when change is attempted, it leads to a highly politicised context populated by self interest groups as evident in the Political Frame in Table 6.2. Competing interests surface between the needs of the organisation and those of individuals (Bolman & Deal, 2003) and conflict is generated, as described in Table 6.2.

e. principals manipulate the culture and restrain the needs of individuals. Because the Structural Configuration described in Table 6.1 is adopted, diversity is discouraged and inclusive and participatory processes are not employed. Principals manipulate the culture and restrain the needs of individuals. The capacity for the organisation to adapt is restricted because these organisations become embroiled in conflict of interest issues as evident in the third row of Table 6.2 and are unable to evolve and

change. The cost to the organisation is that it risks the "melt down" scenario (Caldwell, 2004). There may be pockets of innovation, but the study found that change will not be sustainable or organisation-wide while the organisation retains the features of the culture described in Table 6.2.

Drawing from the analysis of both contexts, this study found that principals can enhance the capacity of an organisation to change if:

a. they deal with the political realities. The study is in agreement with Caldwell (2000). School transformation does require the abandonment of restrictive and inhibiting past practices. The findings from this study indicate that rather than responding to the external environment by emphasising internal control, principals should focus their efforts on working with uncertainty and aligning the needs of the organisation and those of its members. Sharing leadership and working with others through socially just processes will lead to the Cultural Frame outlined in Table 6.3 and will contribute to the development of the Web of Inclusion described in Table 6.3.

b. they engage others in the visioning process. Some researchers (Leithwood et al., 1999) propose that principals should create the vision, establish organisational goals, set high expectations for performance and seek consensus among members of the organisation. These choices are associated with the Differentiation and Integration Choices outlined in the organisational context in Table 6.1 which built conflict into the design. Based upon the features of the organisational context outlined in Table 6.3, this study confirms the findings of Crowther et al. (2002) and recommends that principals adopt a metastrategic approach to respond fluidly to the external environment and engage members of the organisation in an inclusive visioning process. This study confirms that a metastrategic approach creates cultural meaning because the collective shapes the school's identity. Consequently, the school's identity would be consistent with the values of all the members of the organisation, aligning the organisation's needs and the needs of individuals, creating the Organisational Culture described in Table 6.3.

c. they exercise a choice in the ideology they adopt and the kind of politics the organisation has (Bolman & Deal, 2003). The study indicates that principals who

adopt a unitary ideology create the conditions for conflict and recommends that principals adopt a pluralist approach to cater for a differing in values, attitudes and beliefs. Based upon the features of the organisational context outlined in Table 6.1 and 6.2, the study demonstrates that unless a pluralist approach is adopted and inclusive and participatory processes are developed to access the skills and attributes that reside across the organisation, the contributions from a collective engaged in learning goes unrealised because of the conflict described in the third row of Table 6.2. Contributions from a collective can be realised through the use of the Organisational Sources of Power described in Table 6.3.

d. principals draw upon the potential of the organisation's collective membership by enabling others to share leadership. Based upon the analysis of the organisational context in Table 6.3, the study demonstrates that teachers emerge as leaders, exercising influence within their professional communities to build a collective, when inclusive processes are in place and teachers participate in decision making. As influence becomes reciprocal and productive and fulfilling relations for all are created, the political context is reframed by the Influence With Others described in Table 6.3.

In summary then, the study confirms the findings of others (Andrews & Crowther, 2002; Crowther et al., 2001, 2002; Lambert, 1998; Lambert, 2003; Lambert et al., 1996). It found that, in order for teachers see themselves as part of the collective, roles and relationships have to be reframed. It found that parallel leadership reframes relationships so teachers can emerge into new definitions of themselves. It confirms the position held by Andrews and Crowther (2002) and Crowther et al. (2001, 2002) that principals can create a new social reality by sharing leadership and allowing teachers to assume responsibility for their own future and live their values of social justice in an authentic way. In this way, principals support the Cultural Frame described in Table 6.3 and features of the Structural Frame in Table 6.3 can be realised.

7.2.c   Principals and Teacher Leadership

The study has confirmed the findings of Andrews and Crowther (2002) and Crowther et al. (2001, 2002). It demonstrated that productive relations between principals and teacher leaders are built on the principles of parallel leadership: mutual trust, allowance for individual expression and a shared sense of purpose. For teachers to emerge as leaders, a shared understanding and commitment to socially just and ethical leadership is required as described in the Cultural Frame of Table 6.3.

These outcomes are achieved because teacher leaders form productive relationships with principal leaders based upon the principles of parallel leadership. The study confirms the findings of Andrews and Crowther (2002) and Crowther et al. (2001). It found that mutual trust builds productive relationships between principals and teacher leaders. It supports the findings of others (Childs-Bowen, 2000; Crowther, 1999; Crowther et al., 2001; Hargreaves, 1994; Smylie & Hart, 1999) in that these productive relations are built through open and honest two-way communication. It also confirms the findings of Crowther et al. (2001) and Duignan & Marks (2003) that this trust fosters reciprocity. The study has illustrated that as principals allow teachers individual expression, the search for mutual agreement between them creates a shared sense of purpose evident in the Influence With Others in Table 6.3. The study found that as leadership is ethical and just, the principles of parallel leadership reframe relationships. Supporting the findings of Lambert et al. (1996) the organisation moves from a mindset of competition among competing interests to one of partnerships and enables teachers to emerge as leaders and take risks. In this way the Organisational Sources of Power described in Table 6.3 enhances organisational capacity.

However, the study has demonstrated that change will not succeed unless teachers and principals have a shared understanding and a commitment to socially just and ethical leadership. When this shared understanding exists between teachers and principals, cultures can be differentiated, teachers can assume activist identities and the collective can contribute to the organisation because cohesion is achieved based upon shared values as those described in the Cultural Frame of Table 6.3. Instead of functions being distributed, the study demonstrates that in adopting these principles multiple reciprocal relationships are built. Because teachers feel safe to take the risk

and different teachers emerge to lead high performing, self organising groups, leading becomes organisation-wide. This type of leadership is facilitated by the Integration Choices described in Table 6.3.

Although Heller and Firestone (1995), Firestone (1996), Leithwood (2001), Smylie and Hart (1999) and Smylie et al. (2002) found that principals can distribute leadership through functions or tasks, this study found that when principals distribute functions and tasks, power remains with the principal by virtue of the position in the organisation. The study found that when principals use goals, formal authority and rules and procedures to bring about change, the result is the structural configuration like that described in Table 6.1. Given this configuration, distributing or allocating leadership assignments or formal roles to teachers is not sharing leadership. Distribution by the principal is neither ethical nor just as there is no provision for a mutual reciprocity of influence.

7.2.d   Teacher Roles

The study found that as teachers assume formal positions they are taken away from their primary motivators. Drawing from the analysis of the Secondary context outlined in Tables 6.1 and 6.2, the study found that when a teacher is given a formal role the following impact occurs:

a. the teacher who assumes a formal position will be required to transcribe the prescribed goals of the organisation into action, and as a result, seek greater control over outcomes using the methods of influence outlined in the Influence Over Others in Table 6.2. The study found that teachers who hold formal positions cannot exercise teacher leadership through socially just and inclusive processes. This happens because, as Handy (1999) suggests, the change in the method of influence challenges the psychological contract other teachers have with the organisation. This change generates the conflicts described in the third row of Table 6.2.

b. when occupants who have been promoted into formal roles attempt to change their *method of influence* from that defined by the position to influence which is participatory and inclusive, the change challenges the psychological contract they have with the organisation (Handy, 1999). The effort to change creates interpersonal

conflict because there is a lack of a shared understanding of what is being attempted. Any of the conflicts described in the third row of Table 6.2 can result.

c. teachers are required to comply with the rules, regulations and procedures as established by the official hierarchy. The study found that the diverse interests, values and perspectives of teachers who assume formal roles are subordinated by the structures, rules and policies in the pursuit of the organisation's goal orientated outcomes. This impact is described in the Structural Configuration in Table 6.1. The study found like other researchers (Andrews & Crowther, 2002; Bishop et al., 1997; Crowther, 1997; Duignan, 2004b; Leithwood et al., 1999; Williams & Moller, 2003; Zinn, 1997) that as they comply with the requirements of the role, the connection to teaching and learning, a teacher's primary motivator is reduced. It is replaced with the extrinsic rewards outlined in Table 6.2 as teachers adopt the assumptions that underpin their roles.

d. teachers become trapped by the assumptions underpinning their roles. This study confirms Schein's (1992, 2004) research. Because official roles and functions are distributed from above, teachers respond adaptively to the assumptions held about them and come to share the organisation's norms as described in the Cultural Frame in Table 6.2. The study found that teachers, responding adaptively, come to the belief that holding a formal position is necessary to exercise influence. They believe that only by occupying a formal role can an individual secure any control over the decision making process (Bolman & Deal, 2003). Consequently, in turn, they exercise influence through positional power and focus on the achievement of goals using the Organisational Sources of Power described in the Political Frame in Table 6.2.

The study supports other researchers' (Andrews & Crowther, 2002; Crowther et al., 2001, 2002; Childs-Bowen et al., 2000) findings that teacher leaders are not primarily concerned with developing an alternative track to administration but exercise leadership to improve student outcomes. Based upon the analysis of the organisational context in Table 6.3, the study also concurs with Lambert et al. (1996) that teacher leaders are informal constructivist leaders. However, the findings contradict the conclusions drawn by Leithwood, et al. (1999) as this study found that

informal teacher leaders are not leaders because their colleagues cast themselves in the role of followers. On the contrary, the study supports the findings of others (Andrews & Crowther, 2002; Crowther et al., 2001, 2002). It found that teacher leadership continuously evolves and changes alternating between individuals as needs arise. It found that mutualism, allowance for individual expression and a sense of shared purpose between the teachers and principals allows different teachers to emerge to exercise influence, depending on the issue under consideration. The mode of influence is as described in the Political Frame of Table 6.3.

In summary then, the study confirms the findings of Andrews and Crowther (2002) and Crowther et al. (2001, 2002). It found that teachers can emerge as leaders when leadership is shared and when processes are inclusive and teachers can participate equitably in the decision making process. It confirms the findings of Lambert (2003) and Lambert et al. (1996). Teacher leaders are informal leaders who share influence in an equitable way and facilitate the learning process.

7.2.e   Teacher Leaders and Team Learning

Drawing upon the analysis of the Primary context outlined in Table 6.2, the study confirms the findings of Cuttance (2001) and Smylie et al. (2002) in that it found that teachers exercise leadership within teams. More than this however, it also confirms Lambert et al.'s (1996; 2003) findings. It found that when teams self organise, learning becomes organisation-wide. The study found that teacher leadership goes well beyond the traditional boundaries of the "team". When members focus on the specific purpose of improving student outcomes and groups self organise, it extends the learning beyond the team to encompass the Integration Choices described in Table 6.3.

This study is in agreement with other researchers (O'Hair & Reitzug, 1997; Senge, 1990) who have found that teams learn when teachers, acknowledging they can learn from each other, open their reasoning to question and suspend their assumptions as evident in the Human Resources Frame in Table 6.3. In addition to this however, this study found that groups self organise when inclusive and participatory processes support teacher leadership as described in the Cultural Frame in Table 6.3. Teachers,

enabled through inclusive and participatory processes, work together and focus on learning, develop a shared understanding about their values and their purpose. The study found that when this learning and leading occurs, the change goes beyond team learning.

The study confirms the findings of Crowther et al. (2001, 2002), that is, as teachers translate their transformative ideas into sustainable systems of action drawing upon the diverse contributions from all, learning becomes organisation-wide. Learning becomes organisation-wide as teams assume collective accountability and change occurs through the efforts of the collective. The features described in the Cultural and Human Resource Frame in Table 6.3 enabled by the features described in the Political Frame in Table 6.3, give rise to the Web of Inclusion. However, the study also found that when organisations prioritise control over others to realise organisational goals features described in Table 6.1, they place restrictions upon self organisation and teacher activism.

7.2.f   Teacher Leaders – Activist Identities and Motivation

The study confirms the findings of others (Crowther et al., 2002; Muijs & Harris, 2006; Sachs, 2001, 2003). It found that teachers assume activist identities when intrinsic rewards are offered. The study found that teachers adopt a transformative attitude as they strive for authenticity in their teaching, learning and assessment practices, individual responses described in the Human Resources Frame of Table 6.3. It found that teacher activist identities are enabled by inclusive processes as described in the Cultural and Political Frame in Table 6.3.

However, the study also found that difficulties arise as teacher identities evolve. The study found that differences arise as teachers participate in innovation and their identities evolve (Sachs 2001). The study is in agreement with Owens (2001) and Handy (1999) in finding that when organisations do not differentiate their structures and cultures according to the innovative activities within parts of the organisations, teachers respond to the use of controlling strategies by developing strategies to resist. The study is also in agreement with these authors in finding that as a teacher's identity evolves they experience intrapersonal conflict in attempting to reconcile their values

with those of the organisation. The conflict is described in the third row of Table 6.2. The study supports the concerns expressed by Andrews and Lewis (2002). In order to support the evolution of teachers' identities, an organisation-wide understanding needs to be developed about what is being attempted so the conflict outlined in the third row of Table 6.2 does not occur.

The findings confirm the research of Scribner et al. (1999). The study found that if teachers are to assume activist identities, their evolution relies upon the building of a particular type of culture; one that accommodates diversity as described in Table 6.3. This study is also in agreement with Sachs (2001). The study found that a teacher's evolving identity is influenced by culturally available meanings (Sachs, 2001). The differences evident in the Cultural Frames outlined in 6.2 and 6.3 support this finding.

The study also found that sources of teacher motivation are affected by the image an organisation adopts:

(a) when organisational norms are defined by privilege and inequities in power, change creates conflict because it threatens the identities and world views of the teachers. The change reported in this context created the incongruities referred to by Duignan & Bhindi (1997) and Owens (2001). The study found that the incongruities which arose between the role of the teacher and her identity and between the system and the individual resulted in the conflict outlined in the third row of Table 6.2.

(b) in organisations where teachers compete for scarce resources and limited opportunities for promotion in order to meet accountability requirements, there are only winners and losers when the organisation adopts the structural configuration as outlined by Table 6.1.

(c) as teachers become motivated by the need for success, determined by the organisation's incentive, reward and control systems, they engage in competitive behaviour in order to avoid failure as suggested by Owens (2001). These responses featured in the Management Ideology of the Cultural Frame in Table 6.2.

(d) because of the underlying power relations teachers feel fearful or intimidated. The study found that as teachers' lower-order needs of security and a sense of belonging are placed at risk (Maslow, 1954) they become focussed upon their own interests. These were the responses described in the Human Resource Frame in Table

6.2. This study is in agreement with Owens (2002). It found that in order to preserve teachers' feelings of professional self worth, competence, and respect, their psychological safety, they need to feel *safe first* in order to take risks. This feature was evident in the Human Resource Frame in Table 6.3.

The study also supports Owens (2001) in finding that teachers are motivated by the need for growth and to have satisfying human relationships. It supports Crowther et al.'s (2002) findings that a teacher's search for meaning is its own satisfaction rather than attention or rewards from others. The study concludes that for teachers' growth needs to be met, the emphasis has to shift from extrinsic rewards such as promotion or resources to intrinsic motivators and that these conditions are created through socially just and inclusive practices described in the Political Frame in Table 6.3.

In summary then, the study finds that teacher leaders experience intrapersonal conflict as they seek growth and attempt to reconcile their values with a system that privileges the voice of some over others by the virtue of their formal position, as described in the Structural Frame in Table 6.1.The study concludes that as the decision for teachers to change operates within the limits of his/her psychological contract with the organisation (Handy, 1999), more flexible structures are required to facilitate the growth needs of teachers (Bolman & Deal, 2003) than those in functionalist organisations. The flexible structures described in Table 6.3 are required because the Structural Configuration described in Table 6.1 gives rise to the conditions leading to conflict as described in Table 6.2 making the personal costs far too great for teachers to sustain their leadership efforts.

7.3   Conclusion

This study confirms the findings of other researchers (Crowther et al., 2001, 2002; Duignan, 2004b; Lambert, 1998, 2003; Lambert et al., 1996; Muijs & Harris, 2006). The study has found that teacher leadership is a collective capacity. It is enabled through shared leadership and inclusive and participatory processes. As shared values develop, these socially just processes enable the collective to co-construct meaning and to develop a shared understanding of their purpose. For teacher leadership to emerge, appropriate organisational structures and operations need to be

in place. When this occurs, as evident in Table 6.3, the organisation taps into the diverse skills, talents and perspectives of all teachers, the needs of the organisation and teachers align and capacity is enhanced. Teachers emerge as leaders because principals share leadership and the culture is underpinned by the principles of social justice.

The study found that the principles of parallel leadership, mutualism, allowance for individual expression and shared sense of purpose as defined by Andrews and Crowther (2002) and Crowther et al. (2001, 2002) reframe existing relationships. However, the study also confirms the findings of Andrews and Lewis (2002) that the sustainability of teacher leadership relies upon an organisation-wide shared understanding of these mutualistic and inclusive relationships. The study found that principals who choose to manage change through structure and focus on controlling organisational behaviour through the use of extrinsic rewards, formal authority and cultural manipulation in order to achieve goals, prioritise the needs of the organisation over those of teachers. When innovation occurs conflict increases because teacher identities evolve and these organisations are unable to respond to changing roles and non-conformity. In these organisations the leadership of those in formal positions is not based upon socially just principles. As inclusion and diversity are discouraged, the expectations of those in formal positions cannot be aligned with teachers who operate outside of normal practice. The study concludes that for a teacher leader to contribute to a school's capacity to change, the whole organisation has to be reimaged.

7.4   Future Research

This study answers the research question, how can a teacher leader contribute to an organisation's capacity to change. The study demonstrates that although Crowther, Hann and McMaster's (2001) research had found that parallel leadership enhanced an organisation's capacity to change, this study provides some insights into why teacher leadership is unsustainable in organisations where leadership is exercised through formal authority and the distribution of functions. The self researcher proposes that school

improvement, teacher leadership and student outcomes require further research.

For this study the auto ethnographic approach was adopted because of its personal and professional/political emancipatory potential (Spry, 2001). The approach inspires authentic change because the critical reflexive self analysis unmasks false consciousness. It lays bare the cultural embodiment of constructed meanings and social practices and exposes the limiting effects these have on the actions of others (Spry, 2001). Because of its emancipatory potential in unveiling the sources and effects of power relations on lived experiences, the approach could be useful in investigating such educational phenomena as inclusive pedagogy and behaviour management. It could also be employed to address issues of social justice in other areas of social research such as cultural policy work. By analysing the way culture operates to marginalise others, the method of inquiry offers hope for disparate groups to live meaningful and fulfilling lives in the multifaith multicultural world of the 21st century.

7.5   Limitations of Study

There are limitations to this research. The research has been constructed within the self researcher's assumptive framework. The Case Study research, conducted in a specific context, reflects the world view of an evolving self lived through a particular moment in time. The self researcher has made efforts to minimise distortions in the recount, notwithstanding the consistency in the report itself.

The self researcher acknowledges that as qualitative research, there have been particular philosophical assumptions which have guided the research practice. The self researcher has acknowledged that this single story cannot provide a full comprehension of the development of events; however, drawing on Stake (1995), the researcher understands that if the account is epistemologically in harmony with the reader's experience there is a basis for naturalistic generalisation. Through this research, the self researcher has attempted to illuminate her understandings of the experience and it is anticipated that this narrative may resonate with readers' experiences.

The self researcher acknowledges that the research has been limited in that it was conducted on a single site. This site consisted of a specific organisational context

which was undertaking change. The recount of the events in this Case Study has been related from the perspective of an outsider making sense of the data by looking back on the experience. As with many Case Studies, the prolonged engagement in the context, the distance from the context in terms of time and the self researcher's engagement in the writing, has influenced the research process.

Through the study, assumptions have been surfaced, examined and altered based upon the self researcher's expanded understandings gained from her participation. The self researcher has tested her assumptions as she engaged in the research process and verified her reading of events as she interacted with others. The testing of assumptions with others also continued after the self researcher's engagement in the context. Through her response to the data, during the data gathering and through the analysis, the self researcher's reflexive practices were demonstrated. Underlying assumptions that underpinned belief systems were changed by the experience, and actions were taken as a result. In this respect, the research does provide evidence of catalytic validity (Lather, 1986a).

While attempting to improve her practice through the use of PAR at a particular social, cultural, political and historical moment, the self researcher speaks of this experience knowingly. However, the self researcher acknowledges that world views are constructed in different ways. She accepts that there are limitations to her understanding. Nevertheless, while acknowledging that this research reflects her research experience and her world view, the self researcher invites the reader's participation.

7.6   In Summary:

This Autoethnographic Case Study investigates how a teacher leader, occupying a formal role in a functionalist organisation, can contribute to the organisation's capacity to change. The teacher leader (self researcher) employed Participatory Action Research to intentionally change her leadership practices to ones that were inclusive of others. Data were gathered to record and promote the changes in the self researcher's leadership practices. Assuming the stance of a postmodern criticalist, the

self researcher directed her interests toward uncovering how the dominant discourses of power and her ideology reproduced dominance and privilege. Various metaphors were employed to analyse the self researcher's evolving subjectivities and the organisational context provided the framework for the analysis of the data.

The study found that the distribution of functions by principals reproduces dominance and oppresses the emergence of teacher leadership. The study found that functionalist organisations are imprinted with the discourses of dominance and that teacher leadership underpinned by the principles of inclusion, participation, and voluntarism is not sustainable in these organisations. The study found that teacher leadership is not distributed. On the contrary, the study found that teacher leadership is emergent and it is when leadership is shared that parallel leadership practices build the collective's capacity for change. The study illuminates the limiting effects of industrial metaphors which frame functionalist organisations and concludes that schools need to reframe if they are to be adaptive to changing circumstances.

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APPENDICES

A.   **Questionnaire.**

B.   **Group Interview Questions.**

C.   *First* **New Curriculum Meeting – Development of Metaphor Materials - May.**

D.   **Reflective Planner – March.**

E.   **Dissemination of Testing Results Proposal – April.**

F.   **Learning Assistance Program Proposal – February.**

G.   **Literacy and Profiling Proposal – November.**

Appendix A: Questionnaire

<u>Evaluation of Professional Learning Experience - Differentiation</u>

This professional learning has assumed a whole of school approach. I would appreciate some critical, constructive feedback. Your comments will help inform future approaches.

If you could return your responses to me by Thursday 18.9.03, I would accommodate your suggestions in the Professional Learning Proposal for 2004. Names are not necessary, so you can either email your responses back to me or if you wish, you can print the document and return it to me through the internal mail. Thank you taking the time when you are so busy.

1.   What do you believe was the strength of the professional development process?

2.   What was its weakness?

3.   Were there any "interesting" outcomes which were unexpected?

4.   Is there any way you would like to have changed the process? How would this help your professional learning or strengthen what we do?

5.   What is your opinion of the process you employed to adapt your units? Are you satisfied with this format? Do you have any suggestions for improvement?

6.   How did my actions, as Head of (TCP), impact on your involvement in the differentiation professional development program this year?

7.   Have you any suggestions that would help me to improve the support I provide your KLA?

Thank you for being involved in the professional learning experience to this point in time. It has been a privilege working with such a professional staff. I have learnt a great deal about the challenges you face, about the value you bring to your teaching and about the significant contribution you make every day to the student's learning. This survey will help me learn more about how I can improve my practice and serve your needs more appropriately. I appreciate your honesty. (Alice)

Appendix B: Group Interview Questions

Question One:

Can you please describe what your understanding of what (Alice's) role in the differentiation professional learning experience has been? Has this understanding changed during the course of the professional learning experience in differentiation and its implementation in the classroom?

Question Two:

How would you describe (Alice's) leadership and how has this been demonstrated through her actions?/ or in the way she worked?

Question Three:

In your view what has motivated (Alice) to lead such curriculum reform?
How do you know?

Question Four:

Were there times when you didn't feel supported or didn't feel supported enough?
Can you tell me about these times?

Question Five:

Were there occasions when issues were not resolved in your mind – or not resolved well enough? Can you tell me about these occasions?

Question Six:

From an organisational perspective, would there have been a better way of developing and implementing new curriculum materials and teaching practices? Did you make suggestions? If so, what was the outcome? Have you any suggestions that you would like to put forward now?

Question Seven:

What do you consider to be (Alice's) greatest demonstrated leadership strengths? In what leadership areas do you consider there is room for improvement in Alice's leadership if she was going to do this again?

Curriculum Committee Meeting

Wed. 7th May,2003

This metaphor was suggested by the differentiation group A. It provides the context for what we are trying to achieve. I understand it in the following terms:

Metaphor: Creating a Curriculum Tapestry

Differentiated in design -   Drawing from KLA syllabus documents and planning from these in a creative and defensible way. (Outcomes)

Rich in colour   **-** Reflects the variety and depth of offering.

Diverse in texture   **-** Different strategies employed for different needs.

Tension in the weave: **-** Constant monitoring that the whole is working together

The final tapestry is a synthesis of contributions from all:

-        based on careful planning, monitoring, sharing, evaluating, refining/redesigning

    (Reflective practice)

This curriculum tapestry requires:

Vision   **- the desired state** (eg. A curriculum that appropriately challenges all learners)

Craftsmanship - applying our expertise

Collaboration   - drawing from each others strengths, valuing and encouraging constructive feedback.

It takes the whole village to educate the child - as the student moves from KLA to KLA.

I believe in order to achieve this we must:

1.   **Develop a shared language – by sharing.**
2.   **Take action.**
3.   **Reflect on and change that which needs changing.**

This applies to differentiation.

Ladder of Inference

I take: actions
(based on my beliefs)

Theory

I adopt: beliefs
(about the world)

Generalisations-
about others & events

I draw: conclusions

Conclusion

I make: assumptions
(based on these additions)

Value Judgment

The reflexive loop
(our beliefs affect
what data we select
next time)

I add: meanings
(cultural and personal)

Cultural Meaning

I select: "data"
(from what I observe)

Observable "data" and
experiences (as a
videotape recorder
might capture it)

(Senge, P. et al., 2000; Argris,C.
Putnam,R., & Smith,D., 1985;
Argris,C & Schon, D., 1974;
Argris,C & Schon, D., 1978)

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<u>DIFFERENTIATION</u>

A DEFINITION

Differentiated instruction is a teaching philosophy based on the premise that teachers should <u>adapt instruction</u> to student differences. Rather than marching students through the curriculum in lockstep, teachers should modify their instruction <u>to meet students' varying readiness levels, learning preferences, and interests.</u>

Based upon the following beliefs:

- Students who are the same age differ in their readiness to learn, their interests, their styles of learning, their experiences, and their life circumstances.

- **The <u>differences in students are significant enough</u> to make a major impact on <u>what students</u> <u>need to learn</u>, the <u>pace</u> at which they need to learn it, and the <u>support they need</u> from teachers and others to learn it well.**

- Students will learn best when <u>supportive adults push them **slightly beyond** where they can work without assistance.</u>

- Students will learn best when they can make a <u>connection</u> between the curriculum and their <u>interests and life experiences</u>.

What is the process to implement differentiation into current and/or new units?

When planning for differentiation

Refer to diagram:

Outcomes for a Unit

Pre-testing (for a unit) – Off level testing (for a year)
(identification)

Modified Outcomes, Intended Outcomes, Extended Outcomes

Intended Outcomes – in terms of good teaching practice:

Multiple intelligences,
Cognitive strategies – thinking strategies (Y chart, T Bars, SWOT analysis, CoRT)
Co-operative strategies – hot potato, brainstorming, group work.
Independent work, Open ended work

Extended Outcomes – in terms of Models:

Provocative questions/ analogies/examples of change (Williams)
Process, content, product(Maker); Critical & Creative Thinking skills,(Kaplan)
Decision making processes,(Taylor), H.O.T.S.

Assessment:
Based upon outcomes.(Modified, Intended, Extended)
Benchmarks & indicators.

Assessment and observation of students provide the basis for reflection and decisions on changes that would improve the delivery of the outcomes.

Differentiation embeds rigor into practice explicitly**. Written into your planning documents, it ensures that all students are being challenged.**

Draft: May

Selection of Outcomes
Class Profiling -Knowledge of students

↓

Teacher Pretest Strategies

↓

Instruction
- Orientation
M.I. ; Bloom, CoRT → **Identified students Curriculum - compacted**

↓

Application Exercises/activities
Based on intended outcomes ↔ **Students with some gaps**

↓

Intended Outcomes:
Multiple Tasks by Interest,
Learning Styles and Readiness.
Skill enhancement. Mini-Challenges, Metacognition; Bloom.
Modified Outcomes –
I.E.P.students. Choice.
Extend/Enrich.- Use of models:
Contract Work, Choice, Time.
Independent Study; Content,
Process, Products. Critical &
H.O.T.Skills; decision making.

← **Extended Outcomes**

↕

Authentic Assessment Benchmarks, Extended outcomes. Real World Applications

←

Review/Redesign – Practice and Program Tracking - Student Outcomes

↓

New Unit – Identified

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Some questions for reflection:

♦ Do you <u>begin with the outcome</u> and use the content as the vehicle – or do you take the content and select an outcome to match?

♦ Is the <u>language of higher order Bloom</u> used explicitly in your tasks, activities and/or outcomes to be achieved? Or is it assumed?

♦ In your <u>pretest</u> – was it knowledge based or did you pretest process and application of skills as well? Is the pretest "just" in that it assesses the outcomes?

♦ Can students who are identified do different tasks, use different materials and answer different questions?

♦ Can students complete different assessment tasks?

Appendix D: Reflective Planner - March

CLASS LESSON REFLECTIVE PLANNER

YEAR 7D	TERM:_____
	WEEK:_____
TEACHER: _____	

STUDENTS		IDENTIFIED OUTCOME/S CLASS TEACHER	(TCP) ACTIVITY SUPPORT TEACHER	COMMENTS
Learning Support: *(Identified by testing)* *(Names were provided in these sections. The document was updated as students gained proficiency or required assistance)*				*(The Document provided a "running" record of the program offered and comments on student learning)*
Class Support:				
Extension:				

Appendix D: Reflective Planner (back of document)

WEEK: _____ **OBSERVATIONS/INTERPRETATION:**	**FOLLOW UP:**

Appendix E: Dissemination of Testing Results Proposal – April.

<u>Proposal</u>

<div align="right">

Alice
Head of Trans -Curriculum Provision
24th April,2003

</div>

Hard copy with associated appendices forwarded to: (Principal, Deputy, Head of Secondary School, Head of Primary School) – 28th April

Appendices include: Ladder of Inference; First International Conference on Pedagogies and Learning; Differentiated Practice Observation Checklist**.**

I am looking forward to your feedback to the proposed initiatives so that if necessary I can make any adjustments or make preparations so that implementation (on ratification) can be timely and organised.

Thanking you,
    Alice

<u>Dissemination of Testing Results - using evidence for the purposes of differentiation</u>

<u>This proposal supports the philosophy of:</u>

♦ **Developmental Teaching**

♦ **Differentiation** so that the needs of individual learners are catered for in the classroom.

Through :-

♦ **Contributing to the professional development goal of enhancing the development of the curriculum at (Wonderland).**

The proposal supports the goals stated in the Strategic Plan:

<u>Strategic Plan 2003-2006</u>

<u>Goal 2:</u>
<div align="center">

Objective 5:

</div>

To provide the necessary resources, strategies and structures to support the curriculum in the most effective and efficient manner.

Goal 3: To pursue and promote excellence in teaching, learning and assessing within a positive learning environment.

Objective 2:

To create and sustain a learning community which is positive, safe and supportive for all.

On this basis, the following initiative is proposed.

Dissemination of testing results – using evidence for the purposes of differentiation
2003/2004

This proposal is a synthesis of several smaller but strategic initiatives, which serve to facilitate a "capillary" action to build the year eight teacher's understanding of the testing results and to encourage teacher reflective practice on the basis of this evidence. The proposal therefore also taps into the current differentiation professional development.

Some of the initiatives contained in this document will have to be implemented in 2004, (if ratified) as the opportunities to find dates and the timing for 2003 may not be appropriate or possible.

Section A to D refers to Differentiation & Testing Processes.

SECTION A:

Distribution of Results to Curriculum Leaders:

- ♦ **All Heads of KLAs were provided with these results during H.KLA meeting in April.**

- ♦ **English, Maths and Science were provided with a suggested revised class lists in April – the suggested classes for ability grouping based upon the results.**

- ♦ **(Alice) provided year 8 English staff with British Spelling Tests and the literacy profile of every year eight student before the year eight interviews. These were successfully employed.**

- ♦ **Proposed for Second Curriculum Committee Meeting – May 21st – H.KLAs - Teasing out the testing – what is means for our practice. Possible opportunity for looking at the results and implications for classroom organisation. Development of a proforma for reflective practice.**

- ♦ **Dissemination process during May and June is outlined in section B**

Application of findings: Curriculum Committee Meeting – Differentiation. Wed. May 21st 3:30 – 5:30

- ♦ **Ladder of inference – Dialogue, the "Art of thinking together" (20mins)**

Some of difficulties currently exist because some staff find it difficult to challenge without offending and some find it difficult accepting that others may disagree. I would argue, however, that on occasions it is the way disagreement is registered rather than what is said that evokes defence. I would propose that some time be allocated to establishing agreement on the way we communicate to each other. As a group, I believe, we will not be able to take advantage of the learning if consensus is not reached on this fundamental issue.

I propose that in this meeting participants are provided with information on the "Ladder of Inference" – reading the example and discussing how this mode of communication applies to our circumstances. A discussion and accompanying handout on "dialogue" can support this. It would be hoped that as a group we could agree to adopt this method of communication for our purposes. (Available in hard copy)

As a group therefore, agreement should be reached on what would be considered acceptable.

- ♦ **"Teasing out the testing" – What does it mean? (1hour 15 mins)**

H.KLAs would be asked to bring the testing information to the meeting and year 8 class lists and outcomes for term 2.

Discussion would focus on:

"what the results mean"

– discussion targeting specific students

– who requires modification - identification
– how we can do this – use of pre-tests; modifying outcomes
– how can we measure
– how can this be reported
Actions should be specified and agreed upon as a result of discussion

- ♦ **Observation proforma – Reflective Observation – a tool (20 mins)**

H.KLAs and staff involved in the differentiation professional development will be provided with a check list compiled by Tomlinson (2000) – Leadership in Differentiating Classrooms. The purpose of this is to provide staff with a tool to look at their own practice – or to ask others to look at their practice.

I would recommend, however, that as a committee we could look at the checklist and adapt it for our own purposes. Staff who are not at this meeting will be requested to suggest modifications and give it back to me before the meeting. Comments will be invited from H.KLAs and modifications made. The profroma agreed upon will be typed and provided to all staff for their own reflective teaching purposes, in conjunction with their Heads of KLA.

Section B:

Timetabling: Student Identification:

As there are particular restrictions on the ability grouping in terms of the lines this year, English, Maths and Science will be broadly ability grouped. Within these groups there will be differences, therefore it will be necessary to apply the differentiation formula. However, within each grouping – B&R; Y&G – there will be opportunities for alternative groupings as these classes are on at the same time – consequently, if a student demonstrates strengths in a particular area, she can be

grouped into the other class for that "concept/unit". Student strengths would be identified through pre-testing.

The following is suggested as a timetable for grouping students derived from the testing information. I would recommend that (Year Level Supervisor) is invited to participate earlier in the process so that time is not lost in creating classes when there may be social considerations which alter the final arrangements.

Month of May:

- **First H.KLA Meeting (Week 1) – H.KLAs (English, Maths & Science) asked to circulate and discuss the suggested grouping with their staff. (Alice)**

- **Alice meet with Year Level Supervisor – discuss and make note of those possible student combinations that would not be appropriate.**

- **Alice - meeting with KLAs – English, Maths, Science individually during their KLA meetings (with the year 8 teachers involved) to discuss the suggested class grouping. H.KLAs – Maths, Science & English already have these "new" lists - changes should not be too difficult – questions would be answered and needs of high learning potential students made explicit. Reference made to student profiles.**

- **May 21st - Second Curriculum Committee meting – "Teasing out the testing"**

- **Meeting with Head of School, Year Level Supervisor and Alice with revised lists for comment after consultation with H.KLAs + the year 8 staff. (26th – 30th May)**

Month of June:

- **Week 1 - Lists circulated back to H.KLAs and year 8 staff with any revisions outlined and defended. Any outstanding issues addressed.**

- **Week 2 – Year Level Supervisor discuss changes with students and parents of those students changing classes are notified.**

- **Week 3 - Staff provided with new class lists – to facilitate planning**

- **Week 3 – 16th to 20th June – Parents who wish to ask for an interview are offered an opportunity to meet with Year Level Supervisor and Alice.**

♦ **Week 4 – 23ʳᵈ to 26ᵗʰ June – Students are provided with their new timetables.**

<u>June Activity Day (end of term)</u>

♦ **Staff of new year eight ability grouped classes attend a planning and profiling session with their class lists.**

♦ **English, Maths and Science H.KLAs and the staff participate in an extended session discussing the profile of their classes**

> ♦ **Each KLA bring their class lists and outcomes and units for the term. A discussion regarding the profile of the classes and their needs could occur during one lesson and a session focussing on the units planned for the term and how adjustments could be made to cater for particular individuals could follow. Having all year eight staff of each core KLA present at a nominated time would allow for a sharing of ideas.**

> ♦ **Specific goals would be set in terms of what the staff hope to achieve. These could be placed at the front of the unit documentation.**

> ♦ **<u>Student observation proforma</u> could be drafted at this time by staff within particular KLAs so that student response to adjusted outcomes and differentiated activities could be monitored – at this stage this would be from teacher observation. Such a proforma would be KLA specific – it may even be unit specific – as a form of ongoing evaluation – which is central to differentiated practice. The advantage of such a system is that it would create a more comprehensive knowledge of student performance at the time of reporting.**

<u>SECTION C:</u>
<u>Application of the knowledge - Unit adaptation</u>

While the inservice on differentiation has been well received, I want to ensure that the potential for change and the momentum is maintained. Upon reflection, I believe that this can be achieved through setting specific goals and working towards them is a considered way. In order to "make this work", time is needed and a specific purpose established.

In the short term: **Term 2:**

Goals:

♦ **For staff to plan and practice new skills**
♦ **To capitalise on the professional development**
♦ **Adjust units to cater for identified students**
♦ **Create a professional learning community**

I would like to recommend that the staff from the following KLAs involved in the differentiation professional development have an opportunity to spend quality time planning with a specific purpose in mind. This time would allow them also to utilise their current "new" learning.

I propose that every **Thursday afternoon during options**, the staff in **2 of the 4 KLAs** involved in the differentiation be offered the time to work collaboratively on the planning for their differentiated unit. This would also involve creating a pretest for the unit to be implemented.

♦ **This means that on one Thursday, Lote (3 staff including H.KLA) and Science (H.KLA + 1 staff member) work on an identified unit for the purposes of differentiation.**

♦ **The following Thursday, English (H.KLA + 2 staff) and H.PE (H.KLA + 1 staff) work on their identified units.**

I recommend that the focus of the units should be the year 8 classes – this allows the evidence from the testing to be used in a proactive and defensible way.

(Consultant) Claire Sagecroft. Term 2:

Is available in **June -11th ,12th or 13th She is not currently booked. One day at this time would be very useful. (no accommodation cost)**

The KLA groups could rotate through a session with her for approximately 2 lessons each - thus minimizing the pressure on relief lessons – to gain feedback on their unit development before implementation in Term 3. This will be appropriate timing as KLAs would have discussed the ability grouping in their KLAs as well as in the Curriculum Committee meeting.

My position is that this support of the staff demonstrating initiative in their unit development would be well received and provides them with the necessary confidence to "trial" the new methods.

TERM 3:

Term 3 would be viewed as a term for implementation.

Goals:
- **To apply the learning**
- **To engage in reflective practice**
- **To cater for high learning potential students**
- **To collaborate with other staff**

Under these circumstances, students identified as "high learning potential" would be tracked and provided with differentiated activities. Information regarding the progress of these students would be documented in the form of a teacher's journaling.

Pretests would be conducted and the differentiation occur on this basis. Results of pretests would be compared with those students who had been identified through the testing. In the ability groups, some classes may have to be totally differentiated.

Units developed during this time would be shared with the consultant during her August 28th & 29th visit which is during the final weeks of term 3.

(Claire) could assist the staff make any necessary adjustments. During this time also, themes and possible approaches for the next term could be discussed.

The "observation proforma" that I hope to introduce/discuss on May 1st & 2nd based upon differentiated practice and adjust on the feedback in the Second Curriculum Committee Meeting, could be used by the KLAs to prompt discussion regarding their practice and the unit implementation. (Please find this available in hard copy)

The proforma would encourage reflective practice and focus dialogue during planning meetings on provision and improvement.

♦ KLAs engaged in this reflective practice are offered the Thursday afternoon timeslot for adjusting the unit, for sharing information on particular students who have been identified and for suggesting adjustments for term 4.

First International Conference on Pedagogies and Learning

I propose that H.KLAs and staff be offered the opportunity to present their work at the First International Conference on Pedagogies and Learning occurring in Toowoomba Oct. 1st to Oct.4th. I believe that this opportunity would provide an invaluable goal for those staff involved in the professional development.

I propose if the staff involved in the differentiation professional development are interested in this possibility, the school offers to provide their accommodation in Toowoomba for the duration of their stay. If some staff are interested, I intend suggesting that the abstract required for the conference by May the 31st be a result of a collaborative effort.

This abstract will be provided to senior executive for their information accompanying a proposal from the staff involved for the school's support in this endeavour.

I will be providing the information to the staff on May 1st & 2nd – and encouraging staff to participate. Although some staff may not present, they may be interested in attending because of the topics being covered. (The call for papers will be available in hard copy)

SECTION D:
Filing of student information
Student Reports & Files:

♦ **All H.KLAs have a copy of every year eight-literacy profile and overall student profile** for their files in their staff rooms. All H.KLAs also have the information regarding student of high learning potential and those "at risk"

Maths and Science KLA has every individual student's Maths profile as well as each student's literacy profile.

♦ All student total profiles, Maths profiles, literacy profiles and the breakdown of the results were provided to Principal for the official school files, the Deputy Principal, Head of Secondary School and Head of Primary.

♦ **Special Needs Manual** – Listing of high learning potential students will be added to the student information section and distributed to staff.

Information to Parents:

2003

Parents were invited to an evening on March 10th. From this evening, several parents have taken the opportunity to have an interview with me regarding the test results. The response from all except one of the parents on the evening was that they did not want the results to be sent home or made public. These parents agreed that if they wished to have access to further information, then they would be prepared to speak to me personally. Their concern about the possibility of the results being sent home was two fold. In the first instance, if the information was compared to others at school based on a simple number, (and not completely understanding what it meant) some students would feel inadequate. Secondly, parents who did not attend the information evening would also make erroneous assumptions and jump to conclusions creating some difficult moments for the school.

I support their position.

I would, however, suggest changes for this process for 2004.

The process could be two fold:

First:

♦ The introduction evening as provided this year and in previous years. This evening has proved to be successful and informative. Perhaps it could be profiled as an event little more and a formalised procedure provided on the evening for parents to leave contact numbers recording their intention/desire for an interview. I would contact parents and we would negotiate a suitable time for the interviews to occur.

Second:

♦ A second evening could be hosted towards the end of term 2, just before the ability grouping, to revisit the purpose of the testing. At this time it would be beneficial for the year 8 staff to be present.

It would be important that the staff who were inserviced in differentiation to explain their intentions to differentiate and the purpose of pre-testing. Staff should be able to speak about the programs they are to offer in semester 2 and their teaching strategies. This would provide an opportunity to parents to be more informed about the programs being offered in year eight and increase parent familiarity about outcomes.

Appendix F: Learning Assistance Program Proposal - February

Proposal: Learning Assistance Program 2003

Date: 8th February,2003

The following proposal is based upon three of the goals outlined in the Strategic Plan 2003 – 2006. The proposal identifies three objectives associated with the goals and maintains that this initiative endorses those objectives.
The goals and the accompanying objectives are outlined below:
The "why" of this initiative -

 Strategic Plan 2003-2006

Goal 2:
Objective 5:
To provide the necessary resources, strategies and structures to support the curriculum in the most effective and efficient manner.

Goal 3: To pursue and promote excellence in teaching, learning and assessing within a positive learning environment.

Objective 2:
To create and sustain a learning community which is positive, safe and supportive for all.

Goal 5:
Objective 5:
To sustain positive relationships with parents/carers as equal partners with shared responsibility.

This initiative also supports the goals for the professional development, that is, to enhance the delivery of curriculum at (Wonderland). While the primary target group for professional development in the school is the teaching staff, this initiative satisfies this goal by providing appropriate professional development for members of our school community who could assist staff in the classroom. This initiative keeps the student at the center of our actions and supports the concept of a learning community.

Learning Assistance Program:

The proposal: To employ the current learning support teacher, (Poppy Waterwell) to facilitate the Learning Assistance Program training for parents.

♦ **Who:**

> **(Poppy Waterwell)** has the professional expertise and the social skills to rain parents in the skills necessary to assist students with their reading and with other strategies associated with learning.

> She is well respected and competent. She has the required materials and has conducted similar programs in the past. (Poppy) is also familiar with the culture of the school and the nature of our parent body.

♦ **What & How:**

> Poppy would follow a similar program as suggested in the previous proposal (2002) – please see attached – however, giving consideration to her own particular circumstances, it is suggested that (Poppy) **be employed on a Tuesday morning, from 8:30 until 12:30** to facilitate the program.

> While it is envisaged that the program will progress from 8:30 until 10:30 initially, the need for identification, program development for individual students, the creation of tailored materials and the need for communication between staff, parents and administration would be satisfied by the extended time period. A system of communication to parents of student receiving assistance, to parents involved in the process, to staff and students as well as time for reflection by the group is essential, but time consuming.

> **A procedure has been established but needs to be refined** to accommodate the new arrangements in the primary school, especially now with assembly occurring before lunch. It will be necessary to assure the cohesion among the parent tutors by nominating an appropriate time for both training and implementation (this proved to be a strength), as well as seeking an appropriate time for the students.

♦ **When & where: This term until the end of the year.**

> It is envisaged that a refresher course could be conducted for current parents who have been trained and this would re-establish relationships. These parents would be invited to begin this term. These parents would also be invited to be supportive of new parents who elect to become involved by providing feedback about the process last year and adopting a "mentor" type role.

I would suggest that the training could occur in (Room).
I wish to submit this proposal for your consideration and would welcome any
questions you have in relation to its content.

Thanking you, (Alice)

Appendix G: Literacy and Profiling Proposal – November

Proposal - Draft

Whole of School Approach

♦   **(TCP) Support for Students identified with Literacy Needs in Years 8 – 10**
♦   **Profiling/Tracking - Differentiation**

The following proposal is based upon the goals outlined in the Strategic Plan 2003-2006.

Targeting identified students with literacy needs AND Profiling/Tracking of students:

2004-2006:

♦ **This initiative is to address the literacy needs of secondary students who are not performing to their full potential because of specific weaknesses in their literacy skills. This lack of skill may be impeding their performance in the everyday English curriculum currently offered.**

♦ The intention of this initiative is not to undermine the philosophy of differentiation, as it is imperative that classroom experiences offer a variety in the level of challenge provided to students. This is **not** a "withdrawal" scenario as has been practised in the past.

♦ The proposal is framed to allow students with specific needs in literacy an opportunity to have a program that supports the curriculum content but also addresses skill building in areas of weakness – for example comprehension, reading and grammar. This would also include those ESL students who had achieved a particular level of mastery in their use of English.

♦ The program would be implemented on a short-term basis, based on a diagnosis of their needs, so that they may develop the literacy skills needed to demonstrate their depth of thinking. Students would revolve in and out as their proficiency increased and in order to avoid learned helplessness, a written contract would be established with the student and the parents with a specific time line.

♦ The suggestion is that this program is framed within a more encompassing proposal that involves the curriculum offered in the English KLA in year 8,9 & 10.

<u>The Initiatives</u>: **<u>To Begin in 2004 in Year 8:</u>**

♦ In terms of the offering of the English KLA – it is suggested that

  ♦ **Semester One Year 8** has a focus on literacy development – during the time when the secondary school has a larger proportion of new students entering the school. This would be a data-gathering semester with the testing and profiling of students and identification of areas of need in terms of literacy. The English KLA program would focus on the building of literacy skills.

  ♦ Any English program would involve **pre-testing and post – testing.**

  ♦ Semester Two – year 8 – students would be ability grouped and the TCP program would commence for students who have continuing high-level literacy needs.

The TCP program develops as follows:

♦ **Begin Semester 2 year 8, program continues until end of Semester one year 10.**

♦ **Programs for each student last 1 semester. Therefore the program will be available for one semester in year 8, two semesters in year 9, and only one semester in year 10.**

♦ Students who are identified with literacy needs will be offered the opportunity to enter into a **contractual arrangement** to address their particular needs for 1 semester.

♦ This program **will appropriate 1 of the student's English lessons**. During this lesson the student will join a small group of students and the aide to work on specific tasks. These tasks would be addressing **particular literacy needs** which underpin what was currently happening in the English curriculum.

♦ This lesson would have to be on a specific day – so that students from different classes could rotate into this lesson and the same teacher and aide could be timetabled onto the lesson on a permanent basis. It would be helpful if a room was allocated for this purpose so that it provides the program with the appropriate status and indicates to the students and staff the value of the program.

♦ The program would also involve the use of reciprocal teaching strategies.

♦ It would be envisaged that within each session students are engaged in 15 mins of intensive instruction followed by a "learning centres" approach which would involve specific exercises that are grounded in what is being offered in the classroom but builds on their area of need.

♦ **Students would be tested at the beginning of the semester and at the end of the semester. This would be diagnostic – reading, comprehension and spelling – and would serve a three fold purpose –**

> ♦ Helping the students to monitor their own progress and success
> ♦ Diagnosis of skill level
> ♦ As a reporting framework for parents.

♦ **The contract would also involve completing a small amount of homework focussing on the area of weakness.**

♦ **This would have to be agreeable to the English KLA.**

A Further Suggestion:

♦ It is also suggested that more time be allocated to literacy in KLAs – such a project would have to be discussed with all KLAs and a shared understanding of what literacy skills are, as separate from English, would have to be explored.

> ♦ From this point, a suggested whole school policy regarding how literacy skills should be addressed across all KLAs should be developed.

> ♦ Such a proposition would involve a workshop with staff on what is literacy and workshops on specific strategies.

Finally, it is suggested for <u>Semester 2, year 10,</u>

♦ **The English program is tailored to specifically develop the language skills necessary for year 11 for the semester. This implies that the current program assumes a deliberate focus.**

> ♦ The current year 10's were identified in year 8 as having paucity in the richness of their vocabulary and difficulty in identify subtleties in meaning. This is now evident in their written products and in their ability to manipulate language. Their expression is also immature. These students have difficulty in distinguishing fact from value judgements and often make statements that are not substantiated by evidence. Unfortunately many students simply do not see the need or recognise that there is a need to be more precise in their use of language.

Current Position: years 8 & 9:

> ♦ Testing of the current year 9's has indicated a similar literacy needs to the year 10's. It is suggested that the focus on literacy in second semester year 10 would be advantageous for this group of students.

THE CONTINUING DEVELOPMENT OF THE WHOLE SCHOOL APPROACH OF DIFFERENTIATION – SUPPORTED BY PROGRAMS AND PROFILING:

This initiative would be <u>the basis for an Application to ACEL for a Research Award</u>

- ♦ **To gather data in a deliberate and considered fashion.**
- ♦ **Supporting the implementation of the learning from the existing and continuing differentiation professional learning experience.**
- ♦ **To formalise the profiling of students.**
- ♦ **This research could target year 8's – 2004 – and trace their development through year 9, 2005.**
- ♦ **It would commence with the whole group testing in March and profiling students in terms of their literacy needs. The group would be tested again in March 2006, when they are in Year 10. The same firm would conduct this testing with the same instruments – as a form of a post test.**

Advertised in the Practising Administrator Vol 25 No.4, 2003. This application has to be completed by March 30th, 2004

Year 9's:

- ♦ The current year 8's will have a greater choice in **year 9** with a greater variety of texts – however, it is suggested that the differentiation professional development builds upon the experience of this year and identified units could be adjusted with the needs of these students in mind. Accessing the current profiles of students and the results of their performance and engaging in discussions about the needs of these students would support the decisions regarding adjustments. This would permit the identification of students who were underachieving.

- ♦ Specific students would be identified for "tracking" – both those who demonstrated high potential through the testing and those who were identified with learning difficulties/disabilities.

- ♦ If the differentiation proposal for SOSE is accepted, staff who are involved in this professional learning experience who are also teachers of year 9 English will be able to be engaged in the adjustment of the units.

Year 8's

♦ Literacy focus for Semester One.
♦ SOSE – differentiation of experiences in Semester One supported by P.D.
♦ Testing in Semester One for the purposes of ability grouping.
♦ Semester Two:
      Development of differentiated units in SOSE.
      Literacy support for identified students through English with specific programs tailored for needs.
      Adjustment of current English units for differentiation.

These initiatives would be supported through TCP with the goal of profiling students and using an **action learning cycle** with staff and H.KLAs – English and SOSE - to reflect on practice. TCP would be involved with the P.D. in differentiation and in unit adjustment and implementation.

Students would be identified in Semester One year 8 and specific students (some requiring learning support and some requiring extension) would be tracked through their learning experiences and the changes in their skill levels measured. This would be done in conjunction with the staff involved and the respective H.KLAs.

It would be advantageous if the whole staff could now be inserviced in differentiation strategies to build upon the program began in 2003.

Primary profiling has begun – please see attached.

♦ It is anticipated that during 2004, profiling of students of high potential through checklists, parent interviews, performance indicators and testing procedures will be completed from year 1 – 7. This will contribute to the current database.
♦ It would be advantageous if (Wonderland) could develop an on-line system to streamline this process.
♦ I would like to suggest that the creation of this data base may be an initiative for the newly created position - Director of Information Management.

I would appreciate an opportunity to discuss with you this proposal and the proposal submitted in September by those involved in the Differentiation Professional Learning Experience in 2003.

Thank You,

Alice