

**A comparative study of new senior school leader perceptions of
development programmes in the United Arab Emirates and South
Africa**

by

NELIUS JANSEN VAN VUUREN

Student Number: 214326357

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Supervisor: Prof. Yusuf Sayed

Co-Supervisor: Prof. Azeem Badroodien

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Abstract

Vice-principals and principals play an essential role in school leadership teams, and the development programmes in which they participate to ensure effective Strategic Leadership in schools, have been the subject of intense debate for many years.

Employing a mixed-method case study approach, this study examines and compares the perceptions, roles and responsibilities of newly appointed senior school leaders in two country contexts, South Africa and the United Arab Emirates (UAE). Specifically, it explores the professional development opportunities that newly appointed senior school leaders in Abu Dhabi, UAE and the Western Cape, South Africa, have been exposed to. It further investigates the particular professional development needs of these senior school leaders.

This study uses Critical Realism theory as a philosophical lens through which to explore the perceptions of newly appointed senior school leaders on their roles, responsibilities, competencies and developmental needs. A comparative case study approach with qualitative and quantitative techniques was employed, and comprised of three elements. Firstly, a detailed questionnaire survey was administered at Abu Dhabi Education Council (ADEC) and the Western Cape Education Department (WCED). Secondly, follow-up interviews were conducted with 25 per cent of the respondents for clarification and to establish the accuracy of data collected during the first phase. Finally, semi-structured interviews were conducted with officials from both ADEC and the WCED to gather further contextual data for each case.

The main study findings confirm that as senior school leaders transition into their roles at ADEC and the WCED they require distinctive support in a variety of ways. It was found in both systems for instance that the training programmes are not appropriately designed, delivered, and aligned to the perceived needs of the respondents, and that they need appropriate and more contextualised, individualised, in-office support once appointed.

The study's findings are consistent with the literature that newly appointed senior school leaders welcome support from mentors and role models but require to a lesser extent formal courses. They confirmed the current gap between the perceived needs of newly appointed senior school leaders and the current development programmes provided to support them, and identified a clear shortfall in their current competencies.

Recommendations for policy and practice highlight the importance of appropriate multi-faceted developmental support initiatives for newly appointed senior school leaders. Job-

embedded real-time coaching, informal in-school mentoring, and programmes appropriately designed for newly appointed senior school leaders may be included as support initiatives.

The main value of the study lies in its focus on the 'voices' of newly appointed senior school leaders in two country contexts and its contribution to the limited empirical body of knowledge about leadership development programmes at ADEC and the WCED. The study further contributes towards debates on educational reform in the WCED in South Africa, and at Abu Dhabi government schools in the UAE, providing insights into the specific development needs of local newly appointed senior school leaders. It adds to the growing body of literature that supports role integration between vice-principals and principals and the creation of strategic development frameworks that support them in fulfilling these integrated functions.

Key Words/Phrases

Leadership and education, Senior School Leader, leadership development, professional development programmes, newly appointed school leaders

Declaration

I, Nelius Jansen van Vuuren, declare that the contents of this thesis, titled '**A comparative study of new senior school leader perceptions of development programmes in the UAE and South Africa**' represents my own work, that all sources I have used or quoted have been indicated and acknowledged by means of complete references, and that this work has not been submitted previously in its entirety, or in part, at any other higher education institution for degree purposes. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

.....

Nelius Jansen van Vuuren

July 2016

Dedication

This thesis is dedicated to my parents Paul and Maghrieta, my daughter Anya and my wife Wilna Jansen van Vuuren. Your on-going support and unselfish love made this journey possible. To my colleagues for always affording a listening ear on all my newly learnt concepts and theories, I thank you for supporting all my thoughts.

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List of Abbreviations and Acronyms

Abet	Adult Basic Education and Training
ADEC	Abu Dhabi Education Council
ANA	Annual National assessment
ANC	African National Congress
BRICS	Brazil, Russia, India, China, South Africa
CAPS	Curriculum and Assessment Policy Statements
CEM	Council of Education Ministers
CITE	Centre for International Teacher Education
CTLI	Cape Teacher and Leadership Institute
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ECD	Early Childhood Development
Expat	Expatriate
FET	Further Education and Training
GCC	Gulf Cooperation Council
Hedcom	Heads of Education Departments Committee
HOF	Head of Faculty
HQ	Headquarters
ISLLC	Internationally Accepted School Leadership Standards
KPI	Key Performance Indicator
MEC	Member of Executive Council
NCSL	National College for School Leadership
Nepa	National Education Policy
NICPD	National Institute for Curriculum and Professional Development
NQF	National Qualifications Framework
NSM	New School Model

SACE	South African Council of Educators
Saqa	South African Qualifications Authority
Sasa	South African Schools Act
SGB	School Governing Body
UAE	United Arab Emirates
USA	United States of America
WCED	Western Cape Education Department

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Chapter 1 Introduction

1.1 Background to the Study

The development of senior school leaders forms a critical element of the new initiatives that were introduced by the Abu Dhabi Education Council (ADEC), United Arab Emirates (UAE) in 2005 and by the Western Cape Education Department (WCED), South Africa in 1995.

The New School Model (NSM), an education renewal initiative in Abu Dhabi, dictates the design and implementation of new curricula, pedagogy, and leadership development. The NSM is structured around the elaboration of the overall educational experience of students and senior school leaders, while guiding the four broad components at play in school development, viz. (i) the quality of teaching and learning, (ii) the quality of leadership, (iii) learning environments and (iv) the parents and wider community. The NSM strategy is in line with the Abu Dhabi 2030 Vision, which aims to achieve a self-sustaining economy in the Emirate (ADEC, 2012a; 2012b). The newly adopted strategy requires School Leadership that is well developed and equipped to lead the youth into the 21st century.

Similar to the Abu Dhabi 2030 development initiative, the South African Education Department via the South African Schools Act (SASA) of 1996 (DoE, 2011a), has also developed a 2030 vision for developing the national education system with a transformed curriculum that is aligned with international best practice.

Our new national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy South Africa built a curriculum on the values that inspired the Constitution (Act 108 of 1996) (Motshekga, 2012).

The SASA of 1996 (DoE, 2011a) is the fundamental driver of education transformation in South Africa. The tenets of the educational renewal project, which has seen many ideological waves since 1995 as a result of the new democratic system of governance in South Africa, include management renewal principles similar to the Abu Dhabi reform:

- The development of leadership and teacher capabilities.
- The establishment of partnerships with private education development operators to assist with the reform process (DoE, 2013; DoE, 2014).

The role and development of the senior school leadership in the transformation of both systems has been highlighted in the literature (e.g. Motshekga, 2013; Mugheer, 2010). This shared urgency draws the researcher to a comparative study of school leadership

developmental programmes. The senior school leader for the purpose of this study is defined as the newly appointed vice-principal and principal. These appointees will have occupied their roles for a maximum of three years.

1.2 Problem Statement

Senior school leaders in education systems across the world have a large number of responsibilities, and there are many expectations of them. Given the number of schools that struggle to provide the kind of service that most people expect, there is no doubt that newly appointed senior school leaders require new and updated skills and knowledge if they are to fulfil their current roles effectively. When approached, most senior school leaders openly concede that they needed significantly more support and assistance upon appointment than what they received. It remains unclear why so many senior school leaders say this. Are they frustrated in their current roles? Why do they feel that they do not have the necessary skills to fulfil their function? Are they not being adequately trained, or are the educational contexts so diverse and different that the skills acquired through the current training programmes cannot be properly applied?

These questions and concerns raise serious challenges for management and governance debates. Are senior school leaders being appointed too early in their careers? Is too little support being provided to them, or is that support inappropriate? How are school leaders responding? Are they simply carrying on, finding alternative ways to access the knowledge they require, or are they leaving the system? To what extent are the developers of professional development programmes aware of these challenges and frustrations, and what are they doing to address these concerns? Are programmes being appropriately adapted to start addressing the concerns of senior school leaders? Very few studies address the development needs of *new* senior school leaders, with most of those available focusing on school improvement planning and new approaches to leadership learning. There are not many practical suggestions regarding areas for development that could assist new school leaders. Furthermore, there is very limited literature on the roles and responsibilities new senior school leaders need to fulfil in the current environment, why these have emerged in the ways they have, and what needs to be done to address the issues that have arisen. There are no new toolkits to help newly appointed senior school leaders. There is no conceptual engagement with why the current problems have emerged in the form they have.

The main focus of this study emerged from the above questions, with the goal of developing a set of tools and questions that can assist newly appointed senior school leaders to engage with the current challenges in ways that are meaningful to their main daily priorities, but also offer some input for management and governance debates. In this regard, Piggot-Irvine et al. (2013) provide a number of interesting insights from their comparative research across a

variety of countries. They argue that much can be learnt from such comparisons and that the comparative data offer a number of alternative perspectives on how to address the challenges. Based on this, this study focuses on the perceived roles, responsibilities, needs and competencies of senior school leaders in two different contexts, namely the ADEC in Abu Dhabi, UAE and the Cape Teaching and Leadership Institute (CTLI) in the Western Cape, South Africa. The study seeks to ascertain whether current established development programmes were effective and whether they contribute to school improvement planning, focusing on the perceptions of school leaders that attended the training provided within the two programmes.

The main contribution of the thesis lies in the nuanced perspectives and insights that these new senior school leaders bring to the debates. Much can be learnt from their insights to provide better programme planning. It asks fundamentally why current programmes do not seem to be based on the needs and challenges of school leaders themselves, and offers some hypotheses about the possible reasons.

1.3 The Research Aims and Purpose

The aim of this study is to examine the perceived knowledge, understanding, competency and the needs of newly appointed school senior school leaders at the ADEC and to compare these findings with WCED CTLI, which is an established system. The two systems are similar in terms of dynamics: both are changing and developing towards a 2030 plan.

The purpose of this study is to contribute to the scant body of literature on the perceptions of the roles, responsibilities and the development needs of newly appointed senior school leadership. It therefore warrants further investigation and comparison of the leadership development dynamics of the WCED's CTLI programmes and the ADEC's Tamkeen programmes, the two cases under study. The time is suitable to undertake a comparative study of perceptions of newly appointed senior school leaders regarding practices, to find commonalities, differences and to suggest a framework to support their development needs.

It is crucial that there is a relevant programme to ensure the transition of the newly appointed senior school leader into the new role (Tekeste, 1996). In both countries, programme materials are designed to focus on the *established* senior school leader, although the newly appointed senior school leaders recognise that they have very different developmental needs. The effect of this system is that newly appointed senior school leaders' development needs are not met. On-going support for the new senior school leader will help the longevity of appointments, and influence their perceptions of their new role.

In this study, senior school leaders are defined as the Vice-Principal and Principal. The introduction of newly elected senior school leaders in any system creates the need for on-going support and relevant contextualised professional development programmes (Tekeste, 1996; Normore, 2004a). The reality in the WCED and ADEC is that new senior school leaders perceive themselves to be unsupported and not competent in their new roles. Therefore there is a need for a focused and comprehensive newly appointed senior school leader development programme that is aligned with the overall development policies of both systems (DoE, 2013; ADEC, 2010).

1.4 Rationale of this Study

In gaining a better understanding of what school leaders say about programmes, the rationale is that subsequent programmes will draw upon newly appointed senior school leaders' input more comprehensively in the future. It will use their insights and input to develop a more effective intervention that is meaningful to both school leaders and the education system itself. It is argued that the identification of certain facets that are currently not emphasised will help to improve programmes and lead to the more effective training of school leaders.

This study has practical and theoretical implications. Practically, an in-depth perspective of the roles and responsibilities, needs and programmes on offer, in their own context allows reflection into the rationale used to support or hinder the effectiveness of professional development programmes. The study of senior school leaders' perspectives also provides information about the coordination of ADEC and WCED resources and the strategies used for operational implementation. Theoretically, investigating the leadership's perspective on their roles and responsibilities, development needs and programmes on offer, allows insight into the handling of responsibilities and the recommendations as to the coordination of programme resources and further suggestions to develop appropriate programme content.

The type of initiatives that can instil the right behaviours and attitudes in the workplace are plenty. They include the measurement of leadership competencies, provision of coaching and development programmes, ensuring the right people are in the right roles, succession planning and working to build engagement and improved communication. All these actions help to develop an appetite for change, growth and ultimately development of Abu Dhabi in line with its vision (Jandali, 2013:3).

The Abu Dhabi and Western Cape contexts show similarities in the areas of the evolution of curricula, the rate of change and the articulated need for progressive, yet stable leadership teams. Lamarre & Umpleby (1991) agree with Greenfield (1984) and Sagaria (1986), who claim "too little research has been conducted on the study of careers and leadership development in education" (p. 2). The Tamkeen development programme for new senior school leaders is mainly targeted at aspiring leaders and established senior school leaders.

Very little attention is focused on educators who have been in the system for years, and who may be promoted to senior school leader level without any new role training. They are forced to rely solely on their previously acquired in-role experience, and therefore feel unsupported in their new roles. It transpires that the current programmes for leadership development are used for both teachers (classroom educators) and senior school leaders' development, with no differentiated content and approach for the newly appointed senior school leader.

The dynamic field of education relies largely on personal experiences to inform strategic decisions, and it is suggested that "in no other field is the research base so inadequate and little used" (Whitehurst, 2002). Indeed, former South African Minister of, Naledi Pandor, confirms this, saying:

I wish I had made more decisions in my role as Minister of Education based on research, I believe this would have improved the level of decision making and would have resulted in an improved teaching and learning for all students (Pandor, 2015).

The state of research on professional development for school leaders in the Western Cape and Abu Dhabi mirrors the state of research in the field of education in general. In the United States of America (USA), in a National Research Council report, the committee wrote: "the National Research Council has concluded that the world of education, unlike defence, health care, or industrial production, does not rest on a strong research base" (National Board for Educational Sciences, 2008). Goldring, Preston & Huff (2012) suggest that the field is in need of more rigorous research:

Existing literature has focused on limited sample sizes (e.g. from single cohorts of students to a district of Senior School Leaders), and this limits the generalizability of their conclusions. If we are to identify successful strategies in developing school leaders, we must also evaluate their impacts on larger, more complex groups of leaders. As noted above, the issue is not just numbers. We must set out a more comprehensive agenda of what we are trying to learn, and test theories of change and specific conjectures about the assumptions underlying high quality professional development (Goldring, Preston & Huff, 2012:237).

Furthermore, they emphasise the need to evaluate the efficacy of professional development programmes in different contexts. There appears to be a lack of research on professional development programmes for senior school leaders in both the UAE and South Africa, but a review of the current literature reveals many attempts to establish the quality of senior school leader leadership programme development in the USA over the last decade (Camburn et al., 2007). They searched the total experimental evidence to show the extent of international research on the topic and concluded that the research on the subject is lacking. Their findings confirm the findings of various studies – one of the first was conducted by Thomas (1970), and one much later and more relevant, carried out by Camburn et al. (2007),

presented the shortcomings of in-depth and direct leadership development programmes for senior school leaders.

The research output in both the WCED and the ADEC has been noted to be in line with the shortcomings as mentioned above, which further supports the need for this research to promote future leadership programme development and practice. The leadership development perceptions of newly appointed senior school leaders of these two education departments are presented in Chapters 5 and 6, and then compared and discussed in Chapter 7 of this study.

1.5 Research Questions

The study's main question is:

Are newly appointed senior school leaders adequately prepared to take up their key roles and responsibilities within schools in South Africa and the UAE, and do they have the competencies necessary for such positions?

In engaging with this, the study poses the following sub-questions:

1. How do newly appointed senior school leaders perceive their roles and responsibilities?
2. What do the newly appointed senior school leaders perceive as their main development needs?
3. What do newly appointed senior school leaders say about the leadership development programmes offered in the UAE through the ADEC's Tamkeen programme, and by the WCED's CTLI?

1.6 Research Methodology

The research uses an exploratory multiple case study design, looking at the ADEC Tamkeen development programme in Abu Dhabi and the WCED CTLI leadership development programme in the Western Cape. The purpose in adopting this design is to show what can be learnt by 'digging deeper' into the ways in which development programmes operate, and the implications that this presents for training.

As per case study research, the use of multiple sources of evidence, such as structured questionnaire surveys and semi-structured interviews, provides the kinds of clear quantitative and fertile qualitative dimensions that allow for richer explanation and analysis.

In the study, respondents were asked to complete a comprehensive questionnaire, followed by interviews with selected respondents in each country. The main purpose of the latter was to get clarification on things that might have been misunderstood or were unclear after completion of the survey questionnaires. Interviews were also conducted with two senior officials at both the ADEC in Abu Dhabi and two from the WCED in the Western Cape, to clarify the logic of the programmes and what the key policy intentions were. Descriptive statistical analytical methods were used to analyse the data from the surveys.

The combination of the above-mentioned methods contributed to a deeper understanding of the programmes and the variety of collected data allowed for richer analysis of senior school leaders' perceived roles and development needs.

1.7 Key Literature

Renihan (2012) and Grummel et al. (2009) provide important insights into why senior school leaders are important in current education systems, and the value of better and more effective leadership for student success. This work is supported by Blumberg and Greenfield (1980), who argue that the roles demand key competences and understandings that are often misunderstood by policy makers. Similarly, Leithwood and Riehl (2003) and Clifford (2010) highlight the deeply demanding and complex challenges that senior school leaders face. Hess & Kelly (2007) provide an example of the rich literature on the kinds of skills that senior school leaders require to be successful in their new roles.

The work of Bennis and Nanus (1985), Kotter (1990), Yukl (2010), Normore (2004) and Goldring et al. (2012) provide insights into the various definitions of leadership. These discussions of leadership definitions are complemented by explanations of the difference between the leader and manager, by authors Drucker (2007) and Yukl (2010).

After a review of various definitions of leadership and a discussion of the difference between leaders and managers, a historical overview of some of the main studies discussing the development of educational leadership are highlighted. The overview starts in 1959 with a review of the work of Griffiths (1959), and ends with the empirical work of Leithwood and Sun (2012) and Hallinger and Bryant (2013). This study recognises that valuable empirical research has been conducted since then, however the researcher recognises the work of the authors in this discussion as critical to education leadership development and it holds relevance to this study. A discussion of the differences between leadership traits and characteristics is followed by an overview of various leadership styles that hold relevance to this study, and which support the frame developed in the study. These styles include the following: Transformational, Transactional, Turnaround, Instructional and Charismatic

Leadership. A discussion on the outline of the conceptual frame takes the reader through the researcher's initial thoughts in developing the leadership development frame.

The works of Hargreaves (2006) and Huber (2008) lead a discussion on leadership development practices and approaches. Their work is supportive of the frame that is discussed in the second phase of the leadership development frame. The complete conceptual frame for this study is then reviewed by a discussion of the three levels of development: strategic leadership, organisation management, personal and professional development, as suggested in this study.

The chapter concludes with discussions on leadership development programmes and the approaches involved in the delivery of its content. The characteristics of School leadership programmes focus on the pedagogy and forms of learning, which includes a discussion on the importance of induction programmes as part of leadership learning. The work of Patterson & West-Burnham (2005), Fullan (2001, 2006, 2012), Mestry (2007, 2013), Reeves (2009), Daresh (1997), King (2002), Normore (2004, 2012), Moore (2008), Heystek et al. (2011) and Heystek (2014) form some the core of the literature reviewed on leadership development and approaches.

1.8 A Brief Description of the Two Programmes Under Study

The ADEC has a very centralised system, while the WCED a mature, non-centralised system. The ADEC Tamkeen development programme is managed centrally. The aim of the programme is to provide generalised training content to all participants. The same approach and content is used to train both leadership and teaching staff. The programme is formal lecture-based and has a follow-up school based aspect, but in this phase, the approach is also not differentiated. The content of the ADEC programmes uses other countries' programmes as a model. The programme is compulsory for all staff to attend.

The CTLI, the professional development department at the WCED, are mandated to provide professional development for teachers and school leadership. Their programmes are locally developed and are offered free of charge to school staff. The attendees determine their own development need and attend only the courses they believe will address their development need.

A comparison of the two programmes will produce valuable data to establish which programme is perceived to be more effective in addressing the needs of the attendees, the new senior school leaders. The context of the programmes is discussed in greater detail in Chapter 2.

1.9 Why a Comparative Study?

Comparisons of education systems have received much attention since the 1930s when Kandel (1933:83-206) addressed the question of how much could be learned from the study of foreign systems. The work of Cramer & Browne (1956) and Moehlman (1963) examines and compares national education systems. This focus was maintained during the 1980s with *Comparative Education Systems* by Ignas et al. (1983) and a set of three volumes co-edited by Cameron et al. (1983) entitled *International Handbook of Education Systems*. Books published at the beginning of the present century include Steyn & Wolhuter (2000), *Education Studies for Emerging Countries*, and the work of Marlow-Ferguson's (2002) *World Education Encyclopaedia: A Survey of Educational systems Worldwide*.

In many cases, the rationales for comparing systems are similar to those for undertaking comparisons of other units, particularly locational ones. Manzon (2011) notes interpretive and causal analytical reasons, and highlights the work of some of the classic scholars. Bereday (1964) wrote:

Men (sic) study foreign educational systems simply because they want to know, because men must forever stir in quest of enlightenment.

National governments have assumed increasingly significant roles in education systems and consequently contributed to differences between national education systems. This study highlights the similarities and differences in the ADEC and WCED systems with regard to the research questions that guide this investigation. Raffe et al. (1999:17-18) argue that there are eight kinds of differences and similarities that one can make in a comparative study. This study highlights five of these differences or similarities identified by Raffe et al. (1999). They are listed here:

1. This study highlights the similarities and differences in the perceptions of new senior school leaders across the roles, competencies and development needs.
2. The very different contexts show how the development programmes are presented across the two cases.
3. It makes for a good comparative study because it highlights the differences within the two systems.
4. It indicates the difference in impact of the development programmes between the two cases.
5. It points out the difference in the development needs of the role players in the very different contexts of this study and how the two systems address the development needs.

It is argued that because these five areas of comparison align with the work of Raffe et al. (1999), the nature of the comparisons drawn in this study makes it a good comparative study.

The justifications for this comparative study are discussed in greater detail in Chapters 4 and 8, however it should be borne in mind when reading this thesis, that this is an international comparative study seeking clarity on the differences and similarities between the perceptions of the new Vice-Principals and Principals on their roles, competencies and development needs.

1.10 Structure of the Thesis

This thesis is organised into eight chapters. The first chapter introduces the research project, the research aim and purpose, and provides a brief discussion of the research methodology (discussed in detail in Chapter 4). The main literature reviewed for this study is then presented, followed by the rationale and the thesis structure. This chapter provides a synopsis for and introduction to the discussions that will follow in detail in the next seven chapters.

The second chapter discusses the context of the research. It highlights the governance of both countries while highlighting their socio-economic status, and introduces the education systems of ADEC, UAE and the WCED, South Africa with a particular focus on leadership development practices. First, a brief introduction to the history, geography, and economy of each system is presented. This is followed by a discussion of the education policies and, more specifically, a description of the leadership development programmes offered in both countries. Chapter 2 also highlights the socio-political and economic background of the two countries, narrowing the locations to the Emirate of Abu Dhabi (UAE) and the Province of the Western Cape (South Africa). This is followed by a discussion on educational development in the two contexts. Issues in both systems are highlighted, while attention is focused on the role perceptions, development needs, and programmes on offer for newly appointed senior school leaders in the schools at ADEC and the WCED.

The third chapter reviews the relevant literature on the topic. In doing so, it presents the theoretical frame to support this study and development in schools. This is followed by a review of leadership and development practices drawing mostly from research in developed countries and some current literature from the contexts of both countries.

The fourth chapter discusses the methodological approach to this study. It begins with debates on the research approach adopted for this study and the reasons for the researchers' understanding of the ontology and epistemology that helped to shape this study

as a case study. The research design and methodology used to conduct this research is set out, and an explanation provided of the choice of a 'mixed methods' approach by incorporating the different methodological provisions of both qualitative and quantitative research.

The philosophical stance adopted in this study is justified in Chapter 4. Section 4.2 outlines the details of the critical realism philosophy followed. In Section 4.3, the research aim and questions are stated and explained. Section 4.4 outlines the research design, which includes the main and sub-questions. Thereafter, various research techniques employed in this study are discussed in Section 4.5. In Section 4.6, details of the sample selection process at both ADEC and the WCED, are explained.

Conducting a pilot study is crucial in improving the overall results of this study. The procedure for conducting the pilot is discussed in Section 4.7. Section 4.8 reviews the data collection methods used, including discussion of collaboration and survey distribution. The survey and interviews generate a large volume of data, and the analysis of this information is examined in Section 4.10, followed by an exploration of positionality and reflexivity of this study in Section 4.11. Following this, a discussion on the testing for validity and reliability is presented in Section 4.12. Relevant ethical considerations are deliberated in Sections 4.12 and 4.13. Finally, in section 4.14 a conclusion is drawn from this chapter. This chapter also discusses the limitations of this research.

Chapters 5 and 6 discuss the empirical findings of the ADEC and WCED cases respectively. The aim of these chapters is to interpret the qualitative and quantitative data and seek answers to the research questions in the ADEC and WCED cases. The main research question is addressed through the sub-questions throughout this chapter. In chapter 5 and 6 the senior school leaders' perspectives on their roles, responsibilities, competencies, their Professional Development needs and the perceptions of the current professional development programmes are discussed.

Chapter 7 discusses and analyses the comparative findings of the embedded cases, while drawing on the research questions, relevant literature and the frame for this study to support the findings.

Chapter 8 concludes this study with a review of the research questions and the main findings of each question in section 8.2. This is followed with a review of the theoretical frame in section 8.3. The implications of this study are discussed in section 8.4. A section providing recommendations for Senior School authorities in supporting new senior school leaders follows this in section 8.5. This is followed by a discussion on recommendations for further research in section 8.6 followed by a discussion on how the findings contribute to

knowledge in section 8.7. The chapter concludes with the researcher's reflection on his research journey.

Chapter 2 The Context of the Study

This chapter introduces the education systems of ADEC, UAE and the WCED, South Africa with a particular focus on leadership development practices. First, a brief introduction to the history, geography, and economy of each system is presented. This is followed by a discussion of the education policies and, more specifically, a review of the leadership development programmes offered in both countries. It must be noted that a direct comparison of the education systems is not possible: The ADEC system is very young – only eight years old – while the WCED system has evolved over decades, and therefore, a well-defined policy governs the system. In section 2.1, the current governing structures are described. The context description below is in line with the development level of the various systems.

2.1 The UAE Context



Figure 2.1 Map of UAE showing the seven Emirates

2.2 The Socio-political and Economic Context of the UAE

The United Arab Emirates is an oil-rich state located to the north and east of Saudi Arabia, and west of Oman. The country is comprised of seven Emirates, viz. Abu Dhabi, Dubai, Sharjah, Ajman, Umm al Qaiwan, Ras al Khaimah, and Fujarah (see figure 2.1). Before 1971, the emirates were known as the seven Trucial Sheikdom States, which had strong connections with the UK, although they were never formally colonised in the sense of an outside country exerting control over their internal processes or government (Al Ali, 2008:366). Before the discovery of oil in the 1950s, the economy of UAE consisted mainly of

fishing, limited agriculture, and up to the early 1950s, the pearl industry. Formal schooling in the UAE began in 1953/1954 with one school in Sharjah, and remained fragmented until the unification of the Emirates in 1971 (Ihmeideh et al., 2008:239). In the early days of public education in the UAE, literacy rates were low: for men, the rate was below 50 per cent, and less than 30 per cent for women (Davidson, 2008:642). Today, however, the literacy rates for the UAE population overall is approximately 90 per cent for both male and females (World Bank DataBank, 2012).

In December 1971, the seven emirates joined to become the United Arab Emirates (UAE), which is ruled by a supreme council, consisting of individual rulers from the ruling families of each of the seven emirates (Al Ali, 2008:366). The President and Vice-President are elected by the Supreme Council every five years, as are the 45 members of the federal national council, which reviews proposed laws (Al Ali, 2008:366). The late Sheikh Zayed bin Sultan Al Nahyan became the ruler of Abu Dhabi in 1966 and was instrumental in the Federation of the Emirates. Sheikh Zayed is referred to as the father of the country, and is known for his constant drive towards modernisation, while at the same time maintaining respect for the country's heritage (Abu Dhabi Government, 2012). Abu Dhabi controls much of the country's wealth. In 2006, for example, the GDP of Abu Dhabi was five times greater than that of the poorest emirate, Fujairah, and almost double that of Dubai, the second wealthiest emirate (International Monetary Fund [IMF], 2007). Abu Dhabi functions under the direct leadership of His Highness Sheikh Khalifa bin Zayed Al Nahyan, who is the Emir of Abu Dhabi emirate. He is assisted by the executive council, which supervises and provides oversight for various governmental departments, including the Abu Dhabi Education Council (Abu Dhabi Government, 2012)

2.2.1 The Abu Dhabi Context

Abu Dhabi, the largest emirate, has its own capital, Abu Dhabi, which is also the capital of the UAE and the national seat of Government. Since 1971, Abu Dhabi has evolved from having no sealed (tarred) roads and only a small number of permanent buildings, to being one of the most important modern economic centres, both regionally and globally.

This rapid growth is due to the vision of the late Sheikh Zayed bin Sultan Al Nahyan, who invested the emirate's oil and gas profits for the benefit and development of the country and its people. The ADEC was established in 2005 as a direct result of the growth and the drive to establish an internationally competitive education system. The new curriculum development is the first step in the reform process at ADEC, which started early in 2007.

Gaad et al. (2006) examine the organisation of the UAE education system and Abu Dhabi system, including components, goals, and effectiveness. They found "poor alignment among

what the system was developed for, how it was delivered and what was evaluated” (Gaad et al., 2006:291). In response to these findings, the ADEC developed the NSM and worked systematically to align the model, which deals with staff and leadership development practices, with internationally recognised best practice. As part of this initiative, much focus is given to teacher and leadership development. The programme, named ‘Tamkeen’, is an outsourced initiative whereby administrators from Western countries – mainly USA, Australia, South Africa, Canada, UK, and New Zealand – are employed by private companies to deliver training at all levels in the schools. The programme is being phased out, beginning with the 2016 school year, as a result of a pressing economy. A leadership mentor is assigned to each school to support school leaders in their daily operations. These may be in the form of a Western Academic Vice-Principal or a Western Head of Faculty, acting as the curriculum manager in the school. The main purpose of this intervention is to facilitate the modelling of best practice in administration and education while building leadership capacity within the schools.

This foreign driven initiative at ADEC is often perceived as an ‘imposed strategy’ and ‘highly political in nature’ (Mintzberg & Waters, 1985). Incumbent Director General of ADEC, His Excellency Dr Mugheer Khamis Al Khaili, defends the strategy as a necessary part of the process of globalisation:

This seemingly simple philosophy is the basis for an approach to education that makes educators accountable for ensuring that each and every individual is able to develop to his or her maximum potential through developing specific talents and concentrating on individual areas of improvement in the global context (Mugheer, 2010).

The aim of the approach is to improve leadership capacity and student-learning experiences and to raise the academic outcomes of Abu Dhabi students to internationally competitive levels. This ties in with the ultimate goals of the Abu Dhabi Economic Vision for 2030. Students are at the centre of an active teaching and learning environment, supported by schools, families, and the community.

Educational change requires a deep commitment by Principals, Vice-Principals, and teachers to engage in continuous self-reflection and growth through on-going and meaningful professional development (Abu Dhabi Education Council, 2010).

The Director General further states:

The New School Model [will] enhance student performance by developing the student as a communicator, a thinker and a problem solver, appreciative of the UAE heritage and culture, able to develop positive relationships a confident, healthy, creative and innovative person (EdArabia, 2012).

The New School Model, recently renamed the Abu Dhabi model, is based on five principles, (see table 2.1.2) with direct implications for school management pertaining to various factors, including the participation of all schools in an inspection/monitoring/accreditation process, and the development of annual School Improvement Plans and use of Key Performance Indicators (KPIs).

Guiding Principles	Indicators
Effective School Organisation	<ul style="list-style-type: none"> • All ADEC government schools have consistent school organisation structures, job descriptions, and hiring practices. • All government schools and private schools are governed by consistent policies that guide the design and implementation of programmes and initiatives. • The school day is designed around different learning activities.
Staffing Structure	<ul style="list-style-type: none"> • Highly qualified teachers will meet established standards. • Highly qualified Principals and Vice-Principals will serve as instructional leaders. • Continuous, meaningful professional development will be provided. • Consistent and focused teacher evaluation and assessment to support learning. • Focus on multi-subject instruction and integration.
Students as learners	<ul style="list-style-type: none"> • Differentiated instruction will meet the individual instructional needs of children. • Early identification of students with special learning needs. • Application of consistent behaviour and discipline policies in all schools. • Application of research-based promotion and retention policies and procedures.

Curriculum instruction and assessment	<ul style="list-style-type: none"> • Consistent implementation of Arabic/English instruction with educational outcomes focused on literacy and numeracy. • Integrated curriculum with best practice models of teaching. • Continuous assessment of children and use of assessment results to inform teaching.
Child-Centred Learning Environment and Resources	<ul style="list-style-type: none"> • World-class school facilities that are educationally effective, sustainable, and community-centred. • Learning centres in classrooms that engage children in exploration and learning. • Technology-rich learning environments and introduction of multi-sensory educational resources. • Proactive approach to ensuring health, safety, and well-being of all students.

Table 2.2.1 ADEC New School Model Principles and KPIs

The purpose of the development activities in the NSM is to ensure that teachers and school leaders understand and incorporate NSM principles and concepts into their daily work, and modifies their teaching and management as necessary to better serve students. The internally developed and managed Tamkeen leadership programme, introduced by ADEC, is deeply rooted in models and leadership development programme examples used in the United States of America (USA). Case studies of such development programmes in the USA show definite alignment with that of the UAE, suggesting that most leadership development programmes focus on improving teaching and learning. The area of management or operational development received much attention, while relatively few programmes focus on leadership traits or leadership development (Goldring et al., 2012). In Abu Dhabi, 12 topics are covered in the Tamkeen professional development programme offered for senior school leaders during the 2014/15 school year. All but one of the 12 topics covers teaching and learning, and none of the topics deals with leadership development.

2.3 The South African Context

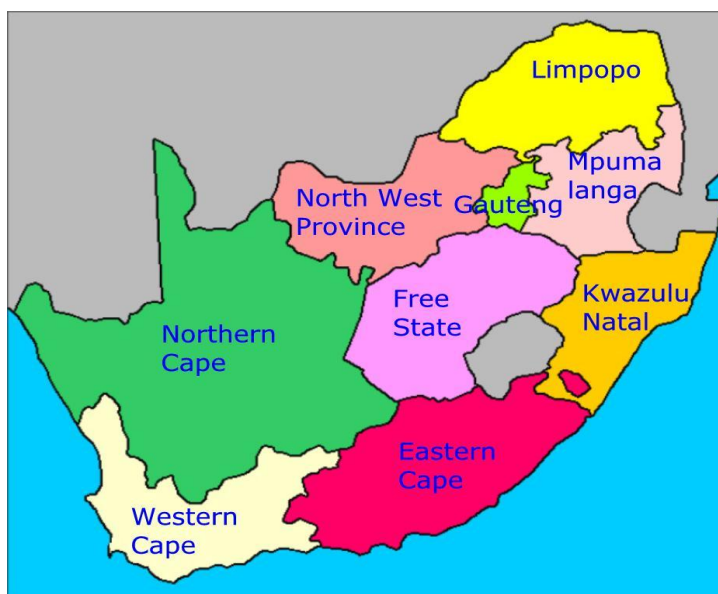


Figure 2.2 Map of South Africa, indicating the Provinces

2.2.1 Introduction

The city of Cape Town, referred to by many as the ‘Mother City’, houses National Parliament and is South Africa’s legislative capital. The province is traditionally known for its strong network of higher education institutions, including the Universities of Cape Town, Stellenbosch, and the Western Cape, and boasts the highest adult education level in the country.

The WCED is responsible for primary and secondary school education in the province and the CTLI is mandated as the institute in the Western Cape to facilitate all teacher and leadership development programmes for the department. The WCED provides various specialised education services and subsidise Grade R and adult education (WCED, 2015). Key priorities for the department include the following:

- Improve language and mathematics performance in primary schools;
- Increase the number and improve the quality of passes in the National Senior Certificate;
- Reduce the number of under-performing schools.

Schooling in the WCED is not independent of the rest of the country, but based on inspection of Grade 12 student exit results from the last decade, it is evident that some differences exist in the system. The Western Cape education department is one of the two best achieving

Education Departments in the country (Heystek, 2014). The reasons for the difference in Grade 12 results have yet to be established, and it is therefore both timely and important for future planning for the WCED to compare their training and development needs and perceptions of the development with that at national level and in the broader international context.

The two systems being investigated in this study show great similarities with regards to staff development needs, curricula, and pedagogy, and have very similar 2030 goals making them ideal cases for an international comparative study. Both systems have been exposed to extensive shifts in approach. The ADEC and WCED curricula are highly compatible, while the pedagogies are based on ideas borrowed and adapted from established successful systems.

2.3.1 Socio-political and economic context

In 1994, South Africa transitioned from apartheid to a non-racial democratic society after holding national elections that led to the installation of Nelson Mandela as the first president of the Government of National Unity. The African National Congress (ANC) holds the majority seat in the new multi-party government, a product of a negotiated settlement. Ambitious agendas are set for national, social and educational reform and cohesion. In other negotiated agreements (such as regional neighbours Namibia and Zimbabwe), the declaration of radical social policies are, in practice, tempered by the expectation of appeasing politics and, in South Africa's case, by a post-Cold War, global economic order that demanded liberalisation (rather than radicalisation) of the social and economic policies. It is within this context, in the Western Cape Province (see figure 2.2), that this study reviews and evaluates the educational reform programme of the post-apartheid government.

South Africa is ranked by the World Bank as an upper middle-income country. It was admitted to the BRIC group of countries of Brazil, Russia, India and China (now known as BRICS with the inclusion of South Africa) in 2011.

Education policy is developed through the administrative arm, the National Department of Education, which was split in two, separating the management of basic and higher education and training. Policies are implemented by the nine provincial departments of Basic Education in South Africa's 29 000 schools (DoE, 2011). The Ministry of Basic Education sets national policy for schools through the declaration of norms and standards. The 36 institutions of public higher education, recently reduced to 26 Universities are a "national competence" and fall directly under the Ministry of Higher Education and Training (DHET), even though these institutions enjoy autonomous status (DoE, 2011).

Each province has its legislature headed by the province's Premier, who has a cabinet consisting of Members of the Executive Committee (MECs). The MEC for Education is the political head, and a Head of Education leads the provincial bureaucracy for education. Each of the provinces has a set of education districts (and sometimes smaller units referred to as circuits) with departmental officials responsible for that district's schools. Each school is governed by a legally established School Governing Body (SGB) composed of parents, teachers and, in some cases, secondary schools learners (DOE, 1995; 2011).

2.3.2 Leadership Development Context

According to the Department of Basic Education (DBE) (1995; 2011), the reform in South Africa places development opportunities for teacher and school leadership at the centre of the education system. The South African Government established the National Institute for Curriculum and Professional Development (NICPD) in 1995 to focus on developing activities, such as individual intervention plans, to improve leadership practice, and user-friendly diagnostic tests to monitor leaders' progress and assess their professional competence. The NICPD is mandated with bringing together expertise from across the local and international education systems to develop professional development courses to support the 2011-2025 plans. Various Leadership development Programmes are offered by the local Universities. The ACE programme is a national DHET delivered development programme. This study focuses on the DBE-managed WCED programmes facilitated by the CTLI, and therefore will not discuss the content or practice of the DHET-managed programmes.

In terms of the goals set for educational transformation since the introduction of democracy in 1994, the following areas require attention:

- Equity: because of the gross levels of inequality in education funding, something reflected in the visible disparities between former-white and black schools;
- Efficiency: because of the high levels of wastage expressed in terms of high dropout and repetition rates;
- Quality: because of the documented poor quality of teaching and learning in schools;
- Effectiveness: because of the inadequate response in educational performance to the high levels of funding to education; and
- Democracy: because of the legacy of authoritarian practices in education generally, and the concomitant lack of parental participation in school governance (DOE; 2011).

2.3.3 Education Policies

Very few modern democracies produce more policies, laws, and regulations to administer education than post-apartheid South Africa. Since 1994, a succession of discussion documents, Green Papers, White Papers, new legislation, and amendments to existing laws and regulatory procedures have accumulated within the education bureaucracy. Most of these documents were produced under the first minister of education, Professor Sibusiso Bengu (1994-1999), with the trend slowing down considerably under the second minister, Professor Kader Asmal (1999-2004). What characterised the second ministerial period was the announcement by Minister Asmal of several policy reviews to study the impact of the plethora of earlier policies on the education system (Department of Education and Department of Labour 2002:131). It is this combined period (1994-2004) that constitutes the primary frame of reference for the evaluation of the education reforms in the post-apartheid period.

Key policies and legislation govern education in South Africa. The DBE developed a fundamental policy framework referenced in the Ministry's first White paper in the new Democratic South Africa, referred to as the "First Steps to develop a System", published in February 1995. This was followed by the National Education Policy Act (Nepa) (27 of 1996), which stipulates the design of the law governing the new policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. The foundation of the Council of Education Ministers (CEM) is set by the development of this Act. This is also fundamental to the establishment of the Heads of Education Departments Committee (Hedcom), as intergovernmental forums that collaborate in the development of a new education system (DoE, 2014).

The South African Schools Act (Sasa) (84 of 1996) is aimed at ensuring that all school students have access to quality education without any form of discrimination, and makes schooling compulsory for children aged 7 to 15. The Act (84 of 1996) set the establishment of two types of schools, viz. independent and public schools. The Act for democratic school governance makes provision for implementation in public schools countrywide through the locally established school governing bodies (SGBs).

The Employment of Educators Act (76 of 1998) controls the professional code of conduct of educators, as well as teachers' proficiency requirements. The Act and the South African Council for Educators (SACE) regulate all professional teaching and leadership staff (DoE, 2011).

The Education White Paper 6 on Inclusive Education (2001) explains the DBE's intention to realise all levels of inclusion in the new education system by 2020. This was later revised. The newly established system facilitates the inclusion of susceptible learners and reduces the barriers to learning through specific contextualised targeted support structures and mechanisms to support the retention of learners in the education system, particularly learners from specific communities who are prone to dropping out (DoE, 2011).

The Education Laws Amendment Act (50 of 2002) establishes the school-going age for Grade 1 students, which is set as the year in which the student turns seven. The school-going age of Grade 1 was changed to age five, if the student turned six on or before 30 June in their Grade 1 year (DOE, 2011).

The Umalusi Council sets and monitors standards for education in South Africa, in accordance with the National Quality Framework (NQF) Act (67 of 2008) and the General and FET Quality Assurance Act (58 of 2001) (GCIS, 2015). South African Qualifications Authority (Saqqa) Act (58 of 1995) provides for the establishment of the NQF and forms the foundation for a national learning system integrating education and training at all levels (GCIS, 2015).

The DHET is responsible for post-school education and training in universities, colleges, and adult education centres. The primary vision of the DHET is to establish a single, coherent, differentiated, and articulated higher education and training system.

2.3.4 Action Plan 2014: Towards the Realisation of Schooling 2025

This action plan lists 27 national goals that lie at the heart of the new education vision for South Africa. The future of basic education is supported by medium to long-term interventions directing the quality and improvement of teaching and learning, through strengthening student numeracy and literacy, while undertaking regular local and international benchmarking assessments to track development progress. This is done using Early Childhood Development (ECD) techniques, ensuring that school development is credible, planning is outcomes-focused, and that there is accountability within the system.

Annual National Assessment (ANA) is employed to monitor attainment levels and standards of subject learning outcomes. ANA tests have been standardised and internationally benchmarked to assist with improving student pass rates in grade 12, therefore the analysis of the assessment results will inform the department's on-going plans to improve the quality of teaching and learning (GCIS, 2014:119).

The tests measure learners' improvement in specific grades and subjects. Among the carefully monitored performance areas are students' Mathematics and Physical Science Grade 12 pass rates and the number of students gaining University entrance. Through ANA, all schools, both public government-subsidised and independent schools, conduct the same grade-specific language and Mathematics tests. The language tests cover learners' home language and their first additional language, and educators mark the ANA tests using the departmental guidelines. The tests are moderated by officials of the various provincial education departments to ensure that similar standards are upheld across all schools. In the 2013/14 year, R75 million was allocated to strengthen existing programmes and to expand assessments to include Grade 9. The programme is integrated, and aligned with the Curriculum and Assessment Policy Statement.

During the 2013 academic year, assessments were conducted in Grades 1 to 6 as well as Grade 9, in all public and state-funded independent schools. Over seven million learners sat for the tests, and the results are summarised below:

- In Grade 1, the national average performance in literacy was 60 per cent.
- In Grade 2, the national average performance in literacy was 57 per cent.
- In Grade 3, the national average performance in literacy stood at 51 per cent. In numeracy, learners performed at an average of 53 per cent.
- In Grade 4, the national average performance in language was 49 per cent for Home Language and 39 per cent for First Additional Language; the average for numeracy was 37 per cent.
- In Grade 5, the national average performance in language was 46 per cent for Home Language and 37 per cent for First Additional Language. In numeracy, the national average performance was 33 per cent.
- In Grade 6, the national average performance in language was 59 per cent in Home Language and 46 per cent in First Additional Language. For Mathematics, the average performance was 39 per cent.
- In Grade 9, the national average performance in language stood at 43 per cent for Home Language and 33 per cent for First Additional Language; in Mathematics, the national average was 14 per cent (GCIS, 2014).

The low scores direct attention to the ability of senior school leaders to effect change in their schools to address these challenges.

2.4 Conclusion

It is reasonable to conclude that both education systems under review are evolving and constantly changing to accommodate the needs of the local contexts. It is suggested here that the ADEC system is poised to deliver better results for their communities as they strive to set the benchmark for the other emirates to follow. In a similar way, the WCED system delivers better results in the national Grade 12 exams, as discussed above, helping the researcher draw the conclusion that both systems are unique within their particular contexts, and therefore warrant further investigation.

The development and implementation of a new system requires leadership that can manage and support new initiatives. It is important for leadership development programmes to be in line and supportive of the development needs of school leadership. The gap that exists in alignment with programme delivery approach and professional development needs are investigated throughout this study.

Chapter 3 A Review of the Literature and Theoretical Frame

3.1 Overview of the Chapter

This study explores the perceptions of senior school leaders (i.e. vice-principals and principals) about their roles and responsibilities, development needs, and experience of professional development programmes offered in Abu Dhabi, UAE and the Western Cape, South Africa. This chapter presents a general overview of the literature on leadership, leadership development and the roles and responsibilities of principals and vice-principals, both internationally and in the specific contexts of this study.

The review begins with a general overview of literature on leadership, and school leadership in particular. After that, a brief survey of work by some of the early leadership pioneers, such as Burns (1978) and Weber (1947), as well as more recent authors, Kotter (1990), Chapman (2005), is presented. A discussion of the history of educational leadership research follows, and finally, the various leadership types and characteristics described by education authors (as highlighted in the literature), are analysed.

In the second part of this literature review, the focus is on leadership development as described by authors Leithwood (1992), Normore (2004), Chauncey (2005), together with various studies by Leithwood (1995) and Bush & Glover (2004). This followed by discussions from Patterson & West-Burnham (2005), Gray & Bishop (2009), Bush (2011) and Ngcobo (2012) that describe the various “forms of leadership programme delivery and assessment”.

This literature review includes international literature while seeking relevant locally contextualised empirical research. Owing to the limited range of local studies available in the UAE, the researcher draws from the broader range of literature available in the Gulf Cooperation Council (GCC) States and the writings of authors such as Johnson (2008), Stephenson (2010), Al-Sharija (2012), Stephenson et al. (2012), Bond (2013) are examined. In the South African context, texts by authors such as Tekeste (1996), Mestry et al. (2007), Mestry (2013), Bush & Glover (2004), Lumby et al. (2008), Robinson et al. (2008), Gray & Bishop (2009), Bush (2011), Chikoko et al. (2011), Heystek et al. (2011), Ngcobo (2012), Renihan (2012), Piggot-Irvine et al. (2013), Heystek (2014), form part of this review. Sections 3.3 and 3.4 concentrate on critical theories of the nature of leadership while sections 3.5 and 3.6 of this review focus on leadership development practices and models.

3.2 The Importance of the School Leader

There has been much debate in the literature regarding the importance and diversity of the senior school leadership role, but effective senior school leadership is agreed to be crucial to the effectiveness of the school system and, in particular, student success (Renihan, 2012; Mestry, 2013). Research suggests that of all the factors that influence student learning, leadership is second only to the effects of classroom instruction and curriculum (Grummel et al., 2009; Victoria Department of Education, 2012).

Blumberg and Greenfield (1980:44) highlight the importance of the senior school leaders' role:

In many ways, the school Principal is the most important and influential individual in any school. He/she is responsible for all of the activities that occur in and around the school building. It is this leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. It is widely understood that the Principal's role is demanding, diversified, complex and dynamic. It holds high levels of responsibility (Leithwood & Riehl, 2003; Clifford, 2010). The leadership function embodies the purpose and atmosphere of a school (Tekeste, 1996).

In a new era of accountability, where school leaders are expected to demonstrate bottom-line results and use data to drive decisions, the skill and knowledge of Principals matter more than ever (Hess & Kelly, 2007:1).

Given the crucial role of principals in the school environment, leadership development is essential in ensuring that incumbents are able to perform their role optimally. In the context of this study, leadership development is defined as any activity that enhances the capacity of newly appointed senior school leaders to engage effectively in leading people and schools as organisations.

3.3 Definitions of Leadership

It is argued that leadership in organisations holds the key to organisational success. Its effectiveness centres on the way leaders manage and guide people and processes within a given group. Studies on the topic have spurred a proliferation of diverse definitions, interpretations, theories, approaches and numerous techniques and development tools (for examples see Bennis & Nanus, 1985; Kotter, 1990; Yukl, 2002; 2006; 2010; Normore, 2004; Goldring et al., 2012).

For the purpose of this thesis, the concept of leadership is best represented by Yukl's definitions of leadership as "[t]he process of influencing others to understand and agree what needs to be done and how it can be done effectively" (Yukl, 2002), and then "the process of

facilitating individual and collective efforts to accomplish the shared objectives” (Yukl, 2006), and finally “the process of influencing others to understand and agree what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (Yukl, 2010).

3.3.1 Managers vs. Leaders

In the past, many studies attempted to categorise and differentiate between managers and leaders. Bennis & Nanus (1985), Drucker (2007) and Yukl (2010) concur that managers are more concerned with particular tasks, while the leader in the organisation is more transformational and has a greater concern for people (Bennis & Nanus, 1985; Zaleznik, 1977).

Kotter (1990) identified differences between managers and leaders, indicated in Table 3.3.1 below.

Managers	Leaders
<ul style="list-style-type: none"> • Planning and budgeting • Organising and staffing • Controlling 	<ul style="list-style-type: none"> • Establishing direction • People alignment • Motivating and inspiring

Table 3.3.1 The difference between Management and Leadership Traits according to Kotter (1990)

A manager’s role is to maintain a degree of predictability while a leader is more concerned with vision and produces change, often to a dramatic extent (Kotter, 1990).

To summarise the discussion above, the leader in the organisation is traditionally concerned with both ‘task and people’, while the manager is more ‘task’ driven. In an earlier study of leadership, Zaleznik (1977) suggested that leaders are active, rather than reactive, they exert influence to alter moods, evoke images and expectations, while managers are more rational, more detached and more concerned with process and tactics than with substance.

Despite the differentiation between leaders and managers, the reviewed literature suggests that the two cannot always be entirely separated because the functions often run concurrently. The role of a successful senior school leader is to balance ‘managerial’ and ‘leadership’ responsibilities within the school and community. While this role requires the senior school leader to focus on setting the direction of the school and developing the people and the organisation (Leithwood, et al., 2003; Roza, 2003), the managerial role encapsulates

more predictable tasks such as planning, budgeting, organising, staffing and controlling (Kotter, 1990).

Concerning the development of programmes for school leaders, these are either aligned with bureaucratic attributes, personality characteristics or behavioural dimensions concentrating on what officials, in bureaucratic appointments, believe to be the developmental need. This is often very different to the needs identified by school-based staff, who have relevant experience to make more informed judgements on the matter. Scholars do agree that “leadership is about the ability to influence other people’s attitudes and the energising of participation in activities associated with organising success” (Brightouse & Woods, in Fullan 2001) and this belief might be the centralised focus of designing a framework for leadership learning. In the school context, there is need to build a bridge between the strategic function of the leadership and the operational implementation, focusing on teaching and learning. Following the analysis of the data in this study, the researcher proposes such a framework.

3.4 Theories of Leadership

This section considers the historical development of selected theories of leadership that hold direct relevance to the research questions of this study.

3.4.1 A Brief Account of the History and Development of Educational Leadership Research

This section is a short historical overview of the production of knowledge in the field of educational leadership. Reviews of research provide signposts on the path of intellectual development (Hallinger, 2013). Some of the most significant studies of educational leadership are highlighted, while stressing the development of the field and offering a ‘snapshot’ of the evolution of the topic.

The link between educational leadership development and management was first investigated and formally researched during the mid-to-late-20th century (Boyan, 1981; Griffiths, 1959; 1979). The 1960s saw the first wave of scholars (Briner & Campbell, 1964; Campbell and Faber, 1961; Erickson, 1967; Lipham, 1964) conducting empirical and theoretical research in the field referred to as ‘educational administration’, later renamed ‘educational leadership and management’. The focus of research during this period was heavily affected and inspired by a very theoretical movement in educational administration due to the significant focus on developing theories on education, negating empirical research on the topic (Campbell & Faber, 1961; Griffiths, 1959; 1979).

The research that followed consisted mostly of theoretical case studies and on-the-premises school surveys. Following that highly theoretical wave of educational research, scholars tried to redefine research in educational administration while being influenced by a theory that was embedded in the social sciences (see Boyan, 1968; 1981; Campbell & Faber, 1961; Griffiths, 1959; 1979). Educational scholars of the time influenced and encouraged researchers to apply new theoretical knowledge from other fields, such as psychology and sociology, while also encouraging the creation of more logical and diverse research designs, approaches and methods that veered away from the rigid in-school approach necessitated by the on-the-premises school surveys (Bridges, 1982; Campbell, 1979; Erickson, 1967; Griffiths, 1979; Haller, 1979; Lipham, 1964).

The theoretical movement began to expand in the 1960s and 1970s when new and established scholars envisioned the creation of the 'science of educational administration'. Reviews at the time steered towards more practice-driven, relevant and beneficial theoretical paradigms, focused on finding real solutions for problems within the education system, rather than focusing on theoretical applications (Campbell, 1979; Griffiths, 1979; Kiley, 1973; Moore, 1974). This change marked the first attempt to employ systematic approaches towards knowledge production in educational leadership research (Campbell, 1979; Erickson, 1967; 1979; Griffiths, 1979; Haller, 1979; Kiley, 1973; Lipham, 1964; March, 1978; Moore, 1974).

The early 1980s saw the decline of the influence of theoretically focused movement on educational leadership research. Educational scholars viewed the movement as a failure, reacting negatively towards its inability to show substantive progress. The criticism highlights several critical reviews conducted by some of the pioneers of the theoretical movement (Boyan, 1981; Bridges, 1982; Campbell, 1979; Erickson, 1979; Griffiths, 1979; Haller, 1979). This censure is highlighted by Bridges (1982), specifically when he suggests the following:

Research on the school administrator for the period 1967-1980 reminds one of the dicta: the more things change, the more they remain the same. The state-of-the-art is scarcely different from what seemed to be in place nearly 15 years ago... In short, there is no compelling evidence to suggest that a major theoretical issue or practical problem relating to school administrators has been resolved by those toiling in the intellectual vineyards since 1967 (Bridges, 1982: 24-25).

Although there was a general feeling that progress in terms of educational leadership research was slow, confidence was emerging from some scholars in the 1980s towards significant development in the field (Bossert et al., 1982; Erickson, 1979; Leithwood et al., 1982; Murphy et al., 1983). Erickson (1979) made the following observation as part of this growing group of optimistic scholars:

Three years ago I opined that the most promising relevant work, largely ignored by scholars identified with 'educational administration' was the work on 'school effects'. The literature during the last three years has further reinforced my dual conviction that 'school effects' studies, broadly defined, represent the current leading edge in the research domain I am assessing, and that few scholars affiliated with 'educational administration' are taking note of them, though nothing could be more profoundly pertinent than the school effects studies to the consequence of educational organization (Erickson, 1979:10).

Erickson's comment marked the beginning of a movement away from old research methods and the start of investigation into the relations and influences of educational leadership practice on teaching and learning (Bossert et al., 1982; Bridges, 1967; 1982; Erickson, 1979; Leithwood et al., 1982; Murphy et al., 1983). Other scholars focused their attention on the context of the leadership practice (Bossert et al., 1982; Bridges, 1982; Cunningham et al., 1977; Getzels et al., 1968). It was finally recognised that change can only be achieved through systematic enquiry, while applying a more programmatic approach to research.

From the early 1990s, a new style of research developed, giving credence to the earlier comment made by Erickson (1979), which predicted that the old scholarly methods would be reviewed by innovative scholars whose main focus would be to identify links between student learning and educational leadership practice (Hallinger & Heck, 1996; 1998; Hallinger & Leithwood, 1994; Leithwood et al., 1990). During the 21st century, this new approach to research advanced and started promoting signs of significant depth in the findings that reiterated relevance to practice in context. There was a deepening sense of urgency in the investigation pace during this period that led to the rise of four distinct developments in educational research.

Firstly, a broad spectrum of international scholars was engaging in empirical research on educational leadership (Hallinger & Bryant, 2013a; 2013b). Researchers in the field of educational leadership in Europe (Day et al., 2010; Southworth, 2002; Witziers et al., 2003) and the Middle East and Asia (Gronn, 2002; MacBeath & Cheng, 2008; Mulford & Silins, 2003; Robinson et al., 2008; Walker & Dimmock, 2000) were broadening the scope of educational research from the traditional North American base.

Secondly, the growing interest in the field of the educational administration led to the change of focus and eventually the name change from 'Administration' to 'Leadership', the latter becoming the more accepted term to use for both research and communication.

Thirdly, during the first ten years of the 21st century, investigators began to employ more formidable conceptual and methodological approaches to conducting research in the field of educational leadership (Hallinger, 2011a; Heck & Hallinger, 2005; Murphy et al., 2007). The consequence of this new trend was that scholars started employing sophisticated meta-

analytic tools for analysing their research results (Leithwood & Sun, 2012; Robinson et al., 2008; Witziers et al., 2003).

This broad overview of the historical development of educational leadership research provides the context for the present study: the research conducted and recorded in this study will inform and broaden the knowledge base in terms of educational leadership development for newly appointed senior school leaders.

3.4.2 Leadership Traits vs. Leadership Characteristics

Over the years, many attempts have been made to capture the essence of leadership. The evolution in research approaches noted above included a shift from assigning significance to the outer physical appearance (Lord et al., 1986) to characteristics, which are concerned with morality and personality (Kirkpatrick & Locke, 1991). Early theories in the modern paradigm focused on personality ‘traits’, and later on a combination of ‘traits and character’, thus viewing the individual as an integrated whole. The term ‘trait’ refers to a variety of individual attributes, including aspects of personality, temperament, needs, motives, and values (Yukl, 2010). Lord et al. (1986) and Kirkpatrick & Locke (1991) formulated an identifiable set of personality and cognitive ‘traits’ that are said to characterise successful leaders (see table 3.4.2) (Senior & Flemming, 2006).

Lord, De Vader and Alliger (1986)	Kirkpatrick & Locke (1991)
<ol style="list-style-type: none"> 1. Intelligence 2. Extrovert personality 3. Dominance 4. Masculinity 5. Conservatism 6. Being better adjusted than non-leaders 	<ol style="list-style-type: none"> 1. Drive (achievement, ambition, energy, tenacity, initiative) 2. Leadership motivation (personalised or socialised) 3. Honesty and integrity 4. Self-confidence (including emotional stability)

Table 3.4.2 Leadership Traits Comparison between Lord, De Vader and Alliger (1986) and Kirkpatrick and Locke (1991).

Whereas the traits defined in Table 3.4.2 above are most likely to be used as markers for a typical managerial role, a combination of both leadership traits and characteristics is more likely to qualify the individual as a leader. Kirkpatrick & Locke (1991) further identify characteristics that make successful people stand out, such as risk taking, assertiveness, achievement, motivation, and competitiveness. Brooks (2006:154) includes traits, such as social background, and physical features, such as height.

Mullins (2010) suggests that leadership traits refer to the inherited characteristics or personality traits a leader may have. He continues to argue that this style focuses on the person and not the job itself. Researchers such as Goldring et al. (2012) and Yukl (2010; 2012) suggest that perfect leadership is a combination of various leadership types, which may include most or all of the traits mentioned above. Before 2010, many studies focus their attention on the common traits of leadership. These include age, physical appearance, speech capacity, achievement, and status, however, few studies concentrated on the link between these 'leadership traits' and 'leadership effectiveness' (Mullins, 2010). He suggests that it is possible to find 'characteristics' of effective leaders such as self-confidence, initiative, intelligence, and the ability to believe in one's actions. Mullins comments on these earlier studies, arguing that the leadership traits interact with various cultural forces and influences to regulate leadership success and effectiveness while political affiliations in government institutions often determine the leadership development and the approach to implementation.

While these lists of traits and characteristics provide some insight into the general qualities leaders possess, Northouse (2007) suggests that the 'trait' approach has several weaknesses, including the following:

- It has resulted in an endless and indefinite list of leadership traits.
- It has failed to consider the context.
- It does not actually describe how leadership traits affect the outcomes of groups and teams in organisations.
- Traits mainly comprise fixed psychological structures, and this limits the value of teaching and leadership training.
- There is considerable subjective interpretation of the meaning of the data, which is not always based on reliable research.

Kotter (1990) argues that the focus ultimately should not be on the differentiation of the trait sets, but on the behavioural change that leaders bring to their followers through relationships and the transformations that these engender.

3.4.3 The Managerial Grid Model

Following on from the critical views regarding leadership traits and characteristics presented above, theorists began to study leadership as a set of behavioural patterns, evaluating the behaviour of successful leaders, determining a behavioural taxonomy and identifying broad styles and models for leadership action. One such model, the Managerial Grid Model, was developed by Blake & Mouton (1964) (see figure 3.4.3) and suggests five different leadership

styles, based on the leaders' concern for people and their desire for goal achievement. This model is believed to be one of the first attempts to explain both management and leadership.

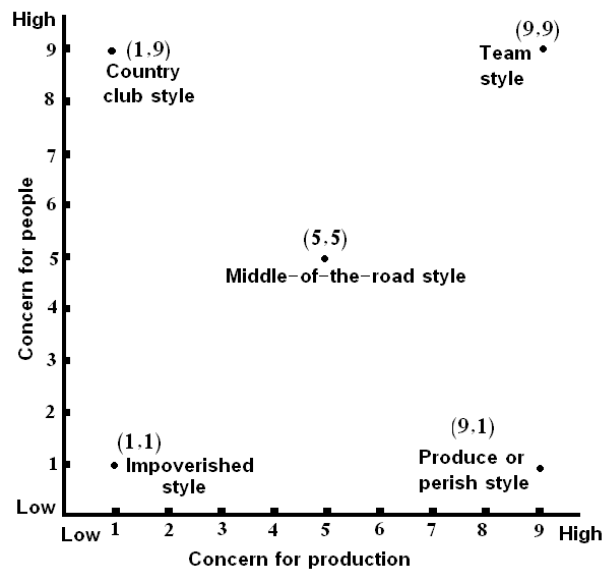


Figure 3.4.3 The Managerial Grid Model, Blake & Mouton (1964)

The managerial grid approach suggested by Blake & Mouton (1964) was criticised as follows:

- It portrays no relationship to performance outcomes.
- It represents a universal 'one-style fits all' approach that can be identified and implemented for all situations.
- The high-high style (high task and high relationship) is viewed as the most effective style of leadership. Not all scholars agree with this view, and various arguments suggest that certain situations may require different leadership styles (Northouse, 2007).

Later, scholars realised that the 'people' function and the 'strategic' function are related, and started suggesting a more leadership-orientated function, while the goal-orientated focus of the Blake model associates with managerial functions (as discussed in section 3.3.1). It should arguably be the goal of any model to identify close relationships between the managerial and leadership functions. Leaders should possess the characteristics of a manager and also practice leadership functions. Consequently, one may conclude that a leader's role includes managerial functions; whereas a manager need not show leadership capabilities – he/she is primarily concerned with the goal-orientated focus proposed by Blake (1964). The Blake model, therefore, is lacking in depth since it suggests that these two functions are not comprehensively interrelated within the leadership role.

3.4.4 Transformational, Transactional, Turnaround, Instructional and Charismatic Leadership

Leadership style is the way in which the functions of leadership are carried out, and the way in which the manager typically behaves towards members of the group (Mullins, 2010:380). In this section, attention is directed to different leadership *styles*, whereas the previous section focused its attention on the *approaches* to leadership. Burns (1978) was one of the first proponents of the concept of transformational leadership. This leadership model underpins many leadership models that have been developed since the 1980s. Bertocci (2009) and Yukl (2010) went on to define the term ‘transformational leader’ while developing their models for leadership. The new model suggested as part of this study draws from the concepts of the Transformational and Charismatic Leadership model described in this section. This new model has a strategic development focus, suggesting that the leader should be transformed and, as a consequence, transforms the staff he/she works with by focusing on leading people.

An analysis of the nature and importance of school leadership reveals that the school leader plays a pivotal role in the success of a school and that the role is demanding, diversified and complex, and holds a great level of responsibility and life-changing power (Clifford, 2010; Leithwood & Riehl, 2003). The role of a successful school leader balances managerial and leadership responsibilities in the school and community (Bennis & Nanus, 1985; Drucker, 2007; Yukl, 2010) and requires a strong leadership competency characterised by highly developed personal and planning skills, in addition to political dexterity (Brooks, 2006; PriceWaterhouseCoopers, 2007; Yukl, 2010). Transformational leadership relies on values such as honesty, fairness, responsibility, and reciprocity and implies a transformation in followers from one state to another (Burns, 1978).

3.4.4.1 Transformational vs. Transactional Leadership

Burns (1978) contrasted ‘transformational leadership’ with ‘transactional leadership’. He defines transactional leadership in terms of an exchange of certain forms of behaviour on the part of followers, for the rewards supplied by the leader, which may include advancement or commendation. These actions are closely associated with management functions, while the manager is concerned with the transaction, which suggests an operational, transactional activity of the senior school leader role. The transformational leader – the strategic leader in the school – is underpinned by the notion that the leader transforms his followers through his example of leading people. The differences between the manager and leader are discussed in section 3.2.1. Burns (1978) contended that transformational leadership inspires others to a

“continuing pursuit of a higher purpose”, raising both leaders and followers “to higher levels of motivation and morality”. Yukl (2010) confirms this view thirty years later when he states:

Transformational Leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues and to mobilize their energy and resources to reform institutions (Yukl, 2010:23).

Transformational leadership relies on values such as honesty, fairness, responsibility, and reciprocity and implies a transformation from one state to another. Transformational leadership suggests that a person in an influential situation uses his/her situation to develop positive character traits in his staff through a participative influence, using change agents.

The Victoria framework was designed and inspired by the transformational leadership development model designed by Sergiovanni (1991) and is based on his model of transformational leadership (Sergiovanni, 2001). The Victoria model (2001) provides an inspirational framework for this study, and is a model used by the victoria Department of Education in Australia. It is based on five equally weighted leadership functions (see Figure 3.4.4.1). There is no differentiation made between the transformational (leadership) and the transactional (managerial) functions in this model, suggesting that both sets of functions are equally weighted for leadership implementation (Sergiovanni, 2001).



Figure 3.4.4.1 Developmental Learning Framework of Transformational Leadership. Victoria Department of Education (2001)

The framework suggested for this study differs from the model above, suggesting instead that the leader is concerned with higher order activities (the strategic functions), together with some operational activities (the organisational leadership functions), whereas the Sergiovanni (2001) model is grounded in organisational leadership activities (managerial activities) and approaches to leadership (symbolic and cultural leadership), which is

suggested in the literature as the 'day-to-day expression of routine work' (p.99), Sergiovanni (2006) and Schein (1992) in Farrel (2009).

3.4.4.2 Turnaround Leadership

'Turnaround leadership' is a term used by Fullan (2006) to describe a transformation through leadership; he states: "a culture of distributed leadership that grooms new leaders for the next phase must be established" (Fullan, 2006:31). The turnaround leader is concerned with upgrading operational practice through affecting a turnaround in practice within an organisation. There is a strong transactional component embedded in a turnaround style since the transaction of completing the task becomes essential for success. The turnaround leadership style is associated with a change-management function. Turnaround leadership is normally a requirement when a school or business is in need of a total turnaround from its current state or practice. Fullan suggests, "it is not turnover of leadership that is the problem but rather discontinuity of good direction" (Fullan, 2006:30). He investigated how one would set about establishing a series of successive leaders who represent the continuity of the new 'good' direction (Fullan, 2006:30). After much research, he suggests a model of "capacity building with a focus on results" (Fullan, 2006:31).

The change management function, suggested in the framework proposed in this study, supports the turnaround leader as critical to the strategic leadership functions of a new or changing education system due to the performance processes that have to be managed. The ADEC and WCED, as two changing systems, must regard the turnaround leader as a crucial leadership function, and a component of the modification initiatives during systems change. Designing and implementing new systems requires leaders who can turn-around old processes and procedures to institute newly determined outcomes. The formation of a leadership agenda that qualifies as transformational is essential to the establishment of a new framework of leadership development. There is a need, therefore, for a different kind of leader – the turnaround leader – during times of change or the restructuring of systems. The new leadership development framework suggested in this study supports this quest for transformation while developing new operational activities.

3.4.4.3 Instructional Leadership

Instructional leadership as a leadership style involves the senior school leaders' interaction with the school's instructional programme to enable decision-making and facilitate school improvement planning (Osman & Mukuma, 2013). It differentiates itself from other forms of leadership by concentrating on the development of effective curriculum, and teaching and learning processes (Bush, 2014). This style suggests a senior school leadership team that focuses their activities on the teaching and learning practices to enable improvement in

student examination scores (Ruff & Shoho, 2005). Bowers (2009), Goldring et al. (2009) and Looock (2014) concur with Bush (2014), all suggest that instructional leadership focuses on improving the instructional programme, therefore implying a strong connection with teaching and learning activities in the school.

During an investigation into the beliefs, norms and routines associated with instructional leadership, Rigby (2014) concluded that, although the focus of instructional leadership is primarily about increasing student achievement, it lacks clarity with regards to the key terms associated with instructional leadership. For example, there is no clear definition for how learning, instruction and performance should be related to instructional leadership and the measurement tools for success.

In a study conducted in Thailand, the government's attempts to change the school management practices, which are associated with teaching and learning, are investigated by Hallinger & Lee (2014), who relied on the use of two frameworks to support their investigation. The first framework is centred on three broad base categories that sketch Principals' leadership practice, viz. personal characteristics, institutional and communal context, and setting direction for the school. The second framework operates on a scale highlighting three areas: defining the school goals, managing the instructional programme and developing a learning climate in the school. No progress is reported at the end of Hallinger & Lee's study: the use of a hierarchal centralised education system proved unsuccessful due to the institutional context in which Principals, as civil servants, find it difficult to work successfully within a system which confines their ability to progress. In a similar study conducted in Kenya, Wanzare (2011) concluded that instructional leadership is used as a measuring tool to check the work of teachers and senior school leaders. Both these studies reiterate the complexity involved when using instructional leadership as a leadership style for senior school leaders.

In this study, instructional leadership offers insight into the perceptions that senior school leaders may have of their roles and responsibilities, competencies and development needs. It is understood that senior school leaders with a strong instructional leadership style usually focus their attention on improving the teaching and learning practices of their staff. It is suggested in the literature that instructional leadership is generally not associated with education systems with a strong centralised bureaucratic grounding. This fact is greatly relevant in the ADEC reform system, in which many leaders perceive themselves as instructional leaders while operating in a largely centralised system, which reinforces bureaucratic controls.

3.4.4.4 Charismatic Leadership

The term 'charismatic' is derived from the Greek word *charisma* that implies being in possession of a 'divinely inspired gift' or to be able to predict future events. Weber (1947) explains that the term 'charisma' is grounded in the influence of a leader and his followers' perceptions that the leader is endowed with unique qualities beyond any formal or traditional authority. Other scholars expand on Weber's (1947) concept of the charismatic leader. These new theories, transformational and charismatic, are referred to as the 'neo-charismatic' methods and describe the motives and behaviours of charismatic leaders, as well as the influence these leaders have on others through psychological processes (Jacobsen & House, 2001). 'Charisma' is more likely to be attributed to leaders who act in unconventional ways to achieve the corporate vision, since they use their sense of self-worth to persuade people to change. These leaders are confident about their proposals, and their positive attitude enables them to motivate their followers to achieve success. Leaders who make personal sacrifices and take risks are more likely to be seen as charismatic and, thus, engender more trust from their followers compared with transactional leaders.

The terms 'transformational leadership' and 'charismatic leadership' are often used interchangeably, although various important distinctions set them apart. The 'transformational leadership' and 'charismatic leadership' schools follow on from the work of previous scholars who focused on traits and behaviours of leaders (Knes, 2009; Mullins, 2010; Northouse, 2007; Yukl, 2010). These concepts became more widely used because of studies conducted in the late 1970s and early 1980s.

It is evident from the review of leadership presented in this chapter that there are almost as many approaches to this concept as there are scholars. For the purpose of this study, these approaches are grouped into those that view the terms 'the person' (the physical appearance, the way leaders present themselves), 'the character' (the personality), and 'the human being' (feelings, compassion) as the variable that enables identification of what leadership might comprise. Leadership might consist of a combination of these approaches that will provide a different outcome when diverse aspects of behaviour are mixed. For example, traits versus character versus skills, or various combinations of these factors, will determine the way in which a leader leads.

The transformational and charismatic leadership styles deal with how a person influences change through his/her leadership style by using transformational or charismatic influences. Nelson Mandela, Ghandi, and other ethical world leaders have been identified as good examples of these two leadership styles. They walked in front and their people followed, whereas in contrast, other leadership styles rely on the human character (the more managerial characteristics), suggesting that followers will be steered through directional instruction, the managerial transactional way. It is these two distinct approaches, leading

from the front with people following (the transformational and charismatic leader) and steering from behind (the manager) that is described in section 3.3.1, which constitute the difference between a leader and a manager. The framework developed in support of this study recognises performance management as a leadership function while being underpinned directly by the managerial and organisational functions. It should be noted that the more managerial functions there are, the greater the number of transactional functions. This study, and the framework suggested below in section 3.4.5, departs from the understanding that a combination of all these aspects is what constitutes a successful leader.

3.4.4.5 Strategic Leadership

It is argued by Boal et al. (2001) that the essence of strategic leadership involves the capacity to learn, the capacity to change, and managerial wisdom.

Strategic leadership involves functions such as planning, budgeting, organising and staffing issues, while dealing with the day-to-day operational running of the school is considered an organisational or managerial function (Kotter, 1990; Leithwood, et al. 2003; Roza, 2003).

Authors Leithwood et al. (2003) and Roza (2003) suggest that the role of the school leader is a balanced role between strategic leadership and managerial roles. They suggest that these roles cannot be separated because the functions often run concurrently, adding that too many leaders spend time on establishing their own roles instead of accepting responsibility for all leadership and managerial functions.

Bush and Heystek (2006) argue that South African principals place a high value on the administration function in support of the strategic leadership function of their roles. Whilst there is consensus that strategic leadership is important, the data from previous studies by Piggot-Irvine, et al. (2013) and Cranston et al. (2003) reveal that 'leading strategically' as a leadership function is the greatest professional development need of the new senior school leaders in their studies.

Strategic goal-setting (vision setting) and managing the change process are perceived as areas with the greatest professional development need in the research into this topic by Piggot-Irvine, et al. (2013), and by Cranston et al. (2003) where they report that senior school leadership has a great need for further development in strategic goal setting. Robinson, et al. (2008) similarly found in a study in the Pacific Island States that school principals perceive strategic vision setting and leadership as key areas of professional development.

Based on the review of the literature described in section 3.4.4 and 3.4.5, the researcher began developing a new theoretical framework, as captured in figure 3.4.5. The development is grounded in the neo-charismatic leadership styles described in the previous section. It

constitutes a combination of strategic leadership activities supported by the emotional appeal of the leader, and backed by operational activities (second phase development of the frame) to enhance successful leadership and school development.

From the definitions of leadership reviewed above, the working definition of leadership adopted for the purposes of this research was developed and is represented in the first stage of the construction of the theoretical framework used in the study of the leadership development programmes offered by ADEC and WCED. The researcher defines school strategic leadership as the symbiotic interaction of all the leadership functions, viewed from both the policy and organisational context. These features must be supportive, informative and directional to support teaching and learning in the school. Therefore, the working definition of strategic leadership at this stage is that it comprises the interactions between both the organisational leadership functions and the strategic leadership functions in the school. The interactions between the functions support and inform leadership functionality. This first stage of development in the suggested new framework proposes interaction between the strategies, which comprise vision setting, managing of change processes, building cohesive interactive and successful teams, and encouraging and celebrating success, while building strong community relationships to positively affect the improvement of teaching and learning.

In summary, leadership is a combination of actions by the senior school leadership that is either a strategic or organisational management activity. Decisions relating to the vision and mission of the school, which affect long-term activity, will be a strategic decision. Those daily operational decisions, affecting the 'here-and-now', constitute the organisational function. Both these actions are explained in broader terms in section 3.3.1. This section will also examine programme content and the difficulties in establishing content appropriate for the context. This analysis will rely on the successful development of an appropriate framework in which the content is embedded.

3.4.5 A Brief Outline of the Development of the Researcher's Conceptual Framework



Figure 3.4.5 First strategic phase of the new framework

Figure 3.4.5 above considers the strategic commitment of leadership and incorporates these into the final framework suggested as part of this study. Most frameworks, including the Victoria leadership development framework, suggest ‘operational’ management functions to form the departure of leadership development. In this study, the researcher’s first stage of the new framework (Figure 3.4.5) takes higher order aspects (strategic leadership functions) of development into consideration, while using these functions as the basis for further framework expansion. The researcher suggests the implementation of leadership development programmes content that uses strategic leadership functions as the core initial departure point (as reviewed in sections 3.4.4.1 and 3.4.4.3). The suggested framework furthermore posits that operational and managerial issues are developed and added after the strategy development phase has been successfully planned and implemented.

This novel, layered format in which operational functions are added step-by-step onto the strategic functions is what differentiates the new framework from other frameworks. The ‘stepping’ or ‘layered’ approach to framework development was inspired by the work of Fullan (2006) and, in particular, his discussion of turnaround leadership and how all behavioural aspects should be integrated, as described in section 3.4.4.2. Most other frameworks in use either weigh all aspects of leadership development equally (e.g. Victoria framework), or use the operational issues as a point of departure. The new framework incorporates issues such as strategic planning, change-management, human resources development, conflict management, and matters pertaining more directly to the functions of strategic leadership. It thus moves away from the pure managerial functions as a point of departure (as used in the Victoria model). The new framework for this study (figure 3.3.6) suggests both a ‘leadership development’ function and a ‘managerial’ function. It proposes that the customary content-rich curricula of leadership development courses be augmented with school-based activities so that aspiring senior school leaders are able to practice the

skills they will need to implement in their subsequent posts. This additional practical component might be achieved through internships or specific assignments.

3.5 Senior School Leadership Development

Earlier sections in this chapter review literature concerning leadership styles and characteristics of leaders. This section surveys literature that discusses a more general aspect of school leadership development. This is followed by an exploration into various leadership frameworks and leadership development approaches. These discussions support the framework and the research questions in this study, and explain diverse ways of progressing concerning both the content and the development methods by seeking clarity on practical programmes that support appropriate newly appointed senior school leaders.

Great disparity exists between the definition of leadership and the content of leadership development programmes. This creates a significant challenge for the design and implementation of leadership training courses. What follows is a brief discussion of some frameworks for leadership development and highlights their incongruences.

An array of scholars support the urgent need for a serious rethink and revision of school leader training programmes to provide a better means of preparing participants for the responsibilities, challenges and opportunities they will face at school (Elmore, 2000; Hess 2003; Murphy, 2001; Tucker, 2003). Researchers agree that socialisation or professional development programmes should be well planned, supported, and monitored to support successfully the newly appointed senior school leaders. Leadership development is defined as expanding the collective capacity of organisational members to engage effectively in leadership roles and processes (McCauley et al., 1998). Professional development for school leaders has been defined as ranging from formal training sessions to informal interactions between Principals and teachers and amongst Principals themselves (Quint et al., 2007).

While leadership is foregrounded, the management aspect of the school leader's office is fully embedded within the role, because it is believed that effective leadership supersedes efficient management. The leader should adopt characteristics of management because it is accepted that school leadership should comprise more leadership characteristics than management traits (as described by Kotter, 1990). This approach is supportive of the Victoria leadership development model, based on Sergiovanni's (2001) model for leadership development, in which the management functions take preference. In contrast, the new framework for this study seeks to balance management and leadership functions.

While Guskey (2003), Hess & Kelly (2007) and Normore (2012) agree that new school leaders need induction into their roles, the aims, content, development strategies and

assessment of such endeavours are actively debated, resulting in disparate approaches to leadership development internationally. Experts in leadership show very little common understanding of the concept of 'leadership-leaders' (Hoy & Miskel, 2008). There is a great need for clarity in both the conceptualisation of leadership and the approaches to leadership development. There is also need to develop a conceptual framework to evaluate both the implementation and progress of professional leadership development and how this development influences teachers' operational habits and students' learning practices (Desimone, 2009).

The field of educational leadership development has reached very little consensus on the developmental needs and dimensions that must be used to ensure quality professional enrichment (Guskey, 2003). These concepts form the guiding framework during this study. Despite the increasing organisational focus on leadership development, Hess & Kelly (2007) explain that the "lack of scholarly inquiry" in this field is the main reason for the shortcomings of existing American school leadership development programmes in terms of content and delivery methods. They cite research by various scholars supporting the urgent need for a serious rethinking and revision of American Principal's preparation programmes in order to better prepare school leaders for the unprecedented responsibilities, challenges and opportunities they face on a daily basis (Elmore, 2000; Fordham Foundation, 2003; Hess, 2003; Murphy, 2001; Tucker, 2003). These authors agree that focused attention needs to be paid to training programmes and issues related to the introduction of a new Principal into an essentially unfamiliar social, cultural, and professional environment.

Studies conducted by researchers in the USA evaluating and comparing 56 development programmes, found that although many similarities exist in programme content, the pedagogy and approach to programme delivery is inconsistent as it is reliant on the specific programme developer's understanding of leadership development (Leithwood, 2005).

The next section of this literature review will deal with approaches to leadership development and incorporates aspects that focus on programme content and mode of delivery, and the significance of the approach with regard to the context of its implementation.

3.5.1 Senior School Leadership Professional Development

This section provides a general overview of some of the attempts to develop international development standards concerning content, and mode of delivery, and support the research questions discussed in Chapter 4 of this thesis. The discussion is relevant for both the UAE and South Africa, countries that have attempted to standardise their leadership development training sessions in agreement with international programme standards.

3.5.2 Leadership Development Approaches

Two approaches to leadership development are identified in the literature under review. These are, firstly, the management competency approach and secondly, the development of more efficient senior school leaders through a process of learning (Ngcobo, 2012).

3.5.2.1 The Management Competency Approach

Scholars believe that a competency focus will lead to improved leadership in schools. The competency model has at its core the development of managerial skills and refers to the development of skills and task management in the day-to-day operational running of the school. Managing people, policy, student learning and company resources, have been identified by the British Management Charter Initiative (MCI) as being examples of such managerial competencies.

In a critical analysis, Ngcobo (2012) concluded that the current ACE programme in South Africa has “a management competency-based approach”. This is evident from the clearly defined process and procedures policy for directing decision-making in the school, based on collaboration and logical steps within the organisation. This approach draws on individual competencies, while placing the school at the centre of the model.

Hoy & Miskel (2008) refer to the competency method as rationalistic, where rationalism refers to the belief that leaders owe their success to reason and logical steps. Hoy & Miskel (2008) and Lumby et al. (2008) agree that a ‘rationalistic’ approach excludes the context of the organisation and the circumstances in which each group operates. This background might include the politics, culture, and emotional stance of the school and how the school leader and staff accomplish or fail to accomplish set tasks (Hoy & Miskel, 2008; Lumby et al., 2008). This rationalistic approach is unable to explain the transforming, fluid nature of both the UAE context and the South African context of the leadership development programmes that form the nucleus of this study.

3.5.2.2 Leadership Process-learning Approach

The process-learning approach is based on the notion that learning is an on-going process, during which learning experiences derives from the on-going natural emancipation of the learner. It implies that the senior school leader should be regularly involved in developing his/her capacity as a leader. Experiential learning may be derived from work experiences or career paths and modes of progression. In leadership development, this type of learning is centred around “experience-orientated and application-orientated learning instead of mainly relying on course-based training” (Huber, 2008:164). Scholars of this approach agree that

this method ensures sustainable leadership in developing systems and will continue to support aspiring leaders (Hargreaves, 2006). The process-learning approach highlights the need for operational, in-school training and further supports the motivation for this study (Hargreaves, 2006).

In section 3.3.4, 'transformational' and 'charismatic' leaders are discussed. The 'Learning Process' approach draws from these leadership styles, in which the senior school leaders influence staff rather than instruct them to build leadership ability in their schools. The focus of this method, therefore, is on leadership effectiveness while growing the capacity of the leadership team to foster sustainable leadership development programmes. This approach to leadership development is key to the creation of leadership programmes that focus on charismatic and transformational characteristics.

3.5.2.3 Defining school leadership and management

According to Bush (2007) and Fullan (2009), leadership can be defined as a process in which a person has the support of others to realise a shared goal. Put simply, a leader can be someone who is followed by others, or someone who leads guides and directs others. Anderson and Ackerman-Anderson (2010) define leadership as "organising people to reach a common shared goal" (p. 12). Leadership focuses mainly on mission, direction and inspiration, with its associated aspects of articulating a negotiated vision, developing shared ownership and developing democratic evolutionary plans. Leadership studies have produced theories which include vision, structures, functions, behaviour, values and other attributes to effect change (Fullan, 2009).

Bush (2007) and Fullan (2009) agree that management can be defined as a process in which a team of people are tasked to carry out the vision of the leader in order to manifest the common negotiated and shared goals. Management is regarded as a cohesive process that works collaboratively to makes things happen. Management focuses mainly on the practical design and implementation of democratic evolutionary (organisational leadership) plans while working collaboratively with people. The associated aspects of management involve negotiating demands, accessing resources and regular operational day-to-day coordinated problem-solving.

'Leadership' and 'management' can be separately defined but are two closely associated concepts (Fullan, 2009). Davidoff et al. (2014) concur with Fullan (2009) by stating that, Leadership can be described as, the art of facilitating a school to 'do the right thing at the right time' and management can be described, as the discipline required ensuring that the school 'does the right thing' or functions well. (p. 61)

In practice, this means that leadership can be viewed as directing a school and management as holding the school together (Davidoff et al., 2014).

Hargreaves and Fink (2003) noted that the major forces that influenced change or continuity in a school were leadership, sustainability of leadership, and leadership succession. The authors asserted that sustainable leadership should be pursued to create and preserve sustainable learning. Thus, sustainable leadership will result in success over time, address issues of social justice, develop people and the environment, and sustain the leadership of other workers in the school setting.

Pounder and Crow (2005) suggested a systems approach to growing school leadership aimed at supporting novice and experienced administrators. They emphasized the importance of sitting principals, growing future school leaders, imploring, “acting school principals should purposefully identify those teachers or other educators who have clearly demonstrated leadership talent and encourage them to participate in selected leadership activities or administrator orientation programs” (p. 56). However, Pounder and Crow warned that if it was only sitting principals’ responsibility to identify and to grow future administrators, there was a risk that they would choose only those people who resembled them while it was important to grow a diverse pool of candidates for future leadership positions.

Rieckhoff and Larsen (2011) used a mixed methods approach to collect and analyze the data on the role of a professional development network in leadership development. The findings of this study showed the high impact of professional learning on leadership development. Rieckhoff and Larsen (2011) also emphasized the importance of professional development schools in holistic leader development.

Professional learning is one of the important aspects of developing future leaders and supporting current leaders. Assor and Oplatka (2003) emphasized that professional development for principals should be focused and lead to a clearly defined goal. In addition, principal professional learning should strive to achieve basic needs, interests, and talents, form moral and educational vision, and construct adaptation skills that are very important for principals.

3.5.3 Second Stage of the Researcher’s Conceptual Framework Development

After the continuous search for a new and more comprehensive framework for leadership development, and the review of the literature concerning a variety of approaches to leadership development, the researcher realised that the operational management duties of senior school leaders comprises disparate functions. On the one hand, there is a need to manage the organisation, a role that involves developing processes and procedures while

monitoring existing structures. Simultaneously, the successful leader must engage in operational activities concerning the development of staff (and, in so doing, empowering teaching and learning). Consequently, the second phase of the new framework is separated into two equally weighted legs. The leg on the right, focuses on the development of staff performance, while the one on the left focuses on improving the management of the organisation and the operational functions of leadership, both roles that support school structure and against which the effectiveness of the organisation is measured (see figure 3.5.3).

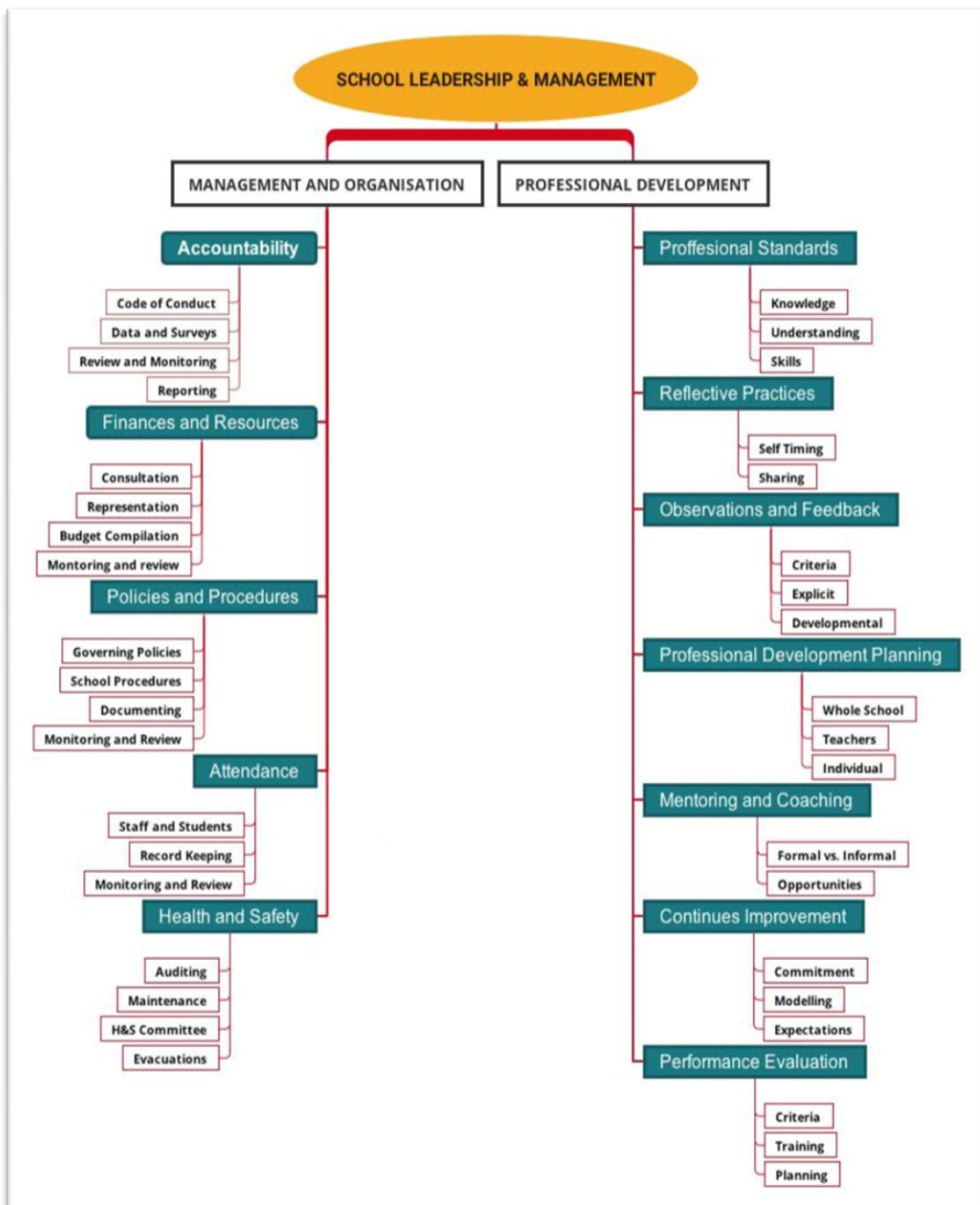


Figure 3.5.3 Second stage development of the new frame

As noted previously in this chapter, the researcher realised the need for a comprehensive developmental model in which the core business of schools is taken into consideration. The leadership approaches discussed here helped define the second phase development of the new suggested frame for this study. The next section reviews developmental programmes, which support the leadership function of empowering teaching and learning.

3.6 Characteristics of School Leadership Development Programmes

The following section investigates the literature on the form, content and the assessment of professional development programmes for school leaders. The aim is to outline the literature on senior school leaders' needs and perceptions of their position and to examine the way in which professional development programmes relate to the needs of school leaders.

3.6.1 Professional Development Programme Content

The literature suggests that there is considerable similarity in school leadership programmes offered worldwide, affirming the view that an international curriculum for school leadership development is emerging (Bush & Glover, 2004; Patterson & West-Burnham, 2005). However, the researcher cautions against this situation becoming a reality. Issues of context, culture and curricula should be taken into consideration when designing leadership development curricula. The 'copy and paste' model employed at ADEC is a good example of a system designed for the Western, and more specifically, the American market, which is not necessarily suitable in the context to which it has been applied.

An exploration of the content of professional development programmes reveals that many educational leadership programmes are weighted toward day-to-day managerial, operational tasks requiring technical or operational knowledge, rather than instructional leadership, with its focus on strategic leadership development (Hess & Kelly, 2007). It is, therefore, suggested that programmes should contain both managerial and leadership content (Patterson & West-Burnham, 2005). This proposal is aligned with the framework developed for this study, suggesting that the roles are integrated, which relies on both these content areas as part of the newly proposed programmes. Three skill sets are proposed in the context of the induction and mentorship of effective School Administrators: instructional leadership, professional socialisation and organisational socialisation (Doyle & Rice, 2001). The Sergiovanni model (detailed above) proposes five domains of leadership development, which may form the basis of leadership development instructional programme content

namely: Technical, Human, Cultural, Symbolic, and Educational Leadership (Sergiovanni, 2001). This framework formed the inspiration for the development of the researcher's new framework.

The literature suggests that most individual professional development programmes in the USA focus on improving teaching and learning in schools by empowering School Leaders to manage teaching and learning. This approach places great emphasis on the Senior School Leader as the instructional leader in the school. Various programmes focus on helping the school leadership team in developing appropriate high-quality instruction and identifying ways of assisting teachers to improve their classroom instruction. In addition to this instructional leadership approach, student achievement data, in the form of standardised test scores are used to measure success, assisting the already strong development process through the focus on instruction (Brown, 2003).

In a comprehensive study of 56 American leadership programmes, covering 210 syllabi, Hess & Kelly (2007) endeavoured to answer a major question that had previously been neglected by educational research, namely: What content is taught during leadership development programmes? Their research is framed in the context of the changing role of the Senior School Leader in the 21st century. Seven areas of 'Principal responsibility' are deemed vital for inclusion in the content of development programmes to establish effective school leadership: (i) managing for results, (ii) managing personnel, (iii) technical knowledge, (iv) norms and values, (v) managing classroom instruction, (vi) leadership and (vii) school culture (Hess & Kelly, 2007: 4). These development entities correlate with the Victoria Framework for School Leaders (see figure 3.3.5) in part, and more so, with the framework content created and used by the researcher in this study thus far.

The study by Hess & Kelly (2007) shows that when the depth and validity of the instructional content of the 210 syllabi was further evaluated, it was found that, of the 50 most influential living 'management thinkers' (as determined by a 2003 survey of management professionals and scholars), only nine of these 'thinkers' were mentioned in the 210 courses taught, and only 29 times out of 1 851 readings. This clearly indicates a lack of depth of the course content (Hess & Kelly, 2007).

Research conducted by Hess & Kelly (2007) shows that most educational leadership programmes in the USA remain heavily weighted toward day-to-day management and operational tasks in the school, as was the case in the 1980s. What is neglected in the process is the focus on instructional leadership, and particularly strategic leadership development. Although this particular issue measures Principal evaluation tools, very little attention is given to the development of strategic leadership. It concludes that:

Rather than merely empathizing with Principals, policymakers should take steps to ensure that Principals receive the training they need. Meaningful reform of Principal preparation programmes must retool the content so that it matches the challenges confronting Principals in 21st century schooling (Hess & Kelly, 2007:8).

Patterson & West-Burnham (2005) observed that the NCSL's international study suggests that leadership development courses are shifting away from prescribed, standardised, theoretical courses to more practical school-focused programmes. They assert that aspiring leaders are unaware of the context in which they will operate when qualified. These leaders, therefore, need programmes that are rich in both leadership development activities and management content and skills.

The last decade has seen a focus in standardising professional development programme content (discussed earlier in this review), which led to the development of professional development standards for programme content. This mindset change has created a shift in professional development. Hirsh & Killion (2007) established career development standards, which were categorised by content (what), process (how), and context (climate and culture).

Development programme content has been as diverse as the views on leadership and the styles associated with this phenomenon, as described previously in this review. The on-going search for the ideal content in leadership development programmes has caused researchers to focus on a diverse range of content for the ideal programme. From the literature examined for this study, it is clear that any model for leadership development must be seen in context while addressing the needs of the community it serves. Replicating previous course content may not deliver the desired outcomes. Student achievement and organisational excellence must be a distinct focus of each leadership development programme.

3.6.2 Programme Pedagogy and Forms of Learning

International studies on forms of leadership learning seem to have much in common with the ideas postulated by Gray & Bishop (2009). In reviewing the literature on leadership development, both within and beyond education for the NCSL, Bush & Glover (2004) argue that many different learning opportunities are valuable. They contend that such development should be based firmly within participants' leadership contexts, nationally and locally. Practising leaders should use their own schools as the starting point for leadership learning. When we ask question how teachers and School Leaders learn, we will always get a different answer. The table 3.6.2 below are suggested approaches schoolteachers and leaders may want to consider in their quest for self-improvement and the development of their organisation.

From this approach to professional development	To this current approach
Developing individuals	Developing the organisation
Scattered effort	Strategic plans
Centralised focus driven by the education department	School focused
Teacher needs	Student learning needs
Off-premises	Multiple forms of professional development at school level during the school day
Relying on 'experts'	Relying on group and individual initiatives
Skill-development focus	Skill and Content development focus
Primarily being a trainer	Also have roles as a consultant, facilitator and planner
Professional development from individuals	Professional development from administrators and teacher teams
Optional	Compulsory

Table 3.6.2 Approaches to professional development. Source: Hirsch & Killion (2007).

Gray & Bishop (2009) identified 10 approaches to professional development of which three pertain to modes of delivery. 'Role-embedded learning' involves high quality training, coupled with an on-the-job application of knowledge and practices; 'Mentoring' is seen as indispensable, owing to the conviction that mentors are needed to provide support and feedback on performance. 'Focused learning experiences', those activities related to specific learning outcomes within an operational learning environment (average daily school activities), are cited as the third ingredient of leadership development initiatives. These learning activities may be framed as opportunities for emerging leaders to solve a range of hands-on school problems, first through observing and participating and then by actually leading teams in the school.

Barnett (2003) suggested in a study that professional development of school leaders may be viewed on four fronts: mandatory and voluntary courses for certification; first-hand experience of leadership and management tasks; modelling and social learning by observing both good and bad leadership; and deliberate mentoring by established senior school leaders who consider their role in preparing future leaders as important. He asserts that, in

addition to the significance of formal preparation for the development of the technical knowledge and skills, those administrators require on-the-job leadership activities, and these are viewed as the most helpful of all socialisation activities (Barnett, 2003).

The common elements of professional development programmes are highlighted throughout the reviewed literature and may be summarised as follows:

- Hands on practical instruction that will give prospective senior school leaders the opportunity to apply their learning in a real school situation.
- The use of context-appropriate leadership training materials with practical scenarios.
- A focus on a long-term approach during which constant opportunities gives day-to-day experiences while providing chances for school leaders to develop their style of learning.
- The establishment of professional learning communities through which best practice can be shared and support networks are formed.

An investigation into the various forms of 'leadership learning' confirms the importance of basing leadership development within participants' leadership contexts as advocated by Bush & Glover (2004). It is recommended that content-rich curricula be supplemented by school-based activity (Daresh, 1997; Normore, 2004; Patterson & West-Burnham, 2005; Sergiovanni, 2001). A radical departure from the formal course-based nature of previous training encapsulates the promotion of action learning, mentoring, and coaching which place emphasis on dialogue with peers and experienced leaders and dedicated time for reflection (Chikoko et al., 2011). 'Role-embedded learning' and 'focused learning' experiences involving the coupling of high-quality training with on-the-job application of knowledge are further proposed as good leadership development practices by Gray & Bishop (2009). It is argued that preparation programmes that emphasise reflection, collaboration, and active problem solving make a significant difference to a leader's success (Patterson & West-Burnham, 2005). The leadership portfolio is proposed as a valuable tool for self-reflection and assessment.

Goldring et al. (2012) argue that one may differentiate between teacher training and leadership training by reiterating the importance of networking and consultation, due to the lonely and isolated nature of the position; leadership training should focus on establishing collegial support networks. This interactive approach will help leaders develop self-awareness through possible peer reflection on their positions (Goldring et al., 2012). Yendol-Hoppey & Dana (2010) argue that peer reflection and collegial support initiatives create a challenge for trainers while careful attention should be given to out-dated, once-off group sessions where no coherence and connection is provided for Principals' operational

activities. Goldring et al. (2012) suggest that in contrast to the once off group session approach, the processes of mentoring and coaching give school leaders on-going support because they are job-embedded, designed to adhere to different career stages, and offer leaders collegial support. It is understood that career support and job-embedded approaches to professional development create a sustainable approach that initiates opportunities for school leaders to experience their leadership through newly found practices. Dana & Yendol-Hoppey (2008) reiterate that older out-dated models of professional development such as knowledge 'for' practice, must make way for a newer and deeper focus on knowledge 'in' practice models.

Lawrence et al. (2008) argue that any development programme should 'catalyse' the leader to affect quality teaching and learning. They claim further that building collaborative learning communities will improve student learning. Kahan et al. (2008) concur with Lawrence et al. (2008) and include in their set of goals ones that embrace "building a collaborative community of school leaders, deepening their content knowledge, and strengthening supervisory skills to improve classroom instruction". This approach correlates in part with the framework proposed for this study. The learning communities suggested by Lawrence et al. (2008) are formed between leaders from different schools, while the authors propose a learning community that is centralised in the school and based on the questions, arguments and discussions that erupt from the internal community focus, and extends to the external school community. This learning group may include other school or community leaders. The input and collaborative decision processes from all these parties will positively affect both leadership learning and student learning.

Action learning, mentoring and coaching are strongly associated with successful leadership learning – they produce qualitative change in the leadership behaviour of participants. They commend Hong Kong and Singapore programmes because they are participatory and interactive and continue to offer on-going support, rather than being stand-alone presentations. Recognition of the social context of learning is a radical departure from the formal course-based nature of previous training. Emphasis is placed on dialogue with peers as the basis for meaning making and problem solving, an approach that helps to reduce leaders' sense of isolation. The support and advice of more experienced leaders is valued highly by leaders in training (Chikoko et al., 2011).

In Ontario, interested teachers with formal qualifications are required to participate in a three-month school leadership preparation programme, offered bi-annually, to be considered for the vice-principal pool. A team of practising administrators and staff development officers facilitate the programme that includes workshop sessions, job shadowing and the development of leadership portfolios (Normore, 2004).

Reviewing leadership programmes in the USA, Patterson & West-Burnham (2005), who drew on ideas from Leithwood (1995), conclude that there is unequivocal evidence that preparation programmes that stress self-reflection, collaboration and active problem solving make a significant difference to a leader's success. The greatest emphasis is placed on reflection as a focus area in the process of leadership learning and the portfolio is foregrounded as a tool for reflection (Patterson & West-Burnham, 2005).

Brown (2003:16) argues that mentorship as an integral part of leadership development. He notes that successful mentoring programmes typically include the following characteristics: (i) organisational support; (ii) clearly defined outcomes; (iii) screening, selection and pairing; (iv) training mentors and protégés; (v) a learner-centred focus; (vi) adequate time allocation; and (vii) a focus on building a mutually enhancing relationship. Brown concludes that:

When it comes to training Principals, there really is nothing better, as long as the mentor is guiding you in the right direction and has the skills to help you get where you need to go (Brown, 2003:35).

A study of leadership development programmes delivery at the Education faculty at the Western Carolina University in 2009 showed a strong focus on internships and suggested linking coursework and 'field experience' as preferred components of the recommended delivery system. Reeves (2009:86) concurred that the reason some programmes are successful is not due to the programme content, the label, the guru, or the way in which it is presented, but also the implementation of what was learnt.

Fullan (2001:21) cautions that "the main problem is not the absence of innovation in schools, but rather the presence of too many disconnected, episodic, fragmented, superficially adorned projects". The question that needs to be raised here is: How will systems stay ahead with professional development programmes? Reeves (2009) agrees with Fullan's warning and refers to programmes suffering from 'initiative fatigue' while highlighting an opposite obstacle where programmes lack direction which causes uncertainty due to 'analysis fatigue' (Reeves 2009:107). Bush & Glover (2004) identify mentoring and coaching, work-based and 'in-house' experiential learning (such as job rotation, shadowing and internship), peer support and networking and formal leadership learning programmes, as being important aspects of leadership development.

3.6.3 Induction Programmes

The following section will concentrate on the induction programmes for newly appointed vice-principals and principals. Induction programmes are included here because the questionnaire survey (discussed in Chapter 4) raised the question of how prepared the newly appointed senior school leaders are when appointed to a leadership position, and the affect that

induction programmes might have on their readiness for actually fulfilling their leadership functions. During the interviews, respondents are questioned as to how prepared they feel taking up their leadership role. The results are discussed later in Chapters 5 and 6.

Peterson (2002) recommends that induction programmes should include elements related to the importance of career staging and links to initial preparation programmes which focus on expanding learning and avoiding redundancy. This recommendation was followed in the work of Pierce & Fenwick (2005) in which they define and present three frameworks for leadership development in schools. These structures included a traditional approach to management development, a craft model, and a simple self-reflective inquiry model. In the traditional model, almost all the attention is given to 'organisational' and 'operational' effectiveness and the assessment thereof through various tools. The craft model is based on professional experiences and involves job shadowing during which best practice is modelled through experiential wisdom. In the final reflective model proposed by Fenwick & Pierce (2002), the principal's source of knowledge is coached and mentored through a process of self-reflection that forms part of the induction programme.

Normore (2004a) describes organisational induction as an all-round experiential concept that supersedes formal training. The professional development of new senior school leaders may start as early as the induction stage if the newly appointed vice-principal or principal has the privilege of participating in a leadership programme. Induction experiences and on-going professional development opportunities can range from carefully planned training and induction programmes to unplanned on-the-job experiences (Daresh, 1997) and includes workshops, formal courses, job shadowing, Principal meetings, and peer coaching and mentoring (Hart, 1993; Sergiovanni, 2001). Normore (2004) argues that strong instructional leaders, themselves from the field, have proved to be a crucial component of staff induction. Kirkpatrick (2000) highlights the importance of training for these induction leaders, while cautioning them not to place too much focus on the development of personal agendas that could become a crutch for the new Senior School Leader.

Doyle & Rice (2001) propose the development of three skill sets as part of the induction and mentorship of capable newly appointed school administrators, namely instructional leadership, professional socialisation and organisational socialisation. These interdependent constructs of leadership induction focus on the process of individuals successfully becoming leaders in their communities and schools, while simultaneously maintaining overall school effectiveness. Effective curricular and instructional issues directly affect students' achievements (Cotton, 2003). Researchers King (2002), Elmore (2000) and Spillane et al. (2004) agree with Doyle & Rice (2001), arguing that the role of an instructional leader is one of a community leader and stressing that professional networking may play a significant role

in the management approach. The key players in instructional leadership include the following:

- Central Office Personnel (Superintendents, Curriculum Coordinators, etc.)
- Senior school leaders and Principals
- Instructional Coaches

The key players mentioned above exert influence in both the ADEC and WCED models. The Circuit Manager at the WCED and the Cluster Manager at ADEC play a critical role in the coaching and mentoring of newly appointed senior school leaders.

‘Professional Socialisation’, sometimes referred to as ‘induction’ in the reviewed literature, involves the domain of leadership skills development, focusing on the skills and behaviours necessary to develop and internalise the values and norms needed to drive forward the best practices displayed in the market. Over the years, the seminal work of Sergiovanni (1984) has been quoted and used to describe frameworks for educational leadership development. His work is used as the basis for the model used by the department of education in Victoria (see Figure 3.3.5). ‘Organisational Socialisation’ denotes the learning of the skills, knowledge, policies, processes and priorities required to perform efficiently while in the role of being an integral member of the wider school community (Hart, 1993; Leithwood, 1992; Normore, 2004).

The Ontario Administrator Development Programme is another leadership course which is focused on leadership expectations, school culture, change research, and interviewing skills. Structure and guidance are provided to assist aspiring administrators as they develop their portfolios in preparation for the interview process. This course content aligns in part with the new framework proposed for this study of the ADEC and WCED models. As a result of a study conducted by scholars at the Western Carolina University, it was recommended that six more focus areas be added to the existing Ontario Development Programme. These areas were Change, Process, Communication Skills, Relationships, Management, and Culture. None of the programmes previously mentioned in this literature review focus attention on vision setting, distributed leadership, the celebration of success and team building as part of their leadership development courses. These elements are added to the researcher’s new framework as part of the development process.

An aspect of professional development programmes often touched on by researchers in this field is the need to revise content routinely, and in collaboration with practitioners, to ensure the training programmes remain relevant. It is recommended that participant evaluation

programmes be used to hone development curricula and delivery methods of professional development programmes (Hess & Kelly, 2007).

3.7 Final Stage of the Conceptual Framework Development

It is understood that the core business of schools is to ensure quality teaching and learning. School Leaders are encouraged, therefore, to view this aspect of their leadership function as the foundation for all other management and leadership activities in the school.

After reviewing all the literature in the previous sections, and specifically the teaching and learning function, the final stage of the leadership framework was developed by the researcher. A scaffold consisting of ten equally weighted areas of development is suggested, with a supportive function, guiding the leader and providing some overview support for his core function. Figure 3.7 below highlights the eleven areas supporting teaching and learning.

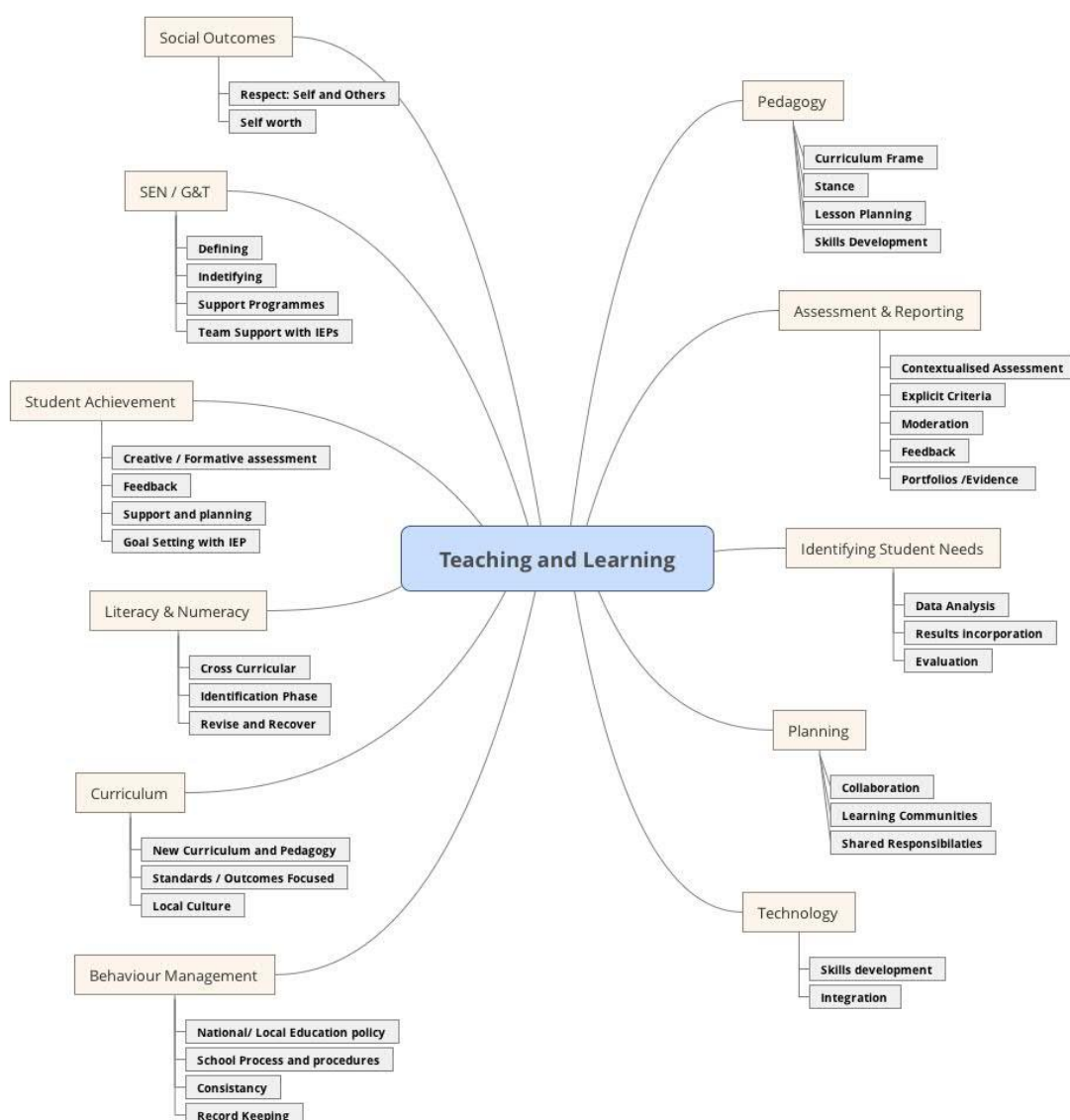


Figure 3.7 Final stage of the conceptual framework development

3.8 Needs Assessment of School Leaders

In the previous section, the importance of professional development was accentuated, however, many development programmes use a ‘broad strokes’ approach to training content and delivery. Very few programmes are based on the results of a comprehensive needs analysis to determine real training needs (Moore, 2008). Jonassen et al. (1999) state, “The purpose of needs assessment is to determine if learning is a solution to an identified need, and if so, how serious the learning need is”. Conducting a needs analysis should therefore form part of the planning phase of the professional development process. The following quotes stress the importance of the needs analysis:

There is always a temptation to begin training without a thorough determination of needs; however, good instructional design practice requires the assessment of the target population's knowledge and skills along with future goals and desires before training and professional development begins (Moore, 2008).

More specifically, a needs assessment can align resources with strategy, build relationships among those who have a stake in the situation, clarify problems or opportunities, set goals for future action, and provide data for decision making (Gupta, 1983:20).

Kaufman (1997) argues that needs assessment objectives are based on the identification of the 'how' and the 'what' of what should be delivered during a professional development programme, keeping the focus on the performance improvement of school leaders. They also argue that observing respondents to determine their needs, before designing a survey, prevents the inclusion of meaningless questions.

Jonassen et al. (1999) and Moore (2008) agreed that the focus of a needs analysis concerning professional development training should be to measure current implementation and whether the goals of programmes are achieved. Furthermore, it gauges whether further intervention is required. Kaufman et al. (1993) explain that the 'gaps' between current delivery and proposed programmes could be alleviated through the employment of appropriate needs assessment methods.

Without needs assessment, professional developers risk developing and implementing training that does not support organizational needs and, therefore, does not deliver value to the organization or client (Moore, 2008:29).

Kaufman et al. (1993), in a study to determine the best way to measure training needs, used survey methods to develop questions that would reach the target audience. This study by Kaufman et al. (1993) is a significant development in the attempt to establish relevant development courses. The authors used two columns to measure participants' perceived and desired knowledge and skills in relation to all questions.

The 'gap' (referred to above) is calculated by subtracting the current need from the desired need. The higher scoring gaps were considered priorities for further development. The advantage of the Kaufman model (1993) is that can be used efficiently in smaller groups. Although this approach has been used by many studies in ensuing years, it shows some areas, which require further development in design and practice. However, many attempts by researchers to develop more effective methods of needs assessment have merely resulted in weaker or more differentiated forms of the Kaufman model (1993). The use of surveys to determine the strengths and weaknesses of programmes has been underestimated. Although it was not the main focus of this study to design a new needs assessment model, the researcher believes that some strides have been made in aligning various aspects with

needs perceptions, programme content perceptions and perceptions of the role and responsibilities of school leaders, providing a more holistic approach to professional development needs assessment.

The Task Analysis model used by various researchers (e.g. Jonassen et al., 1999) has as its primary focus the analysis of tasks, while minimal attention is given to the subject or respondent. An earlier training needs analysis developed by Rossett in 1987 has been acclaimed over the years but falls short of the Kaufman model (1993) due to its lack of a reliable questioning format. The focus of the Rossett (1987) model resides in programme results while the individuals or groups are overlooked in its analysis of professional development programmes.

Various authors (e.g. Gupta, 1983) also designed programme needs evaluation models. These models focus only in part on the respondents concerning their proposed interventions, while more attention is directed to the merit or worth of the programmes evaluated, using various measures to achieve this outcome. Authors agree that the well-established and respected Kaufman model (1993) remains the most comprehensive developmental needs analysis model to date.

The success of any development programme resides in the careful selection of relevant content. As previously mentioned, the literature reviewed suggests that most course content lacks relevance. The effectiveness of course content selection is contingent upon establishing the real needs of the participants. This study examines the needs of senior school leaders, and the discrepancy between their needs and the programme content is highlighted later with the results obtained in the study.

3.9 Conceptual Framework

Increasingly, senior school leaders require highly developed personal planning skills, in addition to political dexterity. In a study carried out by PricewaterhouseCoopers (2007) on school leadership in the UK, it was found that the role of the School Principal has become much more challenging and complicated during the last decade. The Victoria Model (Figure 3.3.4), which was discussed as the inspirational framework for the development of the framework for this study, suggests the need for interactive leadership approaches that work collaboratively to support the leadership development of senior school leaders. These interactive leadership approaches from the Victoria model are compared to the suggested framework (Figure 3.9) considering both operational and strategic leadership competencies.

A diverse range of essential school leadership competencies is discussed in the literature reviewed in this chapter. These capabilities include problem analysis, judgment,

organisational ability, decisiveness, leadership, sensitivity, stress tolerance, oral and written communication, range of interests, personal motivation and educational values (Gorton et al., 1988; Wareham, 1991; Rammer, 2007). All these abilities informed and inspired the researcher to develop the new framework (figure 3.9) for possible use by ADEC.

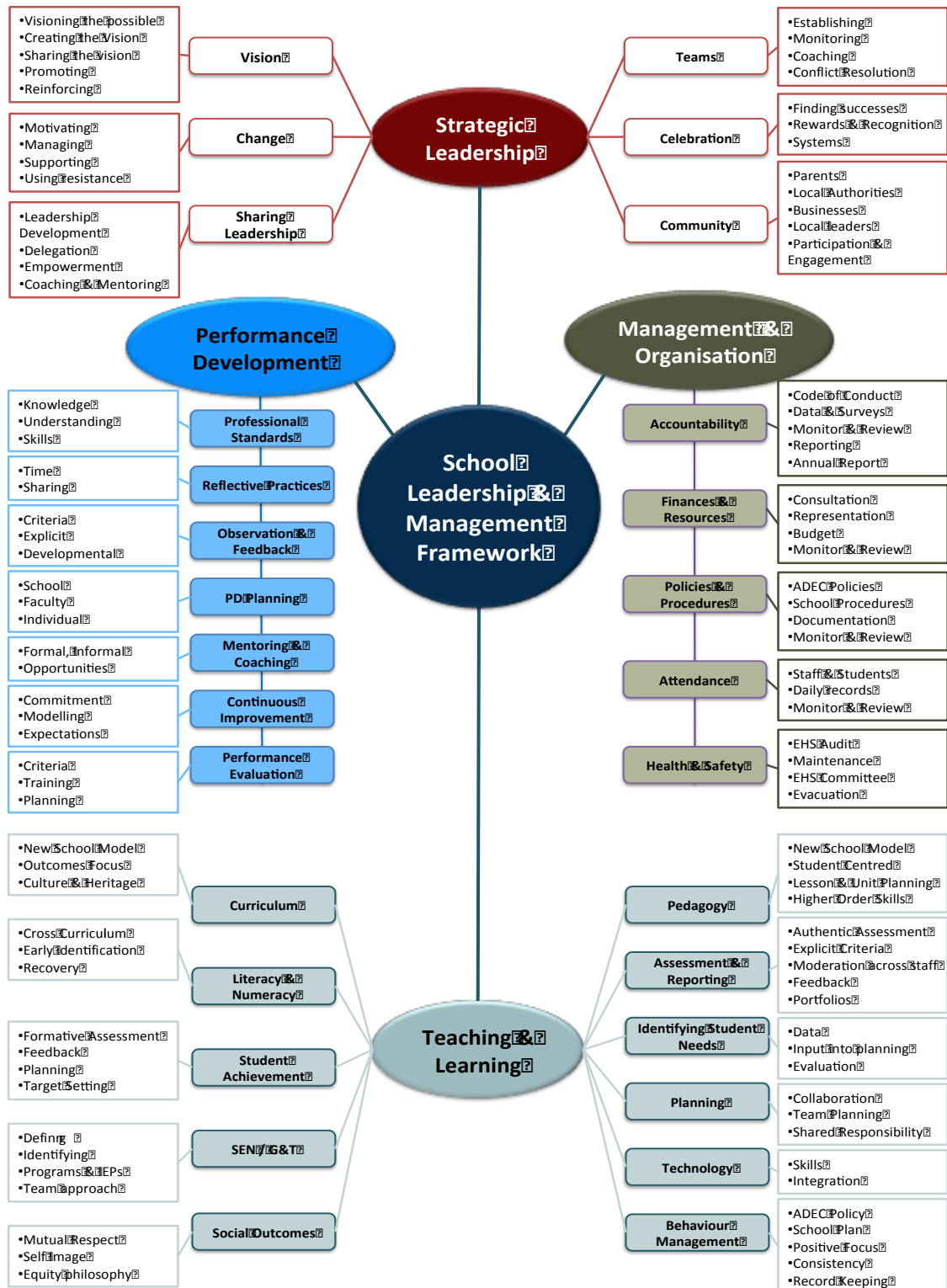


Figure 3.9 The complete new School Leadership Development Framework

The Victoria leadership framework (2012) (figure 3.3.5) suggests five equally weighted leadership areas, working in an interactive way to form the cornerstone of their leadership development programmes. The shortcoming with this equally weighted approach is that the new senior school leader has very limited opportunity to differentiate between operational domains and strategic planning domains since it appears to be weighted equally.

The framework for this study (figure 3.9) is designed to resemble a human figure. The head, (the strategic role function), is supported vertically by the body of the figure, which are supported (horizontally) by the arms (professional development and organisational management). All these function sits on the legs (teaching and learning), which in turn supports the body. These supportive parallel executive command functions are designed to provide assistance for the new senior school leader, in the form of a scaffold in their decision-making while they lead the school strategically. It provides supportive pillars for the central column, which is the main axis of the strategic leadership function, affecting both teaching and learning. The senior school leaders may use the framework to establish areas of development through self-evaluation.

The school development curriculum content is listed as the bulleted statements in the square boxes in figure 3.9. These bulleted areas become the development criteria and indicators of success for the senior school leaders. The measurement of the level of success lies in the ability of the senior school leaders to determine if they have satisfactorily mastered the areas highlighted in the bullets mentioned in the framework. There is no delivery or pedagogical strategy recommended, and these should be determined by the context in which the senior school leaders apply the leadership development curricula as described in the three development areas.

This framework (figure 3.9) suggests that the leadership function of the Principal cannot be a general mix of activities, but should rather be a strategic function, which leaves the daily operational management of the school to the Vice-Principal.

The leadership competencies described in the section above inform both Sergiovanni's model (figure 3.5.2) and the leadership development model (figure 3.9) designed for this study. Leadership and these frameworks, in all aspects, are described throughout the text, supporting both the framework outlined above and the questions the researcher was able to answer later in this study. The leadership development needs of the newly appointed senior school leaders are both accommodated and well supported by the newly developed framework (3.9) that supports strategic development as well as operational functionality.

3.10 Conclusion

This chapter has reviewed a wide range of relevant literature that focused on the topic of school leadership development and resulted in a new conceptual framework, which will be applied in this study. It has also discussed the relevant literature underpinning this study. The next chapter discusses the methodological practices employed to conduct this research.

Chapter 4 Research Methodology

4.1 Chapter Overview

The overarching aim of this study is to examine and compare the perceptions of newly appointed senior school leaders about their roles, competencies, needs, and experiences of new senior school leadership training programmes offered in the Western Cape, South Africa, facilitated by the CTLI and the Abu Dhabi Education Council's Tamkeen programme, in the United Arab Emirates. The review of relevant literature and theoretical framework (Chapter 3) guides the development of the research questions and the research approach for the current study. This chapter sets out the research design and methodology used to conduct this research. It describes the choice of a mixed methods approach by incorporating the different methodological provisions of both qualitative and quantitative research, using descriptive data analysis techniques.

The philosophical stances adopted in this study are also justified in this chapter. Section 4.2 outlines the details of the critical realism philosophy followed. In Section 4.3, the research aim and questions are stated and explained. Section 4.4 outlines the research design, which includes the main research question and sub-questions. Thereafter, the various research techniques employed in this study are discussed in section 4.5. Section 4.6 then details the sample selection process at both ADEC and the WCED.

The procedure for conducting the pilot studies is discussed in Section 4.7 and section 4.8 reviews the data collection methods used. The analysis of the data collected is examined in Section 4.10, followed by an exploration of positionality and reflexivity in section 4.11. Following this, a discussion on validity and reliability is presented in section 4.12. Relevant ethical considerations are deliberated in sections 4.12 and 4.13. Section 4.14 concludes this chapter.

4.2 Philosophical Stance

Since the seminal work of Bhaskar (1978), critical realism has emerged as a powerful approach in the philosophy of social science (Archer et al., 1998). Although critical realism is not a uniform school of thought, its various versions do share a belief that in a social world, reality exists in spite of our ability to sense it empirically, or it being constructed in our minds (Acher et al., 1998; Bhaskar, 1998; DeLanda, 2006; Pawson, 2013; Sayer, 2000). Sayer

(2000) describes a realist as someone who is concerned with the independence of this world as distinguishable from what we might think of it.

This independence of reality from the researcher's knowledge is explained by Bhaskar's (1978) distinction between the 'intransitive' and 'transitive' dimensions of reality. The intransitive dimension reflects the object of study, whereas the transitive dimension reflects the theories and discourses that describe the object of study (Sayer, 2000). This concept is best explained by pointing out various theories and sciences that have different transitive objects (theories about the world), while the world they are about, the intransitive dimension, is the same (Collier, 1994, as cited in Sayer, 2000). It is understood that when the focus of these theories starts to differ, it does not change the object of the study. The Critical Realist, however, accepts that social objects change and transform when exposed to the social world. This theory refers to real life experiences and how such experiences shape the world we live in. It is this view that the researcher embraced during the initial stage of investigating various philosophical stances. The quote by Mingers et al. (2013) explains it best:

Critical realism offers exciting prospects in shifting attention towards the real problems that we face and the underlying causes, and away from a focus on data and methods of analysis... Although the term critical realism may be used in a number of traditions, we are primarily concerned with that developed from the foundation work of Roy Bhaskar (Mingers et al., 2013:795).

Ontology takes precedence over epistemology because it describes the nature or the reality of a phenomenon, which is influenced by politics and beliefs that drive 'things' (Cohen et al., 2013). These beliefs are socially constructed and, therefore, highlight some areas of reality, while hiding others. The idea of a reality that drives 'things' is crucial for this study as it focuses on the determination of leadership perceptions and beliefs. The study here rests on the reality of the position in the minds of the newly appointed senior school leaders.

Critical realism provides a strong critical lens to guide the need for transformation in adverse contexts. Substantial empirical research of leadership development and the way people change in systems provides concrete empirical evidence of the transformation potential and process in individuals, communities and societies as is observed through this research. Critical realism assists with the understanding of the various contexts of this study and the way in which the new leaders adapt to their novel roles in established systems. Moreover, it helps with the comprehension of the leadership reactions and the accompanying developmental needs and practices.

In both systems under investigation, the level of change amongst the leadership is shaped by their experiences, as the critical realism approach purports that change will be shaped by the

experiences and understandings of the players in any given circumstance. These external, non-visible systems generated by the players (generative mechanisms) provides momentum and acts as the observer for change. Critical realists consider the observer's view to be systematically open, involving not only events but also real objects and generative mechanisms, such as social structures and agency with causal power. The generative mechanisms of the social tribal construct of the UAE society has momentous consequences for implementation strategy of new systems. From an epistemological viewpoint, the critical realist reiterates that knowledge is a social construct, which is conceptually mediated and theory-laden. It is then acceptable to believe that social phenomena cannot be measured or counted, and there is an interpretive or hermeneutic element in social science, which is always open to critique (Sayer, 2000).

In this study, the researcher adopted this critical realist philosophical stance due to its socio-humanistic nature. The content of the professional development programmes of the two leadership development practices in South Africa and UAE, is heavily influenced by the local contexts, drawing on the perceptions and perceived needs of the respondents. Their perceptions and needs was examined from a socio-economic and cultural perspective that incorporates the backgrounds of the research respondents, their cultural beliefs and the influence of the local societies that guide the way in which leadership was defined and viewed. The reality of the senior school leaders' perceptions of their positions, what they perceive their role to be, and their perception of their needs, determine the way in which senior school leadership develops.

When applying a critical realist view, the researcher sought to understand the design of the local context of each programme, aiming to establish how the local perceptions of the new senior school leadership, perceptions the programme delivery and effectiveness, and the way in which the programmes at the respective educational institutions in ADEC and CTLI contribute to the desired goal of new senior school leadership development. The change in education systems provides the platform for trying to understand where this change comes from and how the transformation from this change may be possible.

4.3 Research Aims and Questions

This study reviews and compares perceptions, roles, responsibilities, competencies and the perceived development needs of new senior school leaders, while reviewing the perceptions respondents have of professional development programmes offered by the WCED, South Africa and ADEC, Abu Dhabi, UAE. The aim of the research was to gain insight into the two

leadership development programmes, both of which are familiar to the researcher, while comparing findings with previous empirical data from both local and international authors.

The objective of the research study is grounded in the notion of international development across borders and cultures. Similarities and differences in both systems warrant such a comparative study. Both the UAE and South African systems are constantly developing and evolving to adapt to the challenges in education while striving to attain improvement in student achievement.

There are few international comparative studies relating to leadership and particularly new senior school leadership development. In a recent comparative study by Piggot-Irvine et al. (2013), these shortcomings of leadership development are highlighted. The authors compared various developing systems, noting the need for further international comparative studies. It was while reviewing these research results that the researcher realised the potential value of an international comparative study focusing on education systems in South Africa and the UAE. The researcher's knowledge of the South African system as well as his experience of working in the Abu Dhabi system highlighted the need for such a study between ADEC, UAE and the WCED system in South Africa. This comparative study aims to answer the research questions discussed below. The overarching research question guiding this project was: What are the perceptions of newly appointed senior school leaders on the leadership development programmes offered by ADEC, UAE and the WCED, South Africa?

The study's main question is:

Are newly appointed senior school leaders appropriately prepared to take up their key roles and responsibilities within schools in South Africa and the UAE, and do they have the competencies necessary for such positions?

In engaging with this, the study asks the following sub-questions:

1. How do newly appointed senior school leaders perceive their roles and responsibilities?
2. What do the newly appointed senior school leaders perceive as their main development needs?
3. What do newly appointed senior school leaders say about the leadership development programmes offered in the UAE through the ADEC's Tamkeen programme, and by the WCED's CTLI? The focus of the research is on what the newly appointed senior school leaders find useful and relevant in relation to the

leadership programmes' i) aims ii) content iii) forms of learning and modes of content delivery and iv) assessment.

Research question 1 investigates what newly appointed senior school leaders perceive their roles and responsibilities to be. The aim was to investigate the perceived roles and responsibilities during their first two to three years in their leadership roles. The newly appointed senior school leaders have various developmental needs after appointment. These needs are investigated through research question 2. Both systems offer professional development to their staff. Question 3 investigates the newly appointed senior school leaders' perceptions of the professional development programmes offered to them. All of the research questions are discussed in Chapters 5 and 6, followed by a comparative analysis discussion in Chapter 7.

4.4 Research Design

In this section, the researcher gives an overview of the enquiry methods used in this study.

4.4.1 Case Study

Case studies are a common way to conduct both qualitative and quantitative inquiry. Yin (2008:1) states that:

[C]ase studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context.

This study, however, paid closer attention to the 'how' questions. Yin (2008:1) further argues that case studies allow researchers to maintain the holistic and meaningful characteristics of real-life events. The case study concentrates on the experiential knowledge of the case and pays close attention to the influence of social, political and other contexts. The research takes the form of a comparative multi-case study design, through which both ADEC Tamkeen and the WCED CTLI programmes were observed. The summary in Table 4.4.1 below highlights the various types of case study designs that may be used in research.

Flyvbjerg (2006) provides a strong argument when responding to some of the criticisms against case study, which include questioning its context-dependent nature, and its inability to produce generalised knowledge. Flyvbjerg (2006) argues that the importance of the case study and both its closeness to real-life situations and multiple wealth of details are explained in two ways. Firstly, he puts forward its ability in the "development of a nuanced view of reality, including the view that human behaviour cannot be meaningfully understood as

simply the rule-governed acts found at the lowest levels of the learning process and in much theory” (2006:223). Secondly, he argues that case studies are a valuable learning experience for the researcher in order to develop good research skills. Concrete experiences are achieved via continued close proximity to the studied reality and via feedback from those under study. Furthermore, he argues that most of the human relationships appear to exist only within a “context-dependent knowledge, which, thus, presently rules out the possibility of epistemic theoretical construction” (Flyvbjerg, 2006:221). He gives an example of a teaching situation in which “well-chosen case studies can help the student achieve competence, whereas context-independent facts and rules will bring the student just to the beginner’s level” (2006:222). Moreover, in his response to critics stating that case studies lack the ability to produce generalized knowledge, Flyvbjerg (2006) argues that this is the situation for all social science research and, until today, social science has been unable to produce a context-free predictive social theory.

Stake (1995) states that the case study is not a methodological choice, but a choice of the object to be studied. Although the research may have some specific aims and research questions, the overall objective is to study the case in as much depth as possible. Sayer (2000) argues that critical realism tolerates different research methods. He states:

Compared to positivism and interpretivism, critical realism endorses, or is compatible with, a relatively wide range of research methods, but it implies that the particular choices should depend on the nature of the object of study and what one wants to learn about it (Sayer, 2000:19).

Critical inquiry and the case study approach are well matched since both emphasise the importance of historical and social context. In keeping with the researcher’s philosophical stance and research questions, a case study approach with qualitative and quantitative aspects was employed in this study. This design is preferred because it allows for an in-depth analysis of how newly appointed senior school leaders perceive their roles and responsibilities, competencies and the perception of how the professional development programmes at ADEC, Tamkeen and the WCED, CTLI support their professional development during their first few years after appointment.

Table 4.4.1 Case study Types. Source: Baxter & Jack, 2008:547-549

Case Study Type	Definition
Comparative case studies	Comparative case studies involve the analysis and synthesis of the similarities, differences, and patterns across two or more cases that share a common focus or goal.
Explanatory	This type of case study would be used when the researcher seeks to answer a question that explains the presumed causal links in real-life interventions that are too complex for the survey or experimental strategies. In evaluation language, the explanations would link programme implementation with programme effects (Yin, 2008).
Exploratory	This type of case study is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes (Yin, 2008).
Multiple-case studies	A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predicts contrasting results based on a theory (Yin, 200).
Intrinsic	Stake (1995) uses the term intrinsic and suggests that researchers who have a genuine interest in the case should use this approach when the intent is to better understand the case. It is not undertaken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because in all its particularity and ordinariness, the case itself is of interest. The purpose is not to come to understand some abstract construct or generic phenomenon.
Instrumental	This research method is used to accomplish something other than understanding a particular situation. It provides insight into an issue or helps to refine a theory. The case is of secondary interest; it plays a supportive role, facilitating understanding of something else. The case is often looked at in depth, its contexts scrutinized, its ordinary activities detailed, because it helps the researcher pursue the external interest. The case may or may not be seen as typical.
Collective	Collective case studies are similar in nature and description to multiple case studies (Yin, 2003).

The two cases that were under observation in this study are the CTLI Leadership Development Programmes used by the WCED and the Tamkeen Development Programmes utilised by ADEC, therefore it is viewed as an exploratory, multiple case study design (see Table 4.4.1 above).

4.4.1.1 Comparative case studies

The undertaking of comparative case studies over time accentuates comparison within and across contexts and/or cultures. These studies may be selected when it is not feasible to undertake an experimental design (Goodrick, 2014). From the literature, it is understood that comparative case studies compare the analysis and synthesis of the similarities, differences,

and patterns across two or more cases that explore a common focus or goal. To be able to accomplish this task effectively, the specific context of each case should be described in depth at the beginning of the study. The rationale for selecting the specific cases is directly linked to the key research questions and, accordingly, what needs to be investigated. An understanding of each case is important in establishing the foundation for the analytic framework that is to be used in a comparative analysis (Goodrick, 2014). The two cases under study here are the Tamkeen, Abu Dhabi, and CTLI, Western Cape, which adhere to the requirements discussed above.

Goodrick's (2014) summary of the three most important focal points for using comparative case studies is listed below. Points two and three hold particular relevance because they are supportive of this study:

- Comparative case studies are used to answer questions about causal attribution and contribution when it is not feasible or desirable to create a comparison group or control group.
- They usually utilise both qualitative and quantitative methods.
- They are particularly useful for understanding and explaining how context influences the success of an intervention and how better to tailor the intervention to the specific context to achieve intended outcomes.

The viability of using a comparative case study is highlighted in the following statement from Goodrick (2014): 'When', 'how' and 'why' questions are posed about the processes or outcomes of an intervention. As previously mentioned, this study is more concerned with the 'how' questions.

From the work of Yin (2014) the following steps are suggested when conducting comparative research:

- Clarify the key research questions and the purpose of the study.
- Define the type of cases that will be included and how the case study process will be conducted.
- Define how evidence will be collected, analysed and synthesised within and across cases and conduct the study.
- Report findings and show that some ethical and practical limitations exist.

Yin (2014) argues that some ethical and practical limitations also exist when conducting comparative case studies. The following are some limitations that are relevant to this study:

- Due to the comparative nature of the research, the respondents may become identifiable. There was some risk in the current study due to nature of the research and the fact that all the respondents know one another, especially in the ADEC study. They may recognise the responses from other responses in the final report. The ADEC respondents are part of a very small community.
- Comparative case studies have disadvantages in some contexts. These include language and cultural barriers in the case of ADEC and political barriers in the WCED case. The sensitive nature of this comparison raised questions, especially in South Africa where the question of race may be a concern as to the composition of the respondent group.
- Depending on the purpose of a particular study, it may be better to purposively select a small number of cases in comparative case studies. In the WCED case, the respondents were chosen based on locality, due to the size of the district. All respondents were located within a 60 km radius from Cape Town. In the ADEC case, most respondents were based in the cities of Abu Dhabi or Al Ain. These are the only two large educational districts in the Emirate of Abu Dhabi.

The aim of this comparative study is to highlight differences, similarities, and areas for possible development in both contexts.

International comparative studies of education can assist schoolteachers and other professional educators, policymakers, the public, and the research community in improving education in the United States [and by implication, internationally] and in measuring progress toward the realization of the national goals (Norman et al., 1990).

This design of this study replicated a similar comparative study used by Cranston et al. (2003) and Piggot-Irvine et al. (2013). As discussed previously, the researcher chose to undertake an international comparative study after reading the articles written by the aforementioned authors. This study used areas of these international comparative studies in terms of the subjects and the focus. Although this study concentrated on leadership development and a review of leaders' perceptions of their roles and needs, it is to be noted that in addition to covering the scope encompassed by the Cranston et al. (2003) and Piggot-Irvine et al. (2013) studies, the current study included the additional aspect of evaluating the perceptions the new senior school leadership had of their professional development programmes.

4.4.2 Mixed Method Design

In case study research, the use of different methods of data collection is considered to be a critical factor (Yin, 2014). Multiple sources of evidence were gathered for this research project, through structured questionnaire surveys, which incorporated quantitative questions, and complemented by semi-structured interviews, which generated qualitative, 'rich' and explanatory data. The respondents completed a comprehensive questionnaire; this was followed by interviews in selected cases (25%) to probe further aspects of new senior school leader experiences. Interviews were also conducted with Senior Officials at both ADEC (2) and WCED (2) for illumination on the answers to the survey questions. The combination of all these methods aided the interpretation of the data and helped to clarify the senior school leaders' perceived roles and responsibilities, competencies and professional development needs in both cases.

Aldridge et al. (1999) argue that sequential design allows for the integration of data from different sources during the analysis. This study was sequential in design, divided into two phases. The first phase was the quantitative overview, using a questionnaire survey. The second phase consisted of interviews. The sequential design allowed data to be interpreted from various sources in a predetermined manner.

Campbell & Fiske (1959) used mixed method approaches in their research and encourage others to follow their example. Mixed-method research design has the benefit of eliminating data source biases. In this study, data using quantitative and qualitative descriptive techniques inform the analysis. The qualitative data supports the quantitative data that consists of a comprehensive survey questionnaire. In this way, the reliance on one data collection method and bias towards the quantitative data has been eliminated. Creswell & Clarke (2007:30) argue that quantitative and qualitative data may be "converged, integrated or combined to enable greater understanding". Incorporating thematic questions in the questionnaire survey, followed by qualitative interviews helps to provide greater insight into the issues being investigated.

Making use of a wide range of interconnected methods provides greater insight and meaning into the worlds that are studied (Denzin & Lincoln, 2000). The research philosophy, as discussed earlier, reiterates that different perspectives, experiences, and feelings would arise within different people (researchers and participants), even if the situations in which they found themselves were the same.

Yin (2011) argues that a mixed-method study can retain its identity as a single study when both quantitative and qualitative data are considered to be complementary, therefore, in this study data from both cases were analysed and considered together before conclusions were

drawn. Yin (2011) cautions against the possibility of a separation of the studies if the results of the methods used are not compared after analysis. The data sets in this study were triangulated, which allowed for greater meaning production.

4.5 The Research Techniques

Section 4.5.1 discusses the survey questionnaire while section 4.5.2 deals with the interview methodology used in this study.

4.5.1 Questionnaire Survey

Surveys are used to gather data that can describe beliefs, perceptions, and experiences (Weisberg et al., 1996; Aldrige & Levine, 2001).

The attractions of the survey lies in its appeal to generalizability or universality within given parameters. Large-scale data can support statements with a degree of confidence (Cohen et al. 2014).

As mentioned above, the research reported on in this thesis was based on mixed-methods, quantitative questionnaire survey questions, supported by qualitative open-ended questionnaire survey questions and interviews. The questionnaire survey in this study comprised of thematic quantitative questions, and used a Likert scale. In addition some qualitative questions, which seek to provide clarity, were also included.

It is agreed by researchers that “the survey is the single most powerful method of all the approaches to needs assessment” (Moroney, 1977:146). Case (1979) agrees that the use of a survey tool has a high probability of being successful when collecting data relating to the perceptions and needs of leaders. The importance of using a questionnaire survey tool in education is highlighted by authors Cohen et al. (2003; 2011) when they recommend that “surveys should be used as a vehicle to drive educational change”. Cresswell (2014) suggests that analysis questionnaires should ask respondents questions relating to their opinions, personal experiences, background, and expertise.

Surveys may be differentiated concerning scope, context, and the required outcomes for that research. It can be ‘individualised’, allowing for flexibility in approach and design. Morrison (1993:38-40), and later Cohen at al. (2003:45) and De Vos (2005:357), describe the generalised features of questionnaire surveys and highlight the various characteristics of a survey that make it attractive to the research world. The following summarised list of features of questionnaire surveys is relevant for this study:

- Gathers data on a 'one-shot' basis and, hence, is economical and efficient;
- Gathers data that can be processed statistically;
- Gathers standardised information by posing the same questions to all participants;
- Provides descriptive, inferential and explanatory information;
- Makes generalisations about, and observes patterns of responses in, the target of response.

The survey questionnaire was adapted from the original design of Cranston et al. (2003) and Piggot-Irvine et al. (2013) for the comparative leadership needs analysis conducted across a range of countries. The survey tool was contextualised for both countries. In the UAE, local academics reviewed the questionnaire – as part of the pilot – to ensure accurate translation and to guard against inadvertent reference to issues that may be of sensitive nature. The questions were then tailored in both cases to accommodate local culture with the main concern being the need to explore leadership development programmes for newly appointed senior school leaders, in terms of how these interventions relate to their perception of their roles and responsibilities during the first three years after appointment.

Information was gathered on aspects of the senior school leader's role, including demographics, aspects of the role, role satisfaction, role changes, role pressure, and the importance of specific skills required by senior school leaders (Piggot-Irvine et al., 2013). Senior school leaders' perceptions of the interface between their role and professional development programmes were investigated, centring on a framework of aims, content, mode of delivery. Both closed and open responses were sought in the survey, with an emphasis on open responses for the section on development experiences and needs.

After the survey data had been collected, semi-structured interviews were conducted in order to supplement the data collected for this study. In the following section, details are provided about the interview process.

4.5.2 Interviews

The objective of the discussion below is to inform readers about the significance of incorporating interviews as part of the data collection in this study. The main purpose of conducting the interviews was to investigate issues that could not be easily addressed in questionnaire surveys and to gather further data-rich feedback from senior school leaders in the Western Cape and Abu Dhabi, focusing on their perceptions of the extent to which current professional development programmes meet their development needs.

Interviews are one of the most widely used methods in qualitative research because they help researchers understand the reality from the participants' point of view (Schostak, 2006). Interviews have been used in numerous leadership studies as a data collection instrument. According to Cohen et al. (2001:309), interviews serve many purposes:

First, it may be used as the Principle means of gathering information that bears directly on the research objectives; it makes it possible to measure what a person dislikes (values and preferences and perceptions) and what a person thinks (attitudes and beliefs). Second, it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships. Third, it may be used in conjunction with other methods in a research undertaking (Cohen et al., 2001:309).

Unlike structured interviews, in which questions are specific, semi-structured interviews allow unexpected themes to emerge (Kvale, 1996). It was especially useful when the perceptions of senior school leaders on their roles and development needs were examined. The semi-structured interviews allowed the respondents to communicate areas of concern with regard to their perceptions of their current role, and also provide the researcher with opportunities to request clarification. According to Barbour (2007), semi-structured interviews allow interviewees to respond freely while preventing excessive direction by the researcher, thus allowing participants to reveal their unique experiences and views regarding the phenomenon under study.

The language barrier of the Emirati respondents at ADEC was overcome in part by translating the questionnaire into Arabic to provide language support to those respondents that may have had difficulty with interpretation of the questions in English and some of the specific educational terminology during the completion of the questionnaire quantitative survey while a translator was used to provide explanations during the follow-up interview qualitative questions to respondents where necessary. In most cases, this was not necessary, since the Emirati ADEC senior school leadership is required to be bilingual in Arabic and English. However, in some of the more rural areas, the levels of proficiency in English were not very high and assistance with translation was required. The WCED respondents required fewer clarification interviews due to a higher level of English proficiency. The interview questions were designed to support the quantitative questions posed in the questionnaires, with the purpose of seeking clarification and assisting with the interpretation of the qualitative data. They also helped to facilitate further understanding of the data collected via the open-ended questions in the survey.

4.6 Sample Selection

Sampling refers to the process of selecting a segment of the population that conforms to a designated set of specifications, which is a representative subset of the population (Polit & Beck, 2004). A purposive sampling method was used in this study, which is most common in quantitative and selective qualitative inquiries. According to Creswell (2003), purposive sampling refers to the selection of participants that will best help the researcher understand the problem and then compile the research questions while reflecting on this knowledge. Unlike probability sampling, which is common in quantitative research, purposive sampling is not concerned with the generalisation of results, which is the nature of qualitative inquiry (Cohen et al., 2007). The sample for this study consisted of senior school leaders at both ADEC and the WCED who had been appointed during the preceding three years.

Both the WCED and ADEC provided the researcher with lists of newly appointed senior school leaders. Twenty respondents were selected from ADEC and twenty from the WCED. The WCED respondents were selected from a list provided by the WCED and the CTLI of newly appointed senior school leaders that completed CTLI leadership development courses during the three years prior to this study. The ADEC respondents were chosen due to their proximity and familiarity to the researcher. Twenty-three respondents were chosen to participate in the ADEC case. Twenty of the survey questionnaires were usable after they were returned. Three of the questionnaires were incomplete and could not be included in the study sample. The WCED sample was chosen due to the proximity to the University, the comparability of the systems and ease with which the researcher could access the respondents. Forty-six questionnaires were hand delivered, of which only twenty were finally completed and used during the analysis.

In South Africa the majority of respondents were from primary schools, with only one respondent from the high school level. The reason for this indifference lies in the response rate from the primary school newly appointed and the High School newly appointed senior school leaders. The respondents were contacted, meetings set up, and the survey questionnaires were delivered and discussed. In South Africa, some surveys were e-mailed after a telephonic discussion with respondents. Upon completion, these surveys were scanned and mailed back to the researcher. Although all possible action was taken to ensure that the sample was representative of all school levels, it was not always possible. At ADEC the majority of new senior school leaders were appointed at the primary and kindergarten school levels therefore no cycle two or three respondents were included. At the WCED four principals and sixteen vice-principals formed the sample group, whereas with the ADEC case, two principals and eighteen vice-principals formed the sample group.

4.7 Pilot Study

The use of a pilot study proved to be important: the questionnaire survey tool used in this study had not been used before, warranting a comprehensive pilot study. Two academic and one research staff member at both ADEC and CITE examined the research tools and suggested refinements. Before the pilot tests, the researcher had meetings with the study advisor, three post-doctoral researchers at CPUT and the two pilot participants from both cases, which formed part of the final twenty respondents in both cases. Further meetings with the two pilot participants at ADEC and the two pilot participants at the WCED were held to discuss possible adjustments. The last final adjustments were made after both these meetings. The pilot respondents formed part of the final sample group. A significant amount of effort was applied to design the Likert scale. The researcher explored both 5 and 3-point scales. Since a 5-point scale seemed to work better in the pilot tests and was preferred by pilot testers, and following the advice of the study advisor, the 5-point scale was decided upon.

A separate pilot study was conducted in each country. After the pilot studies and considering the feedback from the pilot respondents and the research staff, the questions were combined and rearranged to ensure that the researcher would gather quality data. Some qualitative questions were included at the end of each theme, while a further two questions were added at the end of the survey. These changes were important and helped to provide further insight into the quantitative data. The semi-structured interviews were structured to support these themed questions.

Some of the researchers at CITE and other questionnaire survey development professionals recognised that the cognitive load for completion of the survey was still very high. Further changes were made to the questionnaire, which were piloted by different respondents to those involved in the first pilot, firstly by ADEC and then later by the WCED respondents after it was contextualised for the WCED. The pilot respondents formed part of the sample respondents. After favourable feedback from both cases, the current questionnaires were used (see appendices A and B).

4.8 Data Collection

This section discusses the various aspects of the data collection, namely collaboration in section 4.8.1 and survey distribution in Section 4.8.2.

4.8.1 Collaboration

Building meaningful relationships is necessary to acquire authentic information on the cases under study. A collaborative relationship was established with academic colleagues and school leaders, including education advisors at ADEC. Many of these individuals are directly responsible for the development of leadership developmental programmes. Building relationships with the Director of CTLI and the Division Manager at ADEC helped the researcher to gain direct access to respondents, especially in South Africa where respondents were sometimes located in remote areas.

4.8.2 Survey Distribution

After taking advice on the pilot studies and the design of the cover letters, the process of distribution was designed and agreed upon. All the information packs that were e-mailed or hand delivered consisted of a covering letter, instructions, and consent forms outlining the research from both ADEC and WCED in Arabic and/or English.

The Abu Dhabi Survey was conducted first and the survey questionnaires were either hand delivered or emailed to respondents. In a covering letter that supported the questionnaire survey, respondents were asked to contact the researcher if they had difficulty with any of the questions. Some respondents phoned to ask questions. The respondents were requested to complete the survey within a week, after which the researcher collected the documents and followed up with a brief consultation with the respondents.

After completing the ADEC survey data collection, the WCED questionnaires were hand delivered to respondents. In inaccessible or remote locations, the documents were completed, scanned, and returned via e-mail. The researcher was escorted into some townships by school staff to ensure his safety at a time when there was civil unrest in a township called Khayelitsha. A much higher percentage return of questionnaires was reported at ADEC. A considerably higher volume of questionnaires had to be distributed at the WCED in order to finally obtain the targeted number of 20 responses. The ADEC sample returned 100 per cent of their questionnaires. Three of the questionnaires were not usable, as mentioned in the previous section. The WCED sample showed a 43 per cent return. Most of the respondents, however, were very willing to participate, and even those from schools in areas without a regular electricity supply made great efforts to support this international study. The semi-structured follow-up interview questions were distributed by email before the interviews, if requested. The interviews were recorded, transcribed and the transcriptions were made available to the respondents.

4.9 Data Analysis

This section discusses the analysis of both collection methods and data. The questionnaire survey is discussed in section 4.9.1 followed by the discussion of the data collected via the qualitative interviews in section 4.9.2.

4.9.1 Survey Questionnaire Analysis

The analysis of the quantitative survey questionnaire was conducted manually by adding responses and graphing these according to the indicators. The raw data were transferred to Excel for analysis. Descriptive statistical analysis methods were used to interpret the data. The various sections were graphed and trends were highlighted, described and discussed. These results were then compared with the relevant literature reviewed in this study. This was followed by integrating the data collected from the three open-ended questions with that of the questionnaire data. The data was grouped into themes, in relation to the research questions. The data was analysed, compared and conclusions drawn for discussion and interpretation. The results were constantly tested against the research questions to ensure that the data was relevant and valid.

The data was cross-referenced between participants' perceived understanding of their roles, responsibilities and competencies, and compared with their perceived professional development needs in order to establish trends. The final framework (figure 3.9) for this study helped with directing the interview questions and clarifying the individual's position in the combined three phases of development of the frame as discussed in sections, 3.4.5, 3.5.3 and 3.7.

The same process of descriptive data analysis techniques were used to analyse the survey data on the perceptions of the development programmes at both ADEC and the WCED. The data was described and interpreted from the graphs that were drawn from the raw data. This followed a process of analysing the descriptions and linking them with the research questions and the reviewed literature.

The ADEC survey data was collected first, and then the data from the WCED was collected and analysed. This sequence of data collection and analysis was chosen because of the practicality in terms of the researcher's place of residence and given the difference in the academic calendar (which runs from August to July in the UAE, and January to December in South Africa). During the UAE summer holidays in June/July, the researcher could focus on collecting data in South Africa where the schools were in session.

4.9.2 Qualitative Interviews

Twenty five per cent (5) of the 20 respondents at both ADEC and 5 (25%) of the 20 WCED respondents were randomly selected for the interviews. These interviews were in person interviews informally and guided by the set of questions. In many cases the respondents could clarify information and also provide additional information. The discussion provided very rich data, which are included in the analysis in chapters 5,6 and 7. The qualitative responses in the questionnaires were transcribed and analysed according to the coding methods described in Table 4.9.2 below.

1	Data was reviewed to establish value, depth and richness.
2	Data was captured onto and into capturing tool. Hard copies and soft copies to be stored for safekeeping.
3	Data was analysed and attention was given to patterns and commonalities while establishing validity. Data presentation was possible at this time.
4	The data was accurately linked with the research aims and goals and these were tested to see if goals are met. At this stage, the accuracy of the tool can be established and reported on.

Table 4.9.2 Analytical coding methods for Qualitative data in the Questionnaire and interviews

Semi-structured interview questions were used to identify perceptions and roles (see appendix C). The interviews were used to examine meaning in the original context of the survey questionnaire. The interviews provided clarity to the themes and patterns that were formed during the analysis of the questionnaire data. The depth of understanding by respondents of the survey questions was measured through randomly selecting questions that was used in the survey tool for further discussions and to provide greater clarification. This was also used to test to see if the respondents understood the questions. The interview questions were constructed after the original quantitative data was analysed, to provide richer data and where further clarification were needed. Commonalities that emerged from the interviews were joined to form discussion categories. In addition, important issues observed during the interviews were recorded in the field notes.

4.10 Positionality and Reflexivity

Conducting research requires researchers to position themselves in relation to their study. In terms of the position taken for this study, the researcher had to consider whether he was an outsider or an insider in terms of the research and the process of data collection (Ganga & Scott, 2006). According to Bryman (2004), an insider is a person who belongs to the group that is being studied, whereas the outsider does not. For the purpose of this study, the researcher considers himself as an outsider for the WCED group, although he may be

regarded as somewhat of an insider at ADEC, due to his position in the organisation. Although the researcher is employed by ADEC, he is positioned as a manager in the School Operations Department rather than as a Senior School Leader. He does not have any direct supervisory relation with the group under study. The researcher's involvement in schools and leadership development, and an extensive knowledge of both cultures, were seen as beneficial in understanding the cultural contexts and attaining access to the participants.

The researcher's stance as critical realist emphasises the need for mediation through personal values, style and ethical perspective, based on the view portrayed by Hesse-Biber & Leavy (2006:366). This outlook draws attention to the researcher's own position as the principle researcher, while issues of power relations, domination and marginalisation were taken into account in this study. The critical realist approach adopted for this study recognised that this research was conducted in two very different and diverse societies in terms of their cultures.

Creswell (2007:178) states, "No longer is it acceptable to be the omniscient, distanced qualitative writer". Reflexivity encourages self-disclosure and emotional involvement at the expense of distance and separation (Ellis & Berger, 2003). The researcher is aware that when approaching a study involving perceptions of roles and responsibilities, a distinct difference in the approach from respondents can be expected when answering interview questions compared with when they answer quantitative interview questions. Semi-structured interviews provide opportunity for sensitive issues to be discussed more freely and explained better by the respondents.

4.11 Validity and Reliability

In this section, issues concerning the validity of the questionnaire are discussed in subsection 4.11.1, and the validity and reliability of the interviews format that was used during this study is described in subsection 4.11.2.

4.11.1 Validity and reliability of questionnaires

Validity of the questionnaires was assured through wide consultation over a seven-month period. Consultation with subject matter experts, survey development experts, and needs assessment experts in the construction of the instruments led to a tool with a high level of face validity. Professor Sayed from Centre for International Teacher Education (CITE) at the Cape Peninsula University of Technology (CPUT) guided the researcher through the process by providing examples and critical feedback throughout the development of the survey

questionnaires. Previous studies conducted by Hess & Kelly (2007) and Cranston et al. (2003) were used as a guide throughout the process to ensure that the focus was maintained.

Secondly, validity was established through careful selection of the Principals and reviewers of the qualitative supportive questions. The questions that were reviewed form part of the questionnaire survey and the interview questions. Various males and females made up the pilot group at both ADEC and the WCED. The ADEC survey for senior school leaders was also piloted by advisors and post-doctoral staff at CITE. The senior school leaders who participated in the pilot study were informed that their participation is voluntary and that they might not necessarily be required to participate in the study. Two Principals, experts, and educational advisors working at both ADEC and at WCED formed part of the pilot. An additional two Vice-Principals at WCED formed part of the WCED pilot, necessary due to the adaptation of some questions for the local WCED context.

Thirdly, validity was ensured by asking the participating senior school leaders to provide critical feedback with respect to the general layout as well as issues relating to translation, the clarity of the questions and instructions, and any other matters that might have been helpful in improving the questionnaires. Interviews with some of the pilot senior school leaders helped to provide critical feedback.

Fourthly, the ADEC questionnaire was translated into classical Arabic to ensure that the ADEC respondents understood the instructions as well as the questions. English does not always translate easily into Arabic and, therefore, some questions may have been difficult for the Arabic respondents to understand without further clarification. It was not always possible to translate some of the terminology into Arabic and, consequently, some questions had to be rephrased, especially in Section 3, in order for all respondents to successfully participate. These participants had the option of accessing an Arabic translation of the survey as a support document when answering the survey. Where translation of data was required, a second opinion supports the validation of the data. Jones (2001) comments on the importance of proficiency in both of the languages in a translation process. In this study, the Arabic translation was verified by a Senior Academic Leader, known for her ability to translate English to Arabic. The validity of the questionnaires was tested against previous research (Hess & Kelly, 2007). The questionnaire was tested against the research questions, and found to be valid as a means of determining a positive outcome.

Finally, the CTLI senior school leaders are accustomed to the use of English terminology, as English is the professional language used during training and communications for the

WCED. This knowledge meant that little adaptation to the WCED pilot survey was required to help participants with clarification of questions. Two respondents did request further clarification with the English terminology. The researcher chose to sit with these respondents and explain the questions to them, as needed, while they completed the questionnaire.

4.11.2 Validity and reliability of the interviews

The enquiry into representation and rigor in interviews always subverts debates on the suitability of qualitative research. Firstly, conducting a pilot study at both ADEC and the WCED tested the validity of the interview questions. Two respondents at both ADEC and the WCED formed part of this pilot. The questions were also tested for cultural sensitivity and appropriateness for the local contexts. The interviews were all conducted in person. Each interview lasted approximately thirty minutes. All interviews were audiotaped and transcribed verbatim.

Secondly, validity of the interviews was assured by transcribing the interviews. These transcripts were made available to the respondents to scrutinise their reviews for accuracy and member checking (Miles & Huberman, 1994). The content of the transcripts was tested against the themes identified during the construction of the survey questionnaire, taking into consideration the research questions. The data was used to support the discussions of the findings in the form of supportive quotations. The collected data was triangulated with the reviewed literature and the quantitative data collected to support findings.

Thirdly, validity was ensured by following the same predetermined format of questioning throughout the questioning phase, which eliminated the possible risk of bias and to ensure accurate comparative data were collected. Finally, a careful selection of different race groups and socio-economic environments provided a broader scope of data. The interviews allowed additional themes to be recognised, based on the different contexts in which the surveys were administered.

4.12 Ethical Considerations

Ethics in research is integral and important. Mixed methods research requires a high level of ethical practice. For the purpose of the study, especially in the qualitative section, attention was given to situations where ethics could have played a part in the outcome. Qualitative research describes people in their natural settings and this requires a high level of ethical sensitivity, based on the principles guiding the research and the moral values of the researcher. The researcher was required to apply for ethical clearance from the CPUT; this

request was undertaken in consultation with the supervisor and Head of the Research Department at this institution. The researcher also applied to the WCED for permission to conduct this research, in response to which they requested a detailed proposal and an outline of the study. Subsequently, a letter of permission was provided, informing the respondents about the purpose and period of the research study (see appendix D).

After receiving clearance from CPUT and with the necessary assurances by the researcher that the research would be conducted in an ethical manner, the Research Department at ADEC granted permission for the researcher to conduct research at this organisation. The process for this application was completed in writing, and accompanied by a detailed research proposal. ADEC subsequently applied to the government of the UAE for security clearance; thereafter the researcher was given permission to conduct his research. A letter was sent to the participating ADEC schools, by the ADEC central office, indicating the purpose of the research and a letter of proof of permission to conduct the study was also mailed to the researcher (see appendix E).

4.12.1 No Harm Promoted

The ethical principles necessary for valid research should be nestled in the general rules of conducting social research that support the idea that no subjects may be harmed during any part of the research, that all input should be voluntary, and that participants should be able to withdraw from the study at any point.

4.12.2 Confidentiality

Assurance of confidentiality was important to respondents and participants were thus informed of the confidentiality of the survey and interview results. Approval for conducting this research project was needed from three Research Departments, namely from CPUT where the researcher was studying, from the WCED and from the Abu Dhabi Education Council.

4.12.3 Anonymity

The respondents were asked to complete a consent form after receiving a brief on the purpose of the study. All the respondents were given assurance that their anonymity would be protected throughout the study. Respondents were assured that no senior official or line manager would be allowed access to the results of the study, nor would they be able to align any of the survey responses to a particular respondent.

4.12.4 Data Storage

It was communicated on the survey cover sheet that transcripts will be held for two years after the completion of the research project and then destroyed, and that the respondents' names would not be used in any form in the final report. All data are stored in a sensitive manner and participants' identities are protected. Although the researcher has access to personal information from respondents, such as telephone numbers, place of work, title and years of experience, it was understood that he would not provide demographic information within the research report.

4.13 Limitations

In this section, the limitations that played a role during this study are discussed. Section 4.13.1 discusses the cross-cultural and generalizability limitations, while section 4.13.2 discusses the limitations involved when conducting a study across different countries.

4.13.1 Cross Cultural Limitations

The cross-cultural differences in a comparative study provide for unique inter-cultural observations, but it may also bring to light sensitive and radical obstacles in observation and perception. Much attention to such differences during the development of the questionnaire and follow-up questions ensured understanding and relieved some misunderstandings. As discussed previously in this chapter, the different focus in perception between the disparate cultures at ADEC and WCED did not provide direct clarity of understanding. Every effort was made to ensure that the language used in the questionnaire was 1) understandable 2) culturally sensitive and 3) aligned with current practice.

4.13.2 Cross Country Limitations

Conducting comparative research in two different countries raised inevitable logistical issues. Long distance data collection brings an array of problems when considering travelling time, having to rely on additional help to collect data, and long journeys with very limited time to conclude business.

4.13.3 Sample Size Limitations

The sample was limited to 20 respondents per case. The reason for the limitation is that the ADEC newly appointed senior school leaders number just 23 in total. Only 20 of these

respondents contributed to the study. The ADEC data collection was the first of the two cases, which caused a natural limitation on the WCED sample size.

4.13.4 Limitations of wider interviewing

The sample group was limited to newly appointed senior school leaders. Community leaders and other established senior school leaders did not form part of the interviews conducted.

4.14 Conclusion

This chapter explained the process and procedures followed to collect the research data. The chapter describes the development of the new questionnaire, and the survey and the validation processes that followed. The research methodology and data collection methods for both the quantitative and qualitative data are described. The instruments used are also described. Reference is made to the data analysis processes in terms of the validation procedures employed. Finally, the ethical considerations and limitations of the study are discussed. The next chapter discuss the qualitative and quantitative data and seek answers to the research questions with reference to the ADEC case.

Chapter 5 Findings: ADEC, Case 1

5.1 Introduction

The aim of this chapter is to interpret the qualitative and quantitative data and seek answers to the research questions for the ADEC case. The main research question is addressed through the sub-questions throughout this chapter. The discussion also draws on the literature reviewed in Chapter 3, which relates to the development needs of school leaders.

Section 5.2 provides details about the demographic information of the respondents. Following this, in sections 5.3 and 5.4, is a discussion of the findings in response to the question 'how do newly appointed senior school leaders perceive their roles and responsibilities?' Responses to the question 'what do the new senior school leaders perceive as their development needs?' are discussed in section 5.5. Finally, in section 5.6, the findings in response to 'how newly appointed senior school leaders perceive the leadership development programmes at ADEC?' are discussed.

5.2 Background of the Respondents

The background of the respondents is diverse and includes a number of expatriates (expats). A discussion on this diversity and the implications thereof follows below. The reader is reminded that the term 'senior school leaders' refers to the integrated roles of the vice-principal and principal for the purpose of this study.

5.2.1 Nationality

Table 5.2.1 Nationality of respondents at ADEC

Nationality (n=20)	Number of respondents from country
UAE	15
Ireland	2
USA	3

Table 5.2.1 shows the composition (with respect to nationality) of newly appointed senior school leaders employed at the ADEC. This cosmopolitan composition of appointees is a reflection of and consistent with the staffing structure across the majority of public and private sectors in the UAE. Experience and knowledge is often imported to ensure competitive international functionality. The education sector is aligned with this common practice, as is evident in this table. It is notable that the number of UAE-national newly appointed senior

school leaders forms the majority of the group under study (80 per cent). As discussed in Chapter 2, this is a result of many young newly appointed senior school leaders that are entering the system due to the aspiring leaders programme introduced four years ago. This group of newly appointed senior school leaders consists mainly of female respondents. The non-UAE nationals (expats) mentioned in the table represent 20 per cent of promotions into the senior school leader roles. The data reveal that the local Emirati newly appointed senior school leaders lack leadership experience prior their appointment into the new role. There are many other Western senior school leaders serving in senior school leader roles in the ADEC system, but they were senior school leaders in their previous countries, and therefore fall outside the parameters of this study.

5.2.2 Number of years' experience

Years of teaching experience (n=20)	
1 to 5	2
6 to 10	8
11 to 20	7
21 to 30	3

Table 5.2.2 Number of years' experience of ADEC senior school leaders

The data in table 5.2.2 reveal the years of teaching experience of respondents in the classroom; this may include their experience since appointment in the role of senior school leader, which includes possible appointment in the role of Principal, following promotion from vice-principal. The newly appointed senior school leaders consist of 16 vice-principals and 4 principals appointed into their new roles. The data suggest that 50 per cent of the respondents have less than 10 years' teaching experience, with two of the respondents indicating that they have only two years of teaching experience before their appointment, clearly indicating the lack of experience in this new senior school leader role. This data is significant to the discussion of the strategic functions of the role, which follows later.

The number of respondents with 11-30 years experience equates to 35 per cent, which aligns with the average age of the respondents, discussed in the next section. The data reveal further that only three respondents had previous management positions before their appointment into the new role. The normal career paths are absent, which suggests urgency from the decision makers to promote local, yet inexperienced, young Emirati teachers into

senior school leader roles to ensure future senior school leader role succession is in line with the Abu Dhabi 2030 plan. During follow-up interviews, three of the respondents reveal they were promoted to the position of principal after serving in the vice-principal role for only one year. They express their concern with the lack of experience, which causes much frustration after their appointments.

5.3 Highest Academic Qualification

During the last six years, ADEC implemented a new set of professional standards for principals. These professional standards dictate elements such as language proficiency, years of experience and academic requirements before candidates may be considered for the position of senior school leader. The criteria for appointment into both roles, principal and vice-principal, are the same: a 6.5 in IELTS and a minimum of a Master's degree. Nineteen (19) of the respondents indicate that they hold a Master's degree; the only respondent who does not have a Master's degree is the single male respondent. Very few males have entered the teaching profession in the UAE during the last 5 years due to low salaries and socio-economic pressures, as highlighted in a study by Bond (2013).

The NSM curriculum, now called the Abu Dhabi curriculum, used at ADEC is designed from a combination of Australian, New Zealand, South African, and British curricula. In these countries, a Master's degree is not a requirement for appointment into a senior school leadership position. Many experienced expats, who were vice-principals or principals in their home countries, are excluded from recruitment into the ADEC system due to the requirement for a Master's degree for consideration as per the recruitment policy. The result of this policy at ADEC is that most of the expat senior school leaders are appointed from the USA, where a Master's degree is compulsory to operate in a senior school leader role. The difficulty with this is that the respondent appointments and the experience working with this kind of curriculum conflicts with the curricula and pedagogy used in the USA. The respondents suggest during the interviews that they feel confused at the start of their new role and report a prolonged settling in time into the role as a result of this.

The previous Director General at ADEC attempted to feminise all Cycle 1 (primary schools), a decision he would later reverse. This decision however creates a shortage in male teachers in this Cycle, an area where male teachers traditionally used to teach. Officials from the local teachers training tertiary institutions claim that there are very few male teacher student enrolments at Universities, forcing them to cancel a number of male-teacher education based courses. Male and female students are hosted on segregated campuses, with the male classes being nearly empty.

In 2013, a new Director General was appointed. She improved salaries of male teachers and conditions of service for all local teachers. This helped improve male student teacher enrolments in local universities and teacher training colleges, since one of the reasons Emirati males do not choose teaching as a profession is because of the low salaries that place pressure on them in the socio-economic context in which they live (Bond, 2013).

When the respondents are asked if they had a recognised teachers qualification, 18 reveal they have a professional teachers qualification. Two respondents do not have professional teacher qualifications. This is mainly because their original appointment was in a non-teaching position before their current promotion appointment into the senior school leader role. These respondents had been appointed in social worker roles, a traditional student-counselling position. These positions are recognised as non-teaching positions in the school not requiring any professional teacher's qualification. The data suggests that these two appointees are at a greater disadvantage in the new system due to their lack of curriculum management experience.

5.3.1 Workload and Pressure

The data in figure 5.3.1 below reveal the number of hours spent on schoolwork in a week. Forty-five per cent indicate that their working week consists of between 41 and 50 hours a week. This constitutes an average of 9 hours per day spent on schoolwork. The requirement by law is for management to spend 6.5 hours per day at work. This data indicates that respondents are spending, on average, 30 per cent more time on schoolwork than the legal requirement. Moreover, six respondents (30 per cent of the sample group) indicate that they spend an average 11 hours a day on schoolwork, and 15 per cent of the group indicate that they spend more than 60 hours a week on schoolwork (15 hours per day). This data, presented in figure 5.3.1, correlates with the data in the 'increased workload' section (figure 5.3.4). Both these sections highlight an increase in pressure and workload, which in itself may lead to an increase in work pressure. If the data sets are triangulated with the working hours section 5.3.2, it suggests that a change in the one area effects change in both other areas.

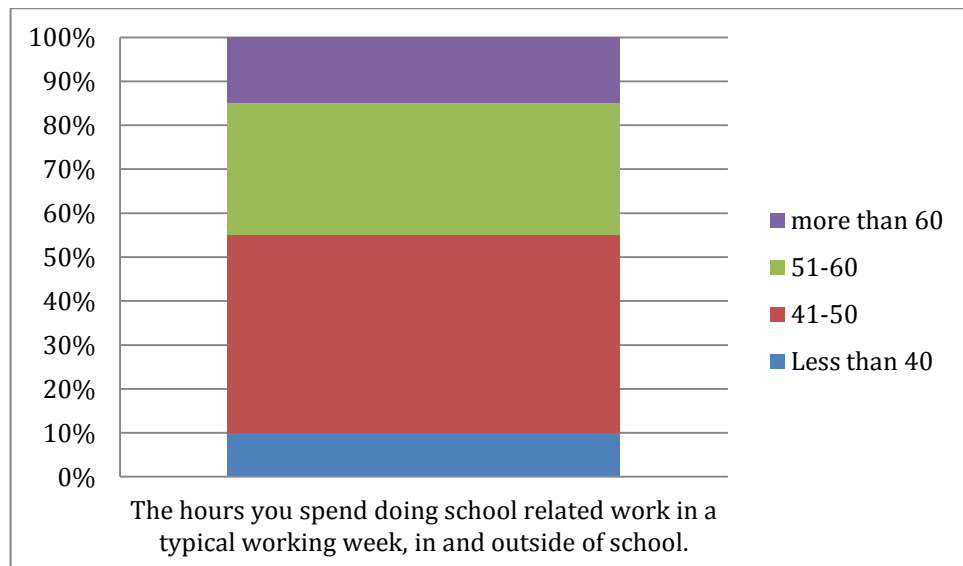


Figure 5.3.1 Time spent per week on related schoolwork

5.3.2 Change in Working Hours

While the data from figure 5.3.1 above reveal the total number of hours spent on schoolwork per week, figure 5.3.2 below compares the number of hours spent in their current role with their previous positions. Seventy (70) per cent of respondents suggest that there is an increase in their working hours, while 30 per cent reveal that their working hours remain the same. None of the respondents indicate a decrease in working hours. It is reasonable to argue that an increase in workload, responsibility and change of role, has an affect on the hours spent at work. The ADEC respondents reveal an increase in working hours have a significant impact on their family lives, something that the nation treasures. There is an expectation of the mothers to be with the families in the afternoon – something that is not possible if working hours are increased. Relationships between husband and wife may suffer, as suggested by one of the respondents when interviewed. This poses a problem for local education authorities, since it is not uncommon that the senior school leader role will require more working hours, while the education department is under pressure to promote more UAE-nationals due to emiratization of the local senior school leader role.

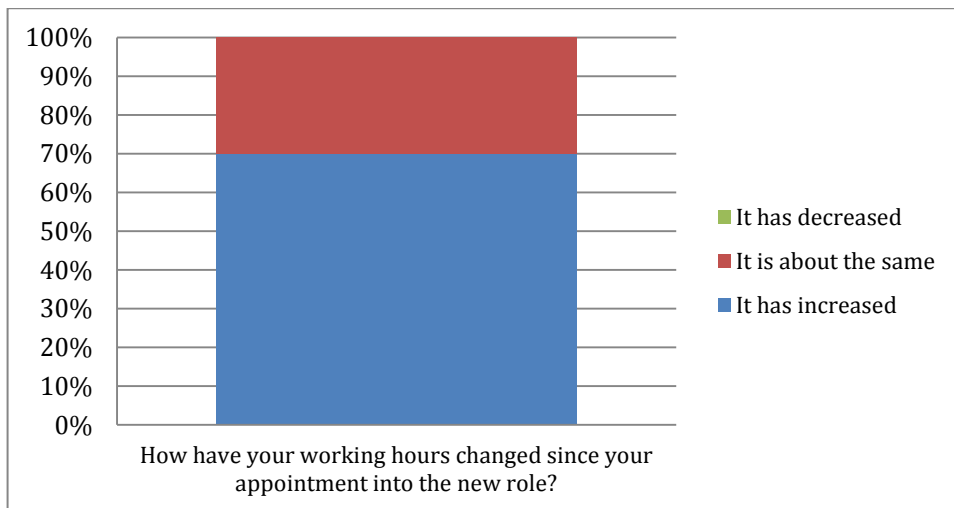


Figure 5.3.2 How have the working Hours changed?

5.3.3 Change in workload the last two years

The data in figure 5.3.3 highlight changes in workload. It shows that 80 per cent of the respondents experience an increase in workload; the remaining 20 per cent of the respondents indicate that there has been no difference in workload.

It is reasonable to conclude that there is a correlation between the work pressure and the increase in work hours experienced by the respondents. It is also reasonable to assume that a promotion to a senior school leader role will lead to an increase in workload. The responses in this section indicate that not all of the respondents had anticipated this change. This may cause ‘culture shock’ after appointment and may be one of the reasons for the increase in work pressure that is perceived by the newly appointed senior school leaders.

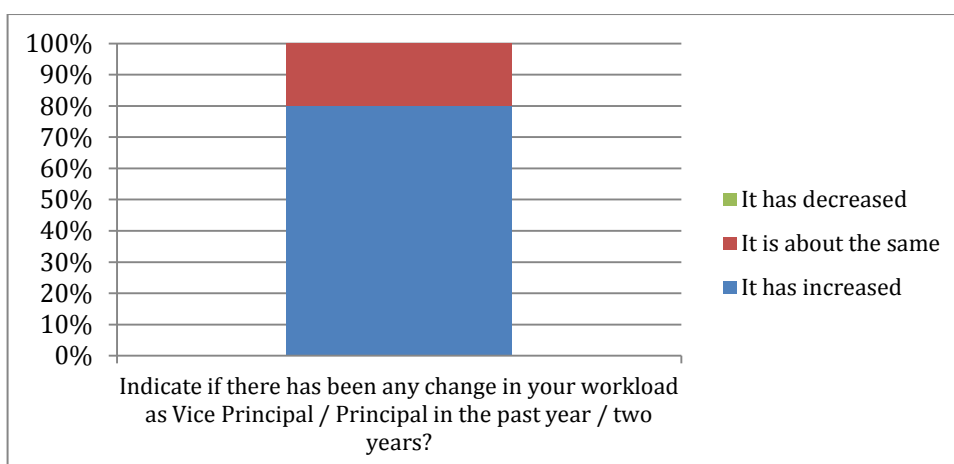


Figure 5.3.3 Change in workload

The data in the above figures 5.3.1, 5.3.2, and 5.3.3 reveal the general increase in working hours, work pressure, and workload respectively. The data from these figures may be triangulated considering how interrelated these results are. There is direct affect on the outcomes of the data in two graphs if the data in one graph changes. This implies that an increase on the one graph will also cause an increase on the other graphs and visa versa. It is suggested that senior school leaders experience similar levels of stress after their appointment. The data indicate that the two respondents at ADEC with previous experience in acting positions suggest lower levels of stress and 'culture shock' after their appointment. One may deduce then that in order to lower stress after appointment, relevant role experience obtained in an acting position, will hold the new appointee in good stead.

5.3.4 Perceptions of role priorities and responsibilities

The roles and responsibilities of school leadership are debated in numerous studies (McCauley et al., 1998; Quint et al., 2007; Guskey, 2003; Hess & Kelly, 2007; Normore, 2012). The changing and integrated vice-principal and principal functions are debated throughout this study. Bush (1999) and Cranston et al. (2003) highlight the increasing complexity of the role, supporting the position reserved in this study where the traditional separated role responsibilities of vice-principal and principal are debated and challenged, while the data suggests that these distinct functions do not exist anymore. It is argued in this study that role functions are integrated and delegated based on the capacity to deliver various role functions associated with the senior school leader role. This has significant impact on succession planning, since capacity in role functions play a larger role in candidate appointment. Candidates may be appointed according to their skills sets within the senior school leader role function.

In this section, the data reveals the respondents' perceptions on their roles and responsibilities within their current appointment. In section 1 of the survey, a 5-point Likert scale is used, where one suggests a low perception, and five, a very good perception of what the role entails. This 5-point Likert scale approach is applied throughout this section, and further throughout the questionnaire survey.

The data from figure 5.3.4(a) suggest that respondents perceive administration/management and strategic leadership to be the most important functions of the senior school leader at ADEC. Most of the respondents are vice-principals, which provide support for the argument adopted in this study that the role has shifted towards a combined operational and strategic function, while the traditional vice-principal operational management functions are no longer

perceived as integral to the role. This stance supports the argument from Cranston et al. (2003).

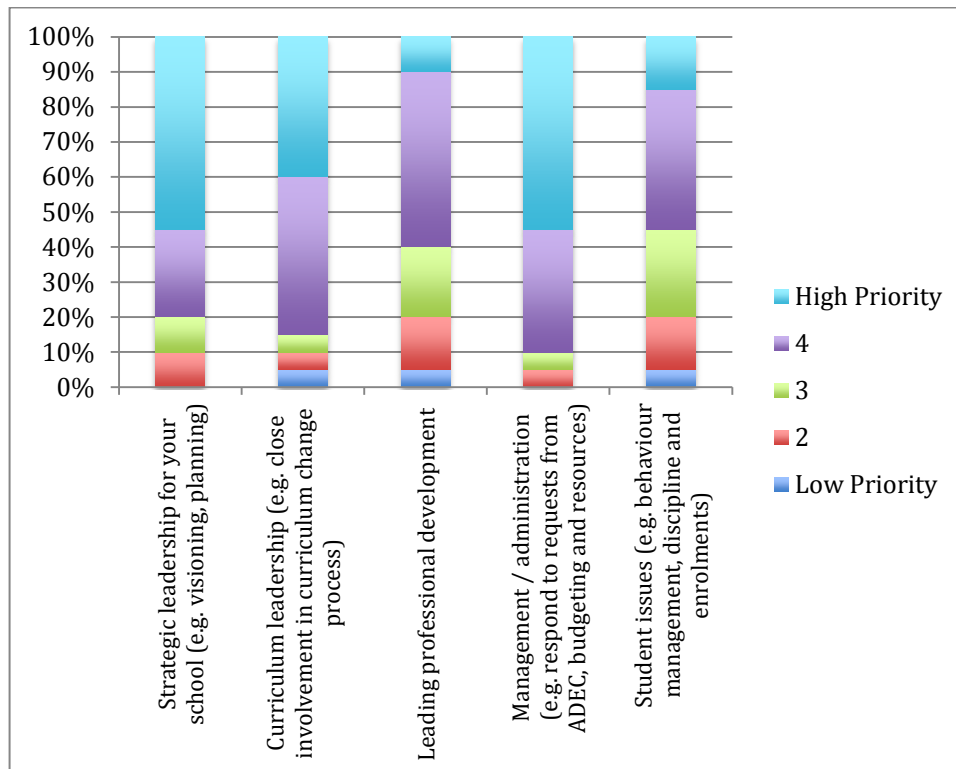


Figure 5.3.4(a) Roles and responsibilities perceptions (Strategic functions)

ADEC employs two different types of vice-principals. The first type is responsible for school administration, while the other vice-principal is responsible for academic planning and curriculum management in the school. The ADEC respondents are expected to integrate strategic functions alongside their administration and the academic responsibilities in their schools. The academic roles are filled predominantly by western expats driving curriculum change for improved student learning and modelling best practice with the aim of improved succession planning and modelling best practice. The local vice-principals are appointed in administration roles, working closely with the Academic vice-principal to support the school's objectives. This places the survey responses in perspective, indicating that vice-principals are placed in the administrative role because of the expectation by ADEC. These local newly appointed vice-principals' experience is therefore concentrated on managing the administration departments at school. The data in figure 5.3.4(a) suggest that student issues are viewed as a low priority by 20 per cent of the new senior school leaders in their newly appointed role, due to their perception that they are to focus on administration only. The vice-principal role is traditionally perceived as the day-to-day, non-strategic, operational functions manager in the school, while the data in this study suggests that they are eager to perceive

their role as one of a strategic leader. Due to the role definition by ADEC, however, they are not always allowed to perform their roles within this functionality. There is a significant drive by ADEC to involve entire SLTs (School Leadership Teams) in collective decision-making. The reality however is that the roles and responsibilities of vice-principal and principal are still segregated.

Perceptions of the respondents' role with regards to 'school-based professional development' are also discussed. There is a lower responsibility priority noted in the data set (see figure 5.3.4(a)), suggesting that the respondents agree that the 'professional development' function in the school is not perceived as their main responsibility. This may be because of the outsourced Tamkeen professional development programme, and previous programmes that were offered at ADEC. Delivering professional development has never been part of the responsibilities of the ADEC senior school leaders' role. Only 20 per cent of the respondents, mostly the newly appointed vice-principals, indicate a low (1-2) a low priority perception towards delivering professional development at their schools. This is understandable, since it is not a requirement of their role.

The data in figure 5.3.4(a) suggest that the respondents perceive 'curriculum leadership' and the monitoring thereof as part of their responsibility with an 80 per cent (3-5) high priority in this indicator. In this study, the role of most of the respondents is that of the academic vice-principal. The design of this position is one of a Curriculum Manager and Academic Support. It is therefore reasonable to suggest that the high number of academic vice-principals that participated in the study have a positive influence on the high perception of importance percentage of curriculum delivery revealed in the data.

The data in figure 5.3.4(a) above suggest that most respondents rate either a four (35 per cent) or a five (55 per cent) priority for the administrative and managerial function areas of leadership. The Curriculum Leadership area is rated as very important at ADEC (with 90 per cent indicating either a four (45 per cent) or a five (40 per cent) hence the high percentage priority perception indicated. This data compares favourably with the discussion above, where it is indicated that the curriculum leadership perceives Curriculum Management as important and integral to respondent's new role. The newly appointed senior school leaders perceive the above-mentioned functions, column 1, 2 and 4 in figure 5.3.4(a) as important to very important for their new role. Traditionally, these support the more strategic functions of leadership, while a high priority is placed in the data on Strategic Leadership in the new role. This aligns well with the work of Drucker (2004) and Yukl (2010), who suggest a combination of strategic planning and personal skills to balance the role of the senior school leader.

The data suggest a very strong perception that daily operational tasks are a priority for the respondents; therefore the perceptions are weighted towards operational issues and staff management shown in figure 5.3.4(b) below. The ADEC respondents do not perceive being a class teacher to be a role and responsibility as seen in figure 5.3.4 (b) below, for the senior school leader. This lower priority perception is in line with the ADEC requirements where senior school leaders are not required to teach any lessons as part of their role. This stands in contrast to the practices of many other countries, including South Africa, where all senior school leaders are required to teach a minimum number of lessons as described by their various education departments.

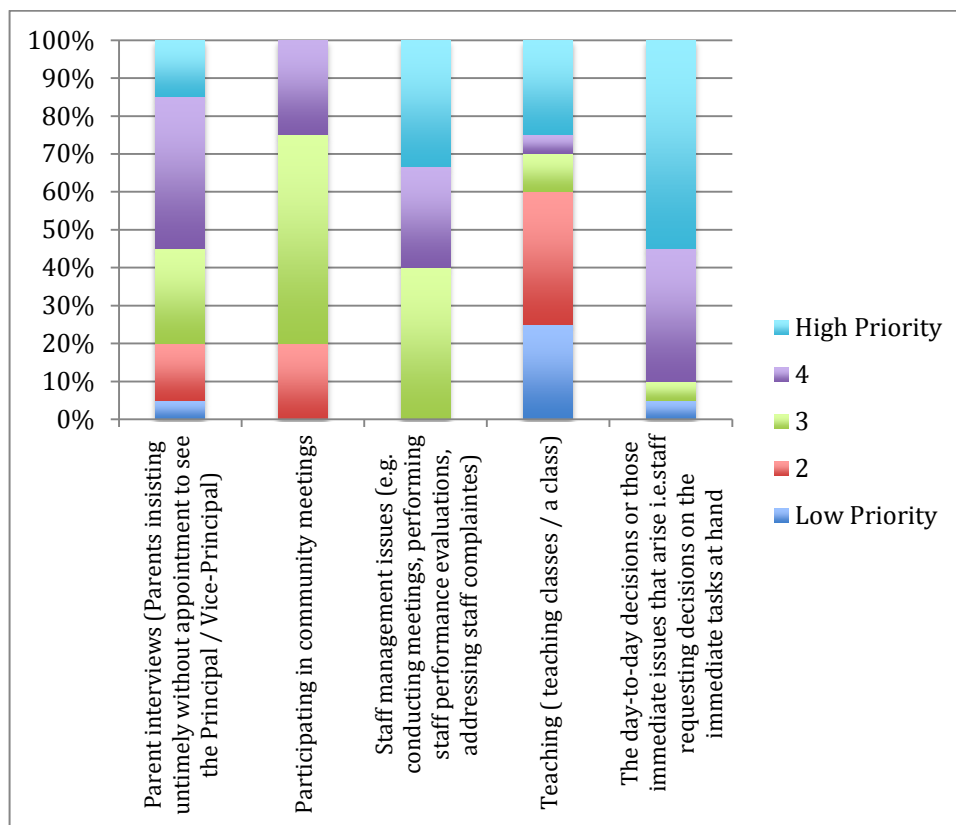


Figure 5.3.4(b) Roles priorities and responsibilities perceptions (Organisational Functions)

The role perception on parent interviews in 5.3.4(b) where the new senior school leaders have suggested an 80 per cent (3-5) priority. The data suggest that the newly appointed ADEC senior school leaders do not perceive this as a high priority in this data however the data collected during interviews suggest they do not want to engage with parents. The high number of Vice-Principals that participated in the ADEC case may have had an effect on the results of this section, since traditionally the vice-principal does not deal directly with the parents at ADEC. The interview data, however, reveal that parents and community

representatives frequently visit the senior school leaders. One of the respondents makes the following comment:

You spend the whole day meeting with parents for something the secretary could do. So I really learnt a lot from that first semester, realising, they are killing me. The second trimester I realised they must see different people for the different things.

To conclude this section, it may be reasonable to suggest that the newly appointed senior school leaders require support in this important leadership function, since it is perceived not to be part of their function, but in reality it is a critical function of their roles.

5.3.5 Perspectives of the role clarity of the senior school leader

Various authors comment on the demanding role of the senior school leader (e.g. Clifford, 2010; Leithwood & Riehl, 2003). The role is constantly changing while new demands from the communities are pressed upon schools and their leadership. Authors Leithwood et al. (2003) and Roza (2003) recap the role of the senior school leader in their studies, suggesting that the role of senior school leader is one where there is a balance between Leader and Manager functions. This supports the discussion in section 5.3.3, which highlights the integration of the roles. This is supportive of the suggested role integration devised as part of this study.

The data in figure 5.3.5 (below) reveal the perceptions on the role clarity of newly appointed senior school leaders. Most respondents indicate a medium (3) to very high (5) level of understanding of the role before their appointment, and suggest a high understanding of the expectation set out by the authorities and community. An interesting observation from the data is that although the majority of the respondents suggest they know what is expected of them in the new role, and that a greater load will be placed on them, they still choose to accept the position. The data suggests that this may be one of the reasons for the role overload perception from the respondents.

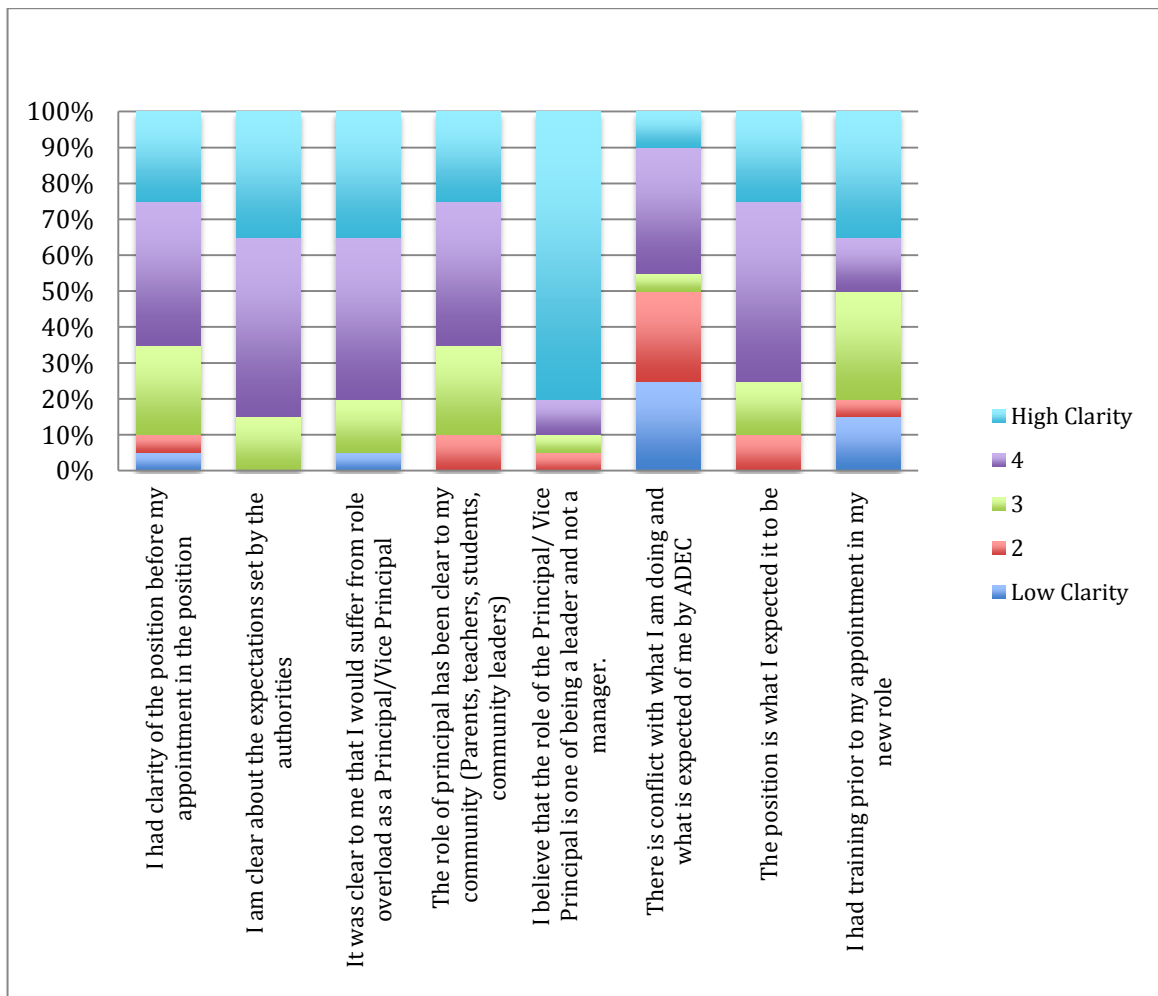


Figure 5.3.5 Perspectives on the role clarity of the position

The data in figure 5.3.5 above suggest that there is consensus among respondents that they perceive the new role is one of a *leader*, and not a *manager*. Due to the on-going theoretical training at ADEC, the newly appointed senior school leaders may be more susceptible to the idea of being a leader and not a manager. This contradicts the empirical findings of previous studies that suggest that the vice-principal is the manager in the school and the strategic planning function is left to the principal. Recent studies investigating roles and responsibilities of principals and vice-principals also allude to some form of role integration of functions for senior school leaders (Cranston et al, 2003; Southworth, 2004; Piggot-Irvine et al., 2013).

The data from figure 5.3.5 above reveal that there is a possibility of role conflict between the expectations of the authorities and the new senior school leader's perceptions and experience in the position, while half of the respondents agree that some form of conflict exists between the role, and that the expectations are from the education department.

The data in figure 5.3.5 indicate that 90 per cent (3-5) of respondents perceive that the role is what they expected it to be, and the majority of the respondents suggest they receive some form of training before their appointment in the new position. During the interviews it became evident that the vice-principals who are given some principal duties during their time in office as a vice-principal settled into the role of principal more easily. This is supported in previous studies where it is concluded that previous knowledge of the role helps the new incumbent settle into the role much quicker (Normore, 2012). Although the respondents perceive themselves to be thrown into the deep end, they express a much greater job satisfaction after their promotion. These respondents express that the acting role gives them a sense of purpose and therefore helps them settle into the role easier than the respondents that are not given any real responsibilities in the first term. Here is an example of the statement from one of the respondents, Mrs Re, who was in an acting role before appointment:

It was something better I was familiar with the job I am different than the others but my challenge was bigger, because I was in an acting position with no principal from the first day and the second year also

In contrast, Mrs Na is not as fortunate: she expresses how her principal gives her no responsibilities and expects her to perform administrative duties and not to have contact with the staff. She states:

I had an advice from my principal, and that I must watch and learn and discover the community. So the first term it was mostly observation and taking notes. I was involved in taking notes, working in admin and things that I can do. But to interfere in decisions was not my role I was just watching.

She is not settling well into her new role and suggests that she is insecure in dealing with the issues of the new role. It is reasonable to suggest that pre-knowledge through acting in a role or well-designed induction, support newly appointed senior school leaders settling into their roles avoiding the 'culture shock' or 'role shock' associated with the new role. The data suggest that the inexperienced newly appointed vice-principals that are given the opportunity to act in a principal's role have a much stronger and more positive perception of their role after final placement.

The next section, 5.4, investigates the perceived competencies, knowledge, and understanding of the new role by the newly appointed senior school leaders.

5.4 Competency and the Knowledge and Understanding of the Role

The following section presents the findings of the survey questionnaire dealing with how competent the respondents perceive themselves to be in their new position and the knowledge and understanding that they perceive to have of their new role.

5.4.2 Role competency

A diverse range of essential Senior School Leader competencies is discussed in the literature. These include problem analysis, judgment, organisational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, and written communication, range of interests, personal motivation, and educational values (Gorton et al., 1988; Wareham, 1991; Rammer, 2007).

The data in figure 5.4.1 (a) below suggest that the respondents perceive themselves to have a well-established competency in the areas of staff motivation and inspiration. This contradicts the data from the developmental needs section (5.6.5), where it is revealed that the respondents perceive a considerable need for help with the leadership function of Leading People. The data suggest a high perception of role competency where the respondents have good interpersonal skills, motivating senior leadership skills and are well skilled in dealing with matters from the community. This is aligned with the findings of Gorton et al. (1988), Wareham (1991) and Rammer (2007).

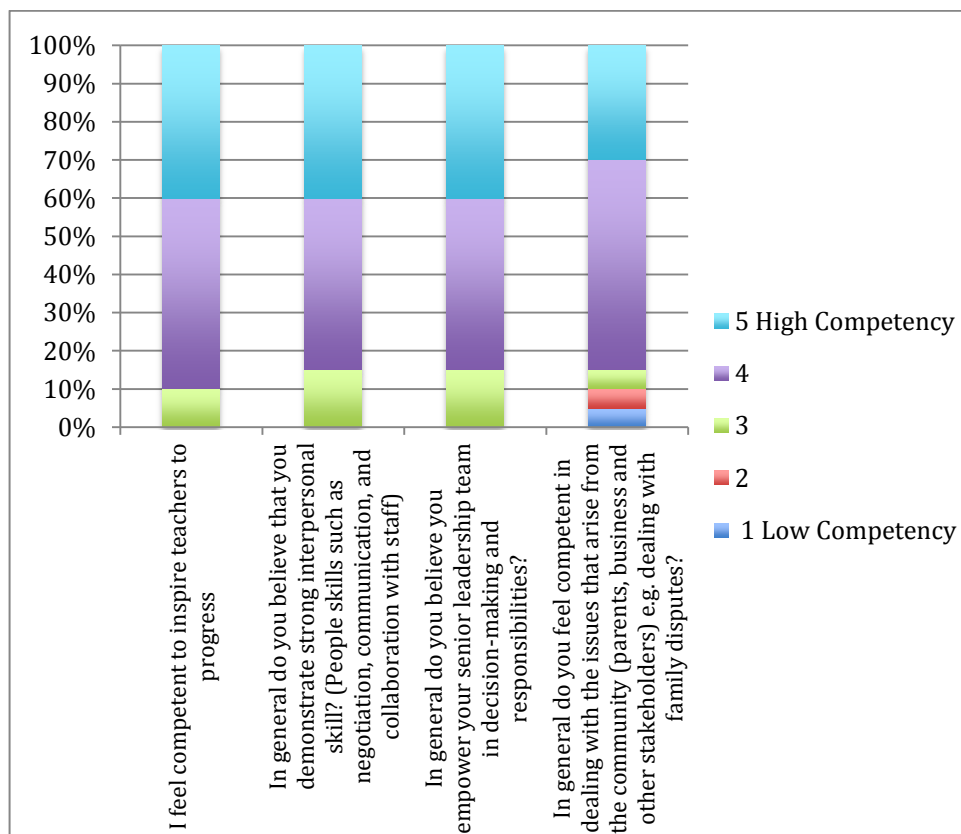


Figure 5.4.1 (a) Perception on role competencies

The data suggest that Mrs Na and most of the other senior school leaders perceive that they are competent in their roles, although she suggests that her day-to-day real experience is very different. Mrs Na stops short of admitting that she cannot do anything. Mrs Na is one of

the candidates that completed intensive training from a tertiary institution, contracted by ADEC to develop new aspiring vice-principals. The ADEC training is primarily conducted in a classroom setting, while no in-school operational experience is provided. One may conclude from this, that the classroom training is not beneficial, as it creates a false sense of security with some respondents. The first hand, on the job, experience expressed by Mrs Re appears to be much more effective and beneficial. Mrs Re confirms this and has the following to say about her Tamkeen training experience:

Tamkeen I want to tell you something, Tamkeen is not useful

In the following areas, the respondents indicate a very well established competency: 'dealing with uncertain situations', 'building competency amongst the leadership team', and 'delivering results in an expected way'; less so in the area of 'organisation'. This strong sense of confidence of the ADEC group may be rooted in the additional training some respondents received from Vanderbilt University and the learning community formed by this group. They are the first selected group of senior school leaders in the new Abu Dhabi Education system. The data reveals that the Abu Dhabi's newly appointed senior school leaders are young in age with limited exposure to leadership activities before their appointment. This inexperience may lead to an inaccurate self-reflection on their abilities in the new role. They rate competency and understanding of roles and responsibilities very highly, while later in this analysis, they indicate a high need for further development. It may be argued that the lack of experience influences the ability to judge competency and role clarity. The data suggest that the respondents perceive themselves as leaders in the school and their focus is on strategic planning and development, supporting the notion adopted here that the senior school leader role is becoming more diverse in nature, while the functions are more integrated.

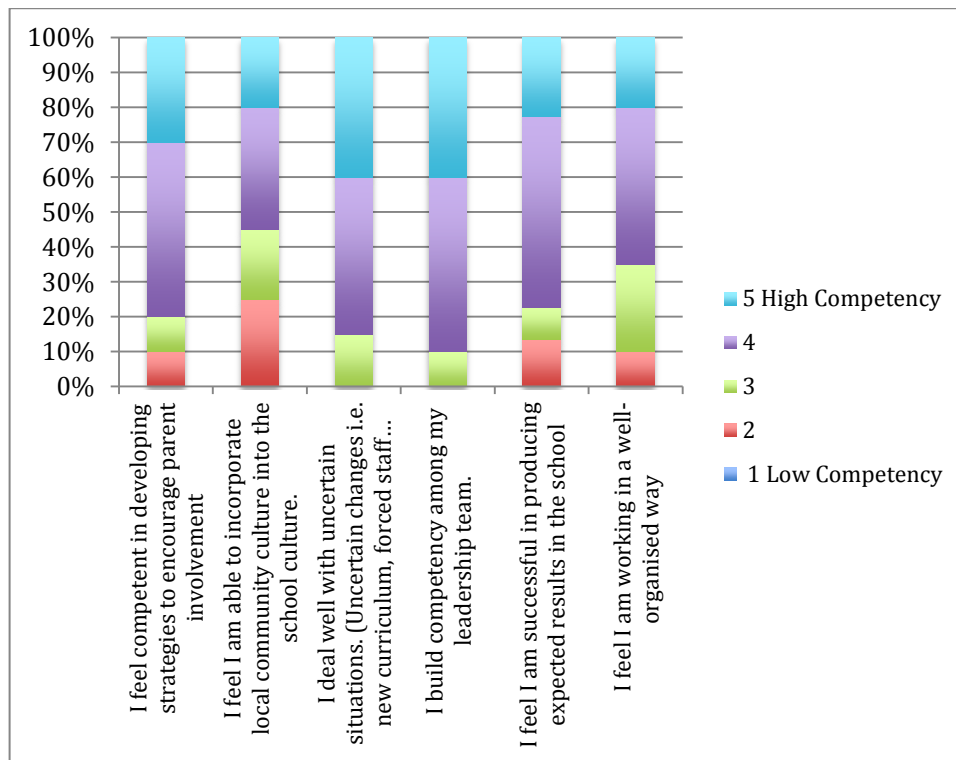


Figure 5.4.1 (b) Perception on role competencies

The data in figure 5.4.1 (b) above suggests that the respondents do not perceive themselves to be less competent in dealing with issues to do with the community and the community culture. Mrs H explains how much time they spend on educating the community in all aspects. She makes the following comments in her interview:

You spend the whole day meeting with parents for something the secretary could do. So I really learnt a lot from that first semester, realizing, they are killing me. The second trimester I realised they must see different people for the different things. So I started to learn how to stop those people bothering me without an appointment. So again it is cultural. The cultural challenges are also outside the school. Those parents need to learn. It is in and outside the school we have the cultural challenges.

The data from the interviews reveal that the differences in local Emirati management culture and staff expat culture place great pressure on the ability of the senior school leadership to conduct their duties effectively (Bond, 2013). The inability to communicate freely without being afraid of the other culture is perceived to be one of the main challenges for the newly appointed senior school leaders.

Mrs H studied overseas and suggests that it is easier for her to adapt in managing the expat staff. She comments on how the local Emirati senior school leaders find it difficult to lead the

international expat staff, saying that while it is easy for her, she understands that it is very difficult for the locally trained Emirati staff:

I was in New Zealand for two years working with the Western Culture. Because I have experience with both cultures, so made my life easier. Therefore, if it were someone else without that experience, it would have been a really big problem if I didn't have the experience

5.4.2 Knowledge and Understanding

In studies by Hess & Kelly (2007), Piggot-Irvine et al. (2013), Cranston et al. (2003) and Cranston et al. (2010), the knowledge and understanding of the role of established school vice-principal and principal are investigated. This study is a partial replication of their studies. In this study, however, the researcher adds the additional element of *newly appointed* senior school leaders, as an integrated role. This study investigates the professional development needs and current professional development practices of newly appointed senior school leaders.

Literature that investigates the development of the *newly appointed* senior school leader is quite uncommon. Most literature pays attention on the development of *established* senior school leaders, studying the structure and content development of those programmes, which is supported by a study conducted by Chikoko et al. (2011). The area of 'Knowledge and Understanding' correlates well with results of the 'perceived competencies' section (5.4.1) and the 'Roles and Responsibilities' section (5.3). If the data from these three areas are triangulated, they reveal that the respondent's perceptions display a high level of confidence in all areas under investigation after their appointment to their new positions. The qualitative data in this study reveals that the development needs of the respondents incorporate these areas, and suggest a great need for development. The perceived knowledge and understanding and perceived competencies of the newly appointed senior school leaders do not align with the perceived needs of the newly appointed senior school leaders. The data further suggest that, in reality, the respondents do not feel confident in their newly appointed roles.

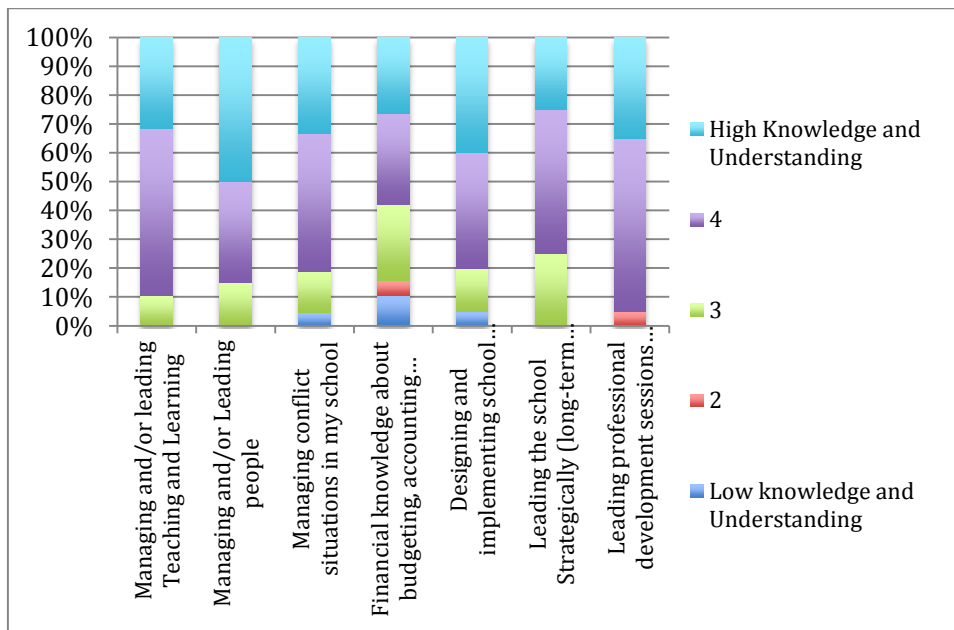


Figure 5.4.2 (a) Knowledge and understanding of the role

The data in figure 5.4.2 (a) above reveal that the newly appointed leaders at ADEC perceive themselves to have high knowledge and understanding in the areas of teaching and learning and leading professional development sessions. The data in figures 5.4.2 (a) and 5.3.4 show some contradiction, however. The 'leading and managing professional development' and 'developing new leaders in their community indicators' contradict the relevant roles and responsibilities section, where the respondents suggest a low priority in these areas. The respondents do not perceive themselves to have a clear understanding of the indicators, leaving them confused as to the expectation of leading in the community.

The data in this section (figure 5.4.2 (b)) below reveal that 95 per cent of the respondents perceive themselves to have a high level of knowledge and understanding in different leadership styles. This may be due to the training rich environment created by the on-going Tamkeen development programme, under investigation here, in addition the training by Vanderbilt University which some of the respondents receive. This additional training aims to develop aspiring leaders at ADEC, and include training in a classroom setup with a strong focus on theory. Many of the newly appointed senior school leaders, which form part of this study, received this additional university training. In the interviews, most respondents reveal that the Vanderbilt project prepares them well and provides them with a deeper understanding of the role. Mrs Re explains:

I went over the courses and I have some obstacles. It was not like big problems so it was easy for me I think that I am well prepared. We had three year for training with Vanderbilt

Mrs Na, an Emirati vice-principal at a large Co-ed school, observes the following:

In theory yes, just theory. But when they put us in that position, we needed a mentor to help us. A mentor that will be with you all the day, and perhaps also help the Principal. It can be a perhaps be a person that will be at the school.

The data suggest that in the 'development needs' (section 5.5), a great professional development need exists in most areas. This correlates with the 'knowledge and perceptions' sections, where the respondents indicate they have a good perception of the knowledge and understanding of their role. The response above from Mrs Na suggests that a false sense of operational security is created due to a lack of operational knowledge and on-going theoretical training.

The 21st century approach to learning, which is now being adopted by ADEC, stands in contrast the local Emirati culture, and the traditional mode of rote learning. The community forms a learning partnership through role models and peer support. The need to coach, mentor is perceived as a social responsibility in the UAE. These newly appointed senior school leaders suggest they want to give back to the community, since their country has invested greatly in them. There is therefore a strong indication in the data (90 per cent) (figure 5.4.2 (b)) that the newly appointed senior school leaders perceive a high knowledge and understanding (3-5) that their role is one of a coach and mentor.

The Abu Dhabi Education system has been the subject of reform during the last 10 years. The ADEC teachers and school leadership is subject to change initiatives and change procedures as part of their on-going development. The data from the ADEC study suggests that the newly appointed senior school leaders are confident with dealing with change practices and with designing and leading change processes. The data suggest that the indicator 'managing situations where the outcomes are not clear' (figure 5.4.2 (b)), below 100 per cent (3-5) of the respondents perceive themselves to have high knowledge and understanding in these situations in their schools.

The Abu Dhabi Education Council (ADEC) places much value on developing learning communities (Mugheer, 2013). The data suggest that 78 per cent of the respondents perceive a high to very high (4-5) knowledge and understanding in collaboration with other principals as desirable, as this helps to form valuable learning communities.

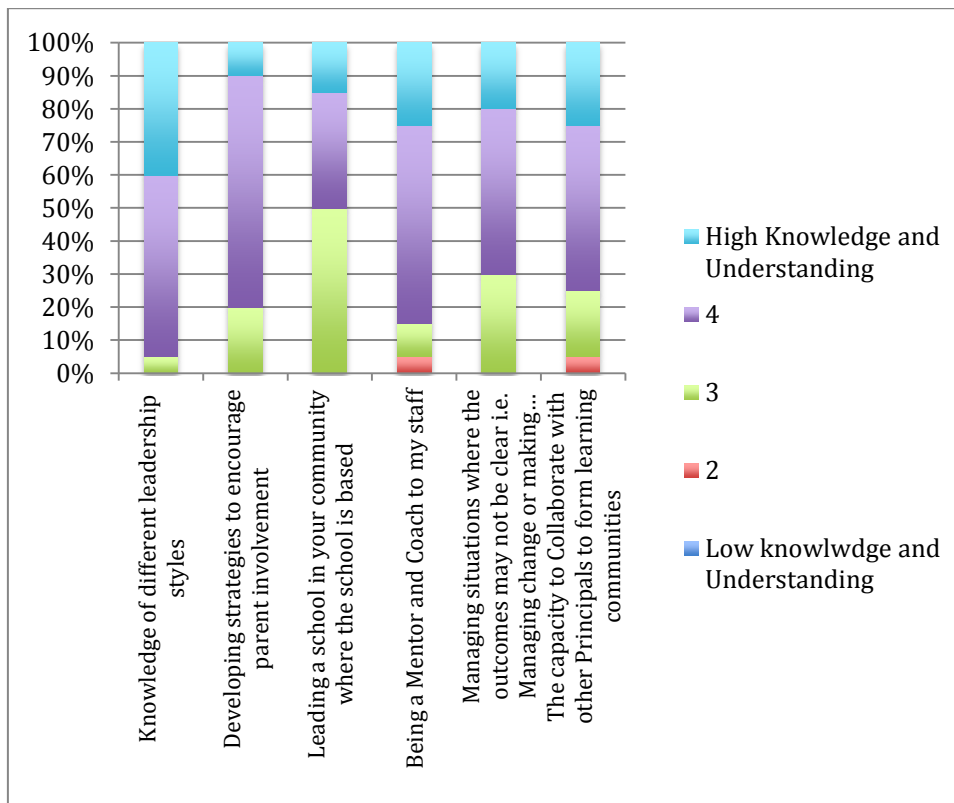


Figure 5.4.2 (b) Knowledge and understanding of the role

In conclusion, the data in figure 5.4.2 (a & b) suggest that the ADEC newly appointed senior school leaders perceive to have high 'knowledge and understanding' of their new roles. It is not surprising that there is somewhat lower knowledge and understanding in their perception in figure 5.4.2(a) on the 'financial management' in schools. Financial management has never been part of the direct responsibilities of the senior school leaders since it is a centralised function managed by the education council.

5.5 Newly Appointed Senior School Leader's Development Needs

In this section, the developments needs of the respondents are discussed. The five leadership functions, defined as part of the framework for this study, are used to investigate the needs of the respondents. This section addresses the third research question i.e. How do newly appointed senior school leaders perceive the leadership development programmes, offered in the UAE through the ADEC's Tamkeen programme? When reference is made to a high need in this section, it refers to a 3 to 5 level indicator.

5.5.1 Leading Strategically Development Need

An exploration of the content of professional development programmes reveals that many educational leadership programmes are too heavily weighted towards day-to-day managerial and operational tasks that require technical knowledge, rather than instructional leadership, with its focus on strategic leadership development (Hess & Kelly, 2007). Various authors concur that programmes should contain both managerial and strategic leadership content (Patterson & West-Burnham, 2005). The respondents' understanding of 'Leading Strategically' at ADEC is evaluated throughout this study. In this section (5.5.1), the ability of the ADEC newly appointed senior school leaders to recognise their own leadership development is investigated. The respondents have to recognise their understanding of the leadership functions and indicate their strategic leadership development needs. The respondents indicate great understanding of the leadership functions of the role, but also express a high need for development in these functions, which creates the impression that the respondents, in fact, have little understanding of this leadership function.

The development programmes at ADEC focus on operational leadership content. The concern with this approach is that this creates the impression with newly appointed senior school leaders that these activities are actually organisational leadership functions. The strategic leadership in-school development opportunities at ADEC are limited due to the centralised decision making practices employed by ADEC central office. These direct the senior school leaders to be mere implementers and monitors of policy, while the integrated role of the senior school leader suggests that the role at ADEC is heavily managerial in nature.

The respondents suggest that they need considerable help in most of the indicators studied under the 'leading strategically' topic (see figure 5.5.1). Many of these areas, however, highlight a contradiction with the data sets in sections 5.3 and 5.4 where the study investigates the perceptions of their 'role clarity' and 'competencies', as they indicate both a *high competency* and at the same time a *high need for development* in most leadership functions.

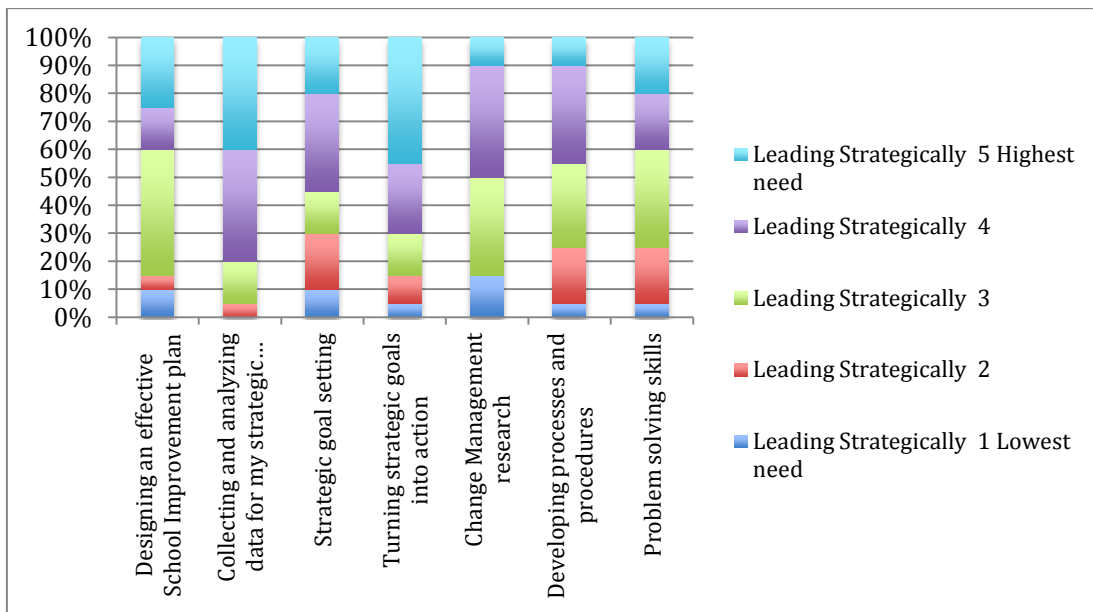


Figure 5.5.1 Leading strategically development need

This contradiction may be due to an unrealistic sense of competence created by the on-going theoretical training and operational focus in the course content. The reality in the schools is different from most of the non-contextualised course content. This leaves the respondents confused and creates a perception of further development need. The results in this investigation are consistent with the view of the researcher that there is a shift in perception of roles and responsibilities for the new senior school leadership. The leadership function 'leading strategically' is traditionally associated with long term planning, a function of the principal. The vice-principals' role is traditionally associated with the day-to-day operational running of the school. The data in this section, and particular the data for 'leading strategically', supports the suggestions made previously about the changing functions of the roles. This confirms the suggestions made in the some of the literature that the role is constantly changing and complex (Normore, 2013).

The respondents indicate a great need for effective competency in 'collecting and analysing data' as one of the elements of leading strategically. Mrs H makes the following comment in her follow-up interviews:

Sometimes at the end of the day I ask myself, what have I done the whole day? I do all operational stuff.

She reports that she spends most of her day on operational issues, and as a new leader, she requires much more help in leading strategically. She has trouble in turning strategic goals into action. This correlates with the data presented here, where the respondents indicate a

great need for further development in this leadership function. The area with the lowest need as indicated by the respondents is 'solving problems'.

The data in figure 5.5.1 above and the responses to the open-ended qualitative questions also reveal a need for strategic leadership development. Many respondents comment during the interviews that they do not perceive themselves to be comfortable in making strategic decisions in the schools. This relates to the discussion before on the unrealistic sense of security created by the theoretical course content and delivery format of the Tamkeen programme.

5.5.2 Leading teaching and learning development need

Lawrence et al. (2008) argue that building collaborative learning communities improves student learning. Kahan et al. (2008) concur, and include in their set of goals "building a collaborative community of school leaders, deepening their content knowledge, and strengthening supervisory skills to improve classroom instruction". The data in this study reveal that leading the community as a function of leadership is not well recognised and supported. The newly appointed senior school leaders are accustomed to managing their schools as single isolated units with very little communication between the school leaders. This has great impact on effective teaching and learning practice.

The data from figure 5.5.2 reveal that the two areas with the greatest leadership development need are 'using valid and reliable assessment practices' and 'creating and analysing and interpreting student and whole school data', where the respondents suggest a high need (3-5) in both areas.

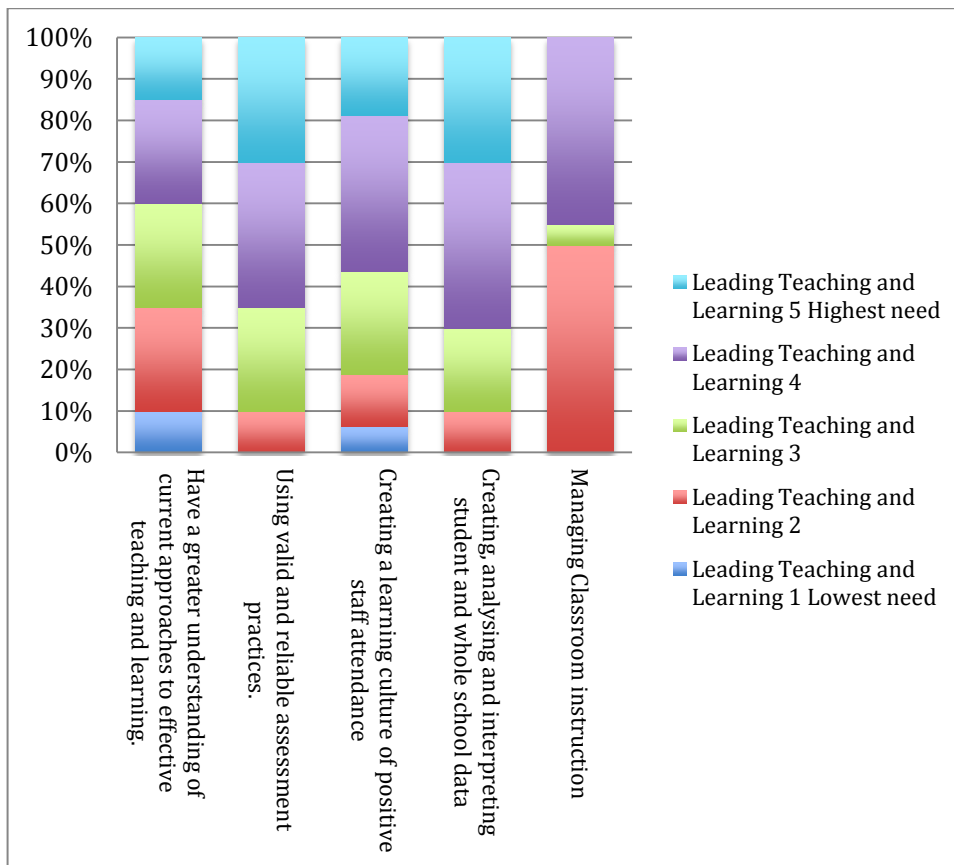


Figure 5.5.2 Leading teaching and learning development need

The area with the lowest development need indicated, although still high, is ‘managing classroom instruction’ (figure 5.5.2). In the area of ‘creating and analysing and interpreting student and whole school data’, a medium (3) to very high (5) development need for further training is expressed: 90 per cent of the respondents indicate a very high development need. The Head of Faculty (HOF), a curriculum manager position designed by ADEC supports teaching and learning and curriculum management in the ADEC schools. This newly created position creates a further barrier between the senior school leaders’ position and the teaching and learning practices in the school. It can therefore be concluded that this additional middle management role in the school has separated the senior school leaders from managing the curriculum function as part of their role function.

The data from figure 5.5.2 above reveals a high need (3-5) for further development in ‘approaches to teaching and learning’ (65 per cent). Although this leadership function is well perceived by the respondents, in many cases there appears to be an over reliance on the HOF and academic vice-principal in the school to manage all aspects of teaching and learning. This position creates a barrier between the classroom and the senior school leader role. All new information and pedagogical strategies are communicated via the HOF to the

teachers by ADEC, mostly western teachers, for implementation in the school. This approach creates a gap in the teaching and learning knowledge of the local Emirati newly appointed senior school leaders.

5.5.3 Leading the organisation development need

Figure 5.5.3 below reveals the data for the tasks generally associated with the operational / organisational leadership functions as previously defined in this study. These tasks involve the day-to-day operational management functions traditionally associated with the role of vice-principal, the manager of the organisation, while the strategic leadership functions are traditionally associated with the role of the principal, the strategic leader in the school (these functions are discussed in 5.5.1 above). The data across all the five indicators discussed in these section 5.5.3 highlights, once again, the tensions between the traditional conceptualisation of the role and the shift in role definitions during the last decade.

The data in this section refers to the way in which the day-to-day running of the school occurs. Covey's (1989) work suggests that focusing on prevention activities, relationship activities, recognising new opportunities, and planning are key aspects to success. In the works of later authors, such as Cranston et al. (2003), Piggot-Irvine et al. (2013) and Bush (2007), the shift in role definition and integration of role functions, and suggested as part of the frame of this study, is highlighted and well supported. This view is supported by a study of leading difficult schools by Smith et al. (2014), where they argue that the school leadership has to move between transactional leader (vice-principal) and the transformational leader (principal) activities within the school. They suggest that the role definition has changed as is suggested in this study. It can therefore be concluded that their studies also support the notion of a more integrated role function for senior school leaders as suggested in this study.

The data from figure 5.5.3 below reveals the area of most development need as 'school self evaluation tools and strategies', where 90 per cent of the respondents suggest a moderate to high development need. This area, as discussed previously in this study, is in essence one of the most important tasks for the manager. The manager is responsible for the identification of development areas. It is argued in the literature that school leaders who struggle to transform can attribute this difficulty to the fact that 'they don't know what they don't know'. Traditionally, leading the organisation, in support of leading strategically, is viewed as a managerial role (Kotter, 1990; Leithwood, et al. 2003; Roza, 2003), as previously discussed. It is therefore critical to the development of any newly appointed senior school leader, that they are well trained and experienced in this strategic leadership function. Covey (1989) suggests that it is normal for managers and leaders to respond to urgent matters and regard the important strategic activities as incomplete.

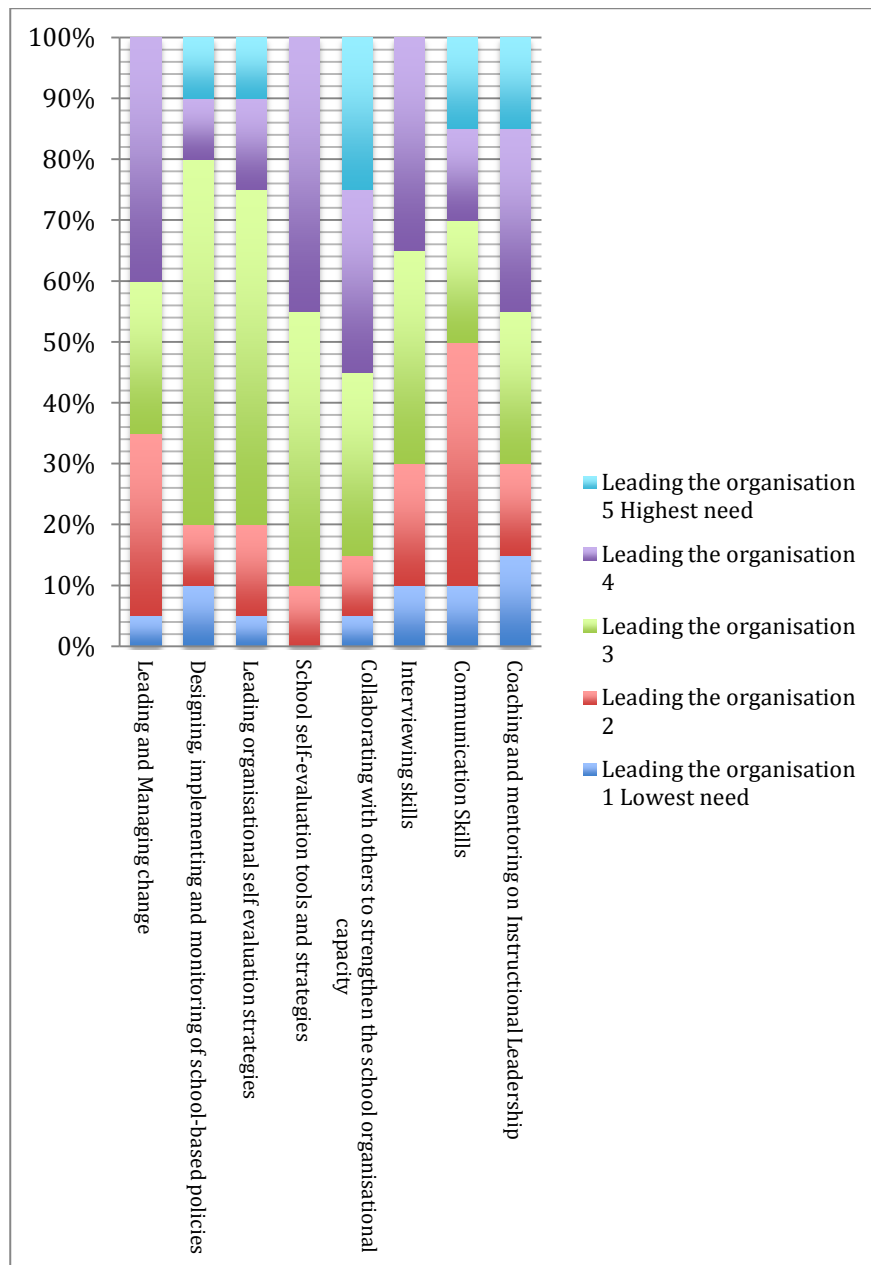


Figure 5.5.3 Leading the organisation development need

In the Abu Dhabi context, the average age of the newly appointed senior school leader is relatively low. The experience in identifying critical reform criteria may be lacking, and the newly appointed senior school leaders rely on the daily operational issues to fulfil the tasks at hand, while the strategic function lacks depth due to insufficient role experience. Mintzberg (1990) described the manager’s job as incredibly fast paced, with activities being disrupted by variety and incoherence and suggesting that managers need to find orderly methods to activate shared leadership while promoting distributed leadership activities, actively share knowledge, and achieve stability.

The third and fourth indicator, 'self-evaluation' in figure 5.5.3 above, deals with the self-evaluation strategies. The data from figure 5.5.3 in these indicators suggest that respondents have a high need (90 per cent (3-5)) and 80 per cent respectively, development need. These indicators refers to whole-school self-evaluation, a new practice for the ADEC Emirati senior school leaders.

The area of 'collaboration' with others in figure 5.5.3 aligns with the questions on professional learning communities and the questions on collaborating with the community as discussed in section 5.5.6. The data here suggest that very little collaboration and professional learning takes place amongst senior school leaders between different schools. Barnett (2003) suggests that professional development activities should include the establishment of professional learning communities where best practice can be shared and support networks formed. The data suggest that this aspect of leadership learning is not supported and encouraged by ADEC.

It is interesting to note that the respondents suggest that in the 'role competency' in section 5.4.2 and 'role clarity' in section 5.3.5 sections discussed before, they perceive themselves to be very competent in most of the areas mentioned in section 5.5.3. This may suggests a theoretical knowledge of these areas, but in reality it signifies an absence of operational knowledge due to lack of experience and due to the nature of the training the respondents receive during their Vanderbilt and other Tamkeen training, which mainly focus on theory laden discussions during classroom sessions.

5.5.4 Leading people development need

The data in figure 5.5.4 below reveals the needs the respondents have in leading people in the organisation. This data suggests a need for further development across all areas. Up to 75 per cent (5.5.4 below) of the respondents suggest a development need (3-5) in 'design and delivering professional development'; while a visible high development need is suggested by the respondents in all aspects in figure 5.5.4 if compared to the other need areas investigated as part of section 5.5. In section 5.3.2 above, the respondents indicate a very high knowledge, understanding and competence in leading people, while the data in this section contradicts that by suggesting a visible high need for development in leading people. The contradiction may suggest the respondents possess theoretical knowledge as a result of their theory training, again creating an unrealistic sense of security in terms of how to lead people. When this is tested in reality, as seen from the interviews, they recognise the need for further development.

This is complicated by the staffing composition, where local Emirati principals have to manage staff from across the world, bringing with them many different practices, and cultures, in many cases very different from the local Emirati culture. It is for this reason that the local principals and vice-principals leave many aspects of leading people to the western HOFs or academic vice-principals. They suggest that the large cultural differences are difficult to manage.

The data from section 5.5 reveal that when investigating professional development needs, some of the highest needs exist in this leadership function of 'leading people' in section 5.5.4, in figure 5.5.4.

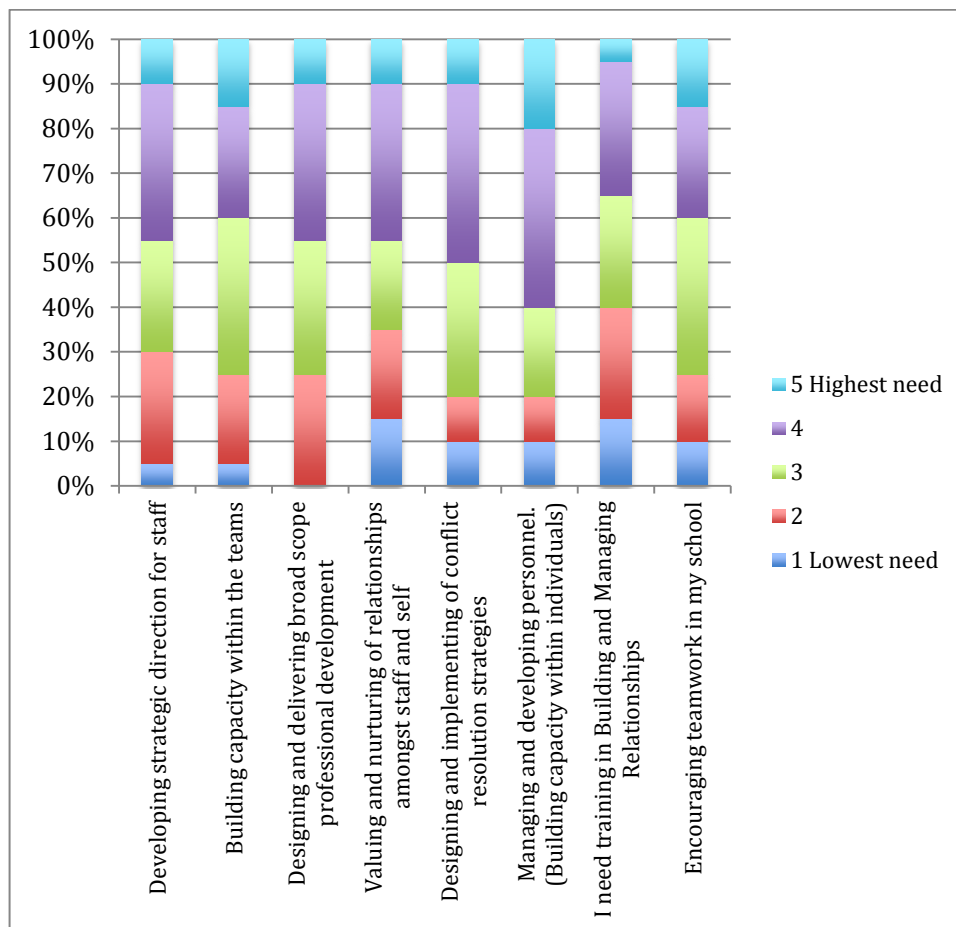


Figure 5.5.4 Leading People development need

During the follow-up interviews, the need to be able to lead people more effectively is implied and suggested by most respondents. Below, find some comments from respondents in this regard.

Mrs R, a newly appointed vice-principal at ADEC, when questioned about the challenges she faced during the first term in office, states:

Yes the first one that I faced when I came to the school, it was a big one but this challenge deals with leading the staff, just how to convince the staff to do things that are new and to deal with all their aspects on a daily basis

Mrs NA, a vice-principal at a large co-ed school in ADEC, agree with Mrs R and mentions:

The problem is to stand in front of and how to deal with people. How to say things in the right way?

Mrs H, an Emirati vice-principal in a large new co-ed school, brings a different view to her problem of managing people by stating how the cultural differences within the ADEC staff creates difficulties for her and others:

The cultural background of working with the western teachers and local teachers, that was the really, my main challenge, and the other thing is me being the local Vice-Principal between the other western Vice Principal, which is three different brains from all over the world working together.

She continues, explaining:

... working with the relationships between the EMTs (English medium teacher) and AMTs (Arabic medium teacher) are different. They have different leadership teams. The western and local how to deal with them. They have different ideas. Then when we come here we have a different leadership style than the Western Principals, we have our own beliefs and our own way of dealing with things... We are just completely different. Those are our main challenges. How to deal with the misunderstanding from the people, they are afraid to approach us as local specially, they were afraid of us. The AMTs were easy. I could approach them easily. We share the same experiences and values, so it is much easier. But for the EMTs, I feel that there was a big barrier between us, me and my Principal were new, so I feel that there was a barrier between me and my EMTs and I feel I had to go and talk to them more so that they can feel there are easy access between us.

An American newly appointed vice-principal concurs with the Emirati vice-principal and states how the cultural differences affect her:

The majority of the misunderstandings are cultural, if you going to have an event, you need to follow protocol; disruption of classes in the culture is OK. The EMTs and AMTs have very difficult times in some cases to work together

When asked to describe her greatest challenge she says:

Systems and cultural issues, we need to align culture with the expectations

Later during the follow-up interviews, the respondents are asked to comment on their greatest need as a newly appointed senior school leader. Mrs Re comments:

Self improve to deal with teachers from all over the world, from various different cultures. You would think they are all professionals to come in to do their jobs, but this is more difficult to deal with than meets the eye. They concern me that it will affect the children

From the above comments by the newly appointed senior school leaders, it is reasonable to conclude that besides the normal difficulties of leading staff, the cultural mix at ADEC further complicates the leading of people, due to the local Emirati staff not knowing how to lead the Western expat teachers as a result of the cultural differences. During the open-ended questions in the survey, the respondents suggest they require further development with leading people as a function of leadership.

5.5.5 Leading the Community Development Need

‘Organisational socialisation’ denotes the learning of skills, knowledge, policies, processes, and priorities required to perform efficiently whilst in the role of being an integral member of the wider school community (Normore, 2004; Hart, 1993; Leithwood, 1992). The school, as the centre of the community, plays an integral part in the cultural transfer of the community in which it operates.

The community in the UAE relies on the central education system to transfer culture, norms and values and the deep-rooted Islamic religion of the country. Leading the community is therefore a very important aspect of the day-to-day operational function of the school and there is a great deal of pressure to satisfy the community needs in all these aspects.

The data set represented in figure 5.5.5 indicates that there is a great need, with up to 75 per cent of the respondents indicating a (3-5) development need for development, in the four indicators investigated, for these newly appointed senior school leaders to ensure that they can meet the demand of the communities. All ADEC schools have common norms and values driving religion, culture and national patriotism. This is supported by the highly centralised system used at ADEC.

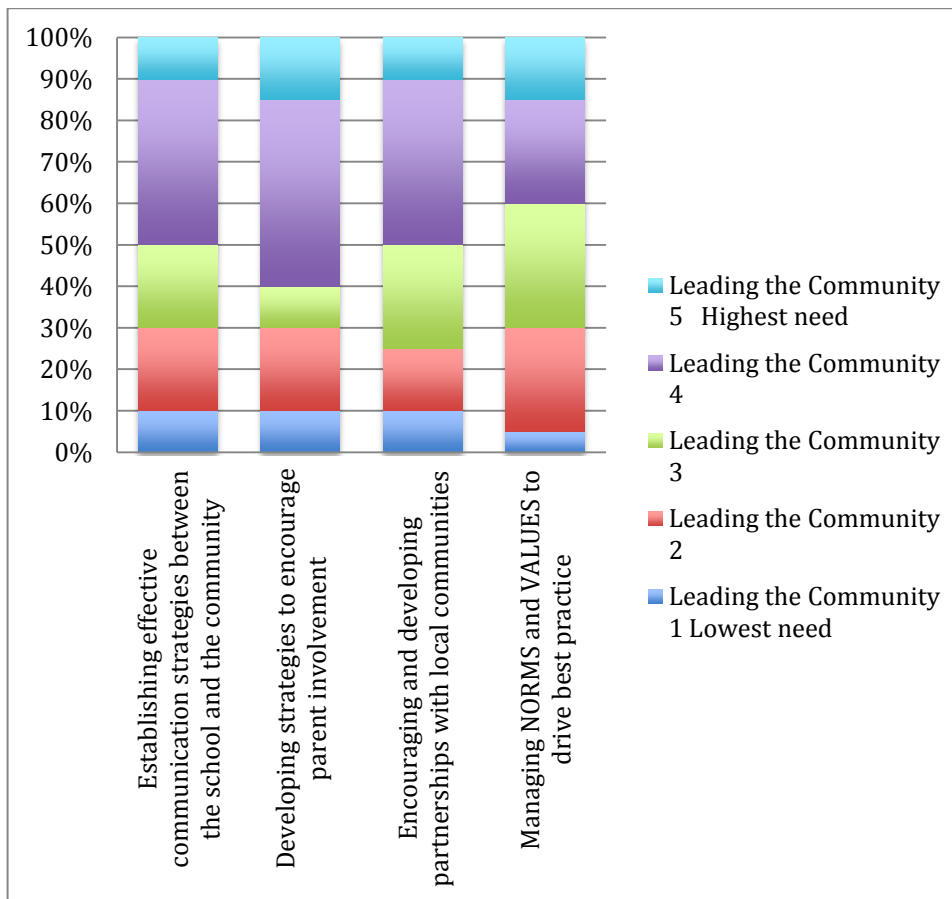


Figure 5.5.5 Leading the community development need

The area of ‘encouraging and developing partnerships with local communities’ in the data set indicate the highest need, with a 75 per cent (3-5) development need suggested.

5.6 Professional development: Tamkeen development programme / ADEC Findings

In this section, the emphasis is on the Tamkeen Professional development programme that is offered at ADEC. The data concerning the respondent perceptions of the programme content, modes of delivery and programme evaluation are analysed. Many of the aspects and delivery formats discussed here are very different from the WCED, CTLI model discussed in chapter 6.

5.6.1 Professional Development Perceptions

The data in figure 5.6.1 below suggests that in many of the indicators the respondents perceive they have a low perception on the benefits of the Tamkeen professional development used at ADEC. The possible reasons for this are discussed in previous sections, where the conclusion is drawn that the restrictive nature of the topic choices and the decontextualized delivery formats has a negative influence on the success of the

Tamkeen programme. This result suggests a high need for self-learning 90 per cent, (3-5) as indicated in figure 5.6.1. If the data of the first three indicators in figure 5.6.1 are triangulated, it shows that the reason for the high perceptions in these indicators for 'self-learning' may well be due to the perception from the respondents that the professional development from the Tamkeen programme do not meet their development needs. The data in figure 5.6.1 below reveal that 85 per cent (3-5) of the respondents suggest that they have to form their own 'professional networks' as part of their 'self-learning'.

The findings from this section supports the statement from Mrs R, an American vice-principal, on her perception of the professional development provided by ADEC. She states:

The leaders, they are constantly fed by Tamkeen and PD, so they can be a better leader, so I suggest they actually provide courses that are for school leaders to provide better school leaders

When the respondents are questioned on 'I receive professional development in managing for results', there appears to be some hesitation with only 55 per cent of the respondents perceiving some benefit from this topic selection.

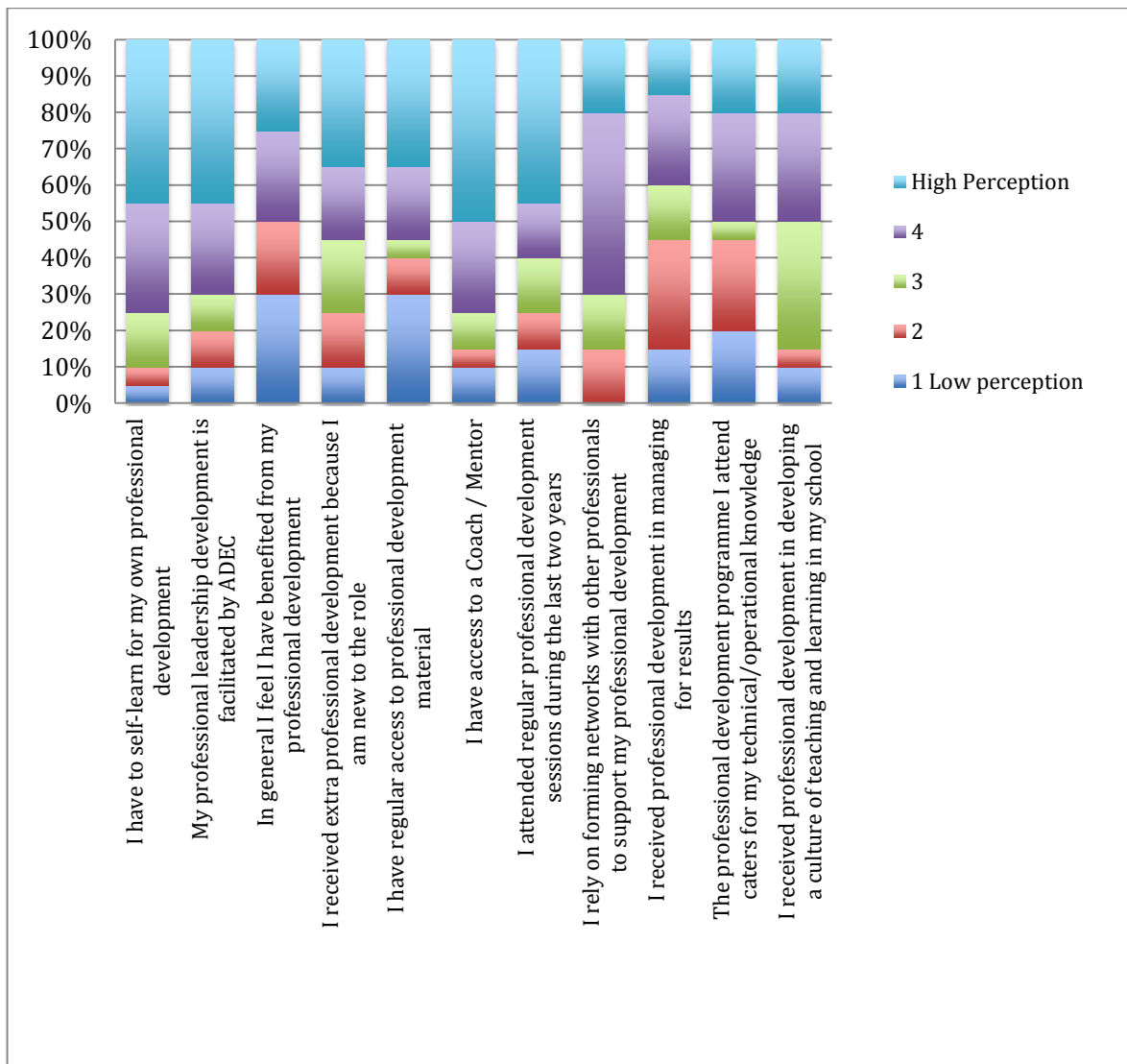


Figure 5.6.1 Professional development Perceptions

It can be concluded that the development programme ‘content’ and ‘materials’ used during the programme delivery are not supportive for the newly appointed senior school leaders’ operational functionality, and therefore they suggest that they have to self-learn (90 per cent).

The following section, which concerns operational/organisational activities, highlights some interesting results. In most of the previous data sets, the respondents suggest that they are well trained or have a high perception of their roles, in most of the operational indicators defined in this study, however when questioned on whether the professional development programme caters for their technical, operational needs, close to 55 per cent of the respondents indicate that they have a low perception of operational/organisational issues. A fair interpretation of this may be that the respondents have adequate knowledge of the

indicators but require more contextualised training for greater knowledge and understanding in many of the indicators. It suggests that the theoretical classroom knowledge the Tamkeen programme provides is not supportive of the daily operational activities required of the newly appointed senior school leaders to perform their roles. It also indicates that during the in-school activities, the newly appointed senior school leaders are supportive of the theory covered in the classroom; however they do not perceive the activities to be operationally beneficial. They are merely an extension of the classroom theory activities and content delivered during the classroom sessions. It may also be concluded that the format of the school-based activities is not relevant to the needs of the respondents. This conclusion is supported by the responses from the respondents, as discussed in the 'development needs' section reviewed later in this chapter.

The two last indicators in figure 5.6.1 examine the perceptions of the study group in terms of the 'success of the professional development programme' and also their perceptions in terms of the development of a 'culture of teaching and learning' in their schools. The data from these indicators suggest that there is a moderate to strong perception that the professional development enhances their ability to deliver a strong culture of teaching and learning in their schools. As discussed elsewhere in this study, the strong emphasis placed by ADEC on this indicator, supports the expectation that all leadership should conform to the concept of building strong teaching and learning cultures in schools, as this grounded in improving student attainment.

The ADEC NSM reform project was introduced in 2009 in the lower grades (KG to Grade 3) with a phased two-year upward step approach towards Grade 12, to be completed in 2018. This student-centred, inquiry-based learning pedagogy approach requires an in depth knowledge by teachers and senior school leadership on this new and unfamiliar approach to teaching in Abu Dhabi. The diverse teacher body consists of Western and Arab expat teachers, and local Emirati teachers. The reason ADEC often opts to employ western expat teachers is to have a qualified body of educators who are ready to deliver the curriculum, and who have already been appropriately trained. These expat educators bring vast experience to this new pedagogical approach to teaching, and deliver the new curriculum and serve as an advisory body while modelling best practice for the local Emirati and international Arab expat teachers. Most importantly for this study, the newly appointed school senior leaders form part of the succession-planning model of ADEC.

The data in the table 5.6.1 below reveal the Tamkeen development programme topic choice frequencies by the respondents. These choices represent the in-school Tamkeen supportive

programmes available to schools targeting the whole school, for both teachers and senior school leaders, with the same content and approach.

Topic Choice	Selection total	Topic Choice	Selection total
A. 21st Century Learning for Young Learners (KG Only)	8	B. 21st Century Learning (Cycle 1-3)	7
C. Supporting High Achievement for ALL students	2	D. Making Assessment for Learning Work	3
E. Planning for High Quality Instruction	3	F. Literacy Strategies across the Curriculum	9
G. Differentiation	5	H. Strategies for English Language Learners	2
I. Assessment for Learning	5	J. Teacher inquiry	1
K. Professional Learning Communities	3	L. Lesson Study	1

Table 5.6.1 Topic choices frequencies for the ADEC Tamkeen programme

The respondents are given the opportunity to choose from the list of topics for the in-school follow-up programme. The choice of in-school topic is made in collaboration with the other SLT members. The delivery of the fixed content is based on the school context; little attention is given to the specific development need of the leadership. These programmes are developed for established senior school leaders and the results from this study suggest that these choices do not have a direct impact on the ability of the newly appointed Seniors School leaders to lead the school. These teaching and learning activities are mainly supported by the curriculum managers (HOFs) in the schools and do not help to improve the ability of the senior school leadership to manage the new curriculum. These shortcomings and development gaps for the senior school leaders are discussed in more detail later in this study.

The data in table 5.6.1 above refers to the frequency of topic selections for the Tamkeen development programme in-school, suggesting that the respondents perceive to have a great need for further development in topics A, B and F. These elements are critical to the NSM in the lower phases (KG & Cycle 1) as it is introduced in these grades before the higher phases (Cycle 2 & 3). Topics F, G, and I are selected 19 times by the respondents, suggesting that there is greater need for development in these areas. These high frequencies support the notion that these topics are all essential elements of the NSM and therefore critical to the approach adopted in the KG and Cycle 1 schools, where most of the respondents for this

study are working. They also confirm the need for support in the managing teaching and learning function of the newly appointed senior school leaders.

The data in table 5.6.1 reveal that only three schools in which the new senior school leaders work select professional 'learning communities' as a development need. As discussed in section 5.4.2 where the data suggest that the respondents have a strong to very strong knowledge of developing 'professional learning communities', this may qualify as motivation for this very low selection, suggesting that respondents perceive these topics as fairly unimportant in their new roles.

Table 5.6.1 reveals that only three respondents indicate a need for development in 'assessment for learning', also critical to the new pedagogical approach adopted at ADEC. This supports the perception from the ADEC respondents that they do not need further development in 'leading teaching and learning' as a critical function of their newly appointed Senior School Leader role. This may be as a result of the teaching and learning focus of the Tamkeen programme content. This development area will become essential and compulsory training during the 2015/16 school year.

Topics J and L (teacher enquiry and lesson study) in table 5.6.1 are selected once each, suggesting a low need for development in these areas. Topics C, D, E and H, the classroom management topics, are selected at an average of three times: the school representatives who select these topics with greater frequency must have recognised their respective school based needs. The low selection of these topics suggests that the senior school leaders defer their classroom management responsibilities to the HOF, or the curriculum managers. These deferred responsibilities leave the senior school leaders with a perception that they do not need development in these areas.

In the section that follows (5.6.2), the delivery format, delivery location of the various professional development topics, and the way in which these are presented, are discussed. The third research question in this study is answered, in part, by this investigation. The two methods of programme delivery are based on the topic choices discussed in this section. These are either in-school or out-of-school programme delivery. The various topic presentation methods vary according to the topic choice and are discussed in the next section.

5.6.2 Out of school formal training sessions

The data presented here is from the section investigating the 'content and style' of the classroom presentations. These sections provide the reader with insight into the context of

the professional development delivery and help to create a means to discuss both the previous sections and the sections to follow.

International studies investigating forms of ‘leadership learning’ appear to have much in common with the ideas postulated by Gray & Bishop (2009). In reviewing literature on leadership development, both within and beyond education for the NCSL, Bush & Glover (2004) argue that a number of different learning opportunities are valuable. They identify mentoring and coaching, work-based and ‘in-house’ experiential learning (such as job rotation, shadowing and internship), peer support and networking and formal leadership learning programmes as important for leadership development.

The data in this section reveal that only three of the topics choices (J, K and L in figure 5.6.2) are not taught in large group style settings. In terms of the literature reviewed above, this is likely to be problematic. In topics C, D, E and F (figure 5.6.2 (a) below) the newly appointed senior school leaders indicate that these topics are predominantly taught in large auditorium style settings. For all the topics, a combination of delivery formats is used and the respondents observe that an attempt is made by some of the programme delivery providers to differentiate their approach to the programme delivery.

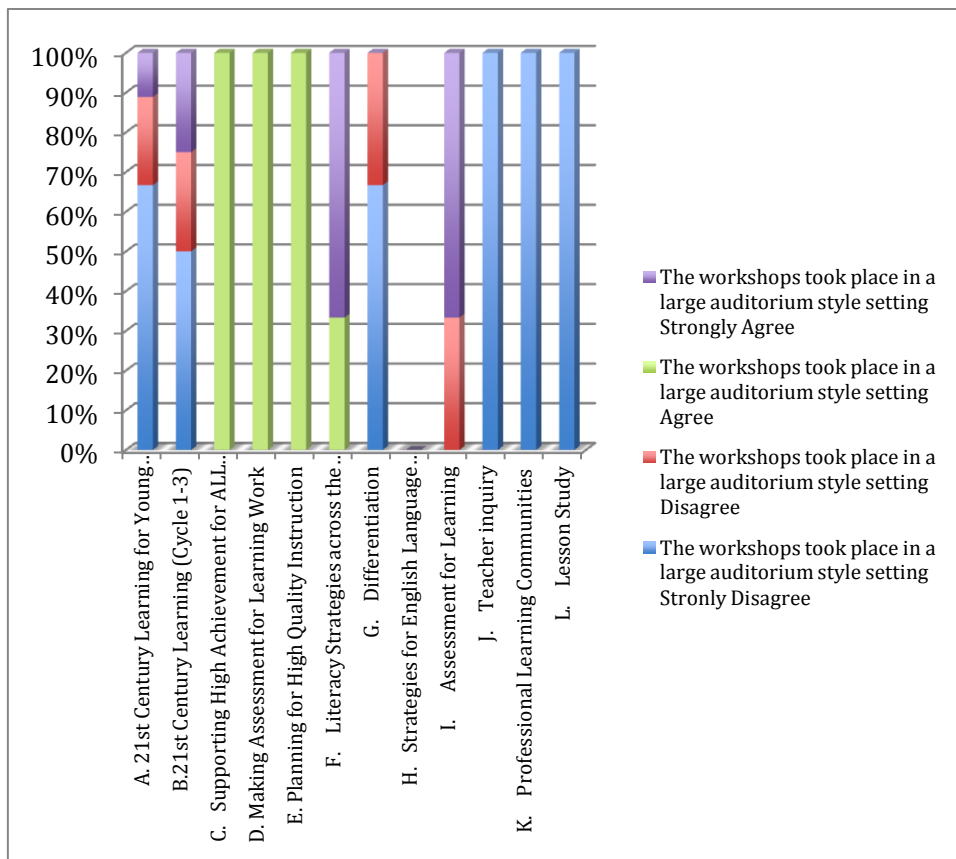


Figure 5.6.2 (a) The workshops took place in a large auditorium style setting

The data suggest the respondents have choices as to where they want to sit during their group training sessions. During the follow-up interviews, some respondents agree with this practice while some feel that this deters them from meeting other people in the group. They suggest that always sitting with the same people does not allow them to get feedback from others and valuable professional learning opportunities are therefore lost.

The data reveal that the respondents are grouped by school level. The possible advantages and disadvantages of this practice are recorded and discussed later in this study.

Although some respondents express their concern about the effectiveness of some of the providers and the knowledge of some individuals, in general the data confirms that the presenters are helpful and knowledgeable. There is one topic where there is some hesitation (topic I in figure 5.6.2 (b) below), where 32 per cent of the respondents do not agree with the level of help and depth of relevant contextualised content they receive from the presenters. This is in response to the relevance of the Tamkeen, development programme topics in relation to their newly appointed role.

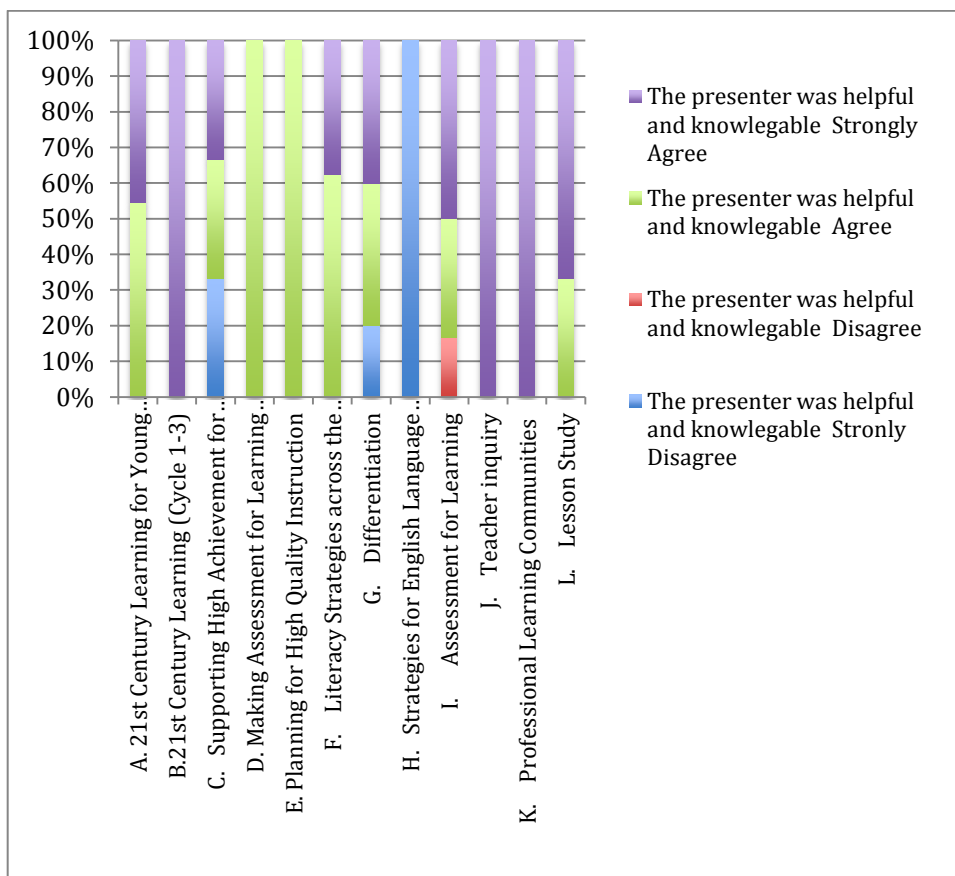


Figure 5.6.2 (b) The presenter was helpful and knowledgeable

In a study conducted by Reeves (2009:86), reasons why some development programmes are successful are investigated. A conclusion is drawn that it is not just the programme content, the label, the guru, or the way in which it is presented, but the implementation of what is learnt. In this study, the researcher suggests that the question therefore remains how relevant certain Tamkeen classroom topic content is for possible actual implementation at school level. The data derived from this question suggests for a definite reason to be concerned about the relevancy of some of the programme topics. These concerns are supported throughout the interviews conducted.

Topics C, H and K (figure 5.6.2 (c)) below, show the highest levels of disagreement with relevance to the position of senior school leader, with topic I indicated with 20 per cent disagreement. In seven of the twelve topics choices, the newly appointed senior school leaders indicate some level of concern with the relevance of this work to their positions, again suggesting that the teaching and learning focus of the content are not perceived to be relevant for their personal development with little implementation relevance. Dana & Yendol-Hoppey (2008:30) reiterate that older, out-dated models of professional development such as knowledge 'for' practice must make way for a newer, deeper focus on knowledge 'in' practice and knowledge 'of' practice models. In topics D, E, and L, (figure 5.6.3 below), the data suggests that the respondents are confident that the programmes they attend are relevant to their position, with topic K, the learning communities topic, showing less confidence in the relevance of this topic. It may be concluded here that most topics were not very relevant to the respondents.

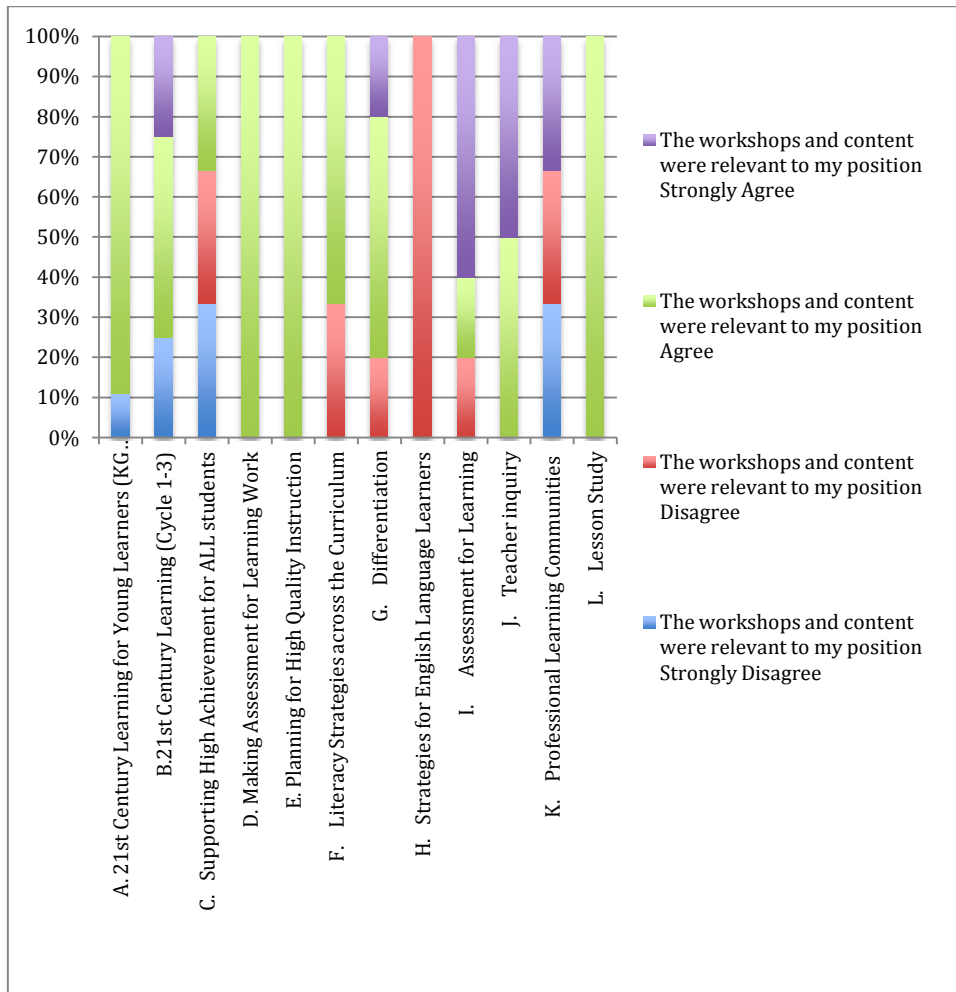


Figure 5.6.2 (c) The workshop and content were relevant to my position

The data from figure 5.6.2(d) below reveals a great vote of confidence in the professional manner in which the Tamkeen topics are presented during the workshops. Concern, however, is expressed in topic A and B where some respondents indicate that the workshops are not presented in a professional way.

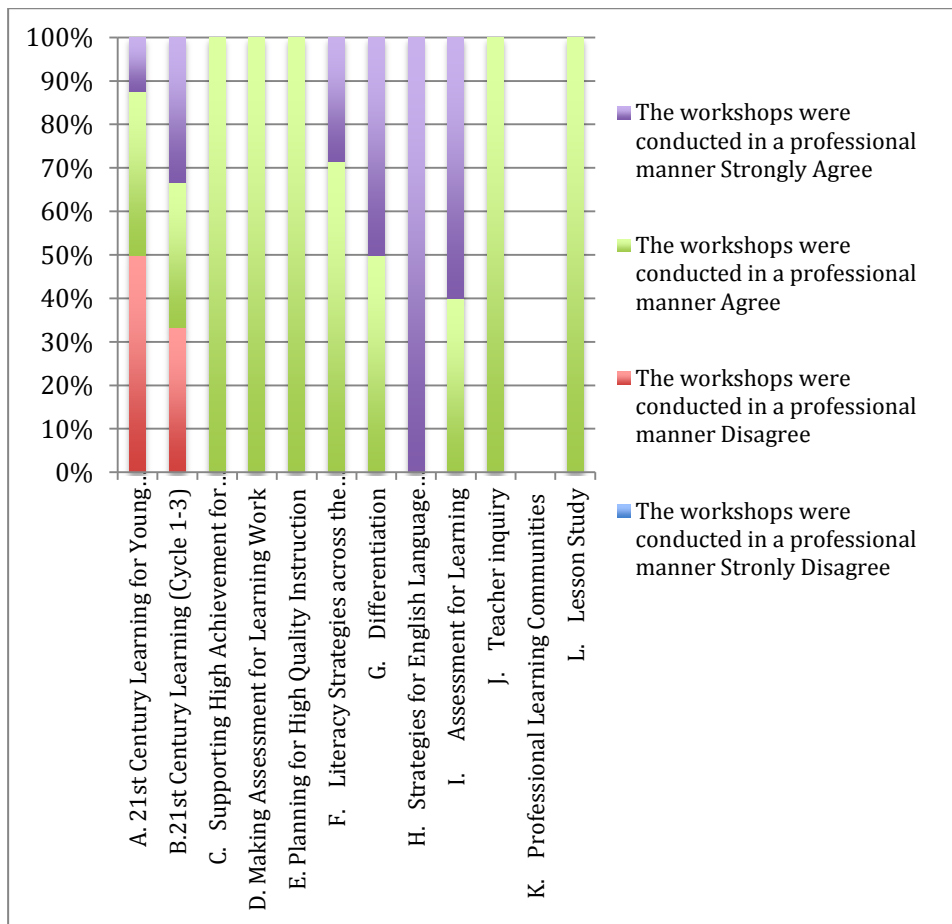


Figure 5.6.2 (d) The workshops were conducted in a professional manner

The data topics A, B, G and J in figure 5.6.2 (e) below suggest that there is very little opportunity for feedback during the professional development group sessions. The data set in figure 5.6.2 (e) reveal that topics A, B, G and J, show a negative response to the question regarding the level of feedback after and during the training sessions, implying that the newly appointed senior school leaders do not get any constructive feedback for Topic A, in figure 5.6.2 (e) and very little feedback in topics A, B and J in figure 5.6.2 (e). For topics G, in figure 5.6.2 (e) 20 per cent of respondents indicate that they do not receive feedback, while in topic G, 20 per cent and J, 50 per cent, a number of the respondents reveal that they receive very little constructive feedback during their group training sessions. The data correlates with A and B, reiterating that it may be because these topics are being dealt with in an unprofessional way that the respondents are not afforded the opportunity to give feedback. During her interviews, Mrs N supports this by stating:

We have received many years of classroom training and this has not helped me very much in my daily work. I did feel that some of the Tamkeen sessions were a waste of time because the way in which it was presented wasn't good. These people did not understand our schools.

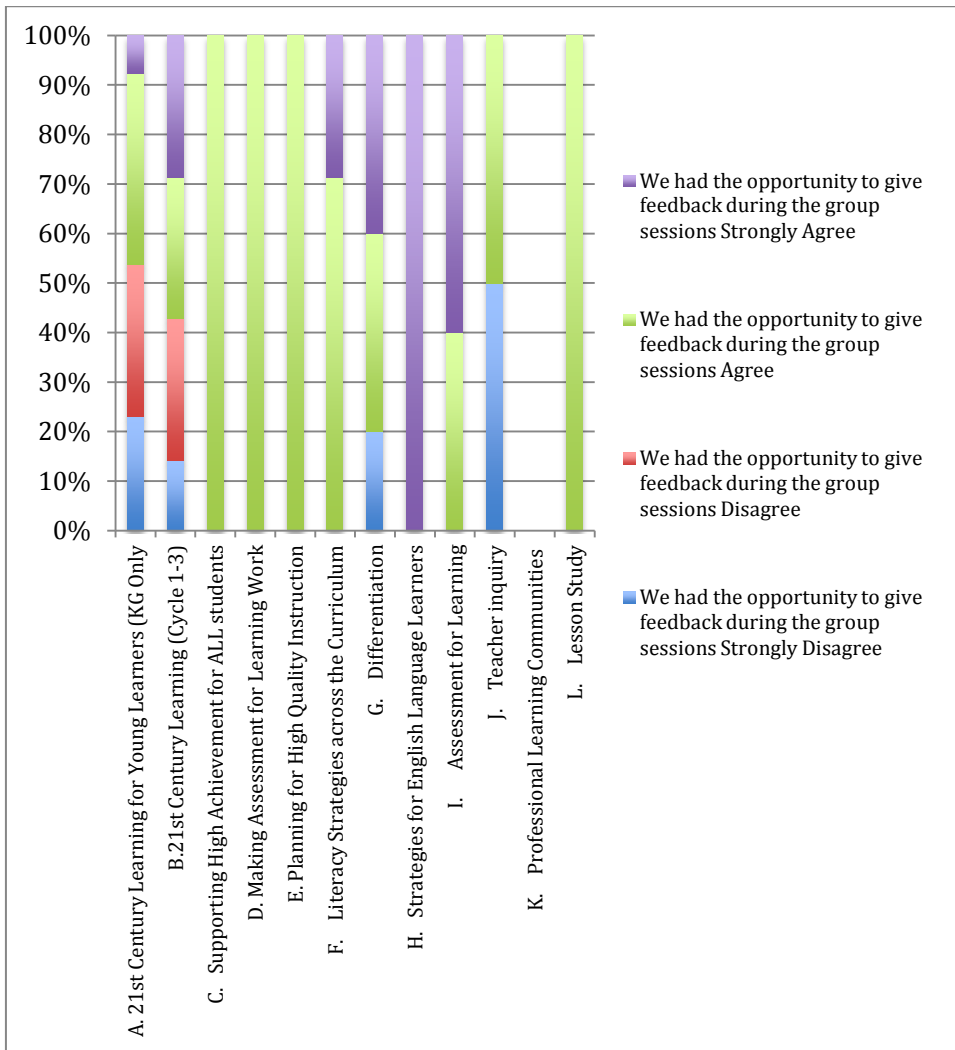


Figure 5.6.2 (e) We received constructive feedback that was useful

It is reasonable to conclude that the Tamkeen programme topics delivered by means of group-work out of school are not perceived to be very well presented by a considerable amount of the respondents.

5.6.3 The School-based Training

This section aims to provide a brief synopsis of the methods used and perceptions of the school-based Tamkeen training used at the ADEC schools. A radical departure from the formal, course-based nature of previous training is encapsulated in the promotion of ‘action learning’, ‘mentoring’, and ‘coaching’ during which emphasis is placed on dialogue with peers and experienced leaders, and also dedicated time for reflection (Chikoko et al., 2011).

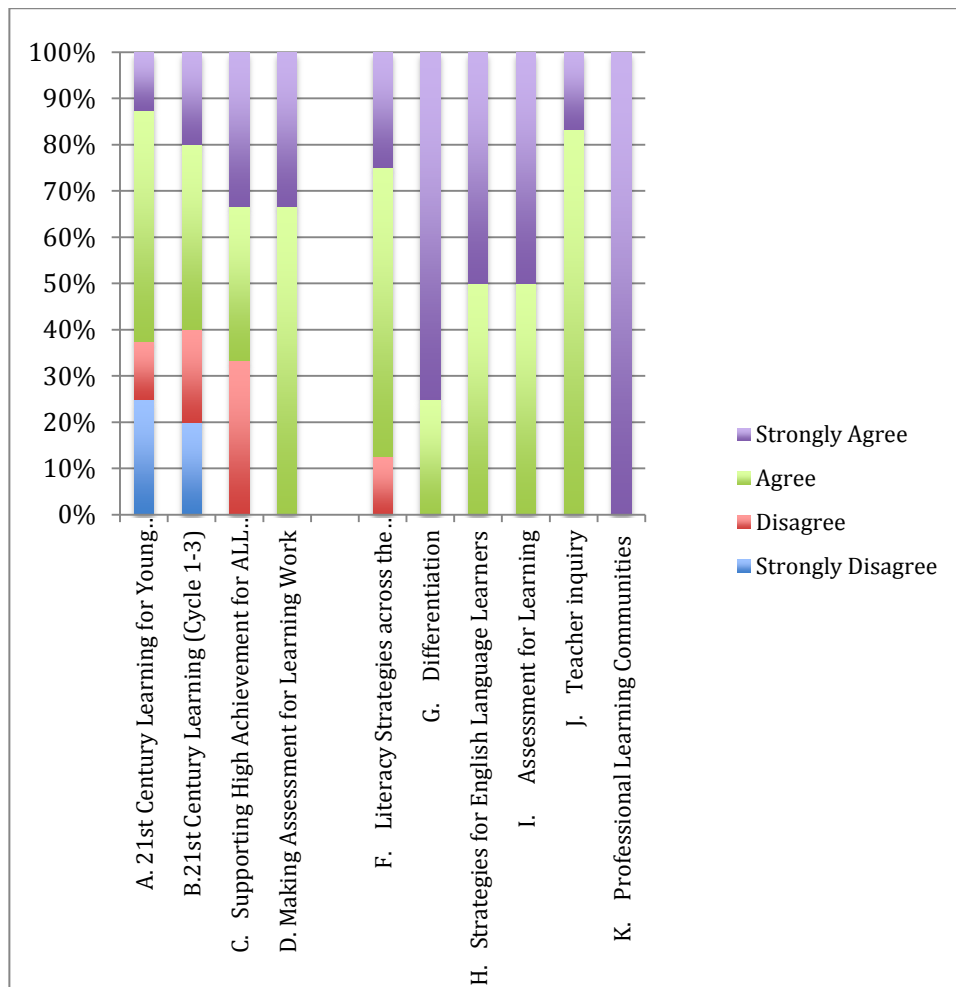


Figure 5.6.3 (a) The trainer at my school was well qualified and experienced

Topics A, B and C (figure 5.6.3 (a) above) are once again indicated to be problematic. In topics A and B (figure 5.6.3 (a) above), the respondents indicate that the trainers are not well trained or sufficiently experienced to present these topics, although the group indicates that they are on average satisfied (3-5 choices). In topic C, 33 per cent of the respondents indicate that they are not satisfied with the experience and qualifications of the trainer at their school. Chikoko et al. (2011) emphasise that process-rich approaches to professional development delivery are likely to be particularly effective in promoting leadership learning. Action learning, mentoring and coaching, for example, are strongly associated with successful leadership learning. In topic K (professional learning communities), there is an indication that respondents are very satisfied with the experience and qualifications of their trainers because of the approach to action learning supported by a coaching and mentoring model followed throughout this topic delivery. The respondents are asked to complete tasks in smaller groups at neighbouring schools in their newly established learning communities

and, as a result, this topic is perceived to be very relevant. Mrs NA confirms this in her interview by stating:

I learnt a great deal from the schools in my area, it is good for me to see how they do things.

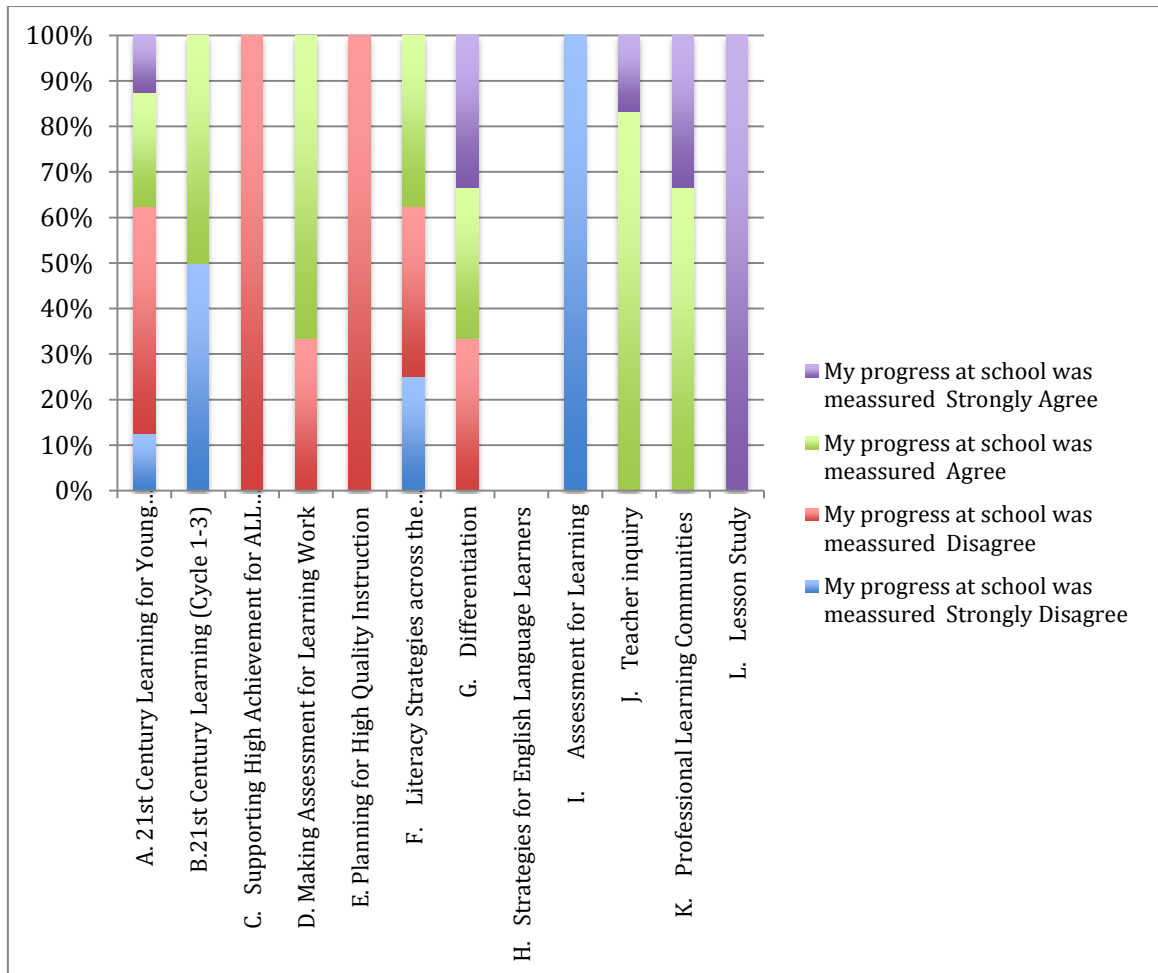


Figure 5.6.3 (b) My progress at school was measured

The data suggests that in topics C and E (Figure 5.6.3 (b)) above there is no measurement of the progress of candidates in the programme in topic I. In reviewing leadership programmes in the USA, Patterson & West-Burnham (2005) conclude that there is unequivocal evidence that preparation programmes which stress reflection, collaboration and active problem solving make a significant difference to a leader's success. In Topic C, and E and somewhat in F, (Figure 5.6.3 (b)) above the respondents disagree that their progress is measured. The data reveal that candidates agree, and strongly agree in topics J, K and L (Figure 5.6.3 (b)) above that their progress is measured. It is concerning to see that in topic I (assessment for learning – one of the core topics), (Figure 5.6.3 (b)) above, the progress of the candidates is not measured. This is problematic since much focus and emphasis is

placed on this topic at ADEC to improve teaching and learning in all schools as part of the ADEC reform.

The data from figure 5.6.3 (c) below reveal that in very few topics the respondents are offered the choice of topic which will be presented at their schools, and with topic L figure 5.6.3 (c) below there is a strong consensus that the group should have input in the choice of topic at their school. It is only in topics C and H figure 5.6.3 (c) below that the respondents suggest they do not have any input in the choice of the topics. Once again in topic A and B figure 5.6.3 (c) below, there seems to be a great difference in the way in which the topics are presented. The group suggests that they have less input in topic choices A and B figure 5.6.3 (c) below. An investigation into the forms of leadership learning confirms the importance of basing leadership development within participants' leadership contexts as advocated by Bush & Glover (2004). The data from the interviews confirm that the low input in the topic choices in the ADEC Tamkeen development programme is as a result of the topics not being contextualised for the schools and the various roles in the schools.

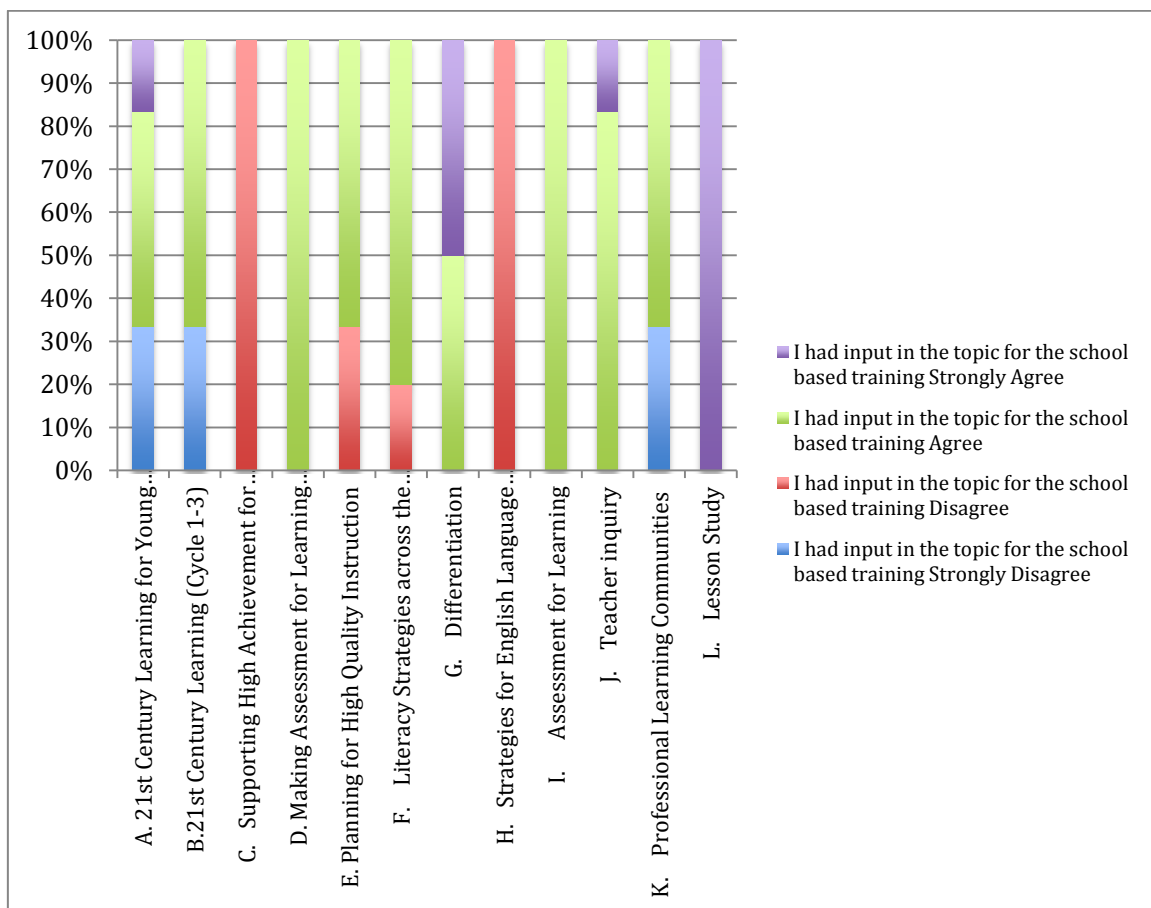


Figure 5.6.3 (c) I had input in the topic for the school based training

The data suggests that for topic H (figure 5.6.3(e)) below, the trainers, during these small sessions at school, do not encourage the respondents to ask questions. In topics A and B (figure 5.6.3(e)) below, the data indicate inconsistencies in the delivery format, and quality of delivery during small group training sessions, however the data reveals that in topics C, D, G, J, and L (figure 5.6.3(e)) below, there are a very high level of confidence expressed in the ability of the trainers, since the respondents are allowed to ask questions during the sessions.

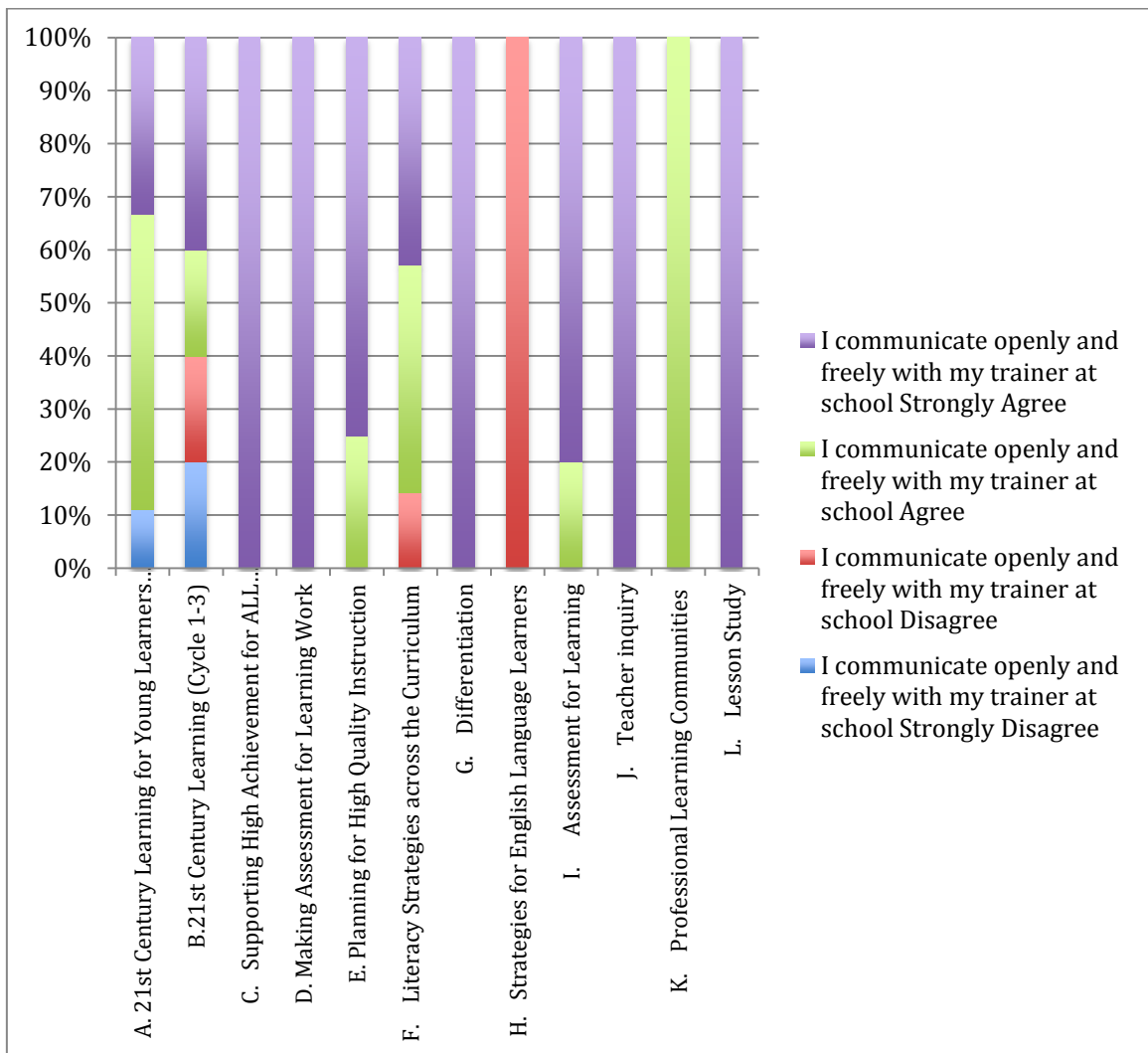


Figure: 5.6.3 (e) I communicate openly and freely with my trainer at school

The data in figure 5.6.3 (e) above also show that there are weaknesses with the level of communication during the school-based training sessions in topic H. Topic B in figure 5.6.3 (e) above shows that 40 per cent of the respondents have no open communication with their trainers at their school-based training. In general, the data suggests that there are sufficient

communication between the trainers and the respondents during the training provided at schools.

In six of the 12 topics below in figure 5.6.3 (f) below, the respondents suggest that most of the trainers except for C and L do not encourage the respondents to implement new ideas. Some encouragement is reported in topics D, G and J. Since these topics are school-based, it is encouraging noting that in topic C (lesson study) below in figure 5.6.3 (f) and L (supporting high achievement for all) below in figure 5.6.3 (f), the respondents report that they are strongly encouraged to implement new ideas. This aligns with the ADEC innovation approach for learning adopted in 2015. Lawrence et al. (2008) argue that any development programme should ‘catalyse’ the leader in order affect quality teaching and learning, suggesting that leaders should be encouraged to do things differently. The data reiterates the indifferent approach adopted by the various trainers during the Tamkeen training sessions.

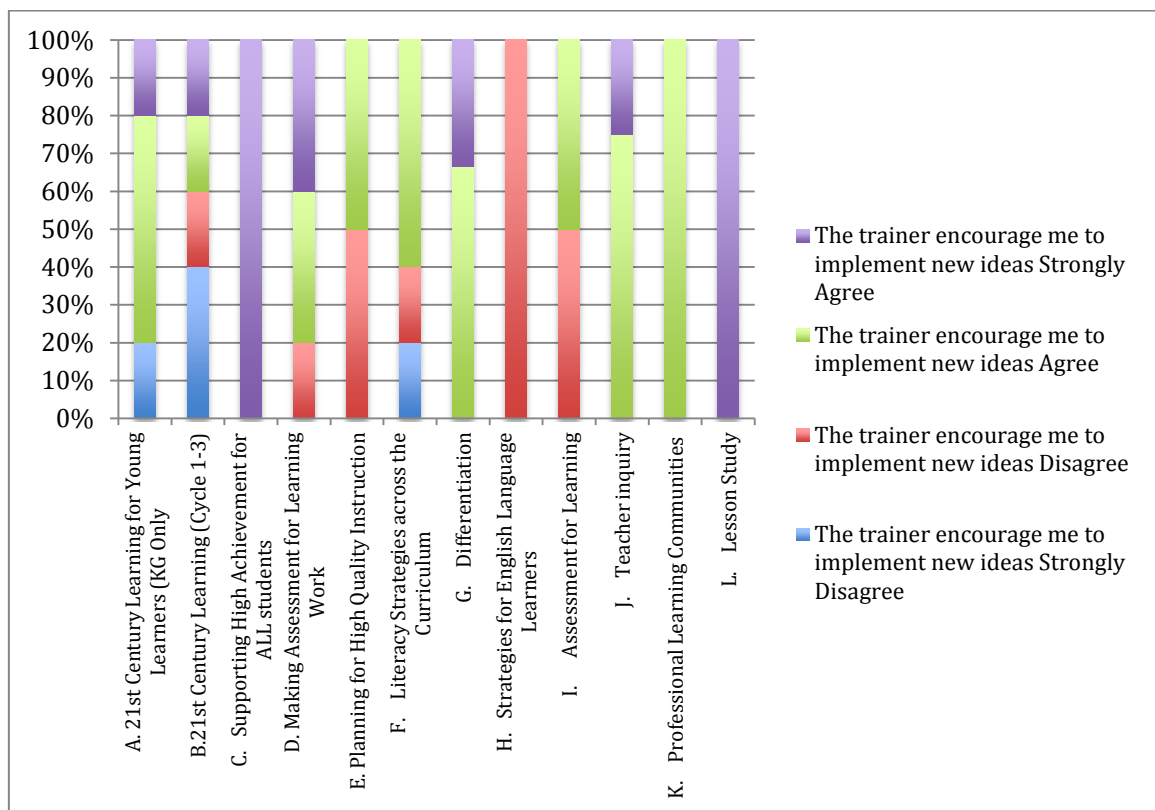


Figure 5.6.3 (f) The trainer encourage me to implement new ideas

As previously discussed in the literature review (Chapter 3), a study of leadership development at the Western Carolina University promotes a strong focus on internships, suggest linking coursework and ‘field experience’ as preferred components of the recommended delivery system. The data suggest a concern with the inconsistency in approach by the Tamkeen presenters.

5.6.4 The school-based training sessions are more useful than the large group sessions

In this section, the respondents are expected to express their perceptions on the two delivery approaches. The respondents are asked to evaluate the school-based sessions as discussed in section 5.6.2, comparing this with the large formal group sessions discussed in section 5.6.3, and to indicate if they perceive the school-based training to be more useful.

The topic K in figure 5.6.4 below brings some interesting data to the fore, where the respondents are required to rate, on a Likert scale, their perception of the 'school-based training' over the 'large group-auditorium style' training. It is noted that in topic K, the respondents indicate that the large group training is more useful than the school-based training.

Fullan (2001) raises some concern and cautions: "The main problem is not the absence of innovation in schools, but rather the presence of too many disconnected, episodic, fragmented, superficially adorned projects" (p. 21). With this in mind, the analysis of the data in the table above begs the question: Why so many respondents feel that the group work sessions are more valuable than the individual sessions? It is possible that the content of the school-based training seems to be incoherent and disconnected from the reality of what is happening in schools. Mrs R, an Emirati newly appointed principal, state the following when asked about the needs and the training they receive from the ADEC Tamkeen programme:

It is not relevant to us; it should come from the schools need. It should not be from the outside of the school but must be from inside, from us. In order to make our school improvement exact and to help our school improvement plan. It should come from our needs

We asked them to adapt for our school and then it was more beneficial for us and to work with us

Drawing conclusions from the overall data in figure 5.6.4, the school directed and operational focused training is more relevant for the respondents; they therefore report that the school-based training is more useful.

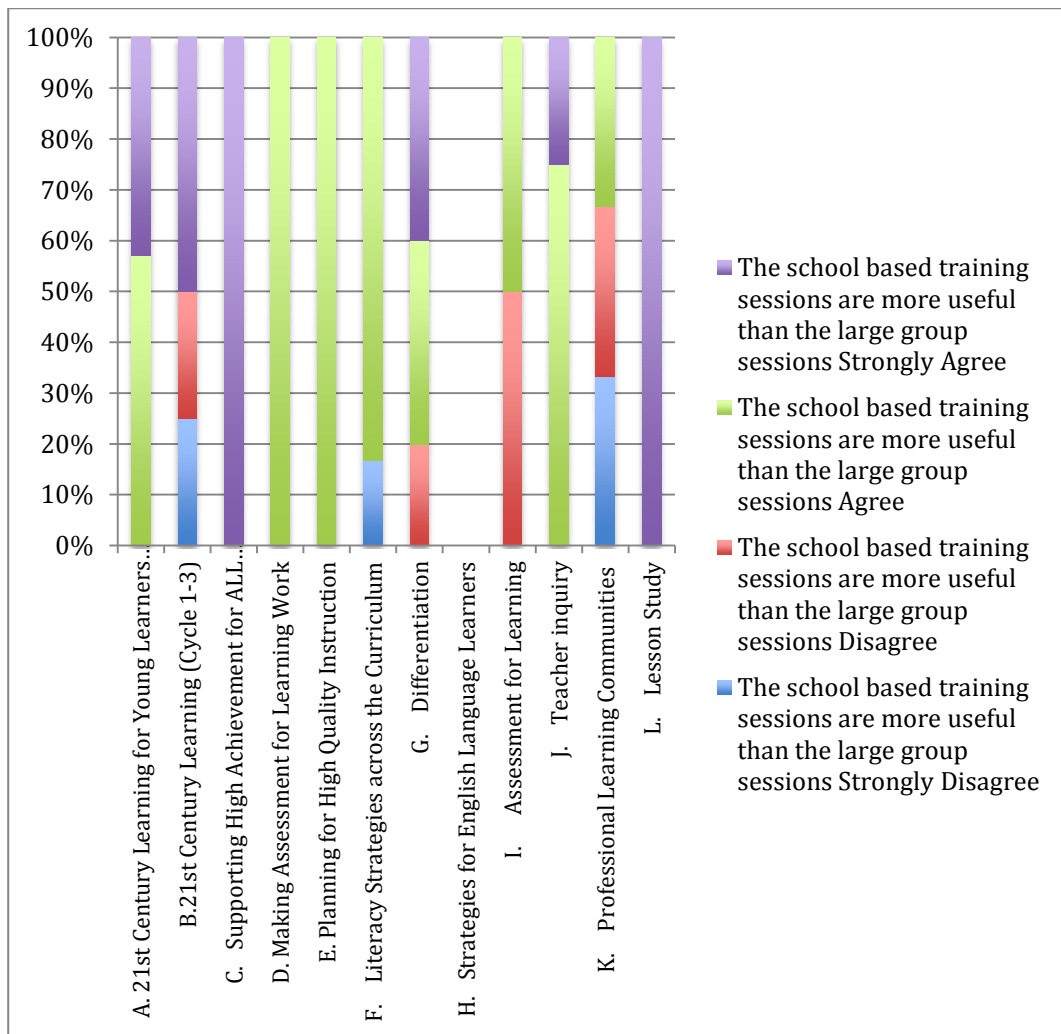


Figure 5.6.4 School-based training is more useful than the large group training

5.6.5 Programme confidence and usefulness of the selected topics

In sub-sections 5.6.5.1 and 5.6.5.2 the ‘confidence’ and ‘usefulness’ of the topics the respondents chose for their Tamkeen training sessions is discussed. The respondents evaluate the development of skills during their Tamkeen training and how useful they perceive the topics to be for their new role.

5.6.5.1 The confidence in developing new skills

It is to be noted that only the areas where appears to be some notable difference in the data from the average, will it be discussed. This stance was adopted throughout this study as mentioned before in this thesis. In all the topics presented in figure 5.6.5.1 below the respondents suggest a somewhat to very confident response. Topics A and B are constantly rated lower in previous sections while the respondent group suggest that they do not benefit as much from the training in these two areas. In this section, the data correlates with that of

5.6.5.2, below, where the quality of content and delivery format of topics A and B is rated lower than most other topics.

In Topic K, in figure 5.6.1 below the newly appointed senior school leaders report that they do not gain new skills and, as a result, only 50 per cent indicate that they are somewhat confident that they learn new skills during the delivery of the Tamkeen training in topic J. In topics A, B, C, D, F and I, of the respondents report that they 35 to 40 per cent did not gain new skills during the Tamkeen training. Most of the respondents suggest that they are somewhat confident to very confident in learning new skills in topics E, H and J during the Tamkeen training.

During an interview with Mrs NA, an Emirati vice-principal, she says that:

It was good for my teachers; about me... as VP (vice-principal) it was not good

When she refers to the content, method of delivery, and the relevance of the school-based training she received as part of the Tamkeen programme, she questioned the effectiveness and relevance of the Tamkeen project.

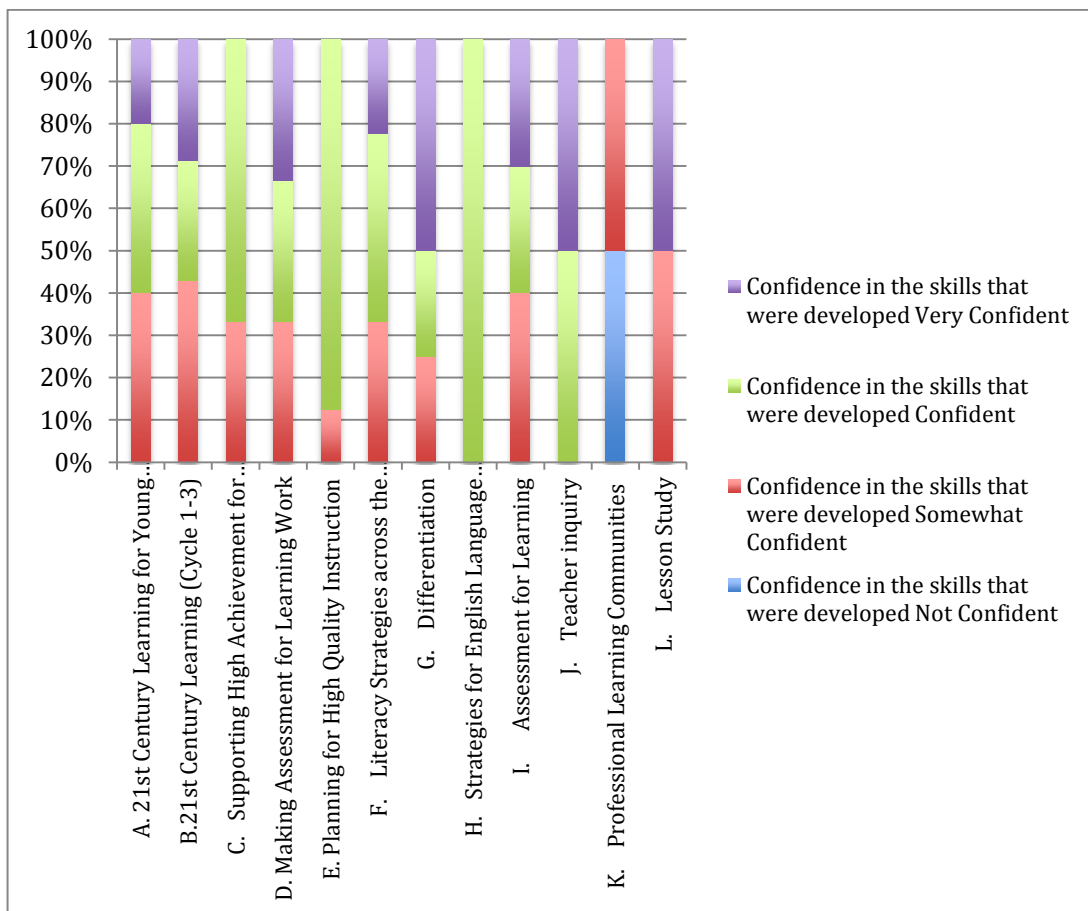


Figure 5.6.5.1 Confidence in developing new skills from the topics

The data in figure 5.6.5.1 above and figure 5.6.5.2 below supports in part the claim from the Emirati vice principal as quoted above. It may be concluded from the data in figure 5.6.5.1 above that the programme is not very effective since a great percentage of the respondents report that they have not acquired any skills in some of the topics, once again the relevancy of the topics are questioned.

5.6.5.2 Usefulness of the Topics for the Current Position

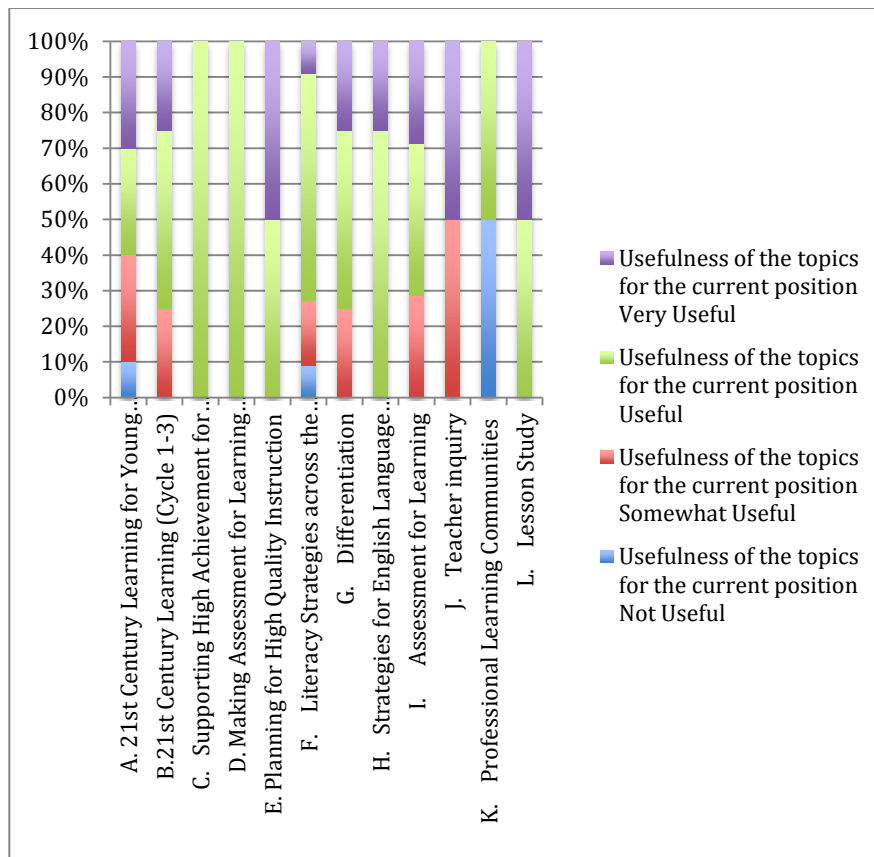


Figure 5.6.5.2 Usefulness of the topics for the current position

In figure 5.6.5.2 above topics C, D are suggested to be somewhat useful, while E, somewhat to very useful, while G, H and L, are perceived as useful to very useful to the current positions of the newly appointed senior school leaders. Topics B and I are rated as somewhat to very useful in figure 5.6.5.2. It is concerning that topic A in figure 5.6.5.2, a very important topic for the reform at ADEC, is not perceived as particularly useful by 40 per cent of the respondents. Throughout the data, topic K is rated lower in many areas, including here in the 'usefulness to the position' topic. Topics E and L appear to be the most useful to the group. These topics are relevant to the operational function of the new role of the senior

school leader, hence their perception as more relevant. Topic L is rated very positively throughout this section and in previous sections. The ADEC Tamkeen development programme topics are well directed at supporting teaching staff. The new senior school leaders perceive this content useful, however the general assumption noted during the interviews is that the topics and programme content do not support them in their new senior school leader roles. Mrs RE, an American vice-principal, makes the following comment during her follow-up interview:

Tamkeen training focus more on staff development, with no real support for management. It only touched on the needs for our campus but the specifics was not there. It was very limited training, not providing us with any direction.

A statement by Mrs R, an Emirati newly appointed principal, supports the above statement:

Tamkeen I want to tell you something, Tamkeen is not useful, I want to be honest with you, it helped to prepare the teachers and that was not always good for them. It should be related to the work that they are doing not something like that is not for our school. It was not for the leadership

5.7 Chapter Conclusion

This chapter reports on the data for the Abu Dhabi section of this international comparative study. A series of data sets are used to show the results of the survey graphically and to create an easy way of visualising the responses to the survey questionnaire. These graphs help with the interpretation, since the volume of data gathered was comprehensive. The data in this section of the study sufficiently answer the three research questions:

1. The perceived roles and responsibilities questions are answered in Sections 5.3 and 5.4 by investigating the respondents' perceptions of their roles and responsibilities. The study concludes that there is an indifferent understanding of the newly appointed role. The study reveals that experience in the role before appointment holds the new appointee in good stead.
2. The perceptions of the development needs of the respondents are answered in section 5.5. The data suggest that the respondents require much development in order to perceive to be competent in their positions. The study reveals that theoretical training creates an unrealistic sense of security after appointment, leaving the newly appointed senior school leaders confused and stressed.
3. The professional development programme question is answered by the discussion in section 5.6. The data shows that the Tamkeen programme does not contribute much to raise the level of role competence for the newly appointed senior school leaders.

Bush & Glover (2004) assert that, while assessment is important in leadership development, in practice there is very little evidence of future and current leaders engaging in the analysis of the self in terms of strengths, weaknesses and developmental needs.

The development needs of newly appointed senior school leaders at ADEC have never been determined in a research project of this nature. This study is the first to evaluate the developmental needs of *newly* appointed senior school leaders, drawing on the understanding gained from the literature reviewed in Chapter 3, that newly appointed senior school leaders have different professional development needs.

The data suggests that the newly appointed school leaders require much support in areas where they have had much development help in the last four years. This indicates that the development programmes at ADEC are not effective in addressing the professional development needs of the newly appointed senior school leaders. It is observed throughout this chapter that the role of the senior school leader has become largely integrated and that clear role definitions are not visible. This may be due to the ADEC system itself or the expectations created due to the type of training provided.

In Chapter 6, the data collected during the WCED investigation of this study is discussed. The data collected in this section is easier to interpret due to the limited CTLI programmes on offer and the limited programme delivery format. The comparative data analysis is discussed in Chapter 7.

Chapter 6 WCED, CTLI Findings, Case 2

6.1 Introduction

Drawing on the literature reviewed in Chapter 3 relating to the development needs of school leaders, this chapter discuss the findings of the survey and interviews in the context of the WCED. The aim of this chapter is to interpret the qualitative and quantitative data and seek answers to the research questions in the WCED CTLI case. The main research question for this study is addressed by the sub-questions throughout the chapter.

The responses to the question ‘how do newly appointed senior school leaders perceive their roles and responsibilities and competencies?’ are discussed in sections 6.3.3, 6.3.4, and 6.4. The findings in response to ‘how newly appointed senior school leaders perceive the leadership development programmes at WCED, CTLI’ are discussed in section 6.5. Finally, section 6.6 discusses the responses to ‘what do the senior school senior leadership perceive as their development needs?’

This chapter highlights the findings of the WCED respondents and the CTLI development programmes. The sections within the survey questionnaire (Appendix B) are discussed separately while considering the research questions throughout.

6.2 Findings of the Study: Survey Questionnaire

6.2.1 Background of the respondents

As with the ADEC case, the WCED case has 20 respondents who provide the data through the survey questionnaires and follow-up interviews. All the respondents in the WCED study are South African. The following sections discuss the racial composition of the sample, and comment on aspects worth mentioning with regard to race in South Africa.

6.2.1.1 Race

In the South African context, the racial background of the newly appointed senior school leaders is significant. The distribution of the respondents with regards to race is shown in Table 6.2.1.1. All efforts are made to have a representation across the different cultural and race contexts in this study. For the purpose of this study the race of the respondents is viewed in terms of years of experience and educational background.

Race	Number of respondents (n=20)
Black	4
Coloured	12
White	4
Asian	0
Other	0

Table 6.2.1.1 Racial distribution of the WCED respondents

In the Western Cape context, the data from this study suggests that schools are managed predominantly by coloured seniors school leaders. The data from the interviews reveal, however, that it is more common to find a mixed racial compilation of senior school leaders appointed in formerly white areas and that the racial profile of teachers in black communities is less diverse. The data indicate that there are many traditional coloured settlement areas with white teachers that are appointed in senior school leadership positions. Miss DL, a vice-principal in a former white community, confirms this in her interview. She suggests that her school, with mostly coloured children, has many white teacher appointments, and confirms that the principal of her school is white. The data reveal the same findings at the schools of Mr DA and Mr DE, both Principals in former white areas. One of the white respondents manages a school in a poor coloured community, substantiating Miss DL's comment above. In the traditionally black schools, in Khayelitsha, only black senior school leaders were appointed at the time of the interviews and the conduction of the surveys. The data suggest that appointments of senior school leaders in these areas, and in many townships, are segregated according to race.

The data shows that levels of experience and qualifications correlate strongly with race. Three of the coloured principals that form part of this study are in the process of completing their Master's degrees. These coloured respondents are furthering their studies either to pursue careers in the private schools in South Africa or outside the country. The respondents express a reluctance to pursue further studies due to the governmental policy, which states that teachers must earn the same salary, regardless of qualification. The data also reveals that respondents from all races are equally involved in attending the CTLI professional development programmes. All respondents commenced their educational studies at Teacher Training Colleges. The average age of the respondents, considered in section 6.2.1.2, correlates with the data collected during the interviews with the WCED officials that suggests that all primary school teachers studied towards teachers diplomas at Teacher Training Colleges during the 1960s and 1970s. The data from this study reveals that issues to do with

qualification are equivalently spread across all races in the WCED. Remuneration packages for the same position at the WCED are equivalent, regardless of race. The WCED senior school leader salaries are determined based on a per school student number formula, while staff numbers, and qualifications are not necessarily considered. These issues are discussed in detail later in this chapter.

6.2.1.2 Years of experience

It is reasonable to deduce from Table 6.2.1.2 below, that in order for a person to qualify for a management position in the Western Cape, one needs to have considerable experience as an ordinary class room teacher, before being considered as a senior school leader. Most leaders have more than 11 years' teaching experience while 11 respondents indicate more than 30 years of teaching experience. The data suggest that 60 per cent of the respondents in the WCED have between 11 and 30 years of teaching experience before they are considered for appointment to a more senior position. The respondents suggest that this practice of appointing well-experienced candidates is beneficial, however, it may be detrimental in the long term since younger leaders may feel as though they are precluded from achieving promotion, and therefore become disgruntled with the system. It is suggested that young vibrant decision makers may be excluded from entering the system, leading respondents to report that in many cases they may want to seek employment elsewhere.

Years of experience	In management	In teaching
1 to 5	3	0
6 to 10	5	0
11 to 20	9	3
21 to 30	3	7
More than 30	0	11

Table 6.2.1.2 Years of experience and the number of respondents in management and teaching

It is observed in the literature that there is a worldwide concern that the average age of principals and senior school leaders is on the rise, with very few new young aspiring leaders entering the system (Bush, 2009; Bush & Glover, 2010; Leithwood & Montgomery, 1982). During the interviews, a number of the respondents indicate a concern with the lack of younger, less experienced new leaders entering the system in the Western Cape. Miss DL, a Vice-Principal, comments in her interview:

We are the older generation of management and no more young people are coming through the system. I feel the deputies must play a bigger role in helping the young ones as a mentor to become the new generation. You must be a mentor for them. All our grade heads are younger than 30

The data from table 6.2.1.2 above reveal that 45 per cent of the respondents fall into 11-20 year experience group. It is concerning that only 15 per cent of the respondents indicate that they have between 21 and 30 years experience in leadership. It appears from the data that 40 per cent of the leadership either retire or resign leadership positions at the end of 20 years experience. This data correlates clearly with the average age of the respondents. At the time of the survey, 95 per cent of respondents are older than 40, and 45 per cent of respondents indicate that they are between 51 and 60 years old. The data reveal that none of the respondents are older than 60. Table 6.2.1.2 above indicates the number of years of experience before being considered for a promotion into a senior school leader position. The data suggests that a gap exists in the early years of teaching, where no respondents at WCED indicate they occupy a senior school leadership position. This is in keeping with the policies at the WCED, which stipulate employment of experienced educators in senior roles. It is suggested that less experienced educators bring a high level of enthusiasm and that this energy should be harvested with proper coaching and mentoring.

6.2.1.3 Highest academic qualification

This section produces some interesting results. The data reveal that thirteen of the respondents have a teacher's diploma, while only four have a teacher's diploma and a bachelor's degree. At first, this raised a concern for the researcher, however after interviewing an official from the WCED and some of the respondents; it transpires that most primary school teachers and some high school teachers received their training during the 1970s and 1980s, which correlates with the ages of the respondents. During this period, South Africa had numerous Teacher Training Colleges, where most teachers that form part of this study were trained. These Teacher Training Colleges were closed after 1995, and the government took a decision that Universities should facilitate all teachers training after 1995.

By closing the Teachers Training Colleges, the government attempts to improve the standard of teacher training (Pandor, 2015). This is a result of an investigation at the time that reveals that no national standards for teacher training existed. The individual universities determine the teacher training standards and professional development curriculum. The attempt to standardise training curricula is still ongoing in 2016, and the data from the interviews with officials suggest that this process appears to be moving forward. The officials suggest that the Teacher Training Colleges only offer four-year Higher Teaching diplomas, which explains the high number of newly appointed senior school leaders that have diploma qualifications. The data in section 6.3.1.3 reveal that the younger newly appointed senior school leaders that form part of this study have teaching diplomas and, in most cases, an additional degree. This correlates with the data in section 6.3.1.2 below.

In the WCED sample of for this study, no newly appointed senior school leader currently holds a master's or doctoral degree. This data is confirmed during interviews with department officials, where they suggest that this is the norm. In the interviews, two respondents indicate that they "have higher ambitions", indicating that they want to enrol for a master's degree. Another respondent studies towards his master's degree because he feels that he wants to pursue his career in private schools, where having a master's degree is understood to be the minimum qualification for appointment into a senior school leaders position. With the high number of private schools opening in South Africa, Mr DA notes that there appears to be a staff migration towards private schools, suggesting that this has become the norm, and that in many cases educators perceive this to be a career progression. Mr DA, a principal at a small primary school, comments that many senior school leaders choose not to obtain higher qualifications, and suggest that they attend shorter courses at CTLI to fulfil their training needs. He explains:

I prefer to rather go on short courses for my training. CTLI or the ACE programmes have provided me with the necessary knowledge

The interview data reveals that the respondents throughout the WCED are not required to have higher qualifications to progress their careers. The following is an example of a statement from Mr M, the principal of a school situated in a very poor community, where personnel and teaching resources are in short supply, in which he comments on his professional development:

I feel I do not need to have a degree or even a master to do my job... when I feel I require professional development I enrol for courses at CTLI. I have done many courses at CTLI over the years and feel no further area have to be developed. I am very confident in my job because I was the deputy in this school before.

During an interview with an official from the WCED, she supports the above statement by stating the following:

Staff members are not rewarded financially for upgrading their qualifications. It is not even a requirement to be promoted.

The data thus indicate that the decision to revoke further benefits for additional qualifications by the government, adversely affects leadership officers' desire to improve their formal qualifications. The lack of concomitant increase in remuneration with higher qualifications seems to directly impact the level of the respondents' overall qualifications. The data suggest that this practice may deter new teacher student enrolments, which in turn, will lead to teacher shortages. It is suggested that this practice inhibits the professional growth of the respondents.

6.2.2 Workload and pressure

The data represented in the figure 6.2.2(a) reveals that 50 per cent of the respondents spend between 40 and 50 hours a week on school related work, constituting an average of 9 hours a day. Thirty (30) per cent of the respondents spend between 51 and 60 hours a day on schoolwork, equating to an average of 11 hours a day. Further to this, 15 per cent of the respondents report that they spend more than 60 hours a week on school related work. This is alarming as it equates to more than 12 hours a day. The long working hours are confirmed by one of the respondents, Miss DL, the vice-principal of a large High School, when she states:

I arrive at school between 6 and 6:30 in the morning and in most days leave the school at 6 in the evening.

The above quote resonates with the data from the survey in figure 6.2.2(a), which shows that many senior school leaders spend much more than the required 40 hours per week on schoolwork. Many respondents suggest that one of the contributing factors of this is the fact that the South African senior school leadership are legally required to teach. Miss DL teaches grade 12 students in two different subjects.

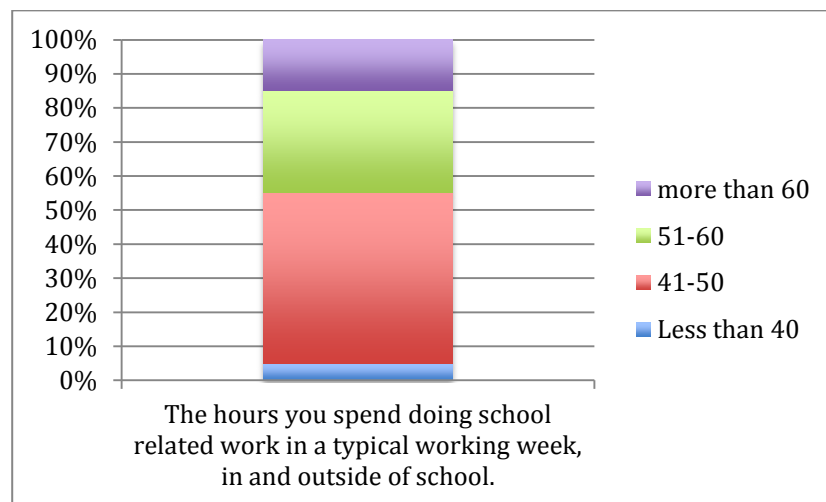


Figure 6.2.2(a) Time spent per week on related schoolwork

Figure 6.2.2 (b) below reveals the increase in working hours of the newly appointed senior school leaders after their appointment in their new role.

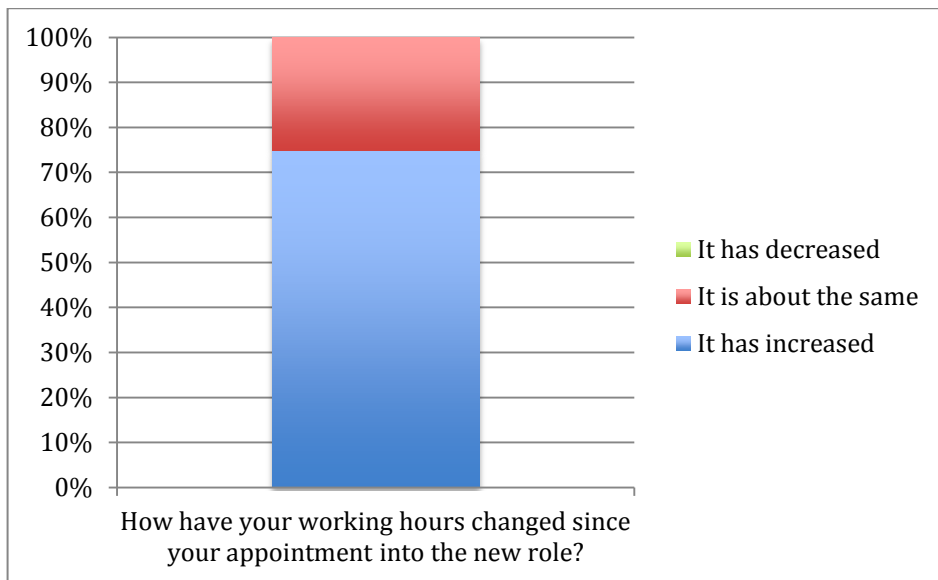


Figure 6.2.2(b) How have the working hours changed?

The majority of respondents in figure 6.2.2, 75 per cent, indicate an increase in working hours since assuming the role of senior school leader, while 25 per cent of the respondents suggest that their working hours have remained the same. None of the WCED respondents experience a decrease in working hours. It may be reasonable to assume that there would be an increase in working hours after their appointment into a senior school leader role, especially for those respondents that are promoted from a class teacher role into the senior school leader role. The 25 per cent of respondents, who indicate that they have no increase in workload, are the senior school leaders that are promoted from vice-principal to principal. These principal appointees have existing senior school leader responsibilities not requiring a further increase in workload. It is reasonable to assume that with an increase in workload and work hours, any new senior school leader may require a higher level of time management skill to adapt to the additional workload. This may be a reason for the high percentage of respondents indicating an increase in working hours.

Figure 6.2.2(c) below shows a high correlation with figure 6.2.2(b), indicating an increase in working hours: 80 per cent of respondents indicate that their workload had increased, while just 20 per cent stated that it had remained the same. This is somewhat understandable if the respondents moved into a role where they have more responsibility and accountability.

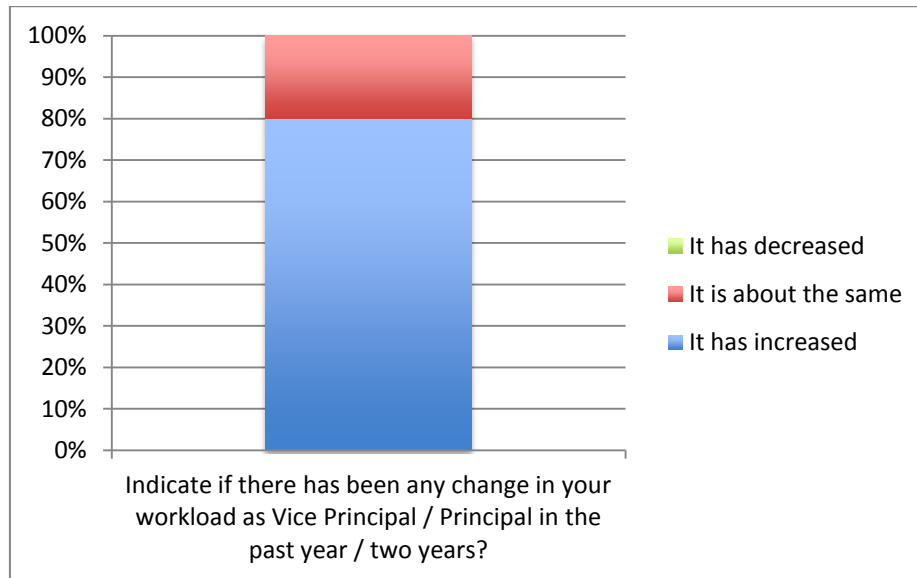


Figure 6.2.2(c) Change in workload

6.2.3 Perceptions of role priorities and responsibilities

The roles and responsibilities of school leadership have been debated in numerous studies (e.g. McCauley et al., 1998; Quint et al., 2007; Guskey, 2003; Hess & Kelly, 2007; Normore, 2012). The data in figures below is separated into the two areas of Leadership as is suggested in the framework developed in Chapter 3, namely the 'Strategic' (figure 6.2.3(a)) and 'Operational' (figure 6.2.3(b)) functions of leadership.

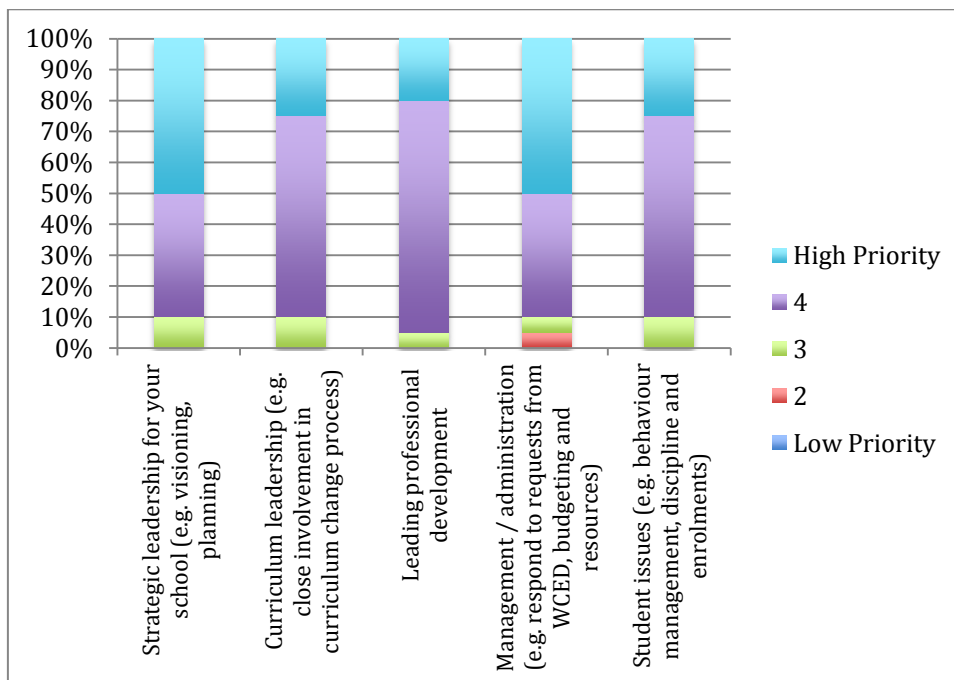


Figure 6.2.3(a) Roles and responsibilities perceptions (Strategic Functions)

The data in figure 6.2.3(a) above reveals that 90 per cent of the respondents perceive 'strategic leadership' to be a high priority (3-5) leadership function. This correlates directly with indicator 2 and 4, where 90 per cent of the respondents consider this area to be a high priority. These questions may be interpreted in context and highlight the need for development of senior school leaders in both the leadership and managerial roles in the school. Mr HB, a newly appointed vice-principal, describes the role of senior school leaders as follows:

Not only are you second in charge, but also you are the right hand for the Principal. The principal and school leadership team (SLT) must work as a team to support each other. The deputy must take charge of certain duties and tasks and is accountable for his/her action.

The perceptions of respondents in the WCED reveal that the senior school leadership has to facilitate most teaching and learning professional development for teachers. Below are some of the comments from senior school leaders confirming this. During the interviews and follow-up interviews, Miss DL and Mr PL make the following comments, respectively:

But we do our own in-service training, and

We are responsible for our own in-service training

Mr PL, a newly appointed principal, provided the following suggestion to the WCED:

Maybe they could build up a database of trainers one could use to build up teachers.

The data in figure 6.2.3(b) below suggest that 'conducting parent interviews' is perceived as a high priority (3-5) with 70 per cent of the respondents rating it high. The data also reveal that 70 per cent of the respondents do not perceive 'conducting or attending community meetings' to be a responsibility of the senior school leader. Figure 6.2.3(b) (below) suggests that dealing with untimely parent matters (30 per cent) is not a high priority for the new WCED senior school leaders.

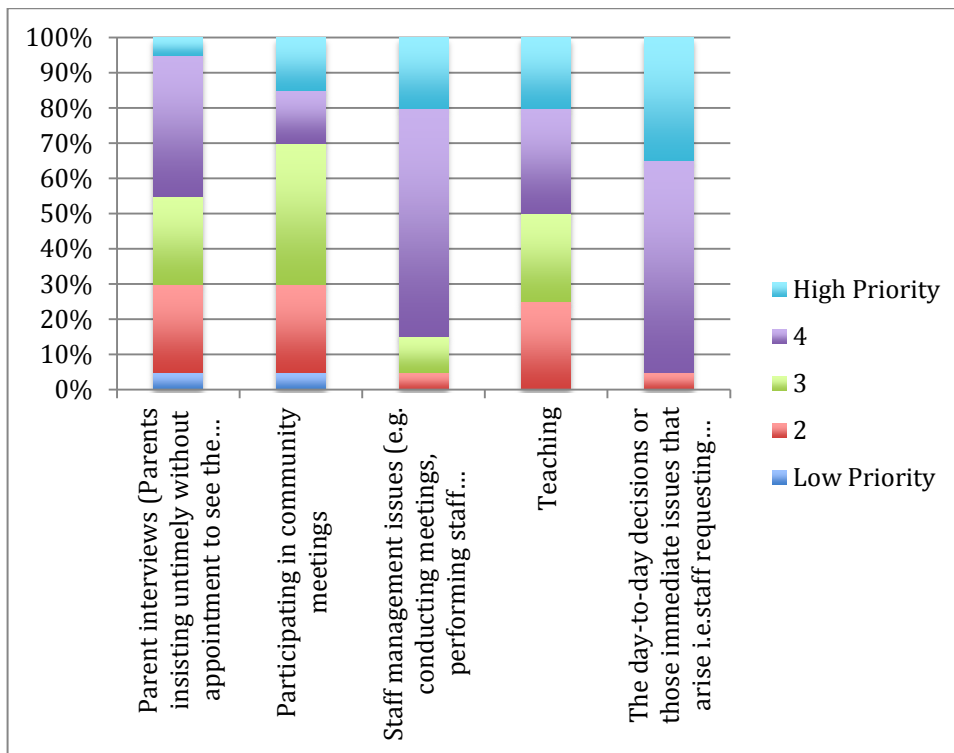


Figure 6.2.3 (b) Roles and responsibilities perceptions (Organisational Functions)

The data in figure 6.2.3(b) above indicates that 75 per cent of the respondents have a high (3-5) priority for 'teaching' as a function of their role. This correlates with data that suggests the respondents have more direct involvement in the classroom due to WCED policy (figures 6.2.2(b) and (c)). These findings also support the discussions on the development needs (sections 6.4.5 and 6.4.6), which suggest a lower need for development in the 'teaching and learning' function of their roles. A teaching load expectation is prescribed by the WCED for senior school leaders, which draws them closer to the classroom. This intimates that these leaders have a notable understanding of teaching and learning issues. This greater understanding of teaching and learning is supported by the 'curriculum leadership' data (figure 6.2.3(a)), which 90 per cent of the respondents indicate to be a high priority area. Mr DE, the principal of a small dual medium school, provides support for this notion this when he makes the following comments about his teaching involvement:

I believe it is important for the leadership to be involved in the classroom. Sometimes Principals can lose track of reality if they never teach the children of the day... yes it is law that we must all teach.

The data in figure 6.2.3(b) reveal that 75 per cent of the respondents perceive that it is a high priority to be involved in classroom teaching. The respondents, though, also suggest during their interviews that teaching responsibilities place additional pressure on the newly

appointed senior school leaders especially during the first term after their appointment. The interview data suggests that the newly appointed senior school leaders are concerned about their additional teaching duties, especially during the first term after their appointment. The respondents state that they require more role-time, suggesting a focused induction, to settle into their new role. This is evidenced by a suggestion made by Miss DL, a newly appointed vice-principal:

I wish I had more time to focus on my new role, instead I found myself preparing for lessons and teaching the whole day. I could only focus on my new duties when the students left in the afternoon...This hardly gave me the chance to put the vice-principal role into practice

A number of respondents support this comment from Miss DL. Mr DA suggests that new leaders:

Find it difficult to adjust to the new role, and the additional teaching load made it even more difficult to comply with WCED expectations.

6.2.4 Perspectives of the role clarity of senior school leaders

The data from figure 6.2.4 below suggests that 90 per cent of the respondents have a medium to high (3-5) perception on the 'the 'clarity of the expectations' that are placed on them by the WCED. The data in figure 6.2.4 suggests that the respondents are very clear that their role is one of a leader and not a manager (90 per cent). During the development need section (6.4) the respondents' report a development need in these areas. This suggestion supports the notion that the respondents perhaps experience some 'role confusion' due to the migration of role responsibilities, since they have much knowledge now of all areas, and the integrated role suggested throughout this study.

The data in figure 6.2.4 below further indicates that 90 per cent of the respondents have high role clarity and understanding of their new position before appointment. This contradicts with the data in section 6.4, where the respondents suggest they have very little clarity of their role in the newly appointed senior school leader position and state that after appointment they have a need for professional development. This may be due to some misconception of the 'role and responsibilities' of the senior school leader.

The data in figure 6.2.4 suggests that 95 per cent of the respondents are clear (3-5) that the new role will involve an increased workload and they may suffer from role overload.

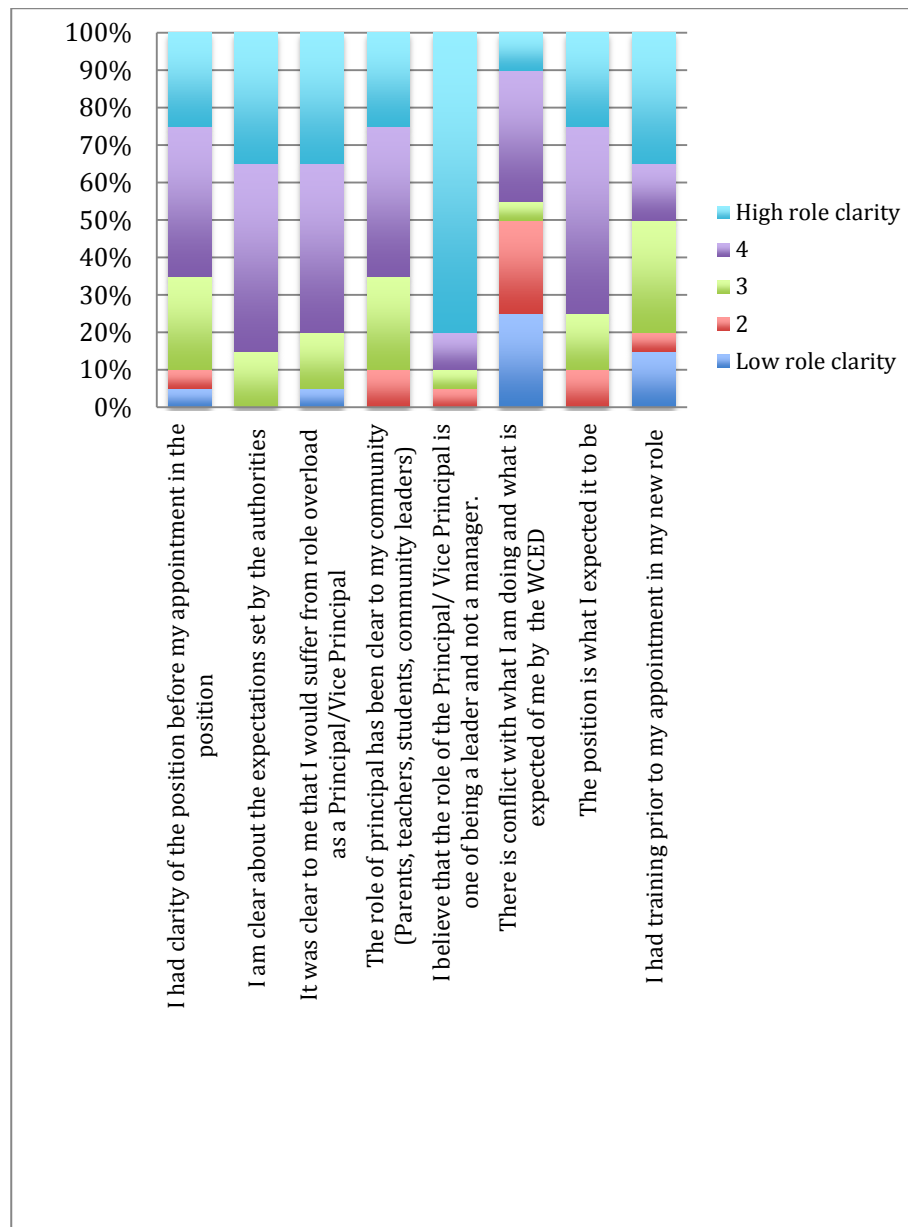


Figure 6.2.4 Perspectives of role clarity of the position

Additionally, the data in the figure 6.2.4 suggest a high clarity of their roles, except for the area of ‘there is conflict with what I am doing and what is expected of me by the WCED’ where the respondents report that they have a much lower (only 50 per cent) role clarity.

Eighty per cent, of the respondents in figure 6.2.4 report that they had prior training before they accepted their new position. A statement made by Mr M, a principal, during the interviews, confirms the value of such training:

I did a number of courses at CTLI and at [CPUT] the last couple of years. I feel this prepared me well for my position.

The above statement from Mr M supports the perception that very few newly appointed senior school leaders receive any formal induction or engage in further studies to support their new roles. They suggest during the interviews that follow-up support after appointment is limited and, in most cases, non-existent. Mr PL states that most WCED support is provided for the 'struggling' schools, which are situated in the traditionally underprivileged communities. He further suggests that the former Model C schools (schools in formerly white communities) receive very little support from the WCED. This lack of support includes support for newly appointed senior school leaders in these schools after their appointments. He is concerned with an impression the department has of the former Model C schools, suggesting that the department views these schools as sufficiently supported and self-sustainable, while the reality suggests something different.

The data in figure 6.2.4 above shows that all twenty schools (18 normal government schools with low school fee structures) presented in this study are in need of further support, including the two former 'model C' (with traditional higher school fees and perceived better facilities) schools which one is a high school. This is supported by a statement from Mr DA, a principal of a non-traditional model C school in a small socio-economically challenged community. He indicates that he never sees his WCED official, and on one occasion when he requested help, he received this response:

I never ask for help but when I once did I was told: "You are the principal of the school, sort it out yourself, I received no help in my new position and had to go and find my own answers"

Previously, Mr PL suggests that only disadvantaged schools or struggling schools receive help. The data from this section suggests that the newly appointed senior school leaders are in need of help to support their further professional development. The respondents report during the interviews that development support must include financial management training. The respondents also indicate that they appreciate development in all areas of operational management, which forms part of school leadership.

The data in figure 6.2.4 above indicates that a high percentage (90 per cent) of respondents find their new role to be what they expected it to be. This suggestion correlates with the 'clarity of role' data discussed previously where the respondents at the WCED suggest they have high clarity of what their role in the school is.

The data from the interviews further suggest that respondents with previous experience, from either acting in the role or extensive vice-principal experience, indicate that some form of role-socialisation or in-house responsibilities relating to their new role, is valuable. The data

suggest that these experiences of the senior school leaders have a direct bearing on how they perceive their new roles, suggesting that prior experience will help to eliminate 'role fatigue' and role 'drop-out'.

6.3 Competency and the Knowledge and Understanding of the Role

The following section discusses the findings of the survey questionnaire and interview data, investigating how competent the respondents in the WCED perceive themselves to be in their new position and the knowledge and understanding that they have of their new roles.

6.3.1 Role competency

As considered in Chapter 5, a diverse range of essential senior school leader competencies is discussed in the literature. These include: problem analysis, judgment, organisational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interests, personal motivation, and educational values (Gorton et al., 1988; Wareham, 1991; Rammer, 2007).

The context of this study partially determines the competencies reviewed by the researcher for the purpose of this thesis. The data suggest that socio-economic background and experience level of the respondents determine their perception of role competency. The questionnaires for this study are contextualised to be appropriate to the local roles and functions. In similar international studies conducted by Hess & Kelly (2007), Cranston et al. (2003) and Piggot-Irvine et al. (2013), the local context directs the nature and content of the questions. This study is modelled on their work, with the additional dimension of focusing only on new senior school leader appointees.

The data in figure 6.3.1(a) reveals that between 85 and 95 per cent of the respondents in the WCED study report a high perception of their own competency in the following areas:

- Inspiring teachers to progress;
- Showing strong interpersonal skills;
- Empowering their senior leadership team in decision making and taking more responsibilities;
- Dealing with issues that arise from the community.

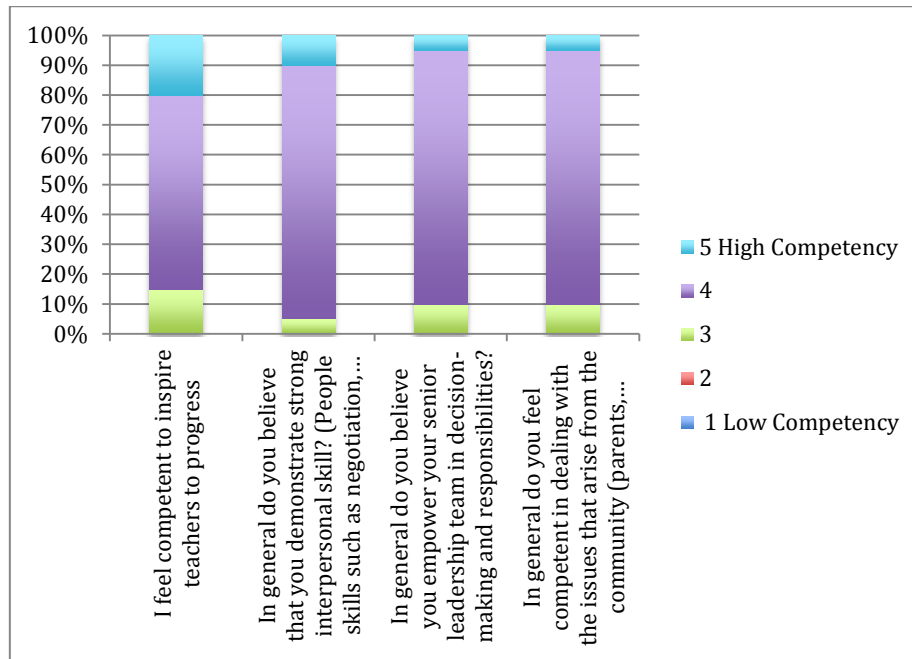


Figure 6.3.1(a) Perception on role competency

In figure 6.3.1(a) and (b), the data suggest that the respondents perceive a 3 (80 per cent) to 5 (100 per cent) of competency in all their role functions, while 'working in an organised way' in figure 6.3.1(b) rate the highest percentage (75 per cent). The data in figure 6.3.1(b) show that there are a small percentage of respondents that do not perceive themselves to be competent enough to incorporate local culture into the culture of the school (20 per cent).

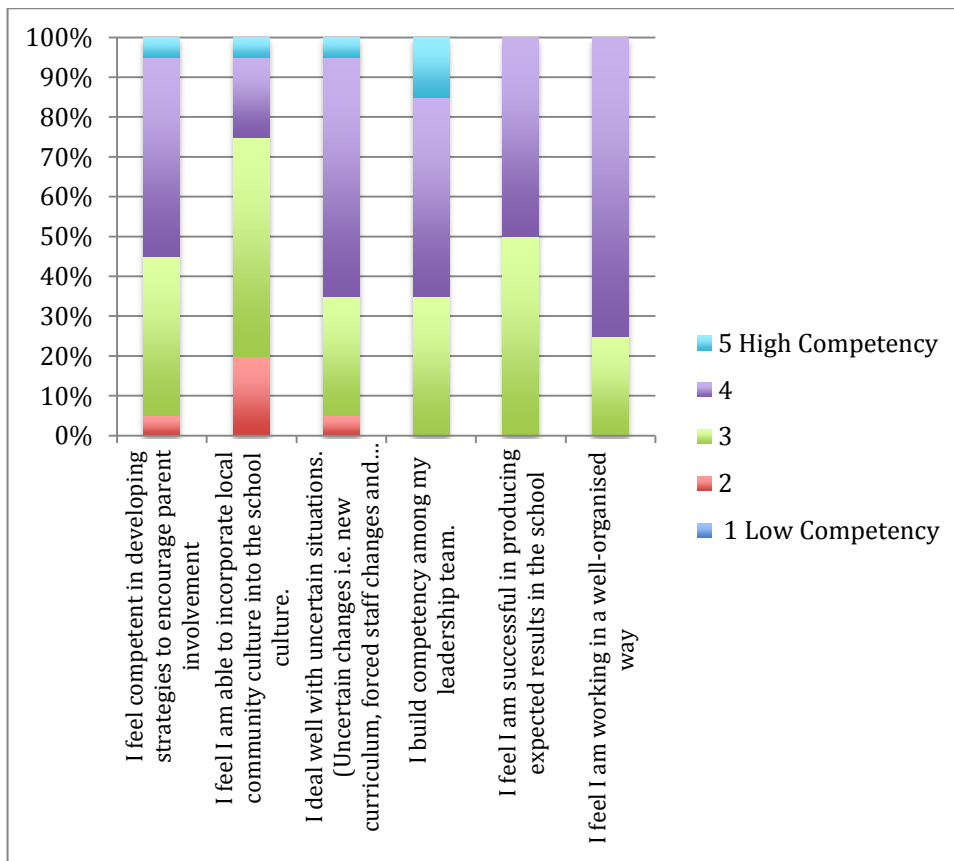


Figure 6.3.1(b) Perception on role competency

Traditionally in South Africa, principals are appointed from the local socio-economic and cultural contexts. According to the WCED official interviewed:

The department aim[s] to make culturally appropriate appointments where possible.

The low percentage of respondents that indicate a low competency in incorporating local culture into the community culture may be those appointments outside the local community context.

The data in figures 6.3.1(a) and (b) reveal that the role competency perception of respondents is directly related to their own understanding of their new role. The data from 6.3.1(a) and 6.3.1(b) are compared for possible correlation with the professional development needs section (6.4) and triangulated with the perceived competency perceptions.

Based on the responses in figure 6.3.1(b), which indicate that most respondents perceive themselves to be highly competent in most areas of their leadership functions, it is noted that these respondents suggest that they require much more development in these same areas

when their development needs are discussed in section 6.4. The data reveals an unrealistic sense of confidence when respondents are questioned about their competencies, in many cases contradicting the needs versus the competencies, an interesting observation that is discussed in more detail later in this study.

Although the WCED data reveal that respondents have many years of experience, it appears as though training in strategic leadership functions have not been embedded throughout their careers. As mentioned before, the respondents who indicate a high competency and low development need are those individuals that are given the opportunity to develop strategic leadership skills while in previous senior school leader roles by their supervisors, allowing them to take on leadership development roles, or sharing these roles with them. It can therefore be argued that the role diversity of the senior school leader should be embedded throughout senior school leadership team compositions, providing opportunities for growth in all leadership functions. A worthwhile recommendation would be for a panel to consider the individual strengths of newly appointed senior school leaders, and then to delegate functions based on the particular strengths of the individuals comprising the team. The leadership development framework suggested in this study (see Chapter 3) is designed to support the individual inside a team, not focusing on the individual role, but supporting the suggestions above.

6.3.2 Knowledge and understanding

During the 'perceived knowledge and understanding' discussion below, the data from figures 6.3.2(a) and 6.3.2(b) reveal the importance of contextualising the discussion and taking into consideration the background of participants of this study. The respondents in this study are all new appointees to their roles. The knowledge and understanding they perceive to have of their roles may be triangulated with their development needs perception in section 6.4, and on their competencies in section 6.3.1.

The data in figure 6.3.2(a) indicates that the highest knowledge and understanding (85 per cent) recorded is the area of 'managing and/or leading people'. This contradicts the data from section 6.4, which shows that the 'leading people' leadership function is in need of development. It is interesting to note that during the follow-up interviews, various respondents suggest that the leadership function of 'leading people' appears to be the most challenging for them and they express a real need for further development in this function. The comment below from one the respondents supports the general impression from the respondents. Mr PL states:

I think the biggest problems as a deputy you don't get in contact with teachers problems and the parents. Now that I am principal I think I wasn't trained to handle those problems. You have to be the judge between all parties. I have not been trained for this role

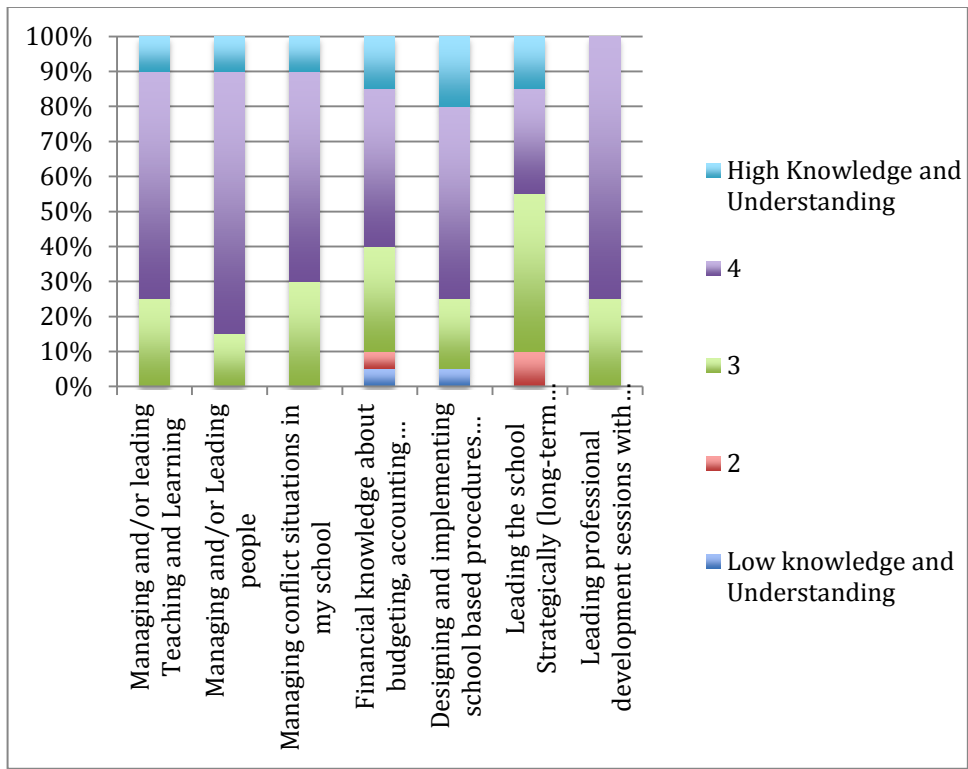


Figure 6.3.2(a) Knowledge and understanding of the role

Figure 6.3.2(a) shows that the area with a moderate to low confidence in knowledge and understanding is 'plan and lead strategically'. The inability to lead communities is highlighted in the data (section 6.4) and perceived as areas in need of development. These developmental need areas are consistently highlighted throughout all the sections. It is reasonable to conclude that these leadership functions are consistently perceived as problematic, since the 'knowledge and understanding', 'competencies' and 'development needs' sections all reveal a low rating by the respondents. See sections 6.3.1, 6.3.3, and 6.3.4 for details. Dealing with parents has always been a challenging aspect of the role. This may be even more challenging for inexperienced senior school leaders. Mr PL comments that he:

Wasn't trained to deal with this aspect of the role.

It may be concluded that experience in the role is advantageous when dealing with local community. This may include the pastoral care and mentoring of the parents for some communities in the Western Cape.

The data in figure 6.3.2 (a) above reveal that 90 per cent of the newly appointed senior school leaders suggest that they do not require little assistance with the 'management of their school finances'. Although, when prompted to indicate their development need, in section 6.4 they suggest a high need for development. The interview data also suggest that they require help in this area. Below is an example from one of the respondents requiring much assistance when commenting on this issue. Mr DA, a Principal, explains that his school is in desperate need to progress. He states:

If I have better financial management skills, it will help me with running the school better. I also think that a school Principal should have an MBA in order to deal with the planning and to deal with the financial obligations.

He explains why certain schools manage their own school funds, and why his school only gets partial financial support from the WCED. He reports that many schools get very little financial support from their local communities, and comment that these schools rely on the WCED for all their financial support, maintenance and educational resources. Mr DA expresses his dissatisfaction with the latter model, explaining that:

Schools must have their own authority, with accountability to manage their funds.

It is concerning to note that schools are responsible for managing their own funds, while the data suggests there is no support or training in doing so. Mr DA claims that the senior school leaders receive no training in managing school finances, saying that this often leads to mismanagement, and as a result, the students do not have access to the high quality teaching and learning they deserve. These statements align with the needs section when a great need is suggested in this area. The high knowledge and understanding perception indicated in this section may be questioned. More on this will be discussed in the conclusions section.

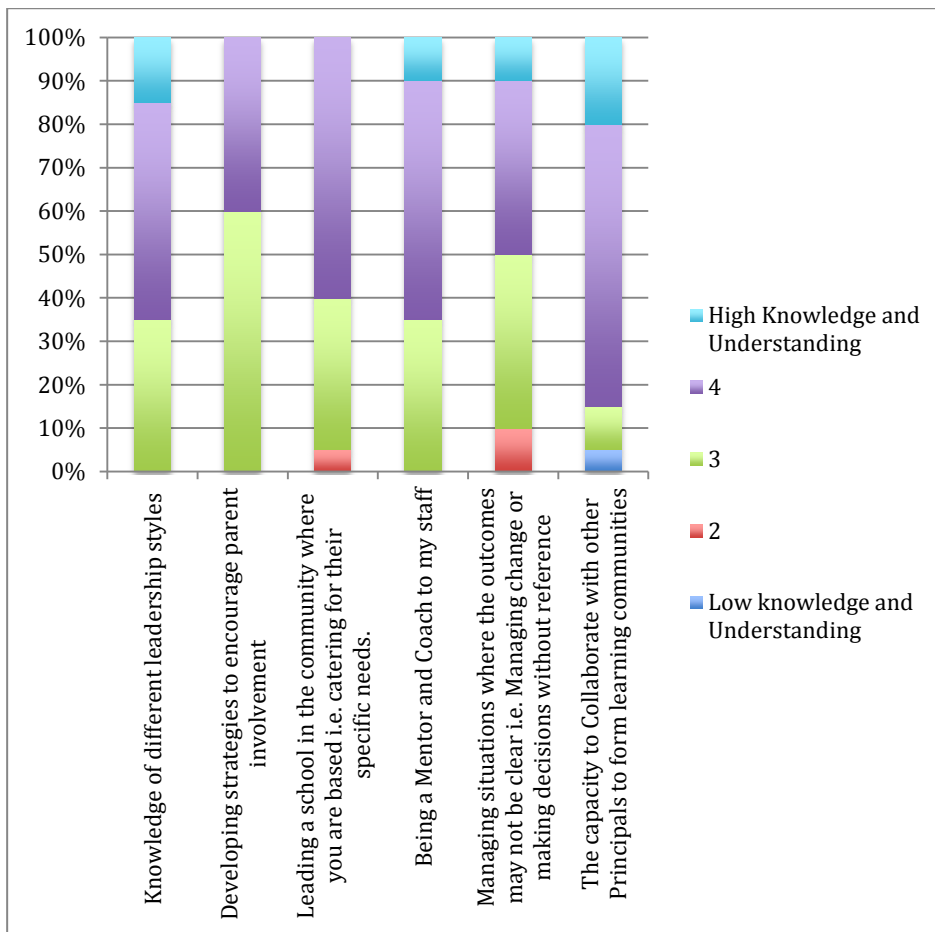


Figure 6.3.2(b) Knowledge and understanding of the role

The respondents suggest in figure 6.3.2(b) that the capacity to collaborate with other principals to form learning communities shows the highest knowledge and understanding. They also report in figure 6.3.2 (b) that they have a high knowledge and understanding in ‘developing strategies to encourage parent involvement’ with a 100 per cent (3-5) know ledge and understanding. Ten per cent of the respondents indicate in figure 6.3.2 (b) that they have a low understanding of ‘situations where the outcomes may not be clear’. They also report a good knowledge and understanding of various leadership styles.

6.4. Newly Appointed Senior School Leaders Professional Development Needs

Five development needs for specific leadership functions are defined as part of this study. These are discussed below with cross-reference to the perceived ‘competencies’ section where the respondents report high competencies, and contradictorily suggest a high need for development in the same areas.

6.4.1. Leading strategically as development need

The data in figure 6.4.1 below reveal three areas where the respondents suggest considerable higher need for professional development, in the 'leading strategically' function of leadership. These are:

- Strategic goal setting;
- Turning strategic goals into action;
- Change management research.

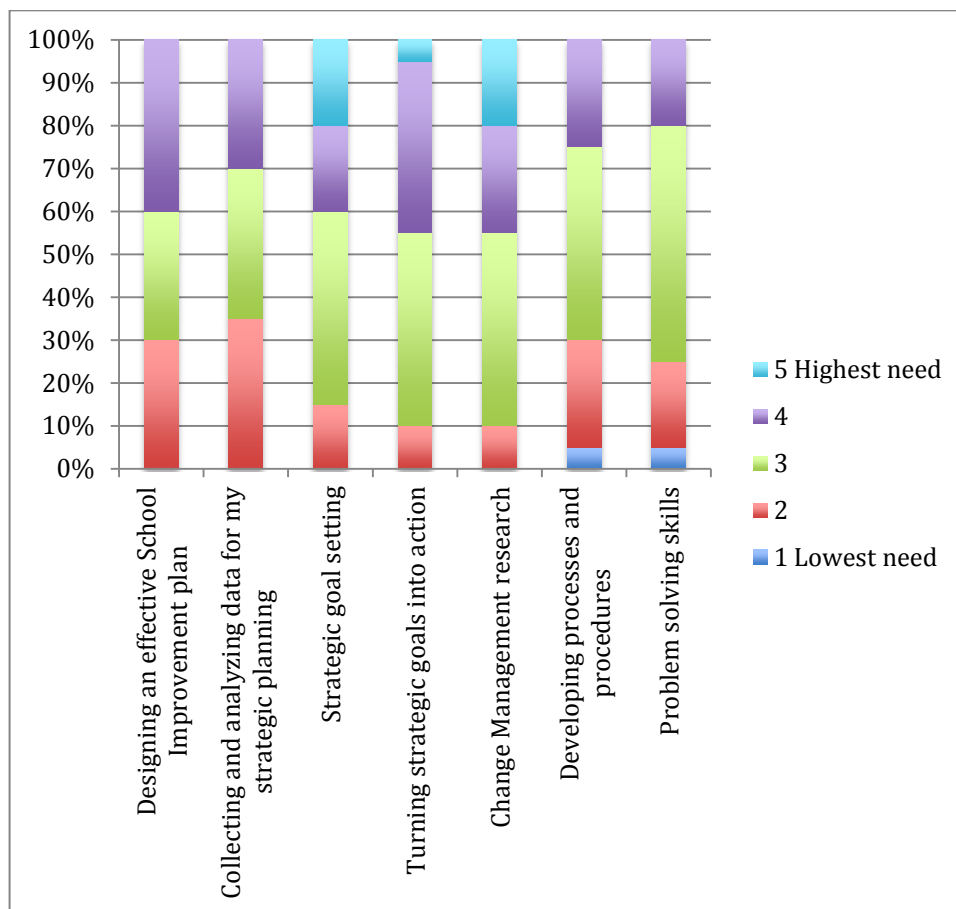


Figure 6.4.1 Leading strategically as a developmental need

It is noted throughout the strategic professional development needs section, that the data contradicts the 'role clarity', 'role competency' and 'role perception' sections discussed in section 6.3. Most respondents agree that the strategic function of their roles is clear to them (section 6.2) and that they perceive themselves to have great competency in their role. This is contradicted in this section 6.4, where the data reveals a moderate to very high need in the same three areas investigated. The possible reason for the contradiction is rooted in the low

level of preparation for the position of possible candidates for the new positions and the lack of induction programmes, as indicated in section 6.3.

Strategic leadership requires both operational knowledge and the ability to establish long-term and short-term planning and vision setting for the school. The ability to draw from all aspects of leadership is embedded in the ability to learn from operational experiences and make appropriate use of a framework as a scaffold in the decision-making and strategic planning process. It is reasonable to suggest that the new framework designed as theoretical frame for this study (see Chapter 3), supports the inexperienced new senior school leaders in all aspects of their strategic leadership planning in the school. The new framework, figure 3.9, may be used as a support tool to assist new senior school leadership in their strategic leadership journey.

The data suggest that the strategic leadership function is perceived as an important area for further development for the newly appointed senior school leaders. The data in figure 6.4.1 suggest a need for greater 'strategic function' development for school leaders in the WCED. The strategic function is associated with the senior school leadership role in the school, as per the review of the literature discussed in Chapter 3. It is therefore reasonable to conclude that the WCED senior school leaders perceive that they have a greater need for training in strategic leadership development by the CTLI. This is highlighted in data sets in section 6.5.4, where the respondents reveal a somewhat unsatisfactory response towards the current leadership development courses on offer from the CTLI, due to the lack of strategic leadership content, as suggested during the interviews, incorporated in their professional leadership development programmes on offer. The respondents suggest that the current course content at CTLI focuses mostly on operational activities, not assisting with the real Strategic Leadership development needs of the newly appointed senior school leadership.

6.4.2 Leading teaching and learning development need

The data suggest a moderate to high need for further improvement in the leading of all aspects of the 'teaching and learning' function by newly appointed senior school leaders in the WCED (see figure 6.4.2). The data suggests that between 75 and 65 per cent of the respondents desire development in 'approaches to teaching and learning' and 'strategic leadership'. The data supports the conclusion that the combined areas of leading strategically discussed in 6.4.1 are perceived as the most important functions of leadership for the newly appointed senior school leader. The data in this chapter reveal that most senior school leaders desire further support in being able to lead or support these two important functions in their schools. The newly developed framework highlights all aspects of teaching

and learning and strategic leadership as a critical focus of the newly appointed leadership development support.

The data from this section 6.4.2 data from figure 6.4.2 suggest the respondents require development in all the areas investigated. The data in figure 6.4.2 suggest a greater need for development in the area of 'analysing and interpreting student and whole school data'. Mr DA a principal makes the following statement during his interview:

You need face-to-face practical examples, how they run the school and business by using data. I have introduced what I have learnt in the corporate world in my curriculum, I am pulling it apart to make it relevant.

The ability to interpret student, classroom, and whole school data are a contributing factor in successful management of teaching and learning in schools. The combination of analysing data for teaching and learning, and the ability to put these results into real active strategic plans, are proven to support, as indicated in the literature, contributing to the successful senior school leadership functions.

A small but notable group of senior school leaders (15 per cent) suggests that they need less development in 'managing classroom instruction' as indicated in the lowest level indicator. The reason for this may be the fact that senior school leaders are required to teach a number of lessons per day by law. A reasonable conclusion seems to be that the teaching load of the WCED senior school leaders contributes to a sense of being in touch with teaching and learning practice; it is for this reason therefore that they indicate a low need for assistance with teaching and learning.

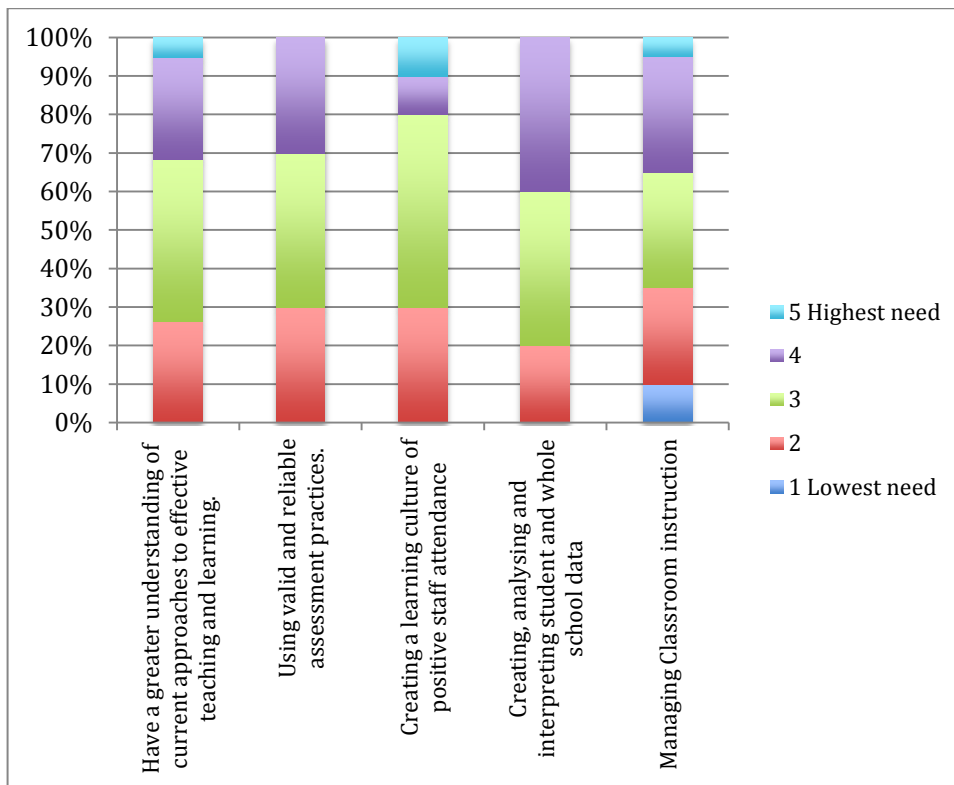


Figure 6.4.2 Leading teaching and learning development need

6.4.3 Leading the organisation development need

The data from figure 6.4.3 below relates to the organisational / management functions traditionally associated the role of senior school leaders, but pertaining to the organisation, while the data in figure 6.4.1 above describes the strategic functions traditionally associated with the Strategic or Leadership role of the senior school leader. Traditionally, Leading the Organisation has been viewed as a managerial role (Kotter, 1990; Leithwood, et al. 2003; Roza, 2003). Mintzberg (1990) describes the manager's job as an incredibly fast paced role, with activities being disrupted by variety and incoherence, and suggest that managers need to find orderly methods to activate shared leadership, while promoting distributed leadership activities, actively sharing knowledge, and achieving stability. The more integrated functions suggested in the new leadership development framework, figure 3.9, (developed in Chapter 3 for this study) is highlighted throughout the data sets. The data in figures 6.4.1, 6.4.2 and 6.4.3 reveal that the respondents suggest that both the managerial and leadership functions are important in their roles, and these functions support a more integrated role function as discussed in this thesis. The migration into the new role by the newly appointed senior school leaders is supported in the literature when Mintzberg (1990), suggests that the new roles must have shared leadership functions.

The data in figure 6.4.3, below, the 'organisational' function, reveal a notably smaller percentage of respondents who indicate a development need in this area. This may be due to the operational or organisational focus of the professional development programmes offered by the CTLI and the knowledge and perceptions of the role. The data from sections 6.2.1 above and 6.2.3 below reveal a distinct correlation, suggesting that years of teaching experience and in the role will have a direct affect on the outcome on these operational elements discussed in data set 6.2.3, suggesting that senior school leaders in the WCED have many years experience in their previous roles. Although they had only recently been appointed in the new leadership roles, they suggest a lesser need for operational, managerial development. It is reasonable to conclude that their higher experience level supports a lower need for professional development in several of the functions described in figure 6.4.3. These functions are: leading and managing change, interviewing skills, communication skills and coaching and mentoring on instructional leadership. This data correlates with the data in figure 6.4.2 where the respondents indicate that they require more development with the strategic leadership functions of their roles.

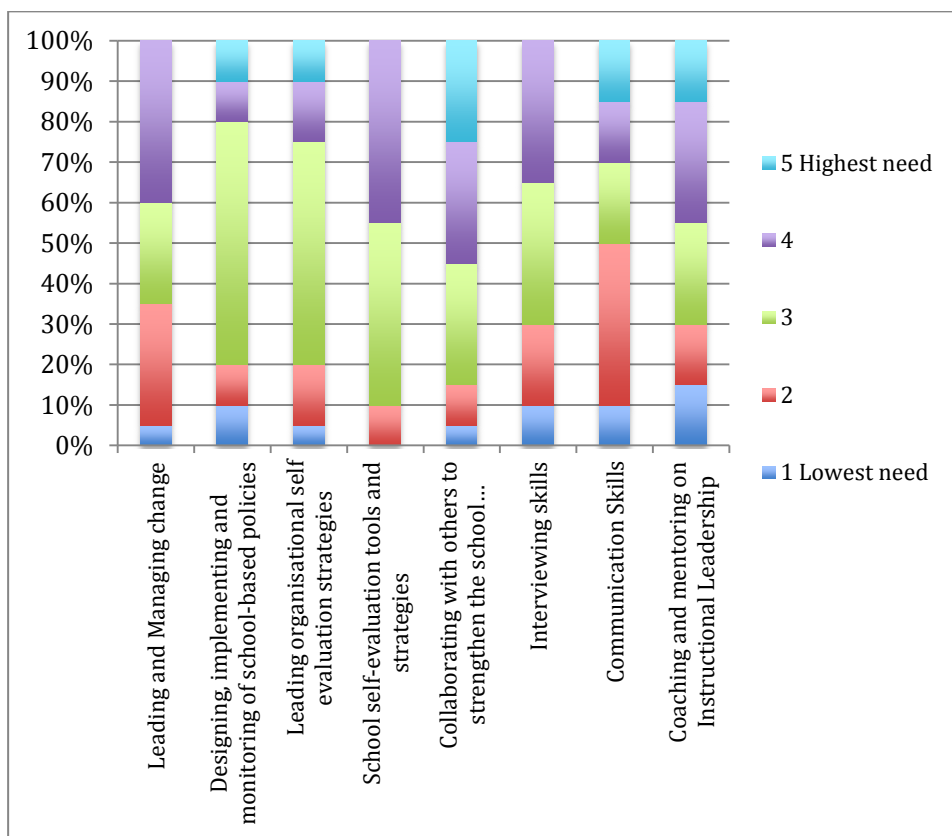


Figure 6.4.3 Leading the organisation development need

The new senior school leaders suggest in their interviews that 'leading organisational self evaluation strategies' are generally well implemented and school leadership staff is well

trained to conduct the Umalusi (National school monitoring body) school evaluations, although they still indicate a very high need (80 per cent) for development in this function. The respondents (65 per cent) indicate a need for development in 'leading and managing change'. The data reveal a need (70 per cent) for 'coaching and mentoring on instructional leadership', an area that is very much a requirement of senior school leadership nowadays and forms part of the 21st century leadership skills required as part of the education reform in the Western Cape. The new framework in this study incorporates all aspects of 21st century learning when the 'operational and strategic' functions are migrated as an integrated function of leadership development.

The 'leading of the organisational self evaluation tools and strategies' are revealed as the area of most (by 90 per cent of respondents) development need. Despite the increasing organisational focus on leadership development, Hess & Kelly (2007) explain that the lack of scholarly inquiry in this field is the reason for the shortcomings of existing American programmes.

Throughout the interviews and the surveys in the WCED the data reveal that the respondents' desire a need for more training in all aspects of 'leading the organisation'. This suggests a strong correlation with current international concerns that leadership development programmes are not aligned with organisational developmental needs as reported by Cranston (2003) and Piggot-Irvine (2003; 2010). Two of the respondents indicate that they are 'fine' with leading the organisation during the interviews. The data suggest these respondents are in roles where their previous line managers created opportunities for them to develop into their new positions, making the transition to being the leader of the organisation relatively easy. Miss DL comments:

I find no problem with leading the organisation, but found it a real challenge dealing with the staff.... The deputies before me didn't have the same role I have, I have many more roles and duties to perform, because my Principal are training me for his position... I actually thought I could do it. I was very fortunate to have principals that allowed me to do things in the school that post level one teachers never do. So I had a management role in the school for a long time. I am very involved in the management of the school.

Mr DA comments on why he feels confident in leading the organisation:

Yes, I was well prepared, the prior principal let me do a lot of his work, and I went on two courses and an HOD course.

In contradiction to these two respondents, the interview data reveal a developmental need for training on the ability to lead the organisation. Mr PL suggest that his greatest challenge is in:

Leading the organisation... the paperwork... I do not find time to develop my staff. I do not get time to develop the new younger teachers. There is not time to do any of this. The teachers are very busy and on Fridays, we have loads of meetings. I only have time at the beginning of the week. I have to bring people in from the outside to come and talk to them. I have no time for the running of the school

The concerns raised by Mr PL are supported in the literature when it is argued that leadership development is defined as expanding the collective capacity of organisational members to engage effectively in leadership roles and processes (McCauley et al., 1998). During the interviews and in the questionnaire survey, Miss DL and Mr DE express how grateful they are towards their leadership in the school for building their capacity. They state, respectively:

I was very fortunate to have principals that allowed me to do things in the school that post level one teachers never do.

I went for courses while I was deputy that includes the principals. The principal told us well in advance that he was leaving so I took on some of his workload. So when I saw that I was able to do this, and I was interested in applying for this post.

When Mr DE is asked if he feels well prepared for the position he states:

Yes, I was well prepared; the prior principal let me do a lot of his work.

The other respondents do not have the same experiences. Miss DL, a new vice-principal at the WCED, makes the following comment:

No I don't think so. The deputies before me didn't have the same role I have, I have many more roles and duties to perform.

Mr JO, a new principal at the WCED, argues:

I would say no, I did not have any training I wasn't coached or mentored into the role; it was a case of having to assess what was going on and learn as you go on. In terms of preparation, I do not think so.

Mr PL is very unhappy that he did not receive any induction at his school. He states:

I do not think anyone can be prepared for such a job. We had a course we attended but I was very confused after the course according to all the paperwork, all the regulations you have to adhere to the old Principals tell you to go with the flow and to satisfy everyone in the department.

Mr DA is the new principal of an average size school in a poor socio-economic area in the Western Cape. He is well qualified and endeavours to complete his master's degree soon. He is well respected in his community and is part of various development programmes outside of the WCED. He responds:

In a sense, I will say yes, but there is a lack in the education department in that there is not enough training, I could have been better prepared. The education department must give you a clean audit. You must meet up with the senior management of that school, and they must be able to tell you what is going on at the school. You need some handing over, from one principal to the next.

In the following section (6.4.4), the development need of the 'leading people' function is discussed. It forms part of both the traditional segregated management and leadership functions. This study, however, suggests an integrated function and discussed throughout this study.

6.4.4 Leading people development need

The data in figure 6.4.4 suggests that there is a need for development in all areas relating to leading people, although somewhat less than the leading the leading the organisation and leading strategically functions described in 6.4.3 and 6.4.1. The data suggest that designing broad scope professional development is an area of significant need for the respondents in the WCED, where the respondents suggest they have a medium (3) to very high (5), delivering broad scope professional development, need for development in 'leading people'.

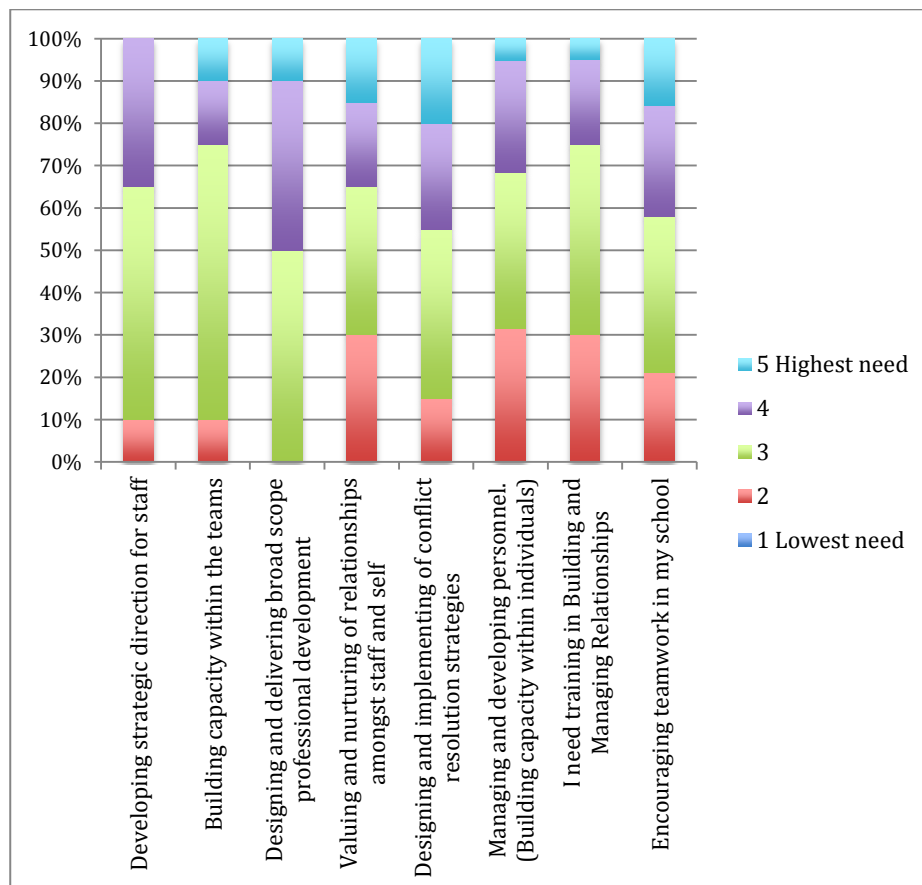


Figure 6.4.4 Leading people development need

The data suggest that the areas with the lowest development need reported include valuing and nurturing relationships amongst staff, managing and developing personnel, and building and maintaining relationships. The data in figure 6.4.4 correlates with the data throughout this study suggesting that most aspects that may be linked with leading the community and leading people are not valued as that important, suggesting a lower development need overall amongst the indicators. This is evident in the data reporting on leading personnel and building relationships that reported a lower need for development in figure 6.4.4. This is a reason for concern, since some of the critical functions of the seniors school leader is to engage with staff and the community as part of the new role.

During the interviews, many of the respondents indicate that the area of leading people is one of the most frustrating, but also the most rewarding leadership functions to deal with in the school.

Mrs AB gives an example of her concerns with the leading people function, suggesting that there are many risks involved, such as dealing with unions, the law etc.:

It puts me in a space where I am afraid to do my work. We need constant guidance and support on this matter because we are so at risk to do things in good faith and we expose ourselves.

The 'leading people' function and the 'leading community' functions of leadership (discussed in section 6.4.5 below) may be viewed as interrelated, suggesting that the functions support each other. It is reasonable to suggest that in all the leadership functions where human relationships are involved, the data from the WCED suggest further professional development in all these functions. The next section (6.4.5) discusses leading the community as a function of leadership at the WCED.

The data from the open-ended questions in the questionnaire survey support the interview data where most respondents suggest a desire for development in 'Leading People'. This ranges from the legal aspects associated with managing staff in South Africa, to leading staff on an organisational and relationship basis.

6.4.5 Leading the community development need

The school is constantly observed in the literature to be the focus of the community, an entity that is constant and well developed to support the community development. 'Organisational socialisation' denotes the learning of skills, knowledge, policies, processes, and priorities required to perform efficiently whilst in the role of being an integral member of the wider school community (Normore, 2004; Hart, 1993; Leithwood, 1992).

The respondents suggest that the school, as a community centre, plays a leading role in supporting various activities in the disadvantaged communities in South Africa. It is a home away from home within many communities, where the school provides a secure, pastoral and caring environment. The WCED official states:

The WCED is constantly involved in raising funds in these disadvantaged communities to support their schools.

Mr DE reiterates this when he explains how the school supports the parents and community:

Our greatest challenge is the socio-economic circumstance the children are in but we have a feeding scheme for them and we have a swop shop. They bring things and it is supported by other schools the parents bring bread to the school. We hand out bread to 600 children on a Wednesday. They get porridge at the school. We have sponsors that supply children with clothes if it is their birthday, the sponsors give them gifts.

The data in figure 6.4.5 shows that the senior school leaders in the WCED are in much need of development and support in 'leading people' as a critical function of leadership. The data suggest that the respondents require help in all areas of the leading community function. The school in the Western Cape is observed as community learning centres, however it is not the cultural and religious development centre as observed in many countries, but serves in a support capacity. The respondents suggest that they are not trained to deal with these community issues. They further suggest in the interviews that there are very little public structures in place to support the needs of these communities. They comment that the schools and local communities manage the informal parental and community support structures set in place.

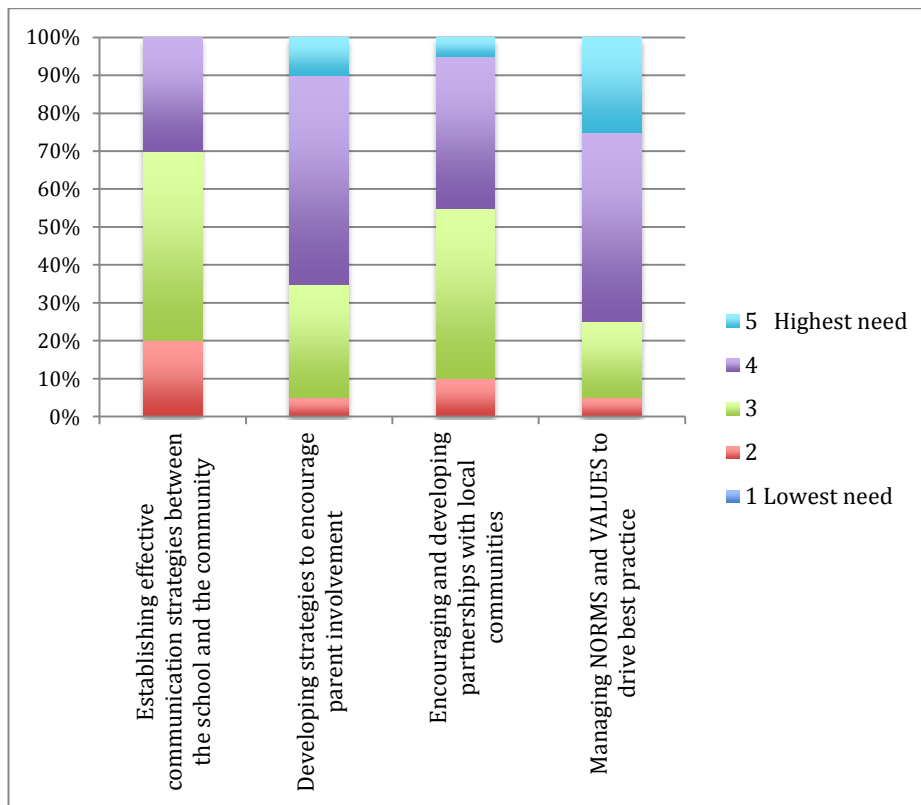


Figure 6.4.5 Leading the community development need

The data from section 6.4.5 above reveals a correlation with the 'Leading the community' responsibility in section 6.2 and 6.3. The WCED newly appointed senior school leaders perceive their roles to be distant from the community. Mr DA expresses a concern that he does not have the required training for this part of the job, suggesting that it is both time-consuming and stressful.

'Organisation socialisation' of newly appointed senior school leadership refers to the ability of the newly appointed senior school leadership to integrate themselves in the community, while acting to support, direct and guide community activities and providing social support, and also creating a safe, secure environment for the children. Principals operating in these situations need to adjust school policies and priorities to ensure community integration (Normore, 2004; Hart, 1993; Leithwood, 1992). In the South African context, teachers are not always recruited from their local communities. The data suggest that this poses a challenge for the newly appointed senior school leaders who may be appointed from outside the direct school community. The data reveal that, the respondents do not perceive it to be their role to deal with the community, or they suggest a lesser desire to deal with the community. Mr DA expresses his concern:

He (the previous principal) left a lot of very disgruntled teachers at the school... he left them in the cold... They must just do their jobs. They must teach... that was the difficult situation; I started the PTA at the school to get the parents involved because there was not any parent involvement in the school... It is now moving. I can now focus on the job ahead.

Mr DA explains how difficult it is for him to mobilise the community to accept him:

I am not from this community, so every time I reached out to get them involved, they rejected my invitation. They supported the vice-principal that live in this community and whom they know well.

The next section discusses the findings from the CTLI programmes that form part of this study. It investigates the usefulness, content, and effectiveness of the programmes.

6.5 Professional Development: CTLI / WCED Findings

The following section presents the findings of the investigation into the professional development perceptions of the CTLI programmes in the WCED.

6.5.1 Current professional development perceptions

The data from the first two questions in figure 6.5.1 below reveal the way in which the respondents learn for their own self-development as senior school leaders. The first of the questions investigates the need for respondents to self-learn for their own professional development.

The data in section 6.5.1 reveal a mid (3) to high-level (5) perception of the fact that the senior school leader have to 'self-learn' for their own professional development. The CTLI courses are offered free of charge and are supported by the WCED, however most respondents perceive that they have to volunteer when they want to engage in professional development. After assessing the course topics, the researcher concludes that the courses on offer at CTLI appear to be strongly managerial and orientated on operational functions of their roles. The respondents support this finding during the interviews when they question the relevance of the theoretical approach and the operational strong course content. The course content is a good fit for the operation side of the new framework suggested in this study, while the data suggest that no content in support of strategic leadership is being offered. This conclusion is supported in the data, in which 85 per cent (3-5) (figure 6.5.1) of the respondents suggest that the CTLI courses only cater for their operational needs and knowledge.

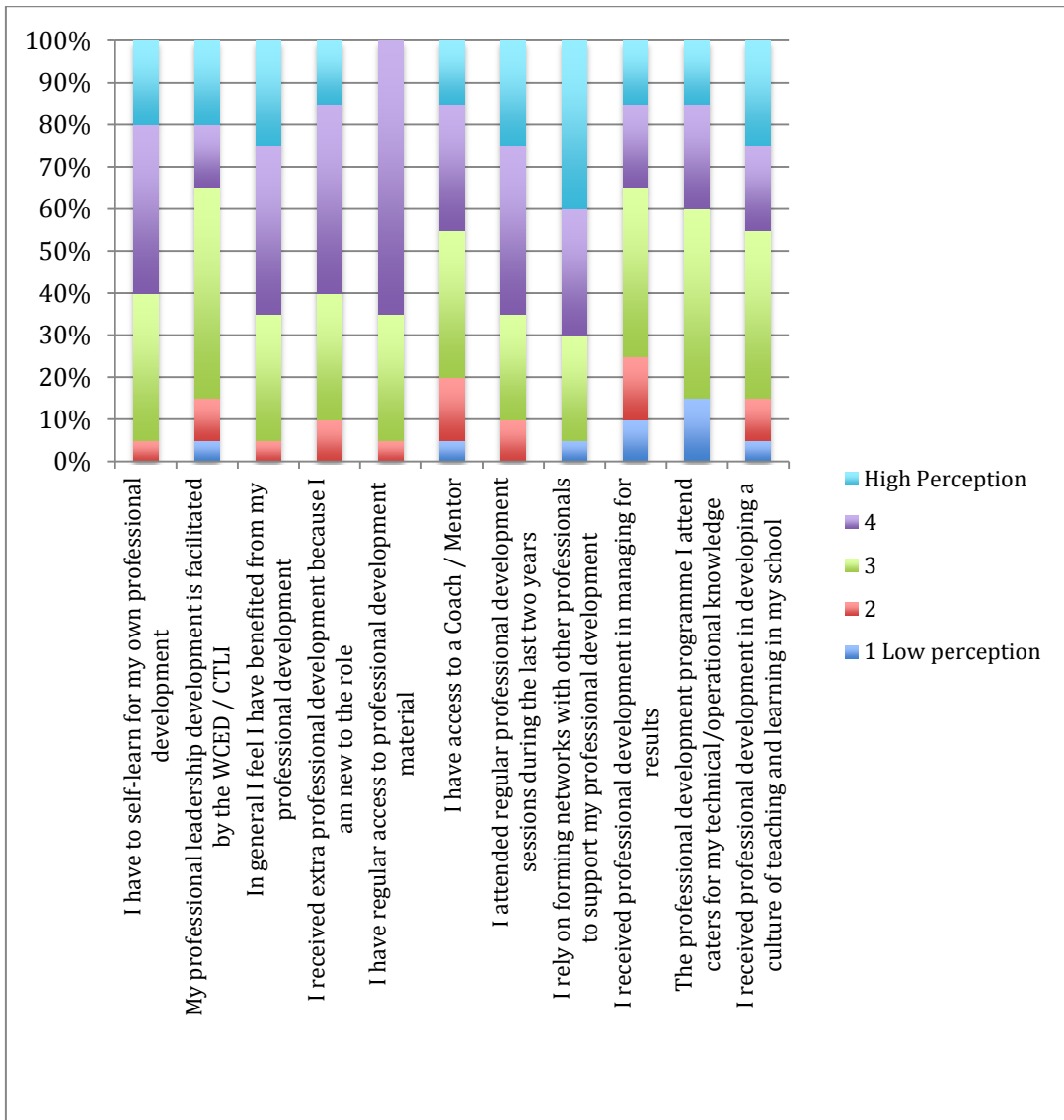


Figure 6.5.1 Professional development perceptions

The respondents suggest that the CTLI courses are well supported by senior school leaders due to the low cost, if any, involved for staff members, and are therefore a popular choice among the WCED senior school leadership, although other popular courses are available offered by the local Universities. Miss DL supports this statement when she comments:

We encourage our staff to participate in the CTLI programmes, since it is free for the teachers and School Leaders and come at no further cost to the school. An added bonus is that the courses are conducted during work time.

The respondents do suggest that the pure operational nature of the professional development courses do not really benefit them. However, during the interviews, a number of respondents acknowledge the quality of the programme delivery, but suggest the relevance of the content offered by CTLI may be better contextualised to suit their needs.

In reviewing leadership programmes in the USA, Patterson & West-Burnham (2005) conclude that there is unequivocal evidence that preparation programmes that stress reflection, collaboration and active problem solving make a significant difference to a leader's success. The following are comments made by the WCED respondents when asked to elaborate on the quality of the programme delivery of the CTLI courses:

Mr PL, a principal, comments:

Good but it was a lot of paperwork, and when we left we talked about it there is no way we have the time to do all of that.

Mr JO, a principal, comments:

I think overall it was good the facilitators were good, well prepared, the content good, but I feel that what we did over four days could have been done over ten days. As a new principal it is all new, so the pace was very hectic. The facilitators did a good job. When they wrapped it up they did a good job.

Miss DL, a vice-principal, comments:

I find it is really very good; they have experienced people, people that are giving back at what they learnt over the years. The staff at our school is now involved as presenters at CTLI

Finally, Mr DE, another principal, states:

Very good, I find them very good.

The professional development programmes offered are well supported, however the data figure 6.5.1 suggest that most (95 per cent) of the respondents rely on forming professional networks for their coaching and mentoring and self-learning opportunities. Mr PL established his own learning community. He comments:

The old principals tell you to go with the flow and to satisfy everyone in the department. I get my support from them

It was mentioned by one of the respondents that there are various initiatives by the education department to 'attach' schools with leading businesses, whereby the respondents form partnerships with these businesses to gain practical insight into the leadership and management activities associated with business. This supports the notion by Mr DA, a principal, when he suggests that:

School principals must hold an MBA degree in order to run a school successfully.

One of the strengths, as observed in the data in figure 6.5.1 is that most (85 per cent) respondents suggest they receive training in ‘developing a culture of teaching and learning’.

The data suggest that the availability of on-going support from the WCED in teaching and learning matters, and operational matters, is lacking. Mr DA, the most highly qualified respondent, makes the following observation on the CTLI courses:

The CTLI courses talk about problems at schools, but they can't give me the solution to those problems. They will tell you that you are not supposed to be a manager at that school like that, but never gave you a solution. The courses are not practical. Many schools have problems and the Principals are not trained to deal with problems or to find solutions. Principals must find their own solutions; they mustn't wait for the department, because you will never get it.

This statement above by Mr DA highlights the need expressed by all the respondents to have some form of support in their schools. Comments made by some respondents suggest that the level of support they used to receive has changed, and there appears to be less support nowadays than before.

Mr PL, a principal, makes this comment:

Nowadays we do not even get visits from the subject advisors. You have once a year meeting to listen to them. In other areas, it was properly organised. Now it is not organised. The old model-C schools are not getting help. The focus is on the schools that are suffering. The newly appointed teachers need more help.

6.5.2 CTLI topic choices

The CTLI, an initiative of the WCED, was established to provide training and support for the local WCED teachers and school leadership. The CTLI was started to support teachers and school leaders in a more local provincial context, the first initiative of its kind in South Africa

The data in table 6.5.2 below indicates the WCED newly appointed senior school leaders' topic choice frequency during their professional development training. The data suggest that the respondents generally complete a variety of courses before and after their appointment into the new role.

Topic Choice	Total number of times selected	Topic Choice	Total number of times selected
A. Roles and responsibilities of Deputy-Principals (levels 1&2)	5	B. Aspiring school Leaders	3
C. Aspiring Principals	9	D. Woman in and Into Management and Leadership Positions	5
E. School Management Team Training	7	F. Induction Programme for new school Principals	13
G. Other	5		

Table 6.5.2 CTLI leadership programme topic choices

Topics C, E, and F are the most popular choices for the CTLI training. The data suggest that, taking the content and approach into consideration, topics C, E, and F are popular choices with the newly appointed principals since they propose to deliver content that is designed specifically with the principal in mind. The data reveals that new senior school leaders regularly chose topics A and C. These topics are designed for the aspiring principal and it may be suggested that these support the new senior school leaders. These courses are crucial in a system that lacks visible and organised further support for its newly appointed leaders. The induction courses offered as part of the topic choices, although very limited in content, can be something of a lifeline for senior school leaders at a time when they require considerable support. The data in table 6.5.2, however, suggest that these induction courses are not well supported, and that the respondents choose instead to engage in the preparation courses. The respondents that enrol for the induction courses are very happy with the delivery format and in most instances the content. The following statements made by the respondents during their interviews support this:

I benefited a lot, they prepare us well, and they prepare us well and give a lot of information. The law part, as well as the finance courses was very helpful.

Miss DL, a vice-principal, supports this statement, explaining how the CTLI courses are well received throughout the WCED teaching community. The further need for school-based training is also highlighted in her comment:

Most of our staff has gone for courses at CTLI but we do our own in-service training. When they come back from this training, they actually implement what they learn at these courses

The data in table 6.5.2 above reveals that the topic chosen with the lowest frequency is the 'aspiring school leaders'. This may be because the leaders only really know what they need to know after their appointment. Before candidates apply for new positions, Piggot-Irvine (2010; 2013) suggest new senior school leaders, should participate in the aspiring leaders programmes. The pressures of a newly appointed senior school leader are often experienced as 'culture shock' when they have to adjust to the demanding realities of their new roles (McBeath et al., 2006).

The data in an earlier section (6.3) reveals that most of the newly appointed leaders find that the role is, to a great extent, what they expected it to be; therefore it is reasonable to argue that the 'aspiring' courses are of great value and bring insight into the expectations of the roles. The frequency of the selection in table 6.5.2 mirrors this statement on the value of the course as perceived by the WCED respondents.

The induction courses appear to be very popular. The popularity may be due to the realisation of a great need for development after their appointment. It is reasonable to conclude that aspiring leaders would choose more induction courses if they realise how important the aspiring courses are for their professional development and preparation for the role. The one course should follow-on from the other. The respondents suggest that the WCED should consider compulsory training for the new senior school leaders in the aspiring and induction courses before appointment. It is also suggested there may be some duplication in course content between the aspiring courses and the induction courses. This may explain the low induction course enrolment figures.

6.5.3 Delivery methods and experiences of out of school training

The following section is included to give the reader a broad scope of awareness into the way in which the CTLI courses are conducted. The data from figure 6.5.3 reveals that CTLI courses are conducted in either an auditorium style setting or in smaller classroom focus group style settings. The data from figure 6.5.3 below reveals the ratings of perceptions of the CTLI training sessions. The training delivery methods and actions by respondents are highlighted in this summary.

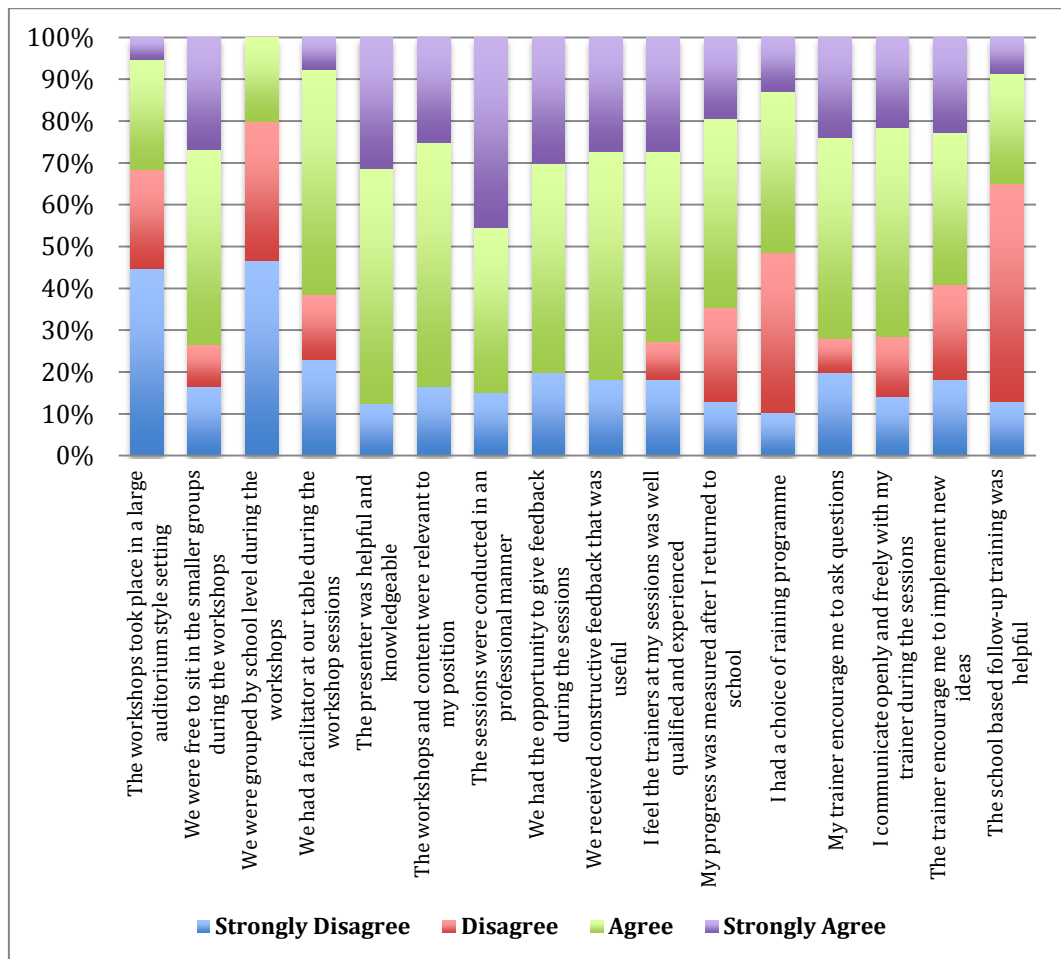


Figure 6.5.3 Ratings of training session activities

The data in figure 6.5.3 indicates that 33 per cent of the training takes place in an auditorium style setting, while 73 per cent of the respondents suggest they have training in small groups. The data reveal a general perception that the respondents are happy with the professional way in which the courses are conducted, and that the presenters are very helpful and knowledgeable.

The data in figure 6.5.3 above indicates a need for the development of school-based follow-up training programmes. The majority of the respondents suggest they have no follow-up after their formal classroom based training courses. In section 6.5.3, it is revealed that the participants suggest that they have very few course choices. The respondents suggest that the courses offered (indicated in table 6.5.2 above), are very limited in terms of the scope and relevance to the senior school leadership positions.

The theoretical framework in this study highlights the complexity of the senior school leaders' role, and all the different aspects that it may entail. The researcher suggests that compliance to the framework will improve leadership developmental outcomes. The CTLI course content

is inconsistent in terms of the support it provides for the newly appointed senior school leaders: while some programmes require portfolio work, and others hands-on activities, most programmes have no operational component that suggest closer alignment with best practice, an area that is addressed and suggested in the framework.

The data in figure 6.5.3 above reveals that the respondents need more encouragement from the WCED to participate in the CTLI courses, although respondents report that they are content with the support they receive during the training sessions. Possible follow-up and in-service training from CTLI and the WCED provide a more complete training solution, leaving the respondents with a sense of encouragement while feeling supported.

According to the responses to the questionnaire, the CTLI training sessions are interactive, and the participants are given the opportunity to give feedback. The data suggest that the trainers also provide constructive feedback during the training sessions. Mr DA, a newly appointed principal, states that the CTLI courses are very good, but suggests that:

The courses must be at least three days at a time and more focused, and the training should not be done by WCED officials, but by professional trainers.

The data in figure 6.5.3 reveal some contradictions: the respondents indicate that there is no school follow-up, while also suggesting that their progress at school is measured. It may be that there is no physical support at the school but they had to give feedback by means of portfolios at a different stage to the lecturer or possibly at peer group meetings. The respondents do indicate that although they have no follow up support after their training, they form support groups within their training group. Mr DA further states:

The induction course was valuable because it was when I was one month into being in office. It allowed me to start interacting with other newly appointed principals for support.

He also comments:

All courses were relevant and informative to my professional needs.

In summary, the training provided by the CTLI is perceived to be satisfactory and beneficial in nature, although the data suggests that there is much room for improvement to cater for the specific needs of the participants, while considering contextualising components of the courses to include more practical applications and support.

6.5.4 Professional development programme confidence and usefulness

In this section, the study investigates the perceived confidence and usefulness of the CTLI programme topics.

6.5.4.1 Confidence in skills acquired during CTLI training

Figure 6.5.4.1 reveals the confidence the respondents have in the CTLI programmes in terms of its usefulness and ability to develop skills. The programme in which the respondents express the most confidence is the 'aspiring school leader' courses. This contradicts the data revealed in figure 6.6.3, which shows that this particular course has the lowest enrolment. The respondents indicate that they are very confident in the skills they acquire during these training courses.

The data in figure 6.5.4.1 reveals that the 'induction courses for principals' are scored lower (65 per cent) than the rest, when taking confidence in the 'acquisition of skills' into consideration. In all courses, the respondents suggest they acquire some skills to improve their leadership capacity in schools.

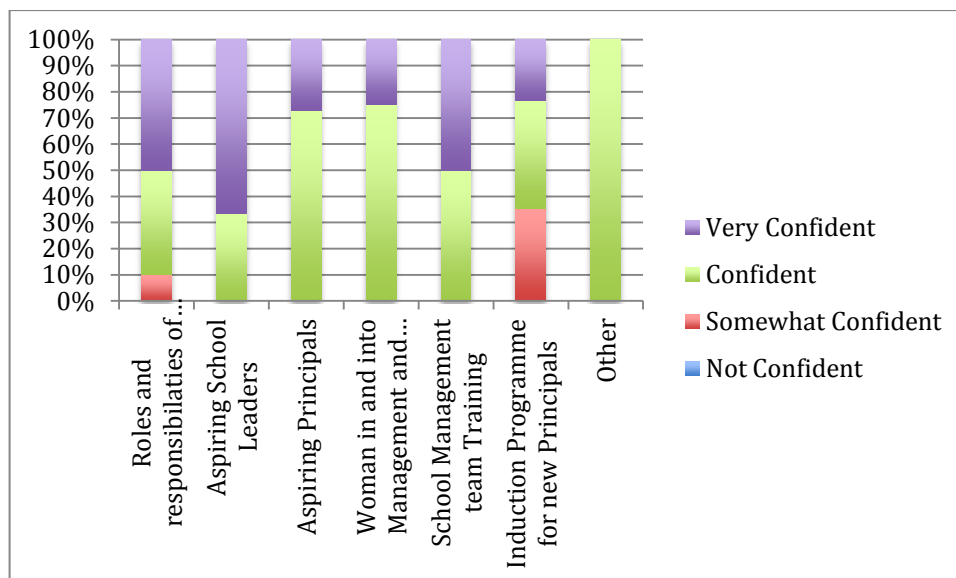


Figure 6.5.4.1 Confidence in skills acquired during training

6.5.4.2 Topic Usefulness

The data in figure 6.5.4.2 informs the reader of how useful the topics are in terms of the choices provided.

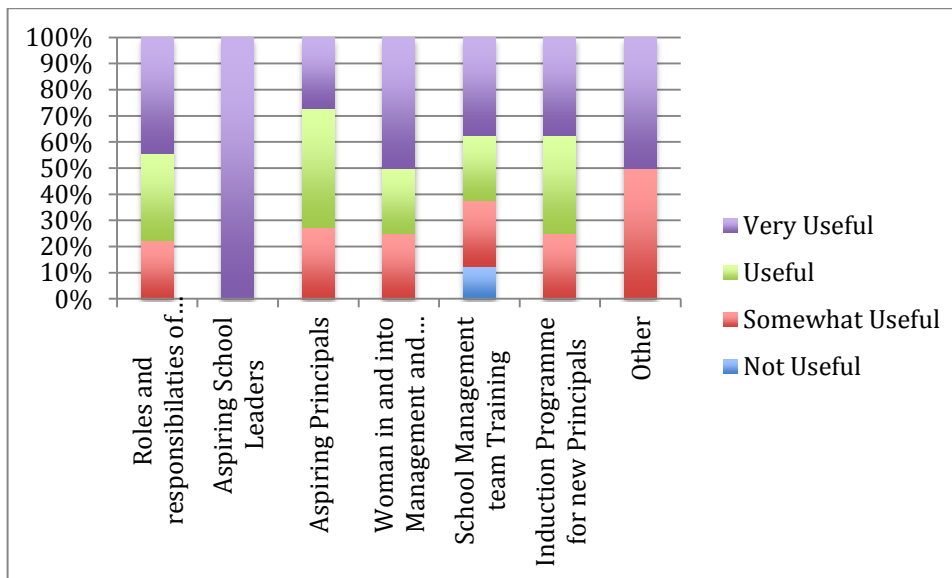


Figure 6.5.4.2 Perceived usefulness of the topics

The topic choice, which respondents indicate to be the most useful, is the ‘aspiring school leaders’ programme. The aspiring principals’ programme was rated somewhat useful to 72 per cent very useful. The aspiring school leaders were rated very useful throughout. The ‘other’ topics indicate mostly the ACE development programmes and independent programmes offered by the national department of education and independently offered by Stellenbosch University and the University of Cape Town in the Western Cape, respectively, which some respondents attended. The data show that these ‘other’ topics are rated somewhat useful to useful to the respondents (50%).

Figure 6.5.4.2 reveals an interesting set of data suggesting that all the courses are rated somewhat useful to very useful except for ‘school management team training’ where 10 per cent of the respondents perceived these courses not to be useful. The data suggests that the most programmes are somewhat to very useful.

6.6 To Conclude

This chapter provide details of the WCED respondents’ answers to the survey questionnaire and interview questions regarding the CTLI developmental programmes in the Western Cape, South Africa. A series of data sets graphically depict the results of the survey and allow the results to be visualised, assisting with the interpretation of the data. The data from this chapter reveals what the respondents are confident in their perceptions of the training programmes offered by CTLI.

The data from this section of the study adequately addresses the three research questions:

1. The perceived roles and responsibilities questions are answered in sections 6.2 and 6.3 by investigating the perceived roles and responsibilities of the respondents. The study concludes that there is an indifferent understanding of the newly appointed role, and that experience in the role before appointment holds the new appointee in good stead.
2. The perceptions of the development needs of respondents are answered in section 6.4. The data suggests that the respondents require much development in order to be perceived as competent in their positions. The study reveals that theoretical training creates an unrealistic sense of security after appointment, leaving the newly appointed senior school leaders confused and stressed.
3. The professional development programme question is answered by the discussion in section 6.5. The data suggest that the CTLI programmes do not contribute much to raise the level of role competence for the newly appointed senior school leaders.

Although the developmental needs of long-serving principals have been determined in previous studies, Cranston et al. (2003), Piggot-Irvine et al. (2013) and in a study conducted by SACE in 2014, it is noted that the needs of newly appointed senior school leaders in the WCED have not been studied before. This study is the first to investigate such developmental needs and to triangulate this with the professional development programmes on offer, confirming the statements made in Chapter 1.

Most respondents agree that they have very little induction or coaching and mentoring during their first term in their new office. The two respondents who were coached and mentored at their schools before being appointed indicate a lower level of anxiety during the first term. The data suggest that 55 per cent of the respondents require some form of coaching and mentoring at the school. Brown (2003:16) promotes mentorship as an integral part of leadership development and note that successful mentoring programmes typically include the following characteristics: i) organisational support; ii) clearly defined outcomes; iii) screening, selection, and pairing; iv) training mentors and protégés; v) a learner-centred focus; vi) adequate time allotment; vii) and a focus on building a mutually enhancing relationship. Brown (2003) concludes that:

When it comes to training principals, there really is nothing better, as long as the mentor is guiding you in the right direction and has the skills to help you get where you need to go (Brown 2003:35).

The following chapter 7, provides a comparative analysis of the data from ADEC (Case 1) in Chapter 5, and the WCED (Case 2) in Chapter 6. The chapter draws on the areas that display most significant differences while also considering comparative similarities.

Chapter 7 Comparative Findings Analysis

7.1 Introduction

This chapter presents the comparative findings of the ADEC and WCED programmes in terms of the senior school leader respondents' perceptions of their roles and responsibilities, their competencies and development needs, as well as their perceptions of the development programmes offered. The chapter highlights the perspectives of the respondents on the topics, choices, and usefulness of the Tamkeen, ADEC and the CTLI, WCED professional development programmes, while also taking into consideration the quality of the approach of the programmes offered.

A comparative lens is applied to review the outcomes of the data analysis of the two cases under study. These outcomes are compared to clarify differences and similarities. This chapter compares the findings discussed in Chapters 5 and 6. Section 7.2 compares the backgrounds of the respondents, which includes the staff compositions and their workload. Section 7.3 compares the perceived roles and responsibilities of the leadership roles, while section 7.4 compares the perceived role clarity of the newly appointed seniors school leaders. Section 7.5 provides a comparison of the perceived competencies in the role. In section 7.6, the perceived knowledge and understanding the respondents have of their new roles are compared and section 7.7 compares the leadership development needs of the respondents. Section 7.8 highlights the significant areas that are actually comparable in the ADEC Tamkeen professional development programme and the WCED, CTLI programme and finally, section 7.9 provides a summary of the most significant findings from the comparisons made. A direct comparison as previously mentioned between the two professional development programmes under study not possible. The sections discussed in chapters 5 and 6 may not be compared under the same heading, however where possible relevant sections have been compared. This section assists the reader to understand the conclusions drawn in chapter 8.

7.2 Background of Respondents

This section compares the staff compositions and workload distribution at the ADEC and WCED education systems.

7.2.1 Staff composition

The unique composition of staff in the UAE in general (comprised of people recruited from Western countries, Asia and South Africa) reflects the staffing of the education sector, where teachers are recruited from across the world. This is especially true in the Emirate of Abu Dhabi, where a unique system of education has been developed in line with their 2030 vision for the emirate. The sector employs a great number of staff from the Western world. The reason for this is twofold: the local Emirati nation forms only a small percentage of the population and only a limited number of local Emirati choose to take up teaching as a profession. The second reason for these low numbers is because of the NSM (now referred to as the Abu Dhabi School Model) seeks to employ a great number of Western expats to implement changes at a rapid pace, and to help model best practice to the local Emirati staff as part of the 2030 succession-planning model. Local UAE data suggests that 25 per cent of the leadership in the UAE consists of Western expats. Senior school leader appointments at ADEC are strictly based on the level of qualifications, with a master's degree and a good proficiency in English as a second language being the minimum requirements. All local Emirati leadership are required to achieve high scores on International English proficiency tests (Abu Dhabi Government, 2012).

The WCED does not recruit internationally. Candidates are sourced from the local community context. The difference in staff appointment between ADEC and WCED is very clear: the new ADEC model focuses on recruiting highly qualified, well experienced Western trained staff with a high proficiency in English, while at the WCED, only a proven track record in education is essential. Proficiency in English is not a criterion for employment into a senior school leader role. None of the WCED respondents have Master's degrees, although one of the principals interviewed is in the process of completing his master's degree. A further requirement at the WCED is registration at the South African Council for Educators (SACE). Without this registration, teachers are not allowed to teach at either private or government schools. Senior school leader appointments at ADEC are based almost exclusively on quality and level of qualifications. In some of the more culturally traditional areas at ADEC, new senior school leader appointments may take into consideration the local families or tribal affiliations in that community when ADEC considers the appropriate new senior school leader appointments.

It is common to find two or three schools in the ADEC context serving the same cycle level (phase), located next to one another. Each school is led by a member of a different tribe or family, which speaks to the power politics in the region, rather than

academic need. This practice is not evident in the WCED context; however there are situations that are observed by the researcher where students prefer not to attend a particular school due to the majority of the school pupils belonging to a particular ethnical group. Racial underpinnings still permeate the South African school system in this way (and all other aspects of South African life), despite the passing of two decades since democracy was established.

ADEC has yet to establish a professional teachers council or association to monitor standards in teacher's qualifications. The Ministry of Education, which governs education throughout the UAE, regulates equivalency certification and attestation. This is not done by ADEC, which is the education department for the Emirate of Abu Dhabi. There has been an attempt by the Ministry of Education to establish teacher minimum standards. This process is well under way, and should be finalised at the end of the 2017 academic school year (Mugheer, 2010). This said, ADEC human resources department regulates all teacher standards for the Emirate of Abu Dhabi by setting employment criteria before interviewing senior school leader candidates.

The WCED recruitment standards are regulated by SACE, which serves as the South African national education regulator. The ADEC system is a relatively new and growing system, one that has been adapting staff appointment practices and procedures to conform to the needs of the system while seeking alignment with international best practice (Mugheer, 2010). The WCED, on the other hand, has been responsible for the regulation and monitoring of education systems for decades, taking care of school staff appointments to satisfy the needs of all communities.

The data presented in Chapter 5 suggests that the average age of the ADEC newly appointed senior school ADEC leadership is quite young compared to their WCED colleagues. This correlates with the data that suggest that the ADEC system prefers to select younger, less experienced candidates to undergo training before senior school leadership appointment and in some instances learning the roles and responsibilities while acting in their roles. This practice aligns with the vision of ADEC to have appropriately trained leadership in the schools within a short time frame. This decision was driven by the current senior school leaders who only have a one year teachers training diploma, and felt as though they were not appropriately trained to manage the new demands placed on the role as a result of the new roles and responsibilities suggested as part of the new Abu Dhabi school model.

The new model requires a much higher level of leadership competency and understanding of curriculum pedagogy. This apprenticeship diploma model adopted previously was standard practice in the very early years of the system. These senior school leaders are, in many cases, still today in leadership positions and although retraining is taking place, the standards of the position have been revised to align with perceived Western best practice. The older generation of leaders, in many cases, further complicate the implementation of the new Abu Dhabi system (Bond, 2013). This highlights the many differences between the ADEC and WCED appointment of leadership practices.

The data indicates that in the WCED, well experienced, more senior and role competent candidates are appointed into senior school leadership roles. This is significantly different from the ADEC appointment system. The younger newly appointed ADEC respondents reveal during their interviews that their appointments are proposed and supported by senior officials. At the WCED, the focus of newly appointed senior school leaders is not based on qualifications as a determining factor of competency, but rather appropriate role competency. One respondent from the WCED Mr DL, a newly appointed principal, comments:

I don't need a Master's degree to do the job.

This statement is reasonable in a system that does not encourage further tertiary qualifications. The ADEC practice suggests that higher level of qualification is, to some extent, equated with leadership practice and depth of management experience, especially for developing systems as needed by ADEC (Bond, 2013). It may be concluded that the current practice at ADEC of appointing candidates with no experience may have negative results for the candidates after their appointment, possibly jeopardising the longevity of their appointments due to the culture shock of the new position. This is supported by a comment by Miss MA, an Emirati newly appointed vice-principal:

Some of my friends have resigned because they could not cope.

This highlights the need for extensive experience to be combined with appropriate qualifications before the appointment to a senior school leader position at ADEC. The WCED practice of not encouraging additional qualifications poses a risk in the future effectiveness of the role. As a result of the new demands placed on the role, up to date best practice knowledge from the senior school leaders in the form of additional

postgraduate qualifications will support the effectiveness of the school management and encourage younger aspirant leaders to qualify themselves appropriately for their new roles. This concern is supported during the interviews when Miss DL, a vice-principal at the WCED, comments on the reluctance of new young aspirant leadership to continue their tertiary studies to keep up to date with best practice. She suggests every school needs to support a programme of aspirant leadership development to fill the gap that exists, while encouraging younger teachers to qualify themselves appropriately to support the demand placed on the role of the senior school leader. The details of these cases with regard to level of education and experience, led the researcher to conclude that both experience and appropriate qualification of aspirant senior school leaders should be considered before appointing them to demanding new senior school leader positions.

7.2.2 Workload and pressure

The data from both cases in this study reveal an alarmingly long workday, as discussed in sections 5.3.1 and 6.2.2(a) for most of the respondents. The additional workload and longer workdays may also be a deterrent for future aspiring school leaders in both cases. The WCED senior school leaders are required by law to teach daily. The respondents report that this possibly deters younger aspiring leaders to the senior school leader role. An additional teaching load may distract new appointees from the demanding organisational planning or strategic development activities.

Although teaching, as part of the senior school leader role is not a requirement in the ADEC system, the respondents from both systems report a significant increase in their workload in sections 5.5.3 and 6.2.2 (b) after appointment into their new role. It is generally accepted that any promotion to a new position will bring along new challenges and longer workdays. Some respondents indicate an average of 12 hours per day spent on schoolwork. This suggests a significantly long workday. Throughout the years, various authors have concurred that work-life balance is a characteristic of good leadership (Burns, 1978; Sergiovanni, 2001; Normore, 2004). Miss DL, a vice-principal at the WCED, states that she works from 6am to 6pm, indicating a concern for her with her work-life balance after her appointment into the new role.

A study conducted by Piggot-Irvine et al. (2013) among established school principals in the Gauteng Province, South Africa, reports that 80 per cent of respondents spend more than 40 hours per week on schoolwork, with 18 per cent spending more than

60 hours per week on schoolwork. The data from this study of newly appointed senior school leaders reports similar findings. The respondents in the Piggot-Irvine et al. (2013) study report an increase in work pressure and work hours. These results concur with data from the present study, which reveals an increase in both workload and work pressure due to their new appointments.

In Abu Dhabi, the conflict between culture and the expectations placed on newly appointed senior school leaders by ADEC creates difficulties in terms of work-life balance. There are clear cultural expectations from husbands in terms of the time they expect their wives to spend with their families. ADEC requires additional long hours and commitments over weekend and evenings, in many cases creating difficult family situations for the newly appointed senior school leaders. The culture is based on family values, where the mother is expected to be at home with her children most of the time. Due to cultural and professional conflict, many aspirant female senior school leaders are deterred from pursuing leadership roles, if they perceive not to have full support from their husbands. Fewer men form part of the aspiring development programmes (Bond, 2013).

7.3 Perceptions of Role Priorities and Responsibilities

In this section, the results from the investigation into the perceived strategic 7.3(a) and organisational roles and responsibilities 7.3 (b) of newly appointed senior school leaders in the two cases are compared and analysed. The strategic functions and organisational functions are grouped together to improve the ease of comparison for the reader. The data in this section draws from figures 5.3.4 (a and b) and figures 6.2.3 (a and b).

The data in figure 7.3(a) below reveals a high priority perception in both the 'leading strategically' and in 7.3(b) below on page 193, 'leading and managing the administration' functions in both cases. This perception of school administration is supported by a study conducted by Hoadley et al. (2009) in 142 schools, which shows that principals report spending most of their time on administrative functions and on disciplining learners. It is for this reason that the respondents feel that this is a high priority in their new roles. This is highlighted in the data revealed in figure 7.3(a) where the ADEC respondents perceive that they are not engaged in the 'leading strategically' function of leadership but rather spent most of their time on operational and administration issues, which is confirmed during the interviews.

7.3.1 Strategic role perceptions

The ADEC and WCED data in figure 7.3(a) reveal that the newly appointed senior school leaders suggest a ten per cent difference between the ADEC and WCED Strategic Role perceptions. The reason for this difference might be that the newly appointed ADEC senior school leaders work in a highly centralised system with diminished responsibility for school-based strategic planning when authorising budgets, staff appointments and general decision making that affects the school in the long term. ADEC Central Office makes all strategic decisions and provides direction to the schools for implementation. The ADEC principals suggest during interviews that they are perceived as managers and not school leaders. They suggest that there is very little being done to help them develop as strategic leaders whereby they would be permitted to make their own strategic decisions for their particular context. The most significant indicators are discussed here in this section 7.3.1 and 7.3.2.

The comparative data in figure 7.3(a) reveal that the ADEC respondents (20 per cent) suggest they do not perceive leading professional development to be part of their role as a senior school leader. The data from the interviews confirm that the ADEC senior school leaders seldom have the opportunity to develop their own school staff according to their needs. This is a new concept for the ADEC schools. As a result of the ADEC outsourcing professional development, the newly appointed senior school leaders agree that professional development is not their responsibility. This results in a moderate to very low perception of the need to conduct his or her own professional development.

The ADEC senior school leadership have no choice as to whether or not to participate in training. The centralised system at ADEC dictates all their professional development training. This practice was revised slightly in the last term of 2015 when schools were granted permission to plan some professional development activities, although ADEC is still restricting the practice and content that is allowed.

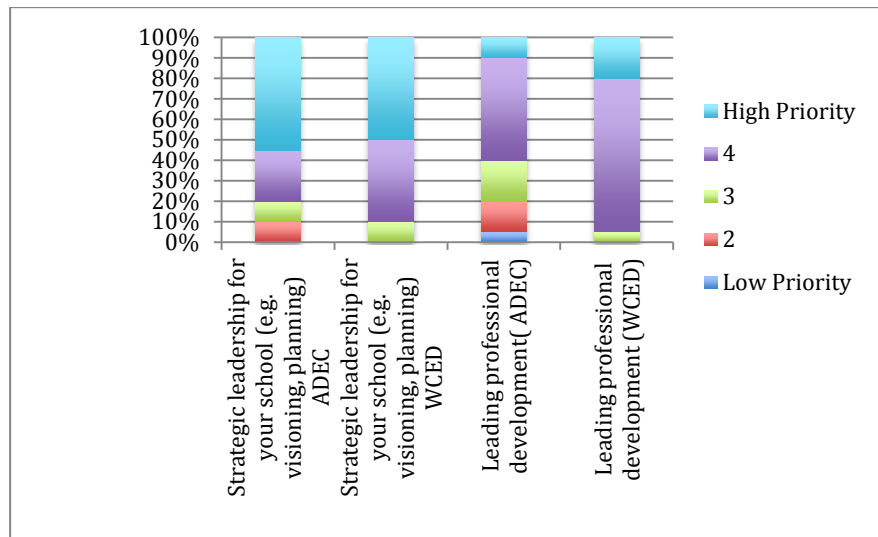


Figure 7.3(a) Comparative strategic role priority perceptions

In the WCED, data in figure 7.3(a), above, 95 per (3-5) cent of the respondents suggest they perceive 'leading professional development' as a high priority (majority 4 and 5 choices) to their position, with the ADEC respondents suggesting 80 per cent (3-5) priority. The CTLI courses are offered on behalf of the WCED. The WCED respondents suggest that these courses from CTLI are undertaken on a voluntary basis, free of charge, as per the need, and may be taken during work time. The schools provide their own school-based contextualised professional development to staff in order to supplement the CTLI programmes. The data therefore suggests that due to the long-standing practice in the WCED, the newly appointed senior school leaders perceive local in-house leading of professional development to be a normal function of their roles, perhaps the reason for the higher role perception.

The respondents in the ADEC survey reveal that they have many years of professional development training by external companies. Some of the respondents had their own coaches and mentors in some of the previous development programmes. The focus of this professional development coaching and mentoring was to improve both the strategic functions and the leading the organisational management functions in the school. These programmes at ADEC seek to develop school leadership capacity at all levels. As a result of the centralised system, the respondents suggest that developing them as strategic leaders is not useful since they are not given the opportunity to apply their newly acquired skills. They suggest that all strategic decision-making be removed from their realm of responsibility, supporting their perception that senior school leaders are merely treated as school-

based managers by ADEC. It is reasonable to suggest that as a result of this practice; newly appointed senior school leaders rate themselves lower in all the strategic leadership functions. All professional development is outsourced and this may be the reason for their lower perception of delivering professional development. These new senior school leaders never get the opportunity to arrange their own professional development programmes.

In contrast with the ADEC practice, the WCED respondents suggest that the WCED expects their new senior school leaders to engage in all levels of strategic decision-making. The data in figure 7.3(a) suggest an 80 per cent at ADEC and a 90 per cent at the WCED role priority perception in leading strategically. The WCED newly appointed senior school leaders suggested in the interviews that they receive no training in developing themselves as strategic leaders, although they report that they are expected to take full leadership and managerial responsibility for this function in their schools. This practice from the WCED, although juxtaposed to the ADEC experience, leaves them just as frustrated as their colleagues at ADEC, since they do not feel fully competent in this leadership function due to the lack of appropriate training and support. It may be suggested that the practice in both systems does not support the optimal growth of their senior school leaders. Moreover, the conclusion may be drawn that school support practices in both the ADEC and WCED systems are in need of significant restructuring to ensure success in the goal of improved leadership capacity.

The data in sections 5.3.4 and 6.2.3 suggest that the conflict between the perceptions of the roles and responsibilities of the position and the reality of the position creates a stressful and uncertain first term for the new senior school leaders. The senior school leaders in the WCED indicate, as previously discussed, that they experience high levels of stress because they do not receive enough support in their new roles. The comments below from newly appointed leaders illustrate this frustration. Miss DL, a newly appointed vice-principal at the WCED, states:

There was no hand over period, which made things very difficult for me.

The vice-principals at ADEC experienced the same difficulties. Mrs H, a newly appointed vice-principal at ADEC, comments:

I did everything, I did what I think was my focus. No one told me what I should do. They just transferred the local (Principal)... that was experienced and put

me here, in a big new school with no help. Even though I did not have any outside leadership training.

Mr D, a newly appointed principal in the WCED, agrees with this statement, saying:

I was just dumped into a situation. I had to basically put things together for myself without any help... but there is a lack in the education department in that there is not enough training. The WCED must have programmes in the beginning for the new principals.

During the interviews, the respondents are asked to explain what they do on a normal day. It is interesting to note that some of the respondents indicate during the interviews that they do not spend any time on strategic planning with other staff members. Their days are filled with operational issues and the only planning they are involved in is short term planning relating to current issues.

The respondents in both the cases suggest that there is an assumption from both the ADEC and WCED systems that newly appointed leaders are ready to fully engage in their new positions. The data from this study indicate that newly appointed school leaders in the WCED and ADEC in fact perceive that they are not well prepared for their role nor are they able to provide adequate leadership direction in their schools during the first term/semester after appointment.

The data from the survey and the interviews suggests that leaders require school-based coaching and mentoring during the first term/semester. This is supported with a statement from Miss DL, a newly appointed vice-principal at the WCED, who said:

I wish I had someone that could work with me during the first term to help we find my feet

Mrs MA, a newly appointed vice-principal at ADEC, suggests that:

Having an experienced principal work with me or even if I could shadow an experienced person would have helped me during that first couple of months. It was very difficult and I made many mistakes.

The newly appointed senior school leaders in both systems indicate that leadership and operational management are priorities for them, while they express their concern that they are not able to provide these leadership functions directly after their appointment, since they are not well prepared for their roles and due to the lack of preparatory support.

The data in this study reveals that the newly appointed senior school leaders perceive a high priority in most leadership functions. These are: Leading

Strategically, Leading the organisation, Leading teaching and learning, Leading people and Leading the community. Both ADEC and the WCED report a great need for development in these functions, suggesting that there is a possible gap between the reality of the role reality and their perception of what the role must be. Their perceived competencies, knowledge and understanding do not match what they require in terms of development needs. These same areas of competencies are later also indicated as areas of development need, suggesting that they do not really know what they do not know.

7.3.2 Organisational leadership role priority perceptions

The two most significant role priorities in leading the organisation is discussed in this section.

These are:

- Parent interviews and,
- The day-to-day tasks that take up their time.

When questioned about their perceptions of dealing with community and conducting parent interviews figure 7.3(b) below both the WCED and ADEC respondents suggest that they do not perceive this to be central to the role of the senior school leader. The newly appointed senior school leaders from both countries agree that dealing with parents is a complex task, and they suggest that they are not trained for this. Mr JP suggests that when it comes to parents, he feels that he has never been trained to deal with matters that are largely concerned with conflict. He suggests that he spends a great deal of his time consulting with parents in difficult situations.

Mr DA, a newly appointed principal at the WCED, reveals that one of the most difficult things for him is to deal with the community and he feels that this is an area where no or very little training is provided. He feels that this made him vulnerable and insecure in his decision-making. He states that the success of his school lies in the involvement and participation of the parents and the level of support he gets from them. Miss DL, a vice-principal at the WCED, mentioned that the children at her school travel from far as they do not live in the local school community. She states that this limits parent involvement, which in turn, complicates some aspects of her role.

Miss H, a vice-principal at ADEC, mention in her interview that one of the most frustrating things for her is dealing with parents. She suggests they are disrespectful in the demands they make on her time and should be educated to understand her role. She agrees that having good community involvement in the school assists with her aim to solve local context problems. In a study conducted by Piggot-Irvine et al. (2013) with principals in Gauteng Province, the respondents indicate they spend much more time than what they had anticipated on solving problems and dealing with parents. These findings support the findings of this study at ADEC and WCED where the respondents indicate they spend a great deal of time on the day-to-day activities, including solving problems. The newly appointed senior school leaders, despite this issue, suggest that they want more parent involvement.

The comparative data in figure 7.3(b), below suggest that the day-to-day organisational functions of leadership, in both cases require further support and development when leading and managing the communities since it is a high priority for them in their local contexts. One may argue that the successful newly appointed senior school leader requires community support in order to improve student attainment in their schools. This argument is supported in the literature when Blumberg & Greenfield (1980) make the following suggestion about the principal:

He [sic] is the main link between the school and the community and the way he performs in that capacity largely determines the attitudes of students and parents about the school. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellent in teaching; if students are performing to the best of their ability one can almost always point to the Principal's leadership as the key to success (Blumberg & Greenfield, 1980:44)

Throughout this study, the respondents in both cases suggest that they have mixed results in dealing with parents, while commenting that this aspect of the role contributes greatly to the pressure they experience during the first couple of months after appointment.

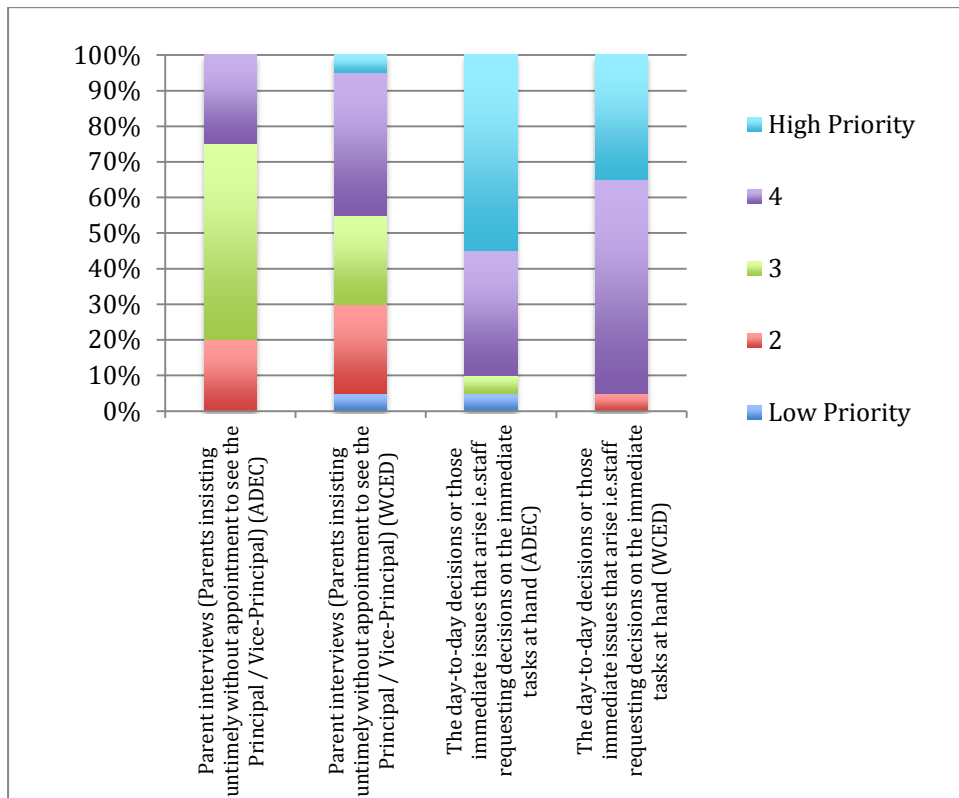


Figure 7.3(b) Comparative organisational role priority perceptions

In previous discussions in this thesis the respondents indicate that they perceive their role to be a strategic leader at ADEC discussed in chapter 5 and an organisational leader in the WCED in chapter 6. The respondents expressed their concern with the fact they are busy with the day-to-day tasks and immediate issues that arise at school leaving them with no real strategic leadership time. This is especially true for the ADEC respondents as they are inclined to perceive their roles as more strategic and less organisational as seen in the discussions in chapter 5. In reality as seen from the discussions in chapter 5 and from the qualitative data, this is not the case since they are also occupied with day-to-day issues that arise, as is the case with the WCED respondents as seen from the quotations provided in these chapters. The data above in figure 7.3(b) support these findings and it is clear from the day-to-day data presented in the graph 7.3(b) that this is a great priority in their current roles. The respondents suggest that the day-to-day activity that takes up most of their time is dealing with parents and teachers that demand their time. The respondents suggest that the day-to-day activities take up most of their time leaving them with little time to concentrate on the real organisational tasks. Ms DL a respondent at the WCED suggest that she has to work long hours as a result of this, only attending to her real job in the afternoons and early mornings. Ms DA at ADEC suggests that the

fact that parents and staff constantly demand her time without appointments force her to neglect some of her organisational activities.

7.4 Perceptions of Role Clarity

The data for this section is drawn from section 5.3.5 and 6.2.4. In this section the four main findings of roles and responsibilities perceptions from both cases are discussed. Firstly, the respondents from both cases suggest very similar levels of role clarity perceptions on the position of senior school leader. The data suggest that the respondents have in most cases role clarity (figure 7.4 below) of their roles, but also report a low competence discussed in the competence section 7.5. This indifference highlights the insecurities of the newly appointed senior school leaders in their new positions. It supports the argument that these newly appointed senior school leaders do not always know their shortcomings, but they are aware that they have shortcomings. This insecurity creates a need for support while the respondents are looking for ways to deal with the stressful new position, as indicated in the data from Chapters 5 and 6.

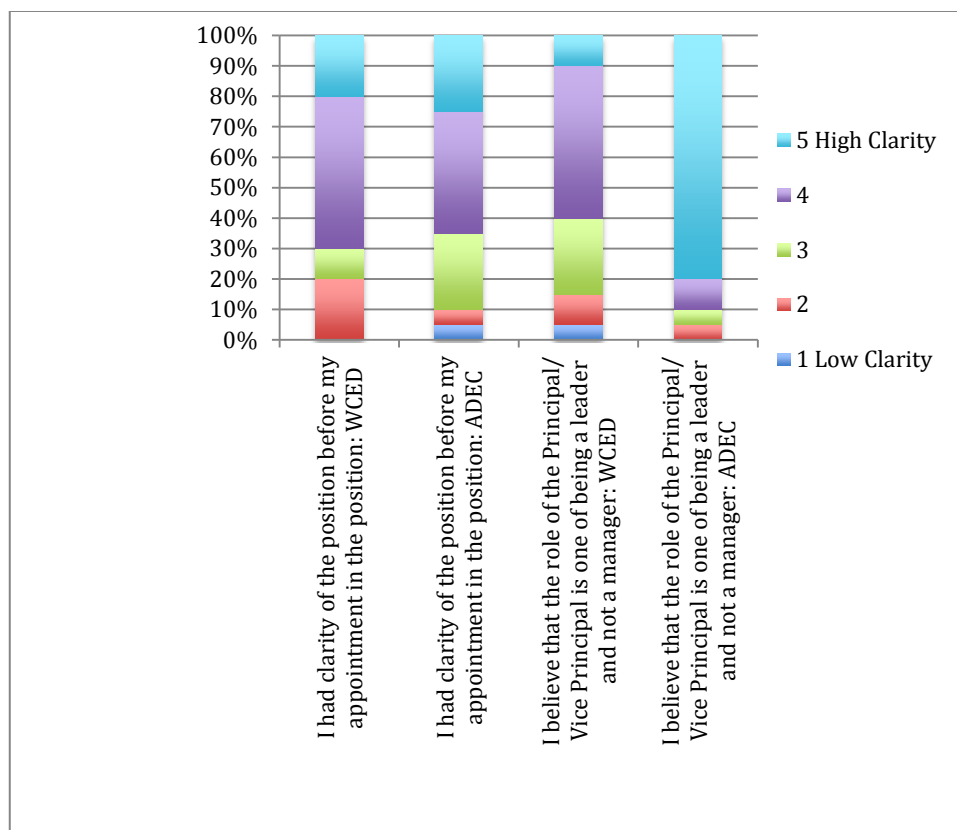


Figure 7.4 Comparative role clarity perceptions

Secondly, figure 7.4 above reveals a notable difference in the way the ADEC and WCED respondents perceive the clarity of their roles in terms of whether it is a managerial or a leadership role. The ADEC data in figure 7.4 suggest the respondents have clarity (3-5) (95%) in the perception that the role is one of a leader and not a manager. This contradicts the data from section 7.3.1 before, where the respondents suggest that the ADEC senior school leaders are required to take on a more managerial role due to the centralised decision making system in which Central Office makes all strategic decisions. Further to this, they also indicate in development needs section a need for further development. This suggests that there is conflict between their role clarity perception, priorities and competencies. The ADEC system however prevents them from becoming real leaders in their schools.

The WCED respondents indicate in figure 7.4 that they perceive to have much lower role clarity in being a leader than their ADEC colleagues. This is interesting since at ADEC the requirement is to be a manager (suggested as a result of the system), and at the WCED the data suggest that the new senior school leaders are required to be strategic leaders more than managers, due to the expectation of the involvement in the strategic role function. It is reasonable to suggest that even though the WCED respondents have more autonomy and leadership responsibilities, they also appear to be uncertain as to what they perceive their roles and responsibilities are. They suggest that the high demand on administrative tasks required by the WCED, distracts them from the strategic leadership tasks.

Authors Leithwood et al. (2003) and Roza (2003) suggest that the role of the school leader is a balanced role between leadership and managerial roles. They suggest that these roles cannot be separated because the functions often run concurrently, adding that too many leaders spend time on establishing their own roles instead of accepting responsibility for all leadership and managerial functions. It seems likely that some form of role confusion exists within the ADEC and WCED posts, as a result of lack of clarity what their roles should be.

The data in chapter 5, section 5.3, and in figure 7.4 suggest that the ADEC respondents are unclear on what really defines the role of a leader in the school. They only know a centrally managed system; therefore their frame of reference for leadership is borne out of this perspective. The data on chapter 5 suggest that this is not accurate, though, and that they are more managers than leaders, driven by the focus on the teaching and learning function of their leadership role. It is this aspect of

their roles that make it difficult for the ADEC new leaders to become transformational leaders (Yukl, 2010), and explains why they perceive themselves as instructional leaders. This concurs with the work from Bush (2014) and Osman & Mukuma (2013), which suggests that the instructional leader affects change in their school through the school's instruction programme. The data from this study, chapter 5, 6 and interviews, supports the conclusion that the role should be more integrated i.e. finding balance between the managerial and leadership functions that are incorporated in the framework developed in Chapter 3. A balanced role function for new senior school leaders is supported in the literature: Hess & Kelly (2007) suggest that a balance between the strategic and managerial role functions is important for new senior school leaders.

In a study by Piggot-Irvine et al. (2013), 93 per cent of the principals surveyed by them indicate that they have role clarity in their positions. They do, however, indicate that there is some misalignment with what the department expected of them and what their role really is. They believe that this misalignment creates role conflict. The data from the Piggot-Irvine (2007) study aligns with the findings of this study where the WCED newly appointed senior school leaders suggest the department has different expectations of their roles, compared to what they perceive their roles should be. They therefore also suggest a role conflict situation, contributing to their stress while settling into the new role. The Piggot-Irvine (2007) study focuses on established, highly experienced senior school leaders, where her respondents also report much role conflict. One may argue that if the established leaders experience much role conflict, newly appointed senior school leaders would experience even more of it, since they are still establishing their own leadership styles and practices.

Thirdly, the data revealed in chapter 5, section 5.3, and chapter 6, section 6.2, suggest that the experience levels of respondents in both cases influence their clarity of the role of the newly appointed senior school leader. The data in these chapters also suggest that the level of autonomy from the various education departments affects the perceptions of the respondents on their roles.

The new Emirati leaders tend to be relatively young, (chapter 5) with very little previous senior school leader experience, while the WCED leaders (chapter 6) are older with more years of experience in previous senior school managerial/leadership roles before their appointment to the current position. In many cases, the newly trained Emirati leaders progress from teacher to principal within two years, whereas

in the WCED the leaders had between 11 and 20 years' experience before their appointment. One may deduce then that the perception of the position of newly appointed senior school leader is directly related to the years of experience in previous managerial positions. It is argued that because the WCED senior school leaders have more experience, their perceptions of their roles are different. The ADEC data from chapter 5, and the interviews, suggest that due to their lack of experience, they become aware of their limitations in decision making, resulting in their perception of their role changing from leader into manager.

Fourthly, respondents at ADEC and the WCED express their concern during the interviews with the amount of training they received before their appointment. Mr PL, a principal from the WCED, concerned with his level of competency, states:

I do not think anyone can be prepared for such a job.

Mrs H, a principal from the ADEC case, supports this, stating:

We had no training from ADEC to support us in this new role. We did not even have a job description.

And also:

If you are talking about training that was there to prepare you for the role, there was not something anything from them, as I was dumped in a big school with no help.

Two of the respondents had previous acting principals roles. One respondent is from ADEC and one the WCED. As mentioned in Chapters 5 and 6, and supported during their interviews, the data suggest their perspective on the role is different. Mr D, now a newly appointed principal with previous acting responsibilities in his school at the WCED, has the following to say:

I was the deputy of the school. The principal told us well in advance that he was leaving so I took on some of his workload. So when I saw that I was able to do this, and I was interested in applying for this post. I knew exactly was expected of me.

Mrs R, a young Emirati newly appointed principal, states the following:

It was something better I was familiar with the role. I am different than the others but my challenge was bigger, because I was in acting principal position with no principal from the first day and the second year also. So I took the role before I took the role.

The data suggests that the years spent in 'acting' position affects the perceptions of the respondents. This is supported in the literature by Buskey & Jorissen (2010) where they suggest real role experience supports successful role integration for new appointees.

7.5 Perceived Competency and Knowledge and Understanding of the Role

In this section, the competency perceptions of the respondents at ADEC and the WCED are compared and analysed. The data from Chapters 5 and 6 reveal that the perceived competencies of newly appointed senior school leaders are remarkably similar in many areas. However, the ADEC respondents in most of the areas investigated report a slightly higher perceived competency. As discussed before, this higher competency perception may be because of the intensive theoretical training the respondents receive, leaving them feeling very confident in their perception of the role.

7.5.1 Role competency

The competency indicators in figure 7.5 are discussed in sections 7.5.1.1 to 7.5.1.4 below the graph. The indicators that will contribute the most to the discussion and where the highest competency perceptions differences are recorded are discussed below.

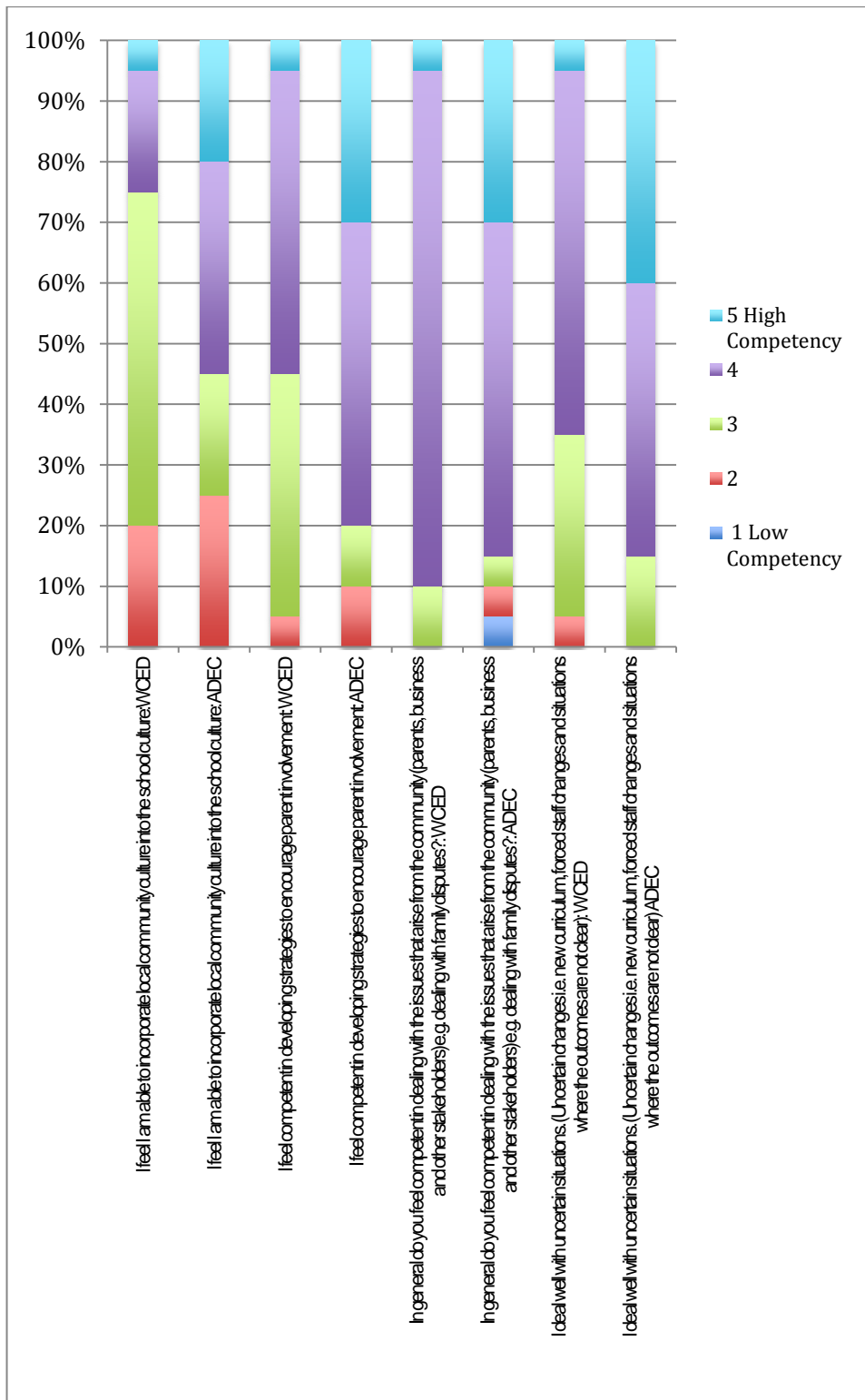


Figure 7.5 Comparative role competency perceptions

7.5.1.1 I feel I am able to incorporate community culture into school culture

The following sections 7.5.1 to 7.5.4 will reference to figure 7.5 above. The data in figure 7.5 above suggests a lower level of perceived competence in 'incorporating

the community culture' into the school culture if compared to the other competencies for both cases. The data also reveal that the ADEC respondents perceive themselves to be more competent in their new roles than their WCED colleagues. The following reasons are postulated by the researcher for the ADEC respondents' higher perceived level of competence.

- They have less experience in the position, resulting in a sense of euphoria about their competencies since they have more enforced training that resulted in a feeling of 'I can do this'. Theoretical training creates an unrealistic sense of security.
- They had more hands-on support from the Tamkeen professional development providers, and due to the higher level of qualifications of the respondents, creating higher levels of confidence. The data suggest that the Tamkeen training provided theoretical training with a focus on operational teaching and learning issues. When the new appointees face strategic leadership issues, as revealed by the interview data, it changes perceptions of competency due to their lack of experience and knowledge in this area.

In the role competency perceptions section, 'Incorporating the local community culture into the school culture' rates the lowest in both cases. It is mandatory for the ADEC senior school leaders to incorporate local culture and heritage in their schools. Abu Dhabi has a much more monoculture community and therefore it may be easier for the school leadership to incorporate the community culture into the school culture. The teachers are expected to incorporate local Emirati culture and heritage in their lesson planning and it forms part of yearly celebrations of National day in schools. The WCED senior school leaders are not expected to incorporate heritage and culture into the school curriculum (DOE, 2011). The Western Cape community is very culturally diverse, and all decisions to include culture and heritage are left to the school leadership teams, while seeking approval from the school governing body. It is therefore understandable why the respondents indicate a low perception of their competence in this area since it is removed from their reality.

The 'rationalistic' approach adopted by Hoy & Miskel (2008) and Lumby et al. (2008) explains that the context of the organisation should exclude aspects that may influence politics, culture and the emotional stance of the school. The data described here suggest that the ADEC respondents fail to take a 'rationalistic' approach because of the strong cultural influence in their schools. The WCED respondents

seem to have a more 'rationalistic' approach since the aspects of culture and emotion are not directives in their schools.

7.5.1.2 I feel I am competent in developing strategies to encourage parent

involvement

The data in reveal a low perceived competence at both ADEC and the WCED in the area of 'developing parent involvement'. The respondents suggest during the interviews a lack of direct training in these areas, stating that they have to rely on their own experiences and cultural knowledge of the context to involve the parents in their schools. They do rate themselves competent in this area in both systems, but is notable that the WCED respondents have a 25 per cent lower perception as seen in figure 7.5. The younger Emirati leaders may perceive that the parents do not place much value on their opinions due to their young age, leaving them vulnerable and creating a stressful situation. Mrs H at ADEC suggest that the parents "do not take us seriously in most of our conversations, and they are forever seeking advice from someone older and more experienced leadership team." She continues and explains how difficult it is for them in the higher grades to get the parents involved in open days and school functions. The WCED senior school leaders report that they find it difficult to secure parental involvement in their schools. Ms DL a newly appointed vice-principal explained how she would rather prefer "not to deal with them" since she finds a number of parent disrespectful and "not willing to support the school". The data suggest that in areas where the school is part of a greater community support network, there is a greater community involvement in school activities.

7.5.1.3 I feel that I am competent in dealing with issues that arise from the

community

The data in figure 7.5 above show a significant difference (15%) in the perceived competencies between the WCED respondents and their ADEC colleagues in 'leading community' issues. The reason for this lower perception of competency at the WCED may be due to the diverse cultural society. The respondents suggest that the Western Cape is culturally diverse, and the culture differs from area to area. The respondents suggest that it is difficult to establish a single culture and heritage for a school. In contrast, in the UAE community, culture is embedded in the national culture, where all schools draw students from the same culture and heritage, making it easier for principals to incorporate the national culture into the local community culture. The respondents reveal that much effort is invested in keeping the Emirati

culture and heritage visible in every school. The ADEC senior school leaders suggest they are actually evaluated on their ability to incorporate national culture into the schools in the UAE, reiterating the importance of culture in this system. In contrast to this importance of cultural incorporation in the school, a WCED official makes the following statement in her interview:

There are very little efforts made to incorporate local culture into schools.

It is concluded then that the culture and heritage is not perceived as important by the WCED respondents, as a result of national and WCED policies. As a result in the WCED respondents rate this area of perceived importance much lower than their ADEC colleagues do.

7.5.1.4 Dealing with uncertain situations (change management)

Dealing with uncertain situations (e.g. new curricula), is perceived to be a difficult function of senior school leadership. Leading teachers and the community in new change initiatives is stressful since the respondents report that there is no training provided in this area, and there appears to be no programme that covers this at either ADEC or WCED. Change management is recommended as a marker for success in a changing and developing system (Mugheer, 2010). Both the ADEC and WCED systems are constantly changing. The data in figure 7.5 above indicates that there is a perception of confidence in dealing with change issues. A lack of support in this area however is reported in the interview and qualitative questionnaire respondents' data, when Ms DL states that she *wishes the WCED will provide some training in change management*. She suggests that she finds all on-going changes very stressful.

The data from figure 7.5 suggest that dealing with change management situations is perceived as an area where senior school leaders perceive themselves to be competent especially in the ADEC context. The WCED data suggest that the respondents need some support in managing change when 5 per cent of the respondents (figure 7.5) report a need for assistance. The change management focus at ADEC and WCED differ in terms of the nature of change. The ADEC senior school leaders reveal they are required to change systems, teaching and learning, and constantly change staff to meet the requirements of their system renewal to fall in line with the 2030 Abu Dhabi project. This may be the reason for the high competency level indicated. The respondents at the WCED suggest during the interviews that they usually only change curricula and pedagogy, with very little

overall changes to the greater education system and that change management is school organisationally contained.

Bond (2013) suggests that both the ADEC and the WCED reform are characterised by constantly changing systems, curriculum, and operational practices. She also comments that the curriculum at ADEC has changed many times over the last three years, requiring the new senior school leaders to manage change situations on a regular basis. The staff evaluation tools have also changed three times in the last four years. Similar changes at the WCED have forced schools to adopt many change initiatives over the years. The respondents from both systems although they perceived themselves competent (fig 7.5) in this area suggest that they are not trained to deal with change to the extent that the two systems require. They reveal that the constant change creates uncertain situations in their schools, which increases stress. It may be concluded that because of the difference in change approach and the change process expectations, there is a small but notable difference in change management data between the two cases. Teachers are officially evaluated twice a year at ADEC, and constant staff turnover require the leaders to develop many strategies to deal with the changing situations (Bond, 2013; Stephenson et al. 2012).

The respondents suggest that the ever-fluid staffing situation at ADEC requires a great deal of adaptability in management style from the senior school leadership. The average employment period of an expat teacher at ADEC is two years, due to the pressure placed on them to produce results (Mather, 2013). In some rare cases, expat teachers will choose to stay in the country longer. In contrast, the local Emirati teachers have a position for life guaranteed after appointment. The new senior school leaders indicated during their interviews that this constant change is difficult to manage. Ms HE comments that: “we can never settle down, everything changes every year”.

In the study by Piggot-Irvine et al. (2013), 91 per cent of the principals surveyed in their study perceive the management of change in their schools to be a very important skill. They report that second most important skill for the respondents is to be an efficient and effective manager

To conclude, it is suggested that the areas of ‘teaching and learning’ and ‘leading projects’, which may include change initiatives, report similar results across the three

systems, ADEC, WCED (fig 7.5) and the Piggot-Irvine et al. (2013) study, suggesting further need for prioritisation and development across all these systems.

7.6 Knowledge and Understanding of the Role

Studies conducted by Hess & Kelly (2007), Piggot-Irvine et al. (2013) and Cranston et al. (2003; 2010) show the importance of understanding of the role of senior school leader. This section reflects on the data collected for the comparative investigation of ADEC and the WCED in terms of the knowledge and understanding of the senior school leader role. The data for this section is drawn from sections 5.4.2 and 6.3.2. The two areas reporting a notable difference are highlighted here in the discussion and refer to figure 7.6, below.

In the area of professional development, the data reveal some significant differences. There is a 32 per cent difference (ADEC reporting a high knowledge and understanding) in figure 7.6 below, in role perception in knowledge and understanding of the role of senior school leader between ADEC and their WCED colleagues in the area of leading professional development with staff members. The ADEC newly appointed senior school leaders receive on-going training and are supported by an educational provider company, which works directly with the school leadership in support of the in-school support section of the Tamkeen training. They never have to provide training for staff themselves. A mentor, titled a Cluster Manager, which guides the senior school leadership team in their daily activities, also supports the ADEC senior management at the central office, support in providing professional development in the schools. It is for this reason that the ADEC respondents perceive a lower perception of delivering professional development. The data in Chapter 6, section 6.3.2 suggests that the senior school leaders at the WCED do not feel as though any such support is provided to them, although they provide this in their schools, hence the strong perception towards leading professional development. During the interviews, the WCED respondents suggest that they decide for themselves whether or not to attend training or development programmes or when to provide training to staff. The senior school leaders then enrol at the CTLI for professional development courses. Miss DL, a newly appointed vice-principal at the WCED, comments:

We encourage our staff to attend CTLI training courses. As the leadership in the school we have the choice to attend ourselves.

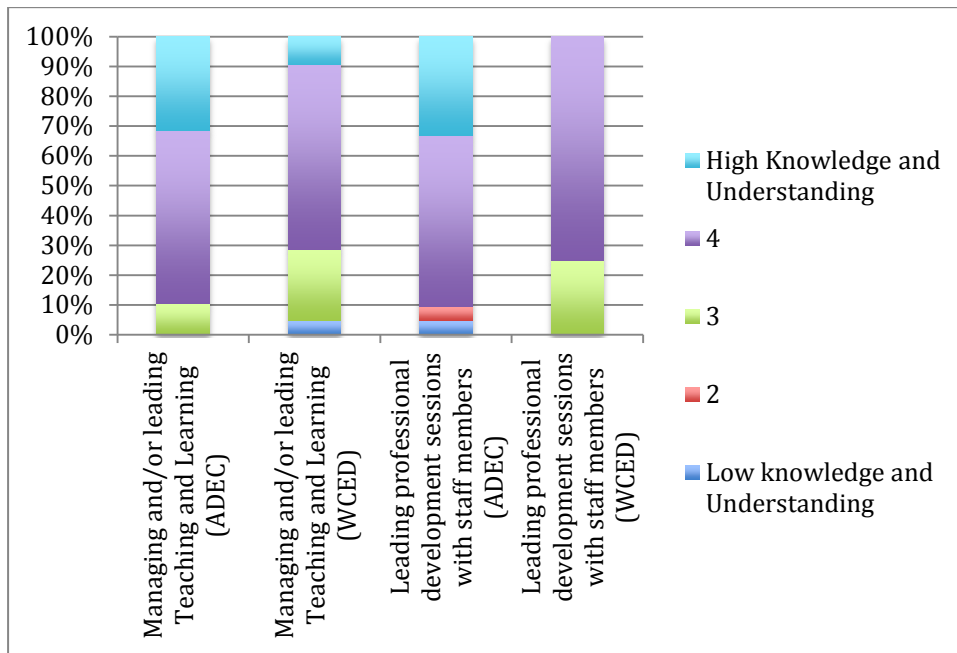


Figure 7.6 Strategic knowledge and understanding of the role

The data in chapter 5 and more so in section 5.4.2 suggest that more extensive theoretical training has the danger of creating the perception that the new senior school leaders have sufficient knowledge in managing leadership functions. This concurs with the work of Huber (2008), which suggests that leaders should be developed through an experiential learning approach, suggesting that any development must be experience orientated. Authors Hoppey & Dana (2010) and Goldring et al. (2012) suggest that leadership training should focus on collegial support networks and peer reflection and suggest that the classroom training practices are out-dated. The methods of theoretical training at ADEC and the WCED are thus out-dated and should be reconsidered. This is evident in the data that is revealed in Chapters 5 and 6, and partially revealed in figure 7.6 above. The respondents from both cases report that they have a very high knowledge and understanding of leading or managing the teaching and learning function of their schools, with the ADEC respondents reporting higher (20 per cent) knowledge and understanding of teaching and learning, although as discussed throughout this thesis, the WCED respondents are also directly involved in teaching, while the ADEC respondents have no contact with teaching and learning unless they are academic vice principals, with only one AVP forming part of this study.

7.8.1 Newly Appointed Senior School Leaders Development Needs Perception

In this section, the five leadership functions (Leading strategically, Leading the organisation, Leading teaching and Learning, Leading people and leading the community) considered for this study and their indicators for both cases are discussed and compared. The framework suggested in Chapter 3 supports all five leadership functions investigated in this section. It is separated into both the Strategic Leadership functions and Organisational Management functions, supported with a further professional development aspect to support both the leadership and organisational functions.

7.7.1 Leading strategically comparative development need

The importance of leading strategically has been debated in the literature and discussed throughout this study (e.g. see Blumberg & Greenfield, 1980; Leithwood et al., 2003; Grummel et al., 2009; Clifford, 2010 and Renihan, 2012). It is interesting to note that both the ADEC and WCED cases view certain leadership functions as very important in their specific roles. The data in this section is too large for one graph so the therefore the data was split into two separate sections. The data draws from the discussions in sections 5.5.1 and 6.4.1.

The data in figure 7.7.1(a) reveals three areas where the ADEC and WCED respondents suggest they need the most development in leading strategically:

- Strategic goal setting;
- Turning Strategic goals into action;
- Change Management research.

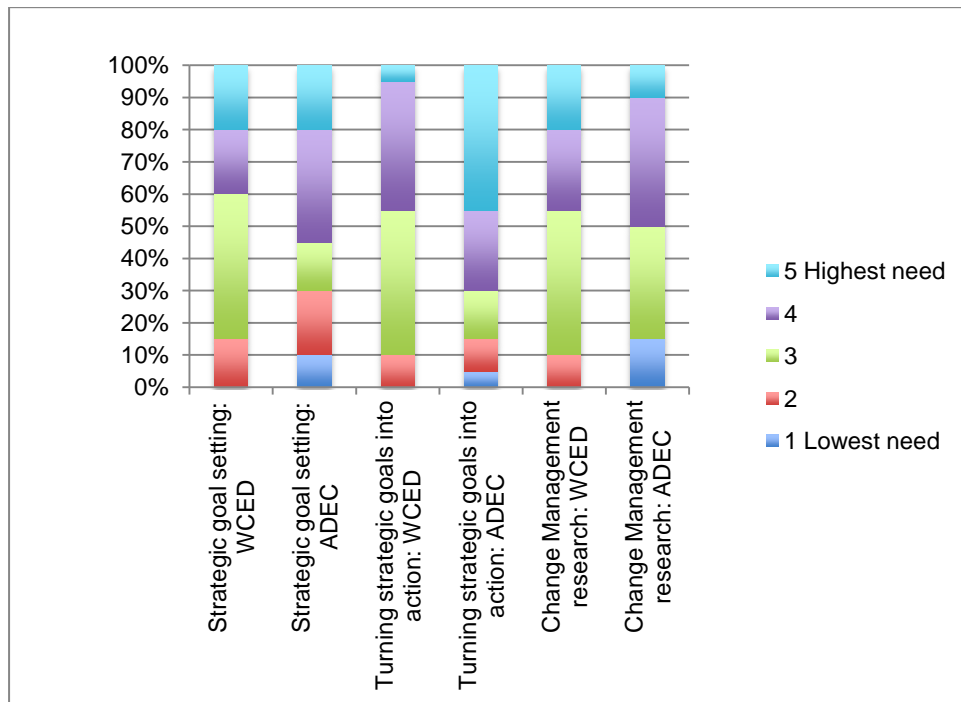


Figure 7.7.1(a) Comparative strategic leadership needs in goal setting and change management

Figure 7.7.1 (a) compares the strategic goal setting as a strategic development need where the respondents suggest that the WCED respondents have a 15 per cent higher need in setting strategic goals than their ADEC respondents have. They also suggest a slightly higher need for development in turning goals into action in figure 7.7.1 (a). These higher needs in goal setting by the WCED respondents may be as a result of the lack of on-going support they receive at school, while the ADEC respondents report a high level of support from the Tamkeen provider as well as the Cluster Manager that coach and mentor the leadership of the school. The same need difference is reported in managing change in figure 7.7.1(a) where the ADEC respondents a lesser need for development in this area. Managing change on a daily basis is something the ADEC senior school leaders have to deal with and receive support in, and as a result of this, they reports less of a development need in this area.

The data in figure 7.7.1(b) below suggest the greatest development needs are in collecting and analysing data where the ADEC respondents report a higher need for development in this area (15 per cent). The WCED respondents suggest that they are more confident in this area and require less development. This is interesting since in the competency and knowledge and understanding sections they report a lower competency and knowledge and understanding in this area. When analysing

the results above, the data suggests that there is a strong requirement from the ADEC for senior school leaders to incorporate data in their decision-making and long term strategic planning. It is for this reason that all newly appointed senior school leaders perceive themselves to be competent in collection and analysis of data due to the experience they gained. The WCED does not directly mandate the use of data in the WCED schools and it is up to the school and the individual principal to choose to use it or not. This was verified during the interviews, and supports the data from chapter, 5 and 6 that reports on the data collection and reported during the interviews. The use of data figure 7.7.1(b) is perceived to be a critical element in decision making as part of the reform process of the ADEC system, as explained before. International and local benchmarking data is collected and analysed at school level and forms the focus of school improvement planning. The ADEC schools acquire an internationally benchmarked inspection every two years. The inspection framework is benchmarked on the British Ofsted inspection framework. As part of their school improvement planning and in an attempt to improve inspection results, the use of data is highly encouraged and supported at ADEC.

The WCED relies on best practice and goals set by the national education department, supported by the local context in the WCED, to manage and implement their 2030 plan. In this study, the data reveal that very few schools in the WCED make use of data to support informed decisions. Below Mr DA explains why it is that he is able to use data extensively, a practice not common at the WCED as viewed in the data in figure 7.7.1 (b).

Mr DA, a new principal at the WCED who is completing his master's degree, states that he is extensively involved in collaborative community business initiatives where private businesses assist with the development of school leadership. Mr DA receives support from the private sector in creating and analysing data. He makes the following comment:

I have introduced what I have learnt in the corporate world in my curriculum, I am pulling the data apart to make it relevant. Why is it that the students are not doing well in grade one? The corporate world teaches me to go analyse [sic] deeper.

Mr DA further suggests that more principals should base their decisions on the analysis of empirical data. Hess & Kelly (2007), Normore (2012) and Goldring (2012) concur that senior school leaders need to be competent in the use of data to make effective strategic decisions in the school:

In a new era of accountability, where school leaders are expected to demonstrate bottom-line results and use data to drive decisions, the skill and knowledge of Principals matter more than ever (Hess & Kelly, 2007:1).

The lack of data use by the WCED senior school leaders may weaken their strategic decision making processes. The WCED respondents indicate a greater need for support in analysing data. The ADEC senior school leaders perceive a greater competence to lead and manage strategically due to the training that they receive in analysing data as discussed in chapter 5. This data supports a greater perception of competence in the leadership functions for the ADEC respondents as revealed by the data in Chapter 5, where it shows both the 'roles and responsibilities' section and the 'competence' sections. It can be argued that the use of data in decision-making is supportive of all the leadership functions, as described in this study for both ADEC and the WCED.

In the 'turning strategic goals' into Action area the WCED respondents report a slightly higher development need in this area (5 per cent). The WCED senior school leaders are required to set their school goals and devise strategies to implement these goals.

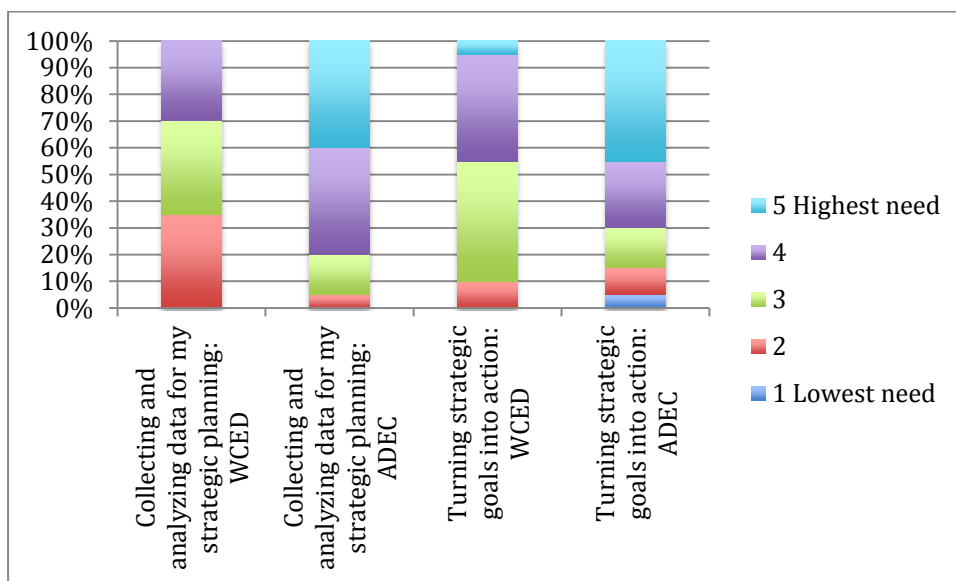


Figure 7.7.1(b) Comparative strategic leadership needs

7.7.2 Leading teaching and learning comparative development need

The data compared in this section relates to sections 5.5.2 and 6.4.2. Managing teaching and learning (one of the five leadership functions) has always been recognised as one of the most critical functions of the senior school leader (Fullan, 2001; 2006). Both the vice-principal and principal, as part of their integrated functions, should regard this as a priority in their daily school routine. Fullan (2001) suggests that the effectiveness of teaching and learning has been linked to the effectiveness of the senior school leaders in the school, especially that of the principal.

In both cases in this study, the respondents are asked to identify the elements of teaching and learning where they perceive their greatest development needs lie. The data in figure 7.7.2 below shows that area of teaching and learning that reveal very comparable results from both the cases. This is:

- Have a greater understanding of effective teaching and learning;

The areas where the most significant difference recorded are:

- Creating a learning culture of positive staff attendance.
- Using reliable assessment practices
- Creating, analysing and interpreting student and whole school data, and
- Managing classroom instruction

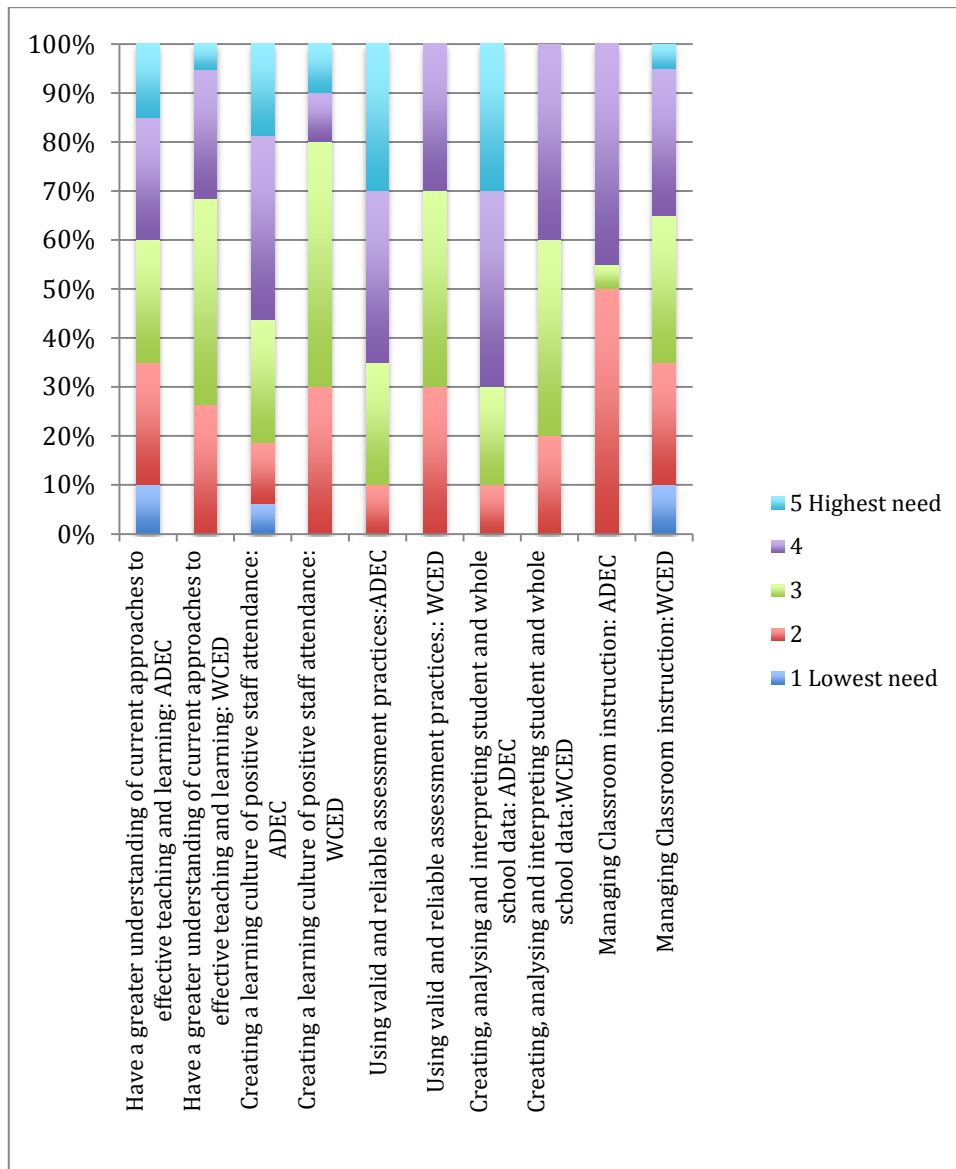


Figure 7.7.2 Comparative leading teaching and learning needs

The figure 7.7.2 reveals that the ADEC respondents suggest that they perceive to have a slightly lower development need in managing classroom instruction. It is not surprising that these young newly appointed senior leaders have this particular view of the teaching and learning leadership function, because of the structure created by ADEC in the schools, where teaching and learning is either managed by the head of faculty (HOF) or academic vice-principals (AVP), who are mostly Western staff appointments. This leaves the ADEC senior school leader standing outside the direct influence in the classroom. The establishment of the HOF, the curriculum manager in the kindergarten (KG) schools and the academic vice-principals' position in all the other phases in the school system, has created the impression with the senior school

leaders and the vice-principals student services (VPSS) that these curriculum manager roles have taken over the teaching and learning function of the leadership in the school, perhaps as a result of all of this they perceive a lower development need in this area.

The young, inexperienced ADEC respondents never have the opportunity to function in a role where they manage teaching and learning as a leadership function. Western expat teachers usually fill the curriculum leadership positions. The Emirati ADEC respondents are traditionally directly appointed from the position of teacher into the role of senior school leader, leaving this function of leadership in much need of development. Role definitions have been discussed in sections 5.3 and 5.4 during the ADEC analysis in Chapter 5 and in sections 6.3 and 6.4 in the WCED analysis in Chapter 6. In both cases, the respondents suggest that they have almost unblemished knowledge of the managing of teaching and learning leadership function. The WCED respondents report a slightly lower development need in figure 7.7.2 (10 per cent) difference for development in managing classroom instruction. This may be as a result of their compulsory requirement to teach as part of their roles. This 10 per cent less development need may also be the result of the respondents' progress through the ranks in the school, the organisational experience of working in the role of both HOF (ADEC) and Head of Department (WCED) supports the overall understanding of the management of teaching and learning.

The data from figure 7.7.2 reveal that the WCED respondents report a 20 per cent lower development need in dealing with data in the school. From the data discussions in chapter 6 the respondents at the WCED suggest they are not sure on how to manage data in the school, although they report a lower development need. The result here is the same for areas where the ADEC respondents report that they have a low development need in various areas because it appears that this is as a result of not knowing what that area entails. This is confirmed by one of the respondents during the interviews and quoted in chapter 6, suggest he has never been trained in this area of his role, and therefore as a result of this do not use data to guide his management of teaching in his school. Please review the discussion in section 6.4 of this thesis.

The WCED respondents report significantly lower (20 per cent) need in figure 7.7.2 in developing reliable assessment practices. This may once again be as a result of their more extensive teaching experience, and direct involvement in the classroom.

The data in this section suggest that teaching and learning remains important, with many differences in the level of development need for the senior school leaders in both cases. In the areas where large differences exist between the two groups, it would appear because of the difference in contextualised experience levels of the respondents, and the compulsory teaching requirement from the WCED that supports their level of experience and as a result creates a lower development need in teaching and learning.

7.7.3 Leading the organisation comparative development need

In this section, the eight elements investigated under the component 'leading the organisation' are discussed. The data presented (figure 7.7.3) relates to a combination of the strategic activities as well as the operational activities of the senior school leadership.

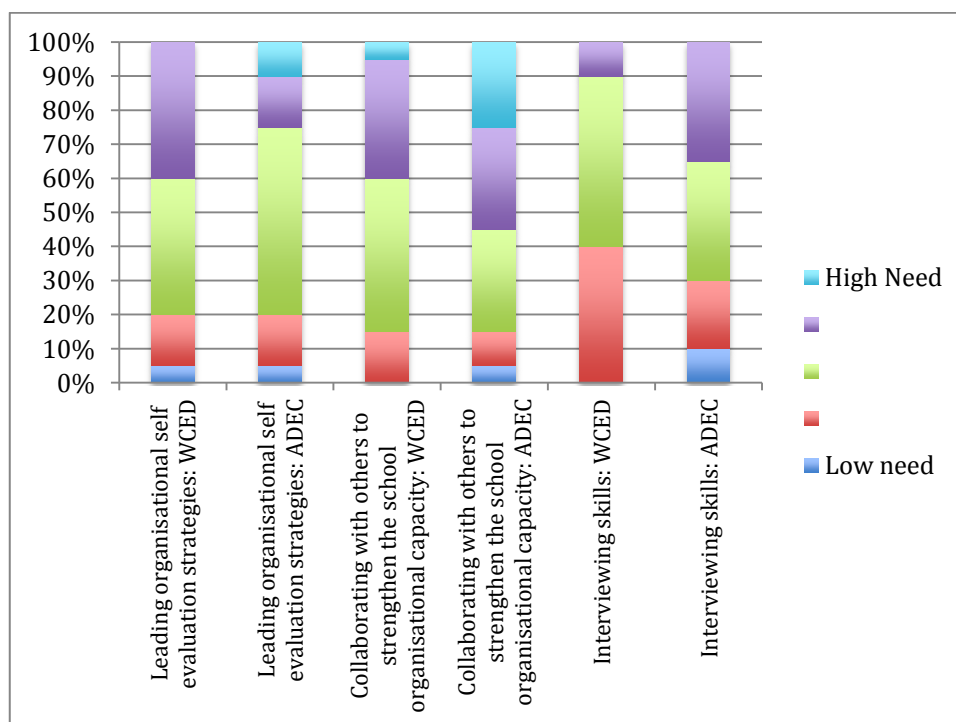


Figure 7.7.3 Comparative leading the organisation development needs

There are three elements in this function where a difference is recorded between the ADEC and WCED respondents (between 15 per cent and 20 per cent difference). These are:

- 'Leading organisational self-evaluation strategies': The ADEC respondents indicate in figure 7.7.3 the area of self-evaluation has never been a requirement in the role. They indicate that this possible function of their roles has always been outsourced to Ofsted inspectors. During the 2015/16 academic school year, there were attempts made by ADEC to involve senior school leadership in self-evaluation in preparation for their inspections. They still perceive this to be an area of great need for their development, recording a 15 per cent higher need than their WCED colleagues. The WCED respondents suggest they are bound by an Umalusi inspection, which requires whole school self-evaluation and therefore feel more confident in their ability to conduct a self-evaluation because they have experience doing so.
- 'Collaborating with others to strengthen the school organisational capacity': The ADEC respondents in figure 7.7.3 report a 15 per cent higher need for development in this aspect of leading the organisation. The ADEC respondents reveal during the interviews that they, for the most part, have never been encouraged to work collaboratively with other schools, communities and organisations that may support the individual schools in their development. A practice that has changed for the 2016/17 school year where extensive strategies have been put in place to change this. ADEC central office has always been instrumental in the decision as to what and who should be developed. The respondents suggest that the centralised decision making system has prevented them from inviting organisations into their schools and that the bureaucratic permission system had rejected their requests in the past. The WCED respondents report that they are allowed to conduct their own professional development, which enables them to engage with the community and business and make their own decisions regarding engagement for professional development. The respondents express concern at the lack of funding they have to support their outreach projects, hence the need to approach private organisations. They suggest that contextualised support is available but difficult to access.
- 'Interviewing skills' (a much higher need was recorded in ADEC): It is understandable that the ADEC respondents indicate in figure 7.7.3 a great development need in this area. School staff recruitment is centrally managed: recruits are appointed and placed in schools. The Principals and their leadership teams are never granted the opportunity to employ or suggest their own staff placements. The data suggests that there is a great need for development here

since the senior school leaders perceive that the current process does not allow them to employ teachers that may fit their local contextualised needs. They suggest a great need for development in this area. The WCED data suggest that the principals have greater direct input in staff recruitment, although there is still a level of involvement from the WCED. The respondents report that they make recommendations, but the final appointment is the prerogative of the WCED. They express some level of frustration with this system. Mr DL explained the process he went through to be appointed as the new principal, suggesting that although he feels confident in the result, the process is too bureaucratic, therefore the correct applicants are not always appointed to right positions.

The data in figure 7.7.3 suggest that 'forming collaborative learning communities to strengthen the organisational capacity' is important, and therefore the high need, to all the respondents. The respondents at both ADEC and the WCED agree that forming support groups or having a coach and mentor increase their ability to manage better and to improve their organisational capacity. The data from this study suggest that although the systems of professional development are fundamentally different as reported on in section 7.8, where the data is drawn from sections 5.6.1 and 6.5.1. The crucial aspect of forming professional learning communities in both systems is still lacking and report low scores when questioned in this section. The newly appointed senior school leaders indicate that they require development with the 'how' of the forming of such learning communities.

The new leadership development framework, figure 3.9, may be used as a developmental scaffold and support for the newly appointed senior school leader to direct activities for leading the organisation. These organisational / managerial functions support the strategic leadership functions described in the frame suggested in Chapter 3. The data suggests that many years of experience in teaching (WCED respondents) do not guarantee competence in the Leading Organisational leadership function. It is for this reason that this study and other similar studies recommend carefully planned induction activities, and coaching and mentoring during the first term in office (Bush & Glover, 2004). The ADEC new leaders face a similar difficult situation. They are young, with very little experience and therefore find it just as difficult to manage the organisation. For these young leaders, the on-site coaching and mentoring suggested by Bush & Glover (2004) would be very helpful.

7.7.4 Leading People Comparative Development Need

Hess et al. (2007) identify leading personnel (people) as a critical function of school leadership. Throughout this study, the respondents report that they perceive leading people as both a critical function and an area of concern for the senior school leadership. The respondents in both cases in this study in the interviews and the quantitative data below, in figures 7.7.4 (a & b) suggest a need for development in the area of leading people as a leadership function. The discussions in this section holds reference to the comparative figure 7.7.4 (a) and 7.7.4 (b) below. Although all the data is presented here to support ease of reading, only the areas where most significant differences are recorded and which holds the most relevance for the conclusions are discussed in this section.

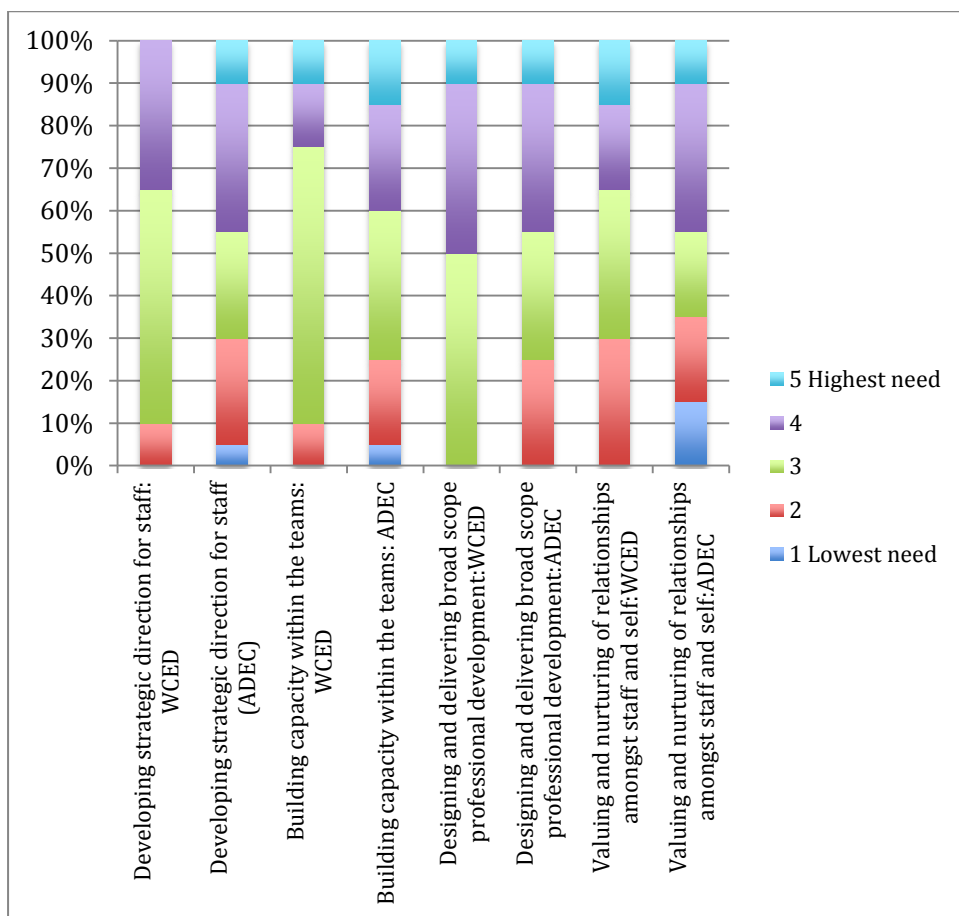


Figure 7.7.4 (a) Leading people comparative development need

The data indicate that there is a higher development need in the ‘leading people’ at ADEC function of leadership than their colleagues at the WCED in both figure 7.7.4 (a and b). The WCED report a lower development in all four the areas reported on in figure 7.7.4(a) and this may be due to the extensive years of experience they have in classroom teaching roles and previous leader roles in the schools. As noted before,

the ADEC respondents were appointed into their roles directly into a senior leadership role, without ever leading a small group of staff in a different role. This data from this study reveals that the greater experience the new leader has in leading the organisation function of the role, the more competent they will perceive themselves to be in the Leading People function of leadership as seen in the results from the WCED where the respondents report many more years of experience in leading the organisational function of the role as reported on in section 7.2.

The data in figure 7.7.4 (a) in building capacity in the teams shows a 15 per cent higher development need from the WCED respondents. The WCED respondents are required to show competency in previous leadership roles before their appointment, and therefore perceive a higher competency level in building teams. They appear to know the requirements and therefore suggest more development, where as the ADEC respondents have no experience in this area and do not really know what they know in this area. Perhaps this is why they perceive a lower development need. In all the other indicators discussed in figure 7.7.4(a) the respondents suggest only a 10 per cent difference in perceived development need.

The data in figure 7.7.4 (b) below reveal that there two areas where the ADEC and WCED show a significant difference; in managing and developing personnel and I need training in building and managing relationships. The data in shows that 10 per cent of ADEC respondents indicate a higher need for development in the 'strategic direction for staff' function in figure 7.7.4 (a). Both these functions may be interpreted on the hand of the conclusion reached before on the previous roles the respondents had before appointment. Building and managing relationships, in figure 7.7.4(b), suggests a 10 per cent higher development need from the WCED respondents. The expatriate-staffing model at ADEC is unique and diverse, and although the best teachers are sourced, the shortness of their stay and difficulties surrounding government processes creates many challenges in building and managing relationships. One of the respondents' comments on how difficult it can be to manage the mix of cultures in the ADEC schools.

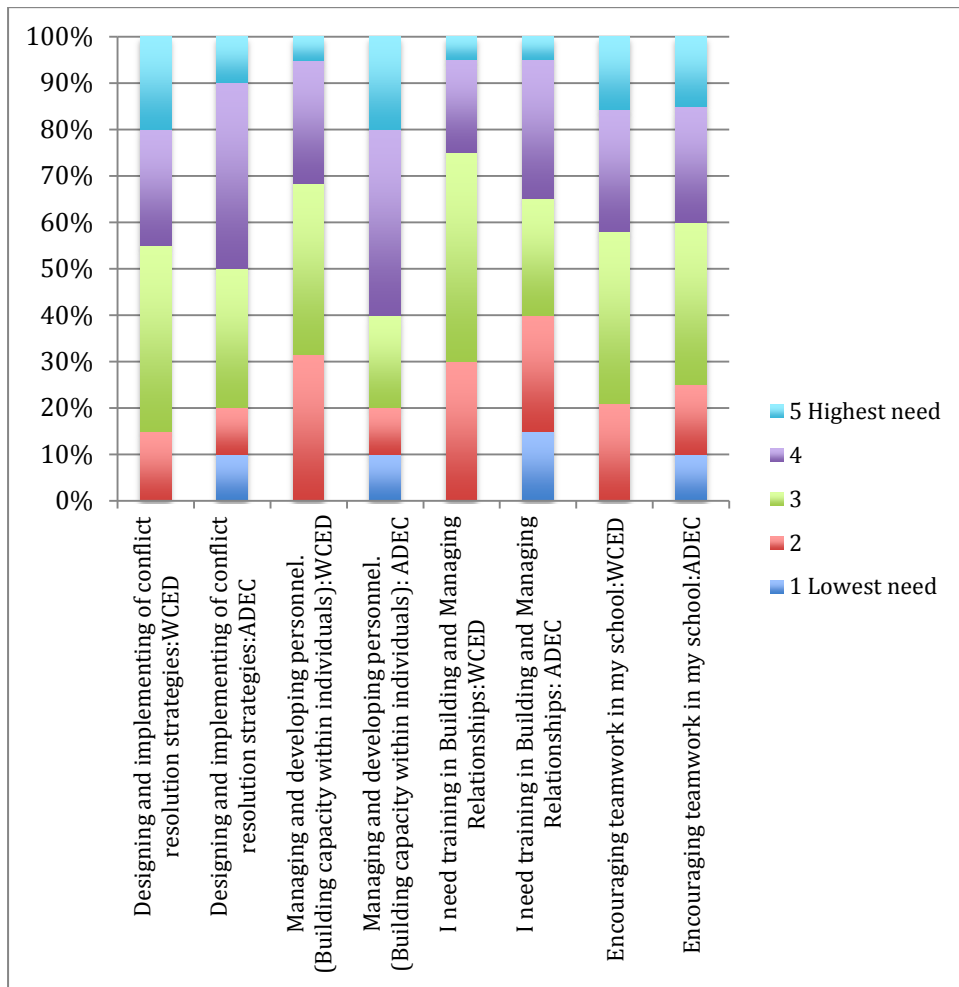


Figure 7.7.4 (b) Leading people comparative development need

The newly appointed senior school leaders express their concerns in leading people in both systems. The ADEC respondents make the following comments:

Mrs Re, a vice principal:

Yes the first one that I faced when I came to the school, it was a big one but this challenge it deals with the expat staff, just how to convince the staff to do things that are new.

Mrs NA, a principal:

The problem is to stand in front and deal with people. How to say things in the right way (referring to the different cultural groups)

The respondents at the WCED make the following comments on leading people:

Miss DL, a vice-principal:

How to handle the staff? How to set the boundaries for the staff? Staff issues i.e. Leading people. I was fine with leading the organisation, but found it a real challenge dealing with the staff.

Mr PL, a principal:

Some people might deal with leading people better. I am not trained do deal with that.

The qualitative data from the interviews in this section suggest that leading people as a leadership function can be a real challenge to most new senior school leaders at ADEC and the WCED. One of the WCED respondents, Mr PL suggests:

No one could ever be trained for this position... and how to deal with the teachers

The data suggest that newly appointed senior school leaders require much training in understanding what is required to lead their personnel. The new senior school leaders suggest in their interviews, and from the data revealed in this section that leading people aspect of the role appears to cause significant stress for the new senior school leaders. The ADEC respondents are young and have very little experience in dealing with both the local and the international teachers as discussed in chapter 5. They suggest that the cultural differences between the staff (seen in the quotes in chapter 5) make it difficult to manage, and that the Local Emirati Islamic rooted society sometimes perceive it to be difficult to share cultures. They reveal that in many instances, the Emirati new senior school leaders find it difficult to communicate effectively with the western staff due to the language barrier, and they sometimes feel that the Western teachers have no understanding of their culture (see chapter 5 for discussion). The respondents at ADEC reveal in chapter 5 that some of the Emirati new senior leaders have experience in dealing with Western staff, due to their overseas studies. They do not express any concern in dealing with the Western staff but reiterate that it is difficult for their colleagues to lead the Western staff.

The WCED respondents suggest in their interviews (chapter 6 qualitative data) that a more hands-on approach from the WCED circuit managers will help them to deal with complicated staff matters and union matters. They express less frustration than their ADEC colleagues in most cases in leading people, however three respondents interviewed suggest that really struggle in their new roles. They are younger than the

rest of the group and seem to have little experience in directly dealing with staff in their previous roles. It is suggested by them that before appointing senior school leaders in the WCED, the authorities should invest in incorporating training in dealing with staff as a priority. Their data suggest that 'years of experience' alone do not necessarily train someone to be successful in leading people. The data suggest that both the ADEC and WCED respondents have a perceived need for development in the leading people leadership function.

It is argued that during the first term after appointment, the newly appointed senior school leaders require a support network and a coach or mentor that can guide them in dealing with staff matters during their induction period. The data suggest that forming collaborative school support networks will assist the new senior school leaders during their settling-in period.

7.7.5 Leading the community comparative development need

Hess et al. (2007) identify school culture as an extension of the community culture. The ADEC reform strongly encourages schools to integrate with the community. The school must be used as a community centre – a place where both young and old can participate in activities relating to the local community (Mugheer, 2010). The data for comparison is drawn from sections 5.5.5 and 6.4.5.

The data from this section figure 7.7.5 reveal very similar developmental needs in 'leading the community' across the two cases under study. The study reports a notable difference in the area of 'establishing effective communication strategies' between the school and the community where a 10 per cent higher need in figure 7.7.5, is reported by the WCED respondents. The areas of 'managing norms and values' to drive best practice, in figure 7.7.5 report a 35 per cent higher need for development by the WCED respondents. The area of 'encouraging strategies to encourage parent involvement', report a significant difference in results with the WCED reporting a 25 per cent greater need for development in this area.

The culture and heritage of the UAE Emirati people mandates the ADEC schools to incorporate local culture and heritage into the school community. This encourage on-going communication between the school and the community, perhaps a reason why ADEC reported a lower need for developing communication between parents and the community. The respondents suggest that the family is an integral part of society and all aspects of life are embedded in these structures in the UAE. The social support

system in the UAE requires fathers and men from the community to play a part in the disciplinary role for boys by supporting schools with behaviour management strategies. The fathers form part of fathers' councils in the boys' schools, contributing to the decision-making regarding school policies eliminating the need for greater communication with the community since the fathers or mothers will take the messages from the school into the community. The mothers, through mothers' councils, at the girls' schools, act as role models and mentors for the young Emirati girls. This practice, assist with the management of norms and values of the youth in the community. It may be because of this practice that ADEC report a lower need for development in managing norms and values.

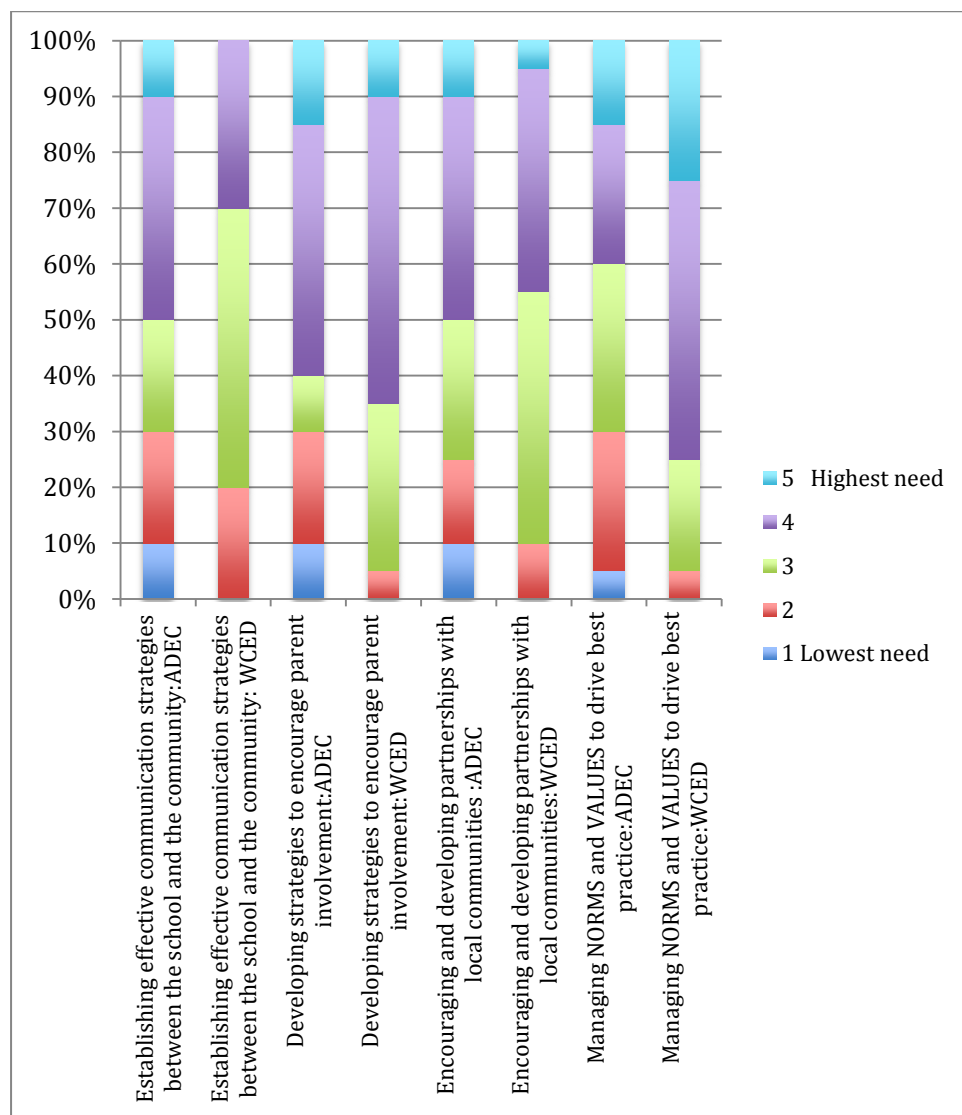


Figure 7.7.5 Leading the community comparative development need

The respondents suggest that incorporating the 'leading community' function is central to the way the ADEC senior school leaders perceive this leadership function. The schools are required to assist with uplifting the level of education for all in the communities, especially to help to increase the literacy rate amongst the older communities surrounding the ADEC schools. The men from the community use the schools as training venues for indoor soccer and various other activities. This assists with efforts from schools to get the fathers involved with the education of their boys. The ADEC senior school leadership is constantly involved in hosting cultural activities where the parents are expected to get involved to support their immediate communities.

During the follow-up interviews, Mrs DL a newly appointed principal at ADEC suggests that her mothers' council makes a big difference in her outreach to the community. She explains how they assist her in making appropriate strategic planning decisions to support her local community. She also reports that the mothers are involved in her school improvement planning and help with culturally appropriate discipline decisions. The outreach into the community is not mandated by the WCED and as seen here is up to the individual senior school leaders to establish best practice in this regard, if any.

In the Western Cape, the data suggest there are less community outreach and involvement in some communities. The schools in the WCED have School Governing Bodies, which in many cases actively supports community involvement in the schools. Two of the WCED principals report that they are directly involved in many community activities by supporting very needy families. Here is a statement from Mr DE on the community in which he serves:

Greatest challenge is the socio-economic circumstances the children are in but we have a feeding scheme for them and we have a swop shop. They bring things and it is supported by other schools the parents bring bread to the school. We hand out bread to 600 children on a Wednesday. They get porridge at the school. We have sponsors that supply children with clothes if it is birthday, the sponsors give them gifts. And they give them vouchers for clothing.

Mr DA, a WCED principal, makes the following comments on his school community and how he establishes a community relationship with parents to improve the teaching and learning of the children:

I started the PTA (parent teacher association) at the school. There was not any parent involvement in the school. It is now moving.

The school is based in a very low economic area; you have a lot of trouble with parents

The data from this section suggest that the role of the school community has a different focus between the two cases, ADEC and the WCED. The school in many areas in the Western Cape is a lifeline to struggling communities, as suggested by Mr DA. There is a high level of dependency on the school in some WCED communities, as these schools are located in very impoverished communities. Many of these schools support their communities by offering feeding schemes to the children – often offering the only meal the children eat all day. The data report a difference in the way in which schools are supported. It may be for these reasons that the WCED respondents suggest far more development in the leading the community function of their roles. The ADEC schools provide cultural support to the community while some WCED schools provide for the primary needs and pastoral support for their communities. One of the respondents at the WCED reported that he finds himself providing counselling to some broken families, even after school hours.

It may be concluded that the importance of school support for communities has for a long time been recognised in some communities and it is suggested that new senior school leaders receive appropriate support and training in all aspect of supporting their various communities especially at the WCED. This support may affect the success of overall teaching and learning outcomes.

7.7.6 Professional Development Activities: ADEC (Tamkeen) and WCED (CTLI) Findings

In this section, the Tamkeen programme offered by ADEC and the CTLI courses offered by the WCED are compared, with respect to the following: 'professional development perceptions', 'mode of delivery', 'content' and 'confidence'.

7.8.1 ADEC and WCED Professional Development Perceptions

In both the ADEC, Tamkeen and WCED, CTLI cases under investigation, the data report remarkable similarities in the areas of professional development perceptions of newly appointed senior school leaders. These similar results in the ADEC and the WCED cases are recorded in the following areas that are investigated:

- 'I have to self learn for my professional development': level of agreement with the statement from ADEC and WCED respondents: 90 per cent figure 5.6.1 (3-5) and 95 per cent figure 6.5.1 (3-5) respectively. See figure 7.8.1 below.
- 'I have received extra professional development because I am new to the role': level of agreement with the statement from ADEC and WCED respondents: 78 per cent (3-5) figure 5.6.1 and 90 per cent (3-5) respectively. See figure 7.8.1 below
- 'I have access to a coach and mentor': level of agreement with the statement from ADEC and WCED respondents: 85 per cent figure 5.6.1 and 80 per cent figure 6.5.1 respectively. See figure 7.8.1 below
- 'I rely on forming networks with other professionals to support my professional development': level of agreement with the statement from ADEC and WCED respondents: 85 per cent (3-5) figure 5.6.1 and 96 per cent (3-5) figure 6.5.1 respectively.
- 'I receive professional development in developing a culture of teaching and learning': level of agreement with the statement from ADEC and WCED respondents: 85 per cent (3-5) figure 5.6.1 and 85 per cent figure 6.5.1 (3-5) respectively. See figure 7.8.1 below

'I have access to a coach and mentor': level of agreement with the statement from ADEC and WCED respondents: they report a significant difference with ADEC indicating a 20 higher professional development perception. See figure 7.8.1 below.

The respondents at ADEC report with confidence that they have access to professional development material. This is not surprising, as the ADEC vice-principals have constant professional development, both in the form of a coach and mentor and in the form of formally organised ADEC professional development. The WCED senior school leaders report that they do not have any coaches and mentors nor do they have any official professional development activities organised by the WCED. During his interview, Mr PL, a newly appointed WCED principal, expresses concern with the lack of support and school-based training provided by the WCED, commenting that:

I don't [know how] anyone can be prepared for such a job. We had a course we attended but I was very confused after the course

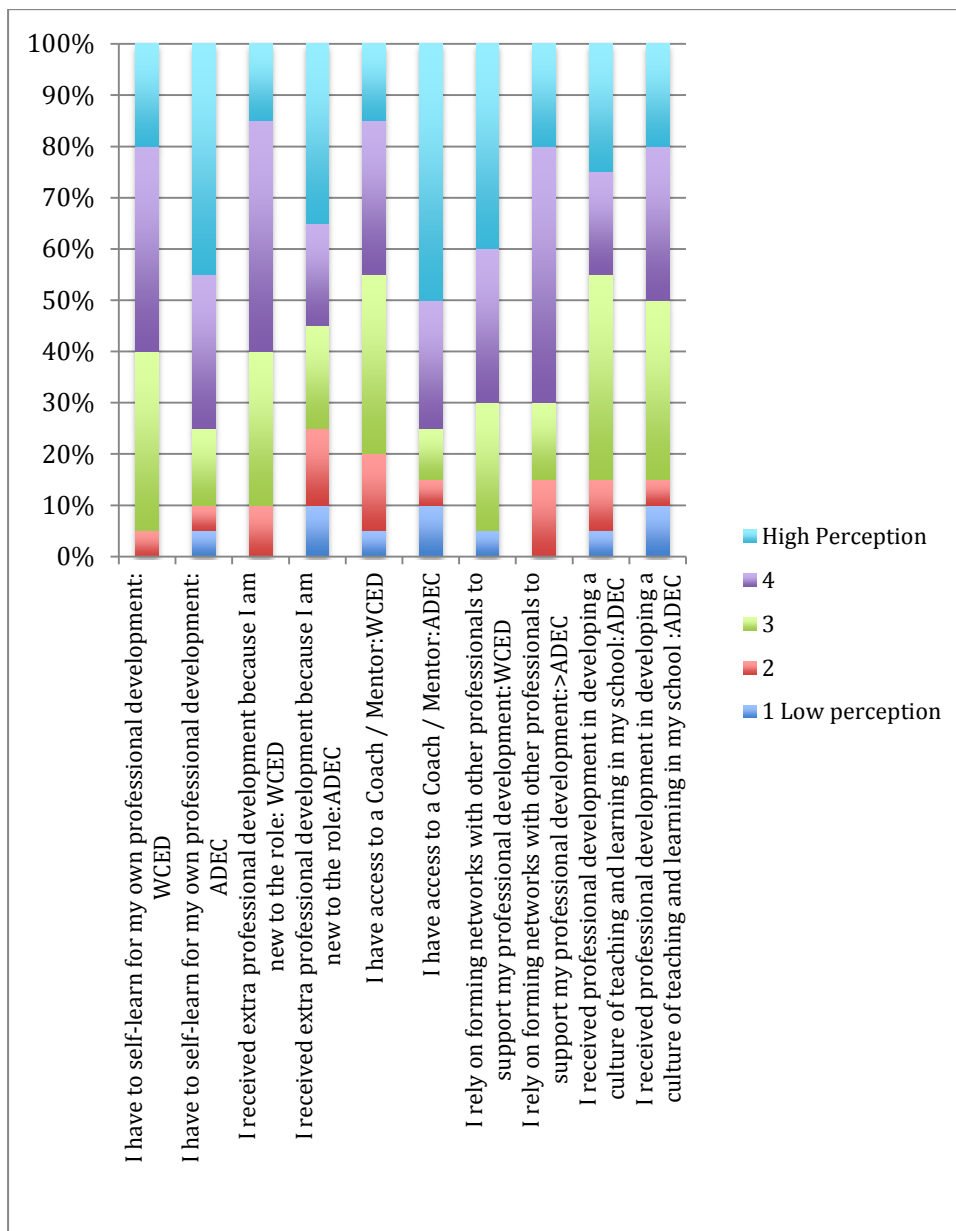


Figure 7.8.1 Comparative professional development perceptions

Miss DL, a newly appointed vice principal, is concerned with the lack of formal training provided to support her new role in the school. Any training she requires has to be facilitated by the CTLI on behalf of the WCED. The difficulty with this is that there are only a limited number of spaces available, which requires the new senior school leaders to book their courses long in advance and they report that for various courses, there may be long waiting periods. This may result in them feeling discouraged. The available course choices are reported to be limited, as discussed in Chapter 6. When the WCED senior school leaders require training that falls outside the scope of the CTLI programmes, such professional development has to be

facilitated internally by the school, by using external training providers. This is confirmed by Mr DA, a newly appointed principal at the WCED, when he comments that the CTLI courses only take place at certain times in the year, limiting senior leadership in receiving appropriate and timeous training. He suggests that:

The courses must be throughout the year, and more relevant then.

Because of the limited access the WCED vice-principals have to professional development materials and formal training, they report a lower perception of their professional development than the ADEC Senior school respondents. The ADEC respondents report higher perception, which may be because of the on-going training and direct help at school level. Although this training is readily available, there is a general consensus that the Tamkeen programme is not very useful. Mrs RE at ADEC comment on her perceptions as to why the Tamkeen Programme is not useful:

Tamkeen I want to tell you something, Tamkeen is not useful, I want to be honest with you, it helped to prepare the teachers and it was not always good for them.

Bush & Glover (2004) argue that many different learning opportunities are valuable in leadership development, suggesting that both the WCED and ADEC re-evaluate the frequency and choice of learning activities they provide for their newly appointed senior school leaders. The low perception of success reported in this study suggests that neither the ADEC nor the WCED's approach to professional development, which is theory laden, are an effective approach to leadership development.

7.8.2 Topic Choices

In this section, the professional development topic choice selections are reported on. A direct comparison is not possible due to the very different nature of the professional development programme content and pedagogy. The information in this section helps to inform the reader and to support the conclusions in chapter 8 when the effect of the courses is discussed and conclusions drawn. Information in this section is drawn from table 6.5.2 and 5.6.1. The ADEC senior school leaders have a choice of twelve topics, while the CTLI choices are limited to seven. The ADEC choices are aimed at both the vice-principals and principals (senior school leaders), a collaborative approach combining both groups into a larger group where the materials are delivered with no differentiation towards the audience. The CTLI course topics are very specific and focus on the established principal or aspiring principal,

with topics differentiating between the vice-principal and principal. Neither of the programmes makes specific provision for the newly appointed senior school leader.

Topic Choice	Selection total	Topic Choice	Selection Total
A. 21st Century Learning for Young Learners (KG Only)	8	B. 21st Century Learning (Cycle 1-3)	7
C. Supporting High Achievement for ALL students	2	D. Making Assessment for Learning Work	3
G. Differentiation	5	H. Strategies for English Language Learners	2
I. Assessment for Learning	5	J. Teacher inquiry	1
K. Professional Learning Communities	3	L. Lesson Study	1

Table 7.8.2 a: Tamkeen Abu Dhabi Topic selection

Topic Choice	Selection total	Topic Choice	Selection Total
A. Roles and responsibilities of Deputy-Principals (levels 1&2)	5	B. Aspiring school Leaders	3
C. Aspiring Principals	9	D. Woman in and Into Management and Leadership Positions	5
E. School Management Team Training	7	F. Induction Programme for new school Principals	13
G. Other	5		

Table 7.8.2 b: CTLI WCED Topic selection

This study reports that all ADEC staffing levels are provided with the same course materials, and training approach with minimal differentiation to support the different levels of leadership and experience levels.

The ADEC topic choices suggest that these programmes are supportive of the integrated leadership function, combining the management and leadership functions. This topic choice from ADEC is supportive of the frame suggested in this study in Chapter 3. It is argued that as a result of this approach to leadership development, the new senior school leaders' roles are perceived as somewhat more integrated at ADEC. In contrast, the CTLI courses are still segregated between the different roles

and responsibilities of the vice-principal and the principal, suggesting that the CTLI perceives no need for role integration content and approach in their programmes.

This study reports that the ADEC Tamkeen programme choices as per table 7.8.2(a) above support mostly the improvement of the teaching and learning leadership function, with a restricted leadership development focus. This may be because of the current curriculum reform, where the directive is to improve pedagogy. This instructional leadership approach from ADEC suggest that by doing this they will improve the education overall education system. In contrast, the CTLI courses are more focused on management operational functions of the senior school leader role with limited elements supporting strategic leadership development. The data from this study suggest that the WCED support strong management role functions to affect change, and the improvement of teaching and learning. This is supportive of the WCED 2030 development plan to sustain the current momentum in achieving good Grade 12 results in the Western Cape and to find ways for further improvement.

Although the CTLI courses are designed to support the senior school leadership, the data suggests that the WCED newly appointed senior school leaders perceive that there is too much focus on operational, management development content in the CTLI courses. Mr DA, a newly appointed principal from the WCED, comments:

No they are providing operational training, not leadership training. I believe they are doing it wrong.

7.8.3 Perceptions of programme delivery methods and quality and appropriateness of programme content

This section will discuss the perceptions of the newly appointed senior school leaders on the delivery methods and how appropriate they perceive the content of the Tamkeen and CTLI programmes to be.

The data in Chapters 5 and 6 suggest a very different approach to the delivery methods of professional development at ADEC and the WCED. The ADEC Tamkeen professional development programme is centred on limited school-based training and out-of-school training sessions. The following bullets highlight the delivery method used at ADEC, as discussed in Chapter 5:

- Out of school Auditorium style training sessions;
- Out of school smaller group sessions;
- In-school group training sessions;
- In-school individual training for leadership and teachers.

The ADEC senior school leaders, vice-principals and principals and even the head of faculties, the curriculum managers, and in some cases the teachers, are subjected to the same level of training within the limited choice in topics. The concern here is that the corresponding content is delivered for both teachers and senior school leaders alike. Mrs H, at ADEC, notes:

Once again, if the content does not respond to the need you are the means the quality is not good. To me... Tamkeen, nothing because the content was not there to help me. How will literacy for learning help me in my role? My role as a leader it did not help at all

The delivery approach at the WCED is predominantly through classroom style arrangement with some differentiation within group sessions. The data discussed in Chapter 6 reveals that there is neither, in-school training, nor personalised, differentiated training for senior school leaders. The senior school leaders have to leave school and attend lectures at chosen venues as part of a larger group. The challenge for the newly appointed senior school leaders lies in the expectation that they have to implement the theoretical knowledge obtained during the lectures in the schools, with limited or no follow-up in most cases. Bush & Glover (2004) suggest that mentoring and coaching, work-based and 'in-house' experiential learning (such as job rotation, shadowing and internship), peer support, networking and formal leadership learning programmes are important for leadership development, arguing that old formal style of classroom training is out-dated.

Mr DA, a principal at the WCED, makes the following statement:

I think the information is too much at once and there was no practical experience it... And more relevant then, there must be follow-up courses to ensure people understood.

Mr PL a new principal at the WCED observes:

The course content was good but it was a lot of paperwork

The data reveal that the respondents perceive that the CTLI courses are well presented and that the course content is relevant and comprehensive. They do

express concern on the practical implementation ability of the course content, as they suggest that every school has unique systems and is supportive of many different cultures, suggesting that the course content does not cover cultural diversity. The relevance of the programmes is questioned due to the inability to support the practical realities in the schools. The framework in this study (discussed in Chapter 3) steers away from the specific, directing the attention to the more general integrated functions, thereby supporting the body of senior school leaders in the school.

The ADEC Tamkeen programme is perceived to be very general in approach, focusing on the broader spectrum of management activities, sometimes neglecting the real leadership functions as described by the framework supporting this study. The real problem with this general approach is that it is unlikely that the professional development is successfully impacting at the higher and lower ends of needs for the audience. The aim should then be to focus on a broad range of activities and leadership functions, while being specific enough to ensure all aspects are relevant and contextualised in the development programme. Reeves (2009:86) concur that the reason why some programmes are successful is not just the programme content, or the way in which it is presented, but the 'implementation' of what was learnt.

The respondents share the reasons why they perceive their programme content not to be relevant, in the following statements.

Mrs RE, a principal at ADEC, comment on the Tamkeen ADEC programme:

Yes it is not relevant to us; it should come from the school's need. It should not be from the outside of the school but must be from inside, from us. In order to make our school improvement exact and to help our school improvement plan. It should come from our needs.

In Chapters 5 and 6, the methods of content delivery are discussed. The study reports that in both the cases, the respondents receive training in formal classroom situations. The respondents perceive the quality of the courses to be good. Some of the ACED and WCED respondents reiterate that they perceive inconsistency in the relevance of the course content and the delivery approaches. The data suggest disagreement between the ADEC respondents as to what they think appropriate delivery methods should be. This is evident in the contradictory statements made by the respondents in both cases, who indicate both 'poor' and 'good' responses

throughout the interviews, to questions regarding the quality of the programmes and programme delivery. Mrs NA, a vice-principal at ADEC, comments:

Ye, it was useful you can find out what they are applying Tamkeen. You can see the teachers are using the strategies that are taught.

This difference in the responses may be due to the outsourcing of different provider companies, resulting in an indifferent approach to the programme delivery. Another possible explanation may be the topic selections by the respondents. The data suggest that some of the courses may be easier to deliver and the content of the material easier to understand and implement when back at their schools.

The WCED respondents echo these concerns. Miss DL, a vice-principal at the WCED, comments on the CTLI programmes:

I find it is really very good; they have experienced people, people that are giving back at what they learnt over the years.

Another WCED respondent, Mrs JO, a newly appointed principal at the WCED, comments:

I think overall it was good, the facilitators were good, well prepared, the content good, but I feel that what we did over four days could have been done over ten days.

The respondents give conflicting statements during the interviews, when asked about the content and mode of delivery in both cases. They suggest that the relevance of the programmes is directly related to the needs of the respondents and what they understand constitute a good programme and good delivery approach. The data also indicate that some of the respondents have very particular needs, and that these needs cannot always be met, due to the general nature of the content of the courses at both ADEC and the WCED. In these situations, the respondents will benefit greatly from in-situ school coaching or mentoring or from a contextualised professional learning community, which would complement the theoretical training.

The WCED courses are directed at a particular audience, as respondents are able to choose their own course topic. The relevance of the courses is, therefore, rated higher than the relevance of courses at ADEC, where the course topics are dictated and more general in nature. The Tamkeen courses make provision for both teaching staff and school leaders, using the same content, while all the respondents agree that there are very limited choices for the in-school courses. The CTLI programme topics are reported to be very useful by 90 per cent of the WCED respondents. The

ADEC respondents perceive their topics in the average range of usefulness with most respondents reporting that they find most of the topics only somewhat useful. These results are echoed by their statements on course content, where the ADEC respondents perceive the content as irrelevant, while the WCED respondents find their courses to be much more relevant. It is suggested that this is because of the more specific relevant contextualised content.

It is interesting to note that in terms of the delivery format, perceptions on the programmes and programme content are reported as very high at ADEC, with 80 per cent of the respondents suggesting they are happy with the delivery format. The data, however, reveals that the respondents question the usefulness and relevance of the programmes at ADEC, and also suggest that they require more school-based programme delivery. These concerns from the respondents are echoed by Patterson & West-Burnham (2005) in an NCSL international study, where they suggest that leadership development programmes are shifting away from prescribed, standardised, theoretical courses to more practical, school-focused programmes. It is suggested that, to accommodate both specific relevance and too much generalisation in course delivery and content, programmes are to be designed and delivered in school-based contexts at both ADEC and the WCED.

7.9 Summary

This section provides a comparative analysis of the perceptions of the respondents on their roles, responsibilities, competencies, and development needs. The discussions reveal the perceptions of the respondents on the usefulness of the professional development programme, and also the structures, and delivery approaches employed in both cases.

7.9.1 Comparative roles and responsibilities perceptions

The comparative findings reveal that there are great similarities between many aspects of the perceived roles and responsibilities, competencies and the professional development needs of the respondents from both countries.

The comparative data indicate that the respondents have a good perceived understanding of their senior school leadership roles and understanding of their different roles within the school. The comparison also exposes some conflict between the perceived understanding of the role and the reality of the role. The respondents report that the conflict is caused by the lack of role definitions, and the

actual requirements of the senior school leader role in both cases. The respondents report that very few of them ever received a job description, leading them to echo the perception that their new roles are not what they thought they would be, which they suggest is a main contributor to their role confusion.

7.9.2 Comparative role competencies perceptions

The respondents from both cases suggest that they perceive themselves to be very competent in their roles, although they imply that they have a professional development need in the same areas where they indicate a perceived competency. The data suggest that this is due to either the theoretical training or the lack of understanding of their functions. Further, this might mean that they are confused as to what their roles and responsibilities are – a notion supported by the data.

7.9.3 Comparative development needs perception

With regards to leadership, the comparative data suggest that the respondents from both cases perceive the need for further development in all the functions of leadership. However, they do suggest a greater need for development in the areas of 'leading people' and 'leading strategically'. The findings reveal that the 'leading people' function of leadership is difficult to manage for the new senior school leaders in both cases. The ADEC senior school leaders suggest that leading across cultures is very difficult and that they require further development in this area. The WCED senior school leaders indicate that staff morale and external influences, such as demanding unions, complicates the management of staff. In both cases, the respondents suggest that the lack of practical experience in leading people makes it more difficult for them in their first term. The respondents with practical operational experience from acting in leadership roles report greater success during their first term in office.

Furthermore, the respondents from ADEC and the WCED indicate a great need for development in the 'leading strategically' function of leadership. Although the data indicate they perceive themselves to be competent in these functions, they do suggest in the needs investigation section that they require help in the same areas. The data reveal that the respondents in both cases are not certain what their strategic contextualised role functions are; these tend to be defined by their local experience. Furthermore, the data indicate that local context and culture are two of the major reasons for the difference in development need, and that this is because

they are not being well prepared for their new roles, or due the lack of induction of new senior school leaders into their new role.

7.9.4 Comparative development programme perception

The ADEC respondents report that they receive a great deal of training, but that they perceive the Tamkeen training not to be very helpful as a result of the delivery format and absence of locally produced, contextualised content and support. The WCED respondents perceive that there is a shortage of choice in the development programmes at the CTLI, and they therefore feel that they do not have access to readily available contextualised development programmes and support. Despite this shortage, the available programmes are well presented and the content well received. They do, however, indicate that the programmes do not provide follow-up support and suggest that the content is theory laden, removed from the reality in their schools.

7.9.5 Programme approach comparison

There is a considerable difference between the professional development programme approaches in both cases. It is compulsory for the ADEC respondents to participate in the various programmes. Some choices within these compulsory programme attendances do exist, but many respondents question the relevance of the content of most programmes. The ADEC respondents have both school-based training and external formal classroom style venue training. The WCED respondents participate in professional development training voluntarily. The senior school leaders at the WCED determine their own needs and act accordingly. The data suggest that despite the very different approaches in the development programmes the results are the same.

The data reveal that there is no support or development programme focusing on the development needs of the newly appointed senior school leaders. The WCED provides irregular support by visiting officials. The findings also indicate that no role induction programmes exist at either ADEC or the WCED. In both cases, the data suggests that the newly appointed senior school leaders require coaches and mentors to help them in the initial stages after taking up their new role.

The respondents at ADEC feel that they obtained very little benefit from their professional development programmes. The WCED respondents acknowledge the

quality of the programmes. The WCED respondents indicate that the theory should be extended into the school in the form of follow-up visits or further hands-on training and support at school. The respondents suggest that the authorities rethink their development approach. An array of scholars support this urgent need for a serious rethink and revision of senior school leader training programmes to provide a better means of preparing participants for the responsibilities, challenges and opportunities they will face at school (Elmore 2000; Hess 2003; Murphy 2001; Tucker 2003).

7.9.6 Comparative development programme usefulness

The data suggest that the development programmes in both cases do little to address the needs that the respondents perceive should be addressed. These findings are similar to that of previous studies by Piggot-Irvine et al. (2013) and Cranston et al. (2010). It is argued that the role of the senior school leader is constantly changing and that the roles and responsibilities between the principal and vice-principal roles are becoming more interrelated. This suggests that functions are shared and schools should consider the abilities of candidates and match these with needs of the school and the position.

7.10 Conclusion

To conclude, the comparative data reveal very similar results from both the cases, suggesting that regardless of the vastly different cultures and socio-economic backgrounds, the respondents perceive to have very similar perceived competencies, role perceptions and development needs. The comparative data suggest that the Tamkeen, ADEC and the CTLI, WCED development programmes do not support the needs of the new senior school leaders in both these systems.

The next chapter discusses the conclusions and recommendations based on the main findings from the comparative study results presented in this chapter.

Chapter 8 Conclusions and Recommendations

8.1 Introduction

This chapter concludes this study with a review of the research questions and the main findings of each question in section 8.2. This is followed by a review of the theoretical frame in section 8.3. The implications for education authorities and senior school leaders of this study are discussed in section 8.4. Recommendations for Senior School Authorities in supporting new senior school leaders is presented in section 8.5, followed by a discussion on recommendations for further research in section 8.6, and a discussion of the contribution to knowledge 8.7. The chapter concludes with the researcher's reflection of his research journey.

8.2 Revisiting the Questions and Summary of Findings

The study's main question is:

Are newly appointed senior school leaders adequately prepared to take up their key roles and responsibilities within schools in South Africa and the UAE, and do they have the competencies necessary for such positions?

In engaging with this, the study asks the following sub-questions:

1. How do newly appointed senior school leaders perceive their roles and responsibilities?
2. What do the newly appointed senior school leaders perceive as their main development needs?
3. What do newly appointed senior school leaders say about the leadership development programmes offered in the UAE through the ADEC's Tamkeen programme, and by the WCED's CTLI?

The aim of the research project is to gain insight into the perceptions of the leadership at ADEC and the WCED about the two leadership development programmes, Tamkeen and CTLI. Both programmes are familiar to the researcher. It is important that this study is congruent with previous research by scholars in the field of educational leadership. This comparison led the researcher to believe that there are many aspects of education around the world that show similarities,

especially when it comes to the challenges experienced by education departments and school leadership teams.

According to the literature, newly appointed senior school leaders around the world experience similar frustrations and development needs. As a result of the leadership development work and the involvement in developing training materials for aspiring senior school leaders, the researcher realised that there is a need for intensive support after the aspiring leaders complete their professional development courses.

With regard to ADEC and the WCED, the similarities in change processes adopted draw these two education systems very favourably towards a comparative study. It is also important to establish common ground for these difficulties, which is why the comparative study is important to support the growing need for comparative research in the field of new senior school leader roles responsibilities, competencies and development needs.

The methodology adopted is a comparative case study approach on leadership development built around the two cases, ADEC's Tamkeen and the WCED's CTLI programmes. Each case includes 20 respondents for survey data collection, complemented by interview. Descriptive statistical analysis techniques are used to analyse the quantitative data, while the qualitative data is analysed thematically. The data collected in both cases are coded while the themes that emerge help to inform the quantitative and qualitative analysis, and support the discussions and conclusions in Chapters 5, 6 and 7.

8.2.1 How do newly appointed senior school leaders perceive their roles, responsibilities and competencies?

This section reviews the perceived roles, responsibilities and competencies of the new senior school leaders. It commences with the analysis of the ADEC perceptions (Chapter 5) and then continues with a discussion of the WCED findings (Chapter 6). This is followed by a discussion on the comparative data in Chapter 7, which concludes with some of the main points of the discussion.

8.2.1.1 The ADEC and WCED newly appointed senior school leaders' perceptions of their roles, responsibilities and competencies

The research question investigates the perceptions of their roles, responsibilities and competencies, is answered in Chapter 5 for the case of ADEC and Chapter 6 for the case of the WCED by reporting on how the newly appointed senior school leaders articulate the perception of their roles and responsibilities post-appointment.

In both cases in this study, the newly appointed senior school leaders indicate that they perceive their knowledge of the roles, responsibilities and competencies of the new position to be good, although various authors suggest that the role is demanding, diversified and complex, and holds a great level of responsibility and life-changing power (Clifford, 2010; Leithwood & Riehl, 2003, Otanga et al. 2008). Internationally, the role of a successful school leader involves balancing managerial and leadership responsibilities in the school and community (Bennis & Nanus, 1985; Drucker, 2007; Yukl, 2010). This is echoed in both cases under study. The respondents report that their new role requires a strong leadership competency, characterised by highly developed personal and planning skills, in addition to political dexterity, as attested to by various previous authors (e.g. Brooks, 2006; PriceWaterhouseCoopers, 2007; Yukl, 2010).

The data suggest that the respondents perceive a great need for further development in all the functions of leadership. This is consistent with the Cranston (2003) study and later the Piggot-Irvine studies (2010, 2013), which report a similar need for leadership development. They agree that the key to successful teaching and learning starts with a balance in their management and leadership responsibilities, their motivation levels, the contextualised support they receive from the two systems and the way in which they perform in their new roles. Heystek (2014:900) suggests:

Each individual, as a cognitive, emotional and religious (values)-driven entity will influence the kind of motivation needed to make the person achieve or do what is expected. The circumstantial effects, external to the individual, are also determined in the type and level of motivation.

The data indicate that the respondents in both cases want to make a difference in their workplace by affecting transformation in society, as discussed in Chapters 5 and 6. In some of the seminal theories on Transformational Leadership, Burns (1956) suggests that the transformational leader relies on values such as honesty, fairness,

responsibility, and reciprocity and implies a transformation in followers from one state to another (Burns, 1978). Yukl (2010) confirms this view 30 years later when he states:

Transformational Leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues and to mobilize their energy and resources to reform institutions (Yukl, 2010:23).

The respondents suggest that they are keen to make a difference in their schools and to the subordinates they transform, however, they do not always have the 'tools' to be able to perform this valuable role due to a combination of the managerial demands of the role and as a result of the training practices employed at ADEC and the WCED.

8.2.1.2 The comparative findings of the ADEC and WCED newly appointed senior school leaders perceptions of their roles responsibilities and competencies

The comparative analysis in Chapter 7 reveals that the leadership functions investigated are perceived to be understood by the respondents. In a number of these areas, the ADEC newly appointed senior school leaders rate themselves as more knowledgeable than do their WCED colleagues. The reasons for this appear to be rooted in the large-scale managerial, operational content focus of the Tamkeen professional development programme that targets school operation activities, and which all staff senior school leaders are mandated to attend at ADEC. The mainly theoretical knowledge that is acquired during the training creates an unrealistic sense of security, which is later contradicted when the questions on their development needs are examined and discussed in Chapter 7.

It should be noted that, based on the question that examines the strategic function of the senior school leaders role, the WCED respondents' understanding of the role seems much closer to the reality of the role. This can be attributed to the fact that they had more years of experience in previous leadership roles in their schools.

The data in this study reveal that the respondents in both cases perceive the leadership and managerial functions of the role as important, directing the attention to the opinion of the researcher that the roles and responsibilities of senior school leaders continue to evolve in complexity and become more integrated and diverse than before.

The data also suggest that the newly appointed leaders perceive their role to be one of an instructional leader in both the ADEC and WCED cases. According to Kruger (2003:206), the role of the instructional leader is not widely understood, and suggests that many school Principals lack the time to adequately perform this function.

The suggestion of a lack of time for instructional leadership is supported by authors including Bush et al. (2005) and later Hoadley (2007), who conclude that the role of principals is more administrative, financial and human resources focused, both internationally and in South Africa. Mestry (1999:4) suggests “that the expectations of principals have moved from demands of management and control to the demands of an educational leader who can foster staff development, parental involvement, community support and student growth”.

The respondents in this study report a lack of clarity in their new roles and further suggest that they have little understanding of the role of the instructional leader in the school. Rigby (2014) argues that although instructional leadership is primarily about increasing student achievement, it lacks clarity about the key terms associated with the concept. The respondents, especially those at ADEC, suggest that they find it difficult to be an instructional leader because the centralised system removes them from making many leadership decisions that influence teaching and learning. Lack of instructional leadership is echoed in the literature when authors Bush et al. (2005) and Hoadley (2007, 2009) suggest that there are limited studies on managing teaching and learning in South Africa. This suggestion is supported by Bond (2013) in her ADEC, UAE study, where she agrees that instructional leadership is not understood and the practice is not widely implemented.

The ADEC and WCED respondents suggest that in light of this diverse role responsibility, much better directed and planned professional development programmes are required at ADEC and the WCED, supplemented with well-guided and relevant school-based support from authorities in both cases.

The respondents in both cases provide similar responses to their perception of competency in their new roles. The data suggest that the newly appointed senior school leaders at ADEC perceive themselves as more competent than their WCED colleagues; in reality, however, they have very little experience and in some instances some of the new senior school leaders at ADEC only have a couple of years' teaching experience. They are appointed because they show an interest in

school leadership, and because of the 2030 vision at ADEC in which young Emiratis must be developed to take over the school management from the older generations. This is a new challenge, as the present staff compositions in Abu Dhabi consists of many Western expat teachers. The UAE, ADEC senior school leaders suggest that they are uneasy when managing the western staff as a result of the different cultures. They indicate that they rather socialise with the local staff and not the Western staff. This concurs with Heystek et al. (2011: 334) who suggests that “the educator-leader has a personal identity; they find their identity in the context of the school predominantly by association with the group to which they belong”.

The WCED data suggest that the greater role experience from the WCED respondents may have developed their personality traits. They express a concern with managing teacher union issues because this requires them to have a reasonable understanding of the labour law, which they are not experienced in. Mr DA, one of the WCED respondents, suggests that this makes him feel vulnerable.

The complexity of the role of the Senior School Leader is highlighted in this study. The data suggest that the roles and responsibilities of the senior school leaders needs to be clearly defined to ensure role success. Previous studies report that despite the social, economic and historical constraints on principalship and the complexity of the role, the senior school leaders in South Africa are striving to catch up with their colleagues from developed systems (Mentz et al. 2011). This will ensure future competency of the new senior school leaders because it will result in a more focused and directed group of new senior school leaders.

8.2.1.2.1 Summary of the Comparison

To conclude this section, the three main perceived roles, responsibilities and competencies of the new senior school leaders in both cases are summarised:

1. The extensive theoretical training practices employed in both systems leave the respondents from both cases with the perception that they have great clarity in their roles. The data suggest that, in reality, the respondents have very little role clarity and role definition post-appointment. They agree that they need support in their new roles and are frustrated with the inability to function effectively in their roles after appointment. They suggest appropriate training in all aspects of their new roles. Appropriate leadership learning approaches are discussed in the review of the literature in Chapter 3. Authors such as Bush & Glover (2004),

Chikoko (2011), Goldring et al. (2012), and Yendol-Hoppey & Dana (2010) agree that contextualised school-based learning and appropriate induction before appointment supports the development and role clarity of new senior school leaders.

2. The respondents perceive their role of senior school leader to be more integrated, suggesting that a combination of both leadership and managerial organisational functions form part of their duties. The data suggest they perform duties from both the leadership and managerial functions. The data is supported by authors Leithwood et al. (2003), Roza (2003), Drucker (2007), Yukl (2010), and Hallinger & Bryant (2013a; 2013b), who concur that some form of role integration is needed to ensure the success of new senior school leader.
3. The newly appointed senior school leaders in the UAE suggest that the centralised system at ADEC inhibits their ability to be real leaders in their roles. The ADEC system relies on a centralised decision making system, creating the perception that they are merely managers with little strategic decision making opportunities in their new roles. The new senior school leaders suggest that the centralised system prevents them from being transformational and instructional leaders. Studies by Hallinger & Lee (2014) and Wanzare (2011) support the findings in this study: they find that it is difficult to work successfully within a centralised system that confines the leaders' ability to progress. The WCED respondents suggest their system is not perceived as centralised, however many decisions at central office are merely passed on to schools for implementation.

8.2.2 What do the newly appointed school senior school leaders perceive as their development needs?

This question is answered in Chapter 5 and Chapter 6 for each case, drawing on data from interviews and survey reviews. In addition, Chapter 7 presents a comparative analysis of Principals' perceived development needs.

8.2.2.1 The findings of the ADEC and WCED new senior school leader development needs

In Chapter 5, perceptions of ADEC respondents' development needs are discussed and conclusions drawn. It is recognised in the data that although the professional development Tamkeen project draws all seniors school leaders into the professional development, there are shortfalls of the programme, highlighted by the high percentage need indicated by the respondents across most of the leadership

functions investigated in this study. The data suggest that the Tamkeen development programme does not meet the development needs of the newly appointed senior school leaders. The Tamkeen professional development programme is perceived to be inappropriately designed to adequately develop the newly appointed senior school leaders. It is recognised throughout this study that the newly appointed seniors school leaders have a more specific and contextualised supportive need from the authorities' approach to their professional development.

In Chapter 6, the development needs of the WCED newly appointed senior school leaders highlight very similar needs to that of their ADEC colleagues. Although the WCED respondents have more years of experience in education, there appears to be a discord in their operational experience in schools and the experience of senior school leader. This points to a lack of in-house experience that senior school leaders acquire while participating in leadership development activities in school. The data reveals that an in-school capacity building model, combined with the operational training received from the CTLI programmes, may provide a more comprehensive development approach for newly appointed senior school leaders. This shortfall in perceived programme effectiveness at ADEC and the WCED is supported in the literature by an array of scholars suggesting the urgent need for a serious rethink and revision of school leader training programmes to provide a better means of preparing new senior school leaders (Elmore 2000; Hess 2003; Murphy 2001; Mestry 2013; Tucker 2003; Piggot-Irvine 2013).

8.2.2.2 The Comparative Findings of the ADEC and WCED New Senior School Leader Development Needs

The comparative data in Chapter 7 reveal that the respondents at ADEC and the WCED require school-based development in all the areas investigated in this study. This concurs with the suggestion from Goldring et al. (2012), who indicate that development experiences for new senior school leaders can range from carefully planned training and induction programmes to unplanned, on the job experiences. Patterson & West Burnham (2005), and later Hess & Kelly (2007), also recommends that classroom-style development must be replaced with more school-based programmes, and appropriate development needs tools must accompany this.

The results from this study are supported with evidence from previous international research in developing Pacific Island countries and in South Africa, which reveal that there is a great development need for development in people management skills,

problem solving, personnel management and teamwork (Cranston, 2003; Piggot-Irvine, 2010,2013).

8.2.2.3 Summary of the comparison

To conclude, the development needs of the respondents from both cases are summarised as follows:

1. The respondents agree that they need development in most of the leadership functions, and they indicate that they require programmes that will address their specific needs. They do suggest in both cases that the 'leading strategically' function is important to them and that this area has the greatest development need.
2. The 'leading people' development need is also suggested to be an area with a high development need. The respondents suggest in both cases that they are not equipped to deal with the leading people function of the leadership role. The ADEC respondents suggest that the expat staff composition, which results in a great cultural mix of staff, complicates their ability to lead people successfully. The data suggest that because of their lack of experience and generally young age, they find it difficult to manage and lead people. The WCED respondents suggest that the additional element of dealing with unions creates a stressful situation. The data suggest that the older, more experienced WCED respondents find their extensive teaching experience helpful when dealing with the staff and the community.
3. The respondents suggest that occupying roles such as Head of Department or Subject Head, prepares them to deal with teachers, but argue that dealing with teachers in a more strategic role of senior school leader is difficult during the first term after appointment. This argument from the WCED respondents is echoed by Hart (1993), Leithwood (1992), Normore (2004) when they suggest that 'Organisational Socialisation' denotes the learning of the skills, knowledge, policies, processes and priorities required to perform efficiently while in the role. The WCED respondents suggest that their in-role experience is perceived as an important development tool, and they find it easier to settle in their roles as a result of their school-based experience.
4. They suggest that leading staff requires a different level of management that they are not prepared for, having received no assistance from the WCED.

8.2.3 How newly appointed senior school leaders perceive the leadership development programmes at ADEC, the Tamkeen programme and the WCED, CTLI programmes

This research question is answered in Chapter 5 for ADEC and in Chapter 6 for the WCED. Chapter 7 reveals the comparative analysis of Principals' perceptions of their training programmes.

8.2.3.1 The ADEC and WCED newly appointed senior school leader perceptions of their professional development programmes

In Chapter 5, the ADEC newly appointed senior school leaders recognise the attempts by ADEC to provide professional development to all school staff. The respondents recognise that the approach taken by ADEC to provide a 'one size fits all' in terms of the format of delivery, pedagogy, content and general approach does not benefit most newly appointed senior school leaders. This argument is supported in the literature: Patterson & West-Burnham (2005) and Hess & Kelly (2007) suggest that programmes should contain both managerial and leadership content and must not be of a general nature. The relevance of the programme content is questioned, although most respondents agree that the content is well prepared and presented. The respondents question the effectiveness of the delivery methods and indicate that individualised school-based programmes are more beneficial.

In Chapter 6, the WCED newly appointed senior school leaders recognise the quality of the CTLI programmes. The respondents suggest that the presenters are appropriately qualified and experienced. The data reveal that the content is well received and welcomed, while the pedagogy is reported to be good. The majority of the respondents question the topic choice relevancy at the WCED. The new senior school leaders perceive the choices of programmes to be limited, suggesting the need for more appropriate leadership development focused courses at the CTLI. Furthermore, they express a need to have follow-up support in the schools to link the classroom content with the issues at hand at school.

8.2.3.2 The comparative findings of the ADEC and WCED newly appointed senior school leader development programme perceptions

The comparative analysis of the newly appointed senior school leaders' perspectives reveals that in both cases, respondents desire school-based coaching and mentoring. The data also reveal that induction programmes across the two cases assist the respondents to settle into their new roles more easily. Where respondents

have the opportunity to be in an acting role before their appointment to the new role, this leadership experience help them overcome the 'culture shock' after appointment into the new role.

The respondents at ADEC and the WCED suggest that the programme delivery approach does not support their development needs. In the literature, Huber (2008:164) and Hargreaves (2006) recommend experiential learning as an approach to leadership learning. This may be derived from work experiences or career paths and modes of progression. Huber (2008) suggests that this type of learning is centred around "experience-orientated and application-orientated learning instead of mainly relying on course-based training". The result from this study concurs with the study reported by Hoadley et al. (2009), in which they conclude that South African principals do not receive specialist development before their appointment in their new role. This echoes results from a study by Piggot Irvine et al. (2005) with international principals from Pacific countries where they conclude that these principals receive very limited specialist training.

8.2.3.3 Summary of the comparison

The comparative data from this study support the literature and suggest that school-based training and experience-orientated training are perceived as more useful than the current classroom based training. Gray & Bishop (2009) support the findings of previous authors, also recommending focused learning experiences as an approach to leadership development. They suggest that this is more beneficial in the operational school environment and that these learning activities may be especially helpful for new senior school leaders. This should help leaders to solve a range of hands-on school problems, first through observing and participating and then by actually leading senior school leader teams. The data from the present study confirm this, and suggest that the functionality of course content and pedagogy conflicts with the usefulness of content in the local school context. This challenges the course contributions and undermines the newly appointed vice-principals and principals' leadership development and practice.

8.3 Reflection on Professional Leadership Development Framework Developed in Chapter 3

The professional development framework developed in Chapter 3 was tested against the results of this study. The development needs suggested by the respondents were checked to ensure they are included in the new framework, which seems to be both supportive of previous research results and echoes the need expressed by Normore (2013), Cranston (2003), and Piggot-Irvine et al. (2013) for contextualised appropriate development programme content and approaches. This section highlights how the framework was developed during the collection of the data and further reflects on the areas for development that became evident during this study.

Firstly, the framework guided the collection and analysis of the data by ensuring that the research questions were answered in both cases, and appropriate conclusions drawn based on the developmental areas suggested in the frame. Both the 'leading strategically' and 'leading the organisation' development areas are mapped thematically to ensure they match the same theme as in the frame. It is supportive of the discussions and the recommendations based on the three sections that make up the frame, as it constantly uses these as a reference during the conceptualisation of arguments and recommendations during the data analysis. These recommendations, such as contextualised school-based programmes, and approaches to leadership development, are further linked to the literature reviewed and conclusions are drawn between the reviewed literature and the analysis of the data.

Secondly, it is argued that the framework could be revised in light of this study by incorporating more contextualised areas for leadership development to support the development needs identified in the different systems. Supportive course content may be developed to ensure standardisation and understanding of the suggested development area. The frame may also be expanded to support leadership development programme curricula for newly appointed senior school leaders, by acting as a guide for programme content development.

Thirdly, including examples and suggestions of differentiated approaches to leadership learning for the three leadership levels may develop the frame and assist with personal development suggested in the frame. There may be different levels of support suggested at each phase, which will allow the programme developer to choose the appropriate standard, based on the experience level of the new senior

school leaders. These may be supportive of programme delivery, while acting as a guide for programme tutors. It may be developed to become an evaluation or reflection tool to monitor development programme implementation success.

In conclusion, it is suggested that the framework developed in this study can become a complete practitioner guide to inform future development of new senior school leaders.

8.4 Cross case comparative research

This comparative study was conducted due to the comparable nature of both systems. The two systems are based in vastly different cultural contexts. While the Abu Dhabi system is deeply rooted in Islamic values, the WCED system is secular. Both systems have a 2030 development vision in which they are striving for betterment of the systems. The pedagogy, curricula and general education reform strategies show many similarities. The result of the investigation also shows similar results in terms of the development needs of the respondents from both systems. This suggests that although the context is vastly different, the new senior school leaders have very similar challenges in their newly appointed roles across the cases.

The data from this comparative study suggests that there is still much development to be done in the approaches to and development of professional development programmes of new appointed senior school leaders in both the systems. It is crucial, now more than ever, that senior school leaders are well prepared for their new roles. A study by Mestry et al. (2007: 487) concludes “the appointment of principals with poor leadership and management skills has created an array of problem issues, criticisms, and expectations, thus making schools more difficult to lead”. This is supportive of the present study’s argument that preparation programmes for new senior school leaders must be prioritised in developing education systems, thereby creating competent senior school leadership teams.

The comparative findings suggest that both professional development approaches, Tamkeen, UAE and CTLI, WCED, do not support the perceived development needs of new senior school leaders because the programmes do not adequately cater for their development.

The two systems conform to the requirements of comparative studies from Bray et al. (2007). The following comparisons are in this study:

1. The similarities and differences in the perceptions of new senior school leaders across the roles, competencies and development needs have been compared. These similarities and differences include the strengths and weaknesses of both systems.
2. The very different contexts highlight how the development programmes are presented across the two cases. The contextualised programme appropriateness and effectiveness are highlighted across the cases.
3. It makes for a good comparative study because it exposes the differences within the two systems. The centralised versus decentralised system, and strengths and weaknesses are exposed in the comparison of the two cases.
4. It highlights the differences in impact of the development programmes in the two cases. The main shortcomings in the two cases are identified and discussed.
5. It highlights the differences in the development needs of the role players in the very different contexts of this study, and how the two systems address the development needs.

The next section discusses the implications of the findings.

8.5 Implications of the Findings

In this section, the implications of the findings of this study are discussed. The implications are grouped into two main areas: first, in terms of the WCED and ADEC central office level, which includes the Senior Management, WCED and ADEC officials and policy makers; and secondly, at the school level, which includes the senior school leaders.

8.5.1 Senior management

Senior Management and the professional development departments in ADEC central office in the UAE and the CTLI at the WCED, have a critical bearing on the interests and recommendations of those at the top of the hierarchy. The findings in this research reveal that in order to promote healthy professional development practices at both systems, the senior management should: i) determine clear expectations within professional development programmes; ii) assess school needs individually in context; iii) provide appropriate training resources; and iv) provide appropriate support structures. Each of these elements is discussed briefly below.

8.5.1.1 Determine clear expectations within professional development programmes

It is essential to have clear expectations of the development programmes and how these programmes benefit the education systems at ADEC and the WCED. By implication, they should have a shared vision of the benefits of appropriate and contextualised development programmes. The successful implementation of the professional development programmes will be hindered if common understandings do not exist between senior school leadership and senior management at ADEC and the WCED central offices.

8.5.1.2 Assess school needs individually in context

The decision makers at the central office should thoroughly assess the needs of each school and determine the development needs of the newly appointed senior school leadership within the local school context. This needs analysis must go further than merely determining needs across the emirate (ADEC) or province (WCED), it should also consider the way in which the professional development programmes influences staff retention. For Senior Leaders, they must recognise and understand the professional development needs of new senior school leaders. Schools should have more autonomy to determine their own locally contextualised professional development programmes where necessary, and provide a database of support experts in various fields that can support the schools.

Caution should be taken with the introduction of new leadership development programmes for the newly appointed senior school leaders at ADEC and the WCED. The content and pedagogy must be appropriate for the local contexts. The trend of duplicating models from other established systems at ADEC must be avoided; it is preferable to source local talent to design local context appropriate content and programme delivery methods. The WCED must broaden the scope of their current programmes, while considering the needs of local newly appointed senior school leaders, through locally designed programme content.

8.5.1.3 Provide appropriate training resources

A database of training providers, which are accredited by the various education departments, may help schools in providing appropriate and relevant school-based training. ADEC should allow schools to consider their own development providers.

This will ensure more contextualised and relevant programme content and delivery. The WCED should provide schools with designated funding to access the providers that are available.

Schools in both systems should harvest the knowledge base of their current school staff to assist with development programme delivery and compilation. Every school may have suitably qualified staff that can assist in the development of contextualised programmes.

8.5.1.4 Provide appropriate support structures

Although there is an indication in the data that the schools are supported by professional development activities at ADEC, the data suggest that there is very little or no in-school professional development in the WCED schools that is provided by the WCED. The needs for resources required by senior school leaders at both ADEC and the WCED must be established. A professional leadership development centre for ADEC, where regular leadership development activities and structured programmes are offered, can help to establish a culture of professional learning communities where current and future school leaders can be developed and recognised. The WCED should continue their current provision through the CTLI, but use the opportunity to broaden the scope of the programmes available to cater for the needs of newly appointed senior school leaders. The WCED should also consider support structures for the new senior school leaders to support them in the successful implementation of the various leadership functions as described in this study.

8.6 Senior School Leadership Teams

This research reveals that the implementation of professional development programmes for senior school leaders cannot be divorced from the realities of the school contexts. The following areas are identified to be of particular importance in addressing the development of senior school leaders.

8.6.1 Appropriate role distribution

The senior school leadership teams must make all efforts to establish the strengths and weaknesses of all their members. This will assist with the appropriate task distribution across the senior school leadership. The success of professional

development programmes relies on the ability to develop both leadership and managerial functions.

8.6.2 Recognise personal perceptions of the role

To effectively engage in the leadership development activities, newly appointed senior school leadership must understand and appreciate how their personal perspectives affect their process of self-development. Senior school leadership should recognise their own understanding of leadership development and the implementation of personal strategies to effect their own leadership development.

The senior school leadership must be prepared to reflect on their attitudes towards the change process, ensuring cohesion amongst the team. They should ensure their development in all leadership functions, integrating both managerial and leadership functions.

8.6.3 Share leadership role responsibilities

Implementing leadership change is a collaborative process, requiring participation from the team and their learning communities. Senior school leadership teams must show a committed effort to delegate role responsibilities to encourage a collaborative approach to forming effective senior leadership teams, both within the school and in supporting the wider communities in which they operate.

8.6.4 Greater community collaboration

The WCED and ADEC education departments must recognise the importance of the school community in the education of their children. In light of this, suggestions for senior school leaders concerning the integration of schools into the local community are presented below.

Community participation in the school planning and decision-making should be encouraged. The school must be more integrated in the community. Community support structures for community-related issues should be developed and implemented. The school should reach out to community leaders to gather support for their student welfare programmes. Schools should reach out in the ADEC community, which has an understanding of the curriculum while providing opportunities to educate communities where the understanding is lacking. The

WCED should encourage programmes to educate the community in the newly implemented CAPS programme. Schools are encouraged to extend their curriculum to outside the school and incorporate local community participation through the world of work activities, where parents are encouraged to share successes with the children. Older children should be encouraged to participate in job shadowing initiatives in their local communities to help prepare them for leaving school.

8.7 Further research

The constant increase in demand on the role of senior school leaders around the world, and the search for appropriate development tools to support new leaders highlights the need for more empirical research in the field of leadership development in diverse contexts. This thesis investigated the perceptions of roles, responsibilities, competencies and development needs of newly appointed senior school leaders. The investigation of professional development programmes to support the needs of senior school leaders reveals areas where valuable research is required.

1. This study relies on the perspectives of vice-principals and principals as senior school leaders and does not take into consideration the perspectives of other middle level leaders and the other stakeholders in the schools. The Senior Management at the two education departments have not been consulted for their perceptions of the professional development practices. Their perspectives should be viewed as key to any further research on leadership perspectives and their development needs. So it is necessary to do research to establish the development needs of the other management positions in the school and possibly the education policy makers.
2. This study suggests a more integrated role definition for senior school leaders and how these are interrelated in the school. It is also suggested that the roles should be allocated according to the strengths of the incumbents. Research into the different possible methods that may be used to determine the strengths and weaknesses of newly appointed senior school leadership would help to support appropriately balanced managerial and leadership integrated roles function distribution.
3. Leadership developments in schools rely on provision by the local authorities. Many respondents indicate that in-school programmes are beneficial to them. Further research into the effect that school-based development will have on student attainment and the ability of the new leaders to perform their duties

immediately, without the stresses associated with the 'culture shock' of the new role, is necessary.

4. In this study, the effect of aspiring new senior school leadership taking ownership of senior school leader roles is highlighted. Further exploration through longitudinal research is necessary to investigate the effect that leadership 'role internships' or 'acting' positions have on the level of role preparedness of newly appointed senior school leaders. Research may be conducted to establish the most effective induction programme for new senior school leaders by conducting research into the various approaches to new school leader induction.
5. This study is the first of its kind between these two countries. Further international comparative studies in the field of Educational Leadership are important. There is much that senior school leaders can learn from the way in which other systems approach leadership development for new senior school leaders and how they celebrate success. South Africa and the UAE may offer good examples of practice for other developing systems. The lessons learnt in this study are valuable for future planning, and therefore it suggests that there is great value in comparative research.
6. Further research on the effect of the centralised system at ADEC has on student outcomes, and comparing this with the South African system that has moved away from a centralised system (Mestry et al., 2007) would be valuable.

8.8 Knowledge Contribution

The following section discusses the original contribution to knowledge made by this study. There have been some thoughts offered on leadership roles, leadership development and the development activities associated with established senior school leadership teams. Research on the development of newly appointed seniors school leaders is scant, and this research therefore adds to the body of knowledge in this area.

In general, leadership literature has a focus on the school principal as the school leader, not acknowledging the integrated functions that exist between the vice-principal and principal. This research contributes to the body of literature on leadership, highlighting the integrated role of the senior school leader, and suggesting that the clear distinction between principal and vice-principal role is diminishing. The roles are defined as per the particular strengths of candidates and the needs that exist within the school.

This research also contributes to the argument that appropriate development programmes, which focus on the specific needs of the newly appointed senior school leaders, should be clearly directed and developed, and the content contextualised to ensure that the newly appointed senior school leaders become productive members in the senior school leadership team in the shortest possible time.

This comparative study investigates role perceptions and competencies of newly appointed senior school leaders, considering the developmental needs associated with the factors that promote success in the role. This study therefore adds to the body of literature by investigating perceptions of newly appointed senior school leaders on their development needs before and after appointment. The new frame developed for this study in Chapter 3 may support this. This new knowledge suggests a differentiated approach to course development to better support the newly appointed senior school leader, not relying on established programmes designed for other countries, which is out context and thus often inappropriate.

This international comparative case study is the first attempt of its kind between these two cases. It contributes to the body of knowledge in educational leadership in the UAE and South Africa. This study creates the opportunity for other similar future studies to further improve development approaches in support of an international perspective to leadership development. This research contributes to the literature with an in depth analysis of the perceived roles, responsibilities and competencies of newly appointed senior school leaders, comparing these perceptions with their perceived needs.

This study recognises the link between the leaders' perceptions of their roles, their development needs, and the design and delivery of development programmes. By examining all these aspects, a crucial gap in the literature regarding studies on newly appointed senior school leaders is addressed, while comparing the needs of two developing education systems across very different cultural contexts to establish commonalities and differences.

This comparative study contributes to the body of research in the UAE by providing insight in professional development programme provision for newly appointed senior school leaders. The research findings are supportive of international findings, suggesting that the newly appointed senior school leaders in Abu Dhabi are part of a more global team of senior school leaders who do not feel well supported.

Finally, this research contributes to the growing body of research in educational leadership and leadership development practices in South Africa. The perceived roles, responsibilities, competencies and development needs of newly appointed senior school leaders in the WCED had not been established before and this is the first comparative research study to contribute to the body of knowledge in this area at the WCED.

8.9 Reflections

This study investigated the perceived roles and responsibilities of newly appointed senior school leaders, their perceived needs and the programmes on offer to support their professional development.

Reflecting on the growth in the journey, the researcher started by investigating the appointment processes of vice-principals and principals. The journey very quickly steered away into a quest for understanding how senior school leaders learn. The initial assumptions of how school leaders learn were influenced by a review of the literature where authors investigated the roles and responsibilities of principals in South Africa and New Zealand. These studies grabbed the attention of the researcher, after which a decision was taken to investigate the roles and responsibilities of principals in the UAE. The researcher has extensive knowledge of the Western Cape system, which influenced him to conduct a comparative study of the UAE and the Western Cape school leaders.

Reflecting on the research process that began three years ago, the researcher is well satisfied with the outcome of this research. The current occupation of the researcher involves coaching and mentoring established senior school leaders in the UAE. This role made the researcher believe that these leaders would have had greater success much sooner if they had the appropriate professional development before and shortly after their appointment. It is satisfying to realise that this research may influence policy makers in the UAE and the WCED to reconsider their current approach to professional development of newly appointed senior school leaders. The daily role of the researcher facilitated the realisation that the role of school principal and vice-principal is highly integrated. He witnessed vice-principals operating across the traditional line of role definition, making him realise that the traditional view of vice-principal being the manager and the principal being the leaders has been somewhat

over-emphasised, and identified that the roles were operating across these traditional functions.

The discovery of so many aspects of leadership has been exciting but also posed challenges. Prof Yusuf Sayed managed to keep the researcher focused and provided many opportunities for growth, supported by Prof Azeem Badroodien as moderator. Engaging in an international comparative study requires determination and high levels of self-discipline. The motivation, sometimes in the form of a critical friend, Prof Sayed, helped the researcher to stay focused.

The experience of conducting this kind of international comparative research was both educational and rewarding. The friendships that developed as a result of this study are well received, and the opportunities to provide support and development opportunities for leadership, recognised as a result of this study, have been rewarding for both the respondents as well as the researcher.

The purpose of professional leadership development is to develop on-going learning practices that continuously enable self-reflective professional development. The aim of leadership self-reflection is to embrace improvement and change.

In conclusion, this research study contributes a practical application of all three levels involved in the leadership development framework: Leadership, Managerial and Personal professional development. This study intends to make a difference in the future of professional leadership development training for newly appointed senior school leaders.

This comparative study examined aspects of new senior school leadership professional development perceptions, needs and competencies of new senior school leaders while investigating the perceptions of the new leaders on their professional development programmes. This thesis reported on the findings across two international cases, Abu Dhabi, UAE and WCED, South Africa, and established the grounding for further comparison between education systems.

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Appendix A: ADEC Questionnaire



INFORMED CONSENT FORM FOR SCHOOL LEADERS

Dear School Leader

I am pleased to announce that you have been sampled to participate in a research project titled:

A Comparative Review of the Quality of Leadership Programmes for Newly Appointed School Principals/ Vice Principals offered by ADEC, United Arab Emirates and the WCED, South Africa

Details concerning this study are given in the attachment titled: ***Research Project Information sheet***

We would like to invite you to participate in a survey during the first term of the 2014/2015 school year. This may be followed by an individual interview, which will be recorded, to clarify data provided. Your participation will add to the knowledge base to enhance the efficiency of professional development for School Leaders.

Your participation is voluntary. If at any time during this study, until the final write-up stage, you wish to withdraw your participation, you are free to do so without prejudice. You may also request for your collected data to be destroyed or deleted until the findings are written up, after which all identifiable data not used in the final report can still be destroyed on request.

If you have any questions prior to your participation or at any time during the study, please do not hesitate to contact me (contact details provided below).

AUTHORISATION:

I have read the above (including the attachment titled: ***Research Project Information***) and understand the nature of the study. I understand that by agreeing to participate in this study I have not waived any legal or human right and that I may contact the researcher (at 00971-55-945-7661 or neliusvanvuuren@gmail.com) at any time. I agree to participate in this study. I understand that I may refuse to participate or I may withdraw from the study at any time without prejudice.

In addition, I understand that if I have any concerns about my treatment during the study, I can contact the **Director of the Centre for International Teacher Education (CITE), Prof Yusuf Sayed** at the **Cape Peninsula University of Technology (0027-21-959-5833)** at any time. Or email: **Sayed@cput.ac.za**

Participant's name: _____

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____



RESEARCH INFORMATION SHEET

STUDY TITLE

A Comparative Review of the Quality of Leadership Programmes for Newly Appointed School Leaders offered by ADEC, United Arab Emirates and the WCED, South Africa

Purpose of the study

Leadership development forms a critical element of the new initiatives introduced at the Abu Dhabi Education Council in 2005 and correlates well in aim and content with those in the Western Cape, South Africa in 1995.

The New School Model (NSM), the education renewal initiative in Abu Dhabi, dictates the design and implementation of a new curriculum, pedagogy and leadership strategies. The NSM is designed around the development of the overall education experience of students and principals, while guiding the four major components at play in school development, namely the (i) quality of teaching and learning; (ii) the quality of leadership, (iii) learning environments and (iv) the parents and wider community. This new strategy is in line with the Abu Dhabi 2030 economic vision, which dictates a self-sustaining economy in the Emirate. This requires School Leadership that are equipped to lead the youth into the 21st century.

Similarly, South Africa has also developed a 2030 economic vision for its development in which the education system has been transformed and aligned with international best practice.

The tenets of the educational renewal project, which has seen a number of ideological waves since 1995, include management renewal principles reminiscent of the Abu Dhabi project:

The development of Leadership and Teacher capabilities

The active partnering with private operators to assist with the reform process.

The Abu Dhabi and Western Cape contexts show similarities in the areas of the evolution of curricula, rate of change and the articulated need for progressive, yet stable leadership teams. The need has been created to develop well focused, quality programmes that will serve both nations. **Lamarre & Umpleby (1991)** agreed with **Greenfield (1984) and Sagaria (1986)** who claimed *"too little research has been conducted on the study of careers and leadership development in education"* (p. 2). The shortage of educational research encourages researchers to revert to business literature for guidance. This deficit highlights the need for research in School Leadership Programme development.

This study will review and compare School Leadership development practices in WCED, South Africa and ADEC, UAE.

The overarching research question that guides this project is: **What is the quality of selected leadership development programmes for new school leaders, offered by ADEC, United Arab Emirates and the WCED, South Africa?**

The focus will be on what the new School-Leaders find useful and relevant in relation to the Programme's i) aims ii) content iii) forms of leadership learning and modes of delivery and iv) assessment while examining the way in which the leadership programmes meet the needs of newly appointed principals across diverse school types.

PARTICIPANT SELECTION

You have been randomly selected from a list of School Principals/ Vice Principals provided by the Education Department (ADEC) and your participation involves the completion of a questionnaire and, possibly, a follow-up interview to clarify some of your answers to the questionnaire questions.

POTENTIAL RISKS

It is unlikely that there will be any harm or discomfort associated with participation in this study.

POTENTIAL BENEFITS

As a participant, you will be granted an opportunity to reflect on your own professional and developmental needs and obstacles in achieving your goals. As a participant, you will also be granted an opportunity to reflect on your formal professional development to date, with the intention of aligning professional development with leader needs.

CONFIDENTIALITY

Every effort will be made to protect and, guarantee your confidentiality and privacy. I will not use your name or any information that would allow you to be identified. Furthermore, if legal authorities request information you have provided then I may be required to reveal it. In addition, all data collected will be anonymous and only the researchers will have access to the collected data that will be securely stored for no longer than 2 years after publication of research reports, or papers. Thereafter, all collected data will be destroyed.

PARTICIPATION AND WITHDRAWAL

Your participation in this study is voluntary. You may withdraw your consent to participate in the project at any time during the project. If you decide to withdraw, there will be no consequences to you. Your decision whether or not to be part of the study will not affect your continuing access to any services that might be part of this study.

In addition, if you have any concerns about your treatment during the study, you may contact the **South African Research Chair and Director of the Centre for International Teacher Education (CITE), Prof Yusuf Sayed, at the Cape Peninsula University of Technology (0027-21-959-5833)** at any time. Alternatively, email: **Sayed@cput.ac.za**.

If you have any questions before your participation or at any time during the study, please do not hesitate to contact me: Nelius Jansen van Vuuren, at 00971- 55-945-7661 or **neliusvanvuuren@gmail.com**.

Survey about the Perceptions of the Role and Responsibilities of Newly Appointed School Leaders: ADEC

Instructions:

Please complete all sections

Please place an X in the appropriate box to indicate your answer for sections 1 and 2



In section 3.2.1 and 3.2.2, please use the table on page 12 by indicating in the appropriate space your choices with the corresponding letters

In section 5, please provide your own opinion on the questions raised

Please hand the completed questionnaire and signed consent form back to the researcher

Section 1

In this section we will ask you questions on your *background*, and the way in which you *perceive* your current *role* and *responsibilities* of Vice-Principal / Principal

1.1. Background

Please place an X in the appropriate space

Nationality	Enter country here			
Gender	Male		Female	
Age Group	20-30	31-40	41-50	51-60

Number of years of teaching experience	1-5	6-10	11-20	21-30	More than 30
In the area next to this block, indicate your Highest Academic Qualification , name of the institution where you obtained it and name of the country	Diploma	Name of Institution		Enter from which country here	
	Bachelors in Education	Name of Institution		Enter from which country here	
	Masters	Name of Institution		Enter from which country here	
	PhD/EdD	Name of Institution		Enter from which country here	
	Other	Name of Institution		Enter from which country here	
I have a recognised Professional Teachers Qualification	Yes	No		Enter from which country here	
I am Professionally Certified as a teacher with a certifications body (e.g. ADEC, MoE or University Certification)	Yes	No		Enter country here	
What were you doing before you became a School Leader?	Write your answer here				


1.2. Your current <i>Workload</i> and <i>Pressure</i>
Please indicate your response by placing an X in the appropriate box:


1	The hours you spend doing school related work in a typical working week, in and outside of school.	Less than 40	41-50	51 - 60	More than 60
2	How have your working hours changed since your appointment into the new role?	It has increased	It is about the same	It has decreased	
3	How much work-related pressure do you believe you experience in your role as Vice Principal / Principal?	Low	Average	High	
4	Indicate if there has been any change in your workload as Vice Principal / Principal in the past year / two years?	It has increased	It is about the same	It has decreased	
5	How have your work pressures changed since your appointment into the new role?	It has increased	It is about the same	It has decreased	

1.3 Perceptions on your current role *priorities* and *responsibilities*.

Please indicate your response by placing an **X** in the appropriate box:


Number	Rate your current work priorities and responsibilities	1 = Lowest Priority 5 = Highest Priority
---------------	---	---

		1  5				
1	Strategic leadership for your school (e.g. visioning, planning)	1 Lowest	2	3	4	5 Highest
2	Curriculum leadership (e.g. close involvement in curriculum change process)	1	2	3	4	5
3	Leading professional development	1	2	3	4	5
4	Management / administration (e.g. respond to requests from ADEC, budgeting and resources)	1	2	3	4	5
5	Student issues (e.g. behaviour management, discipline and enrolments)	1	2	3	4	5
6	Parent interviews (Parents insisting untimely without appointment to see the Principal)	1	2	3	4	5
7	Participating in community meetings	1	2	3	4	5
8	Staff management issues (e.g. conducting meetings, performing staff performance evaluations, addressing staff complaints)	1	2	3	4	5
9	Teaching (Teaching a class/es)	1	2	3	4	5
10	The day-to-day decisions or those immediate issues that arise i.e. staff requesting decisions on the immediate tasks at hand (e. g. admin requests by ADEC HQ)	1	2	3	4	5

1.4. Your perspectives on the role clarity of Principal / Vice Principal						
Please indicate your response by placing an X in the appropriate box:						
Number	Indicate to what extent you agree with the statements on Principal/Vice Principal role clarity in the statements below	1 = Low Clarity of my role 5 = High Clarity of my role 1  5				
		1 Lowest	2	3	4	5 Highest
1	I had clarity of the position before my appointment in the position					
2	I am clear about the expectations set by the authorities					
3	I suffer from role overload i.e. just too many things to do.					
4	The role of principal has been clear to my community (Parents, teachers, students, community leaders)					
5	I believe that the role of the Principal/ Vice principal is one of being a leader and not a manager.					

6	There is conflict with what I am doing and what is expected of me by ADEC	1	2	3	4	5
7	The position is what I expected it to be	1	2	3	4	5
8	I had training prior to my appointment in my new role	1	2	3	4	5

In Section 1 you were asked general questions on the your background and your understanding of the *role* of Vice Principal / Principal. In the section that follows you will be expected to answer questions on our perception of your role competence. This will be followed by a series of questions on your current perception of the role, and the specific knowledge you bring to the role.

Section 2.						
In this section you will answer questions on i) how <i>competent</i> you feel about your role and (ii) the <i>knowledge</i> and <i>understanding</i> you bring to the role						
2.1. Role Competency						
Please indicate your response by placing an X in the appropriate box:						
Number	Indicate your rating in terms of your Competencies		1 = Low Competency level 5 = High Competency level <div style="text-align: right; margin-top: 10px;">  </div>			
	1	I feel competent to inspire teachers to progress	1 Lowest	2	3	4

						Highest
2	In general do you believe that you demonstrate strong interpersonal skill? (People skills such as negotiation, communication, and collaboration with staff)	1	2	3	4	5
3	In general do you believe you empower your senior leadership team in decision-making and responsibilities?	1	2	3	4	5
4	In general do you feel competent in dealing with the issues that arise from the community (parents, business and other stakeholders) e.g. dealing with family disputes?	1	2	3	4	5
5	I feel competent in developing strategies to encourage parent involvement	1	2	3	4	5
6	I feel I am able to incorporate local community culture into the school culture.	1	2	3	4	5
7	I deal well with uncertain situations.	1	2	3	4	5
8	I build competency among my leadership team.	1	2	3	4	5
9	I feel I am successful in producing expected results in the school	1	2	3	4	5
10	I feel I am working in a well-organised way	1	2	3	4	5

2.2. Knowledge and Understanding

Please indicate your response by placing an X in the appropriate box:

Number	Indicate how confident are you in the following knowledge and the understanding that you bring to the role	1 = Low Knowledge and Understanding 5 = High Knowledge and Understanding				
		1	2	3	4	5
1	Managing and/or leading Teaching and Learning	1 Lowest	2	3	4	5 Highest
2	Managing and/or Leading people	1	2	3	4	5
3	Managing conflict situations in my school	1	2	3	4	5
5	Financial knowledge about budgeting, accounting principles, and financial control	1	2	3	4	5
6	Designing and implementing school-based procedures consistent with ADEC policy.	1	2	3	4	5
8	Leading the school Strategically (long-term focused planning)	1	2	3	4	5
9	Leading professional development sessions with staff members	1	2	3	4	5
10	Knowledge of different leadership styles	1	2	3	4	5
11	Developing strategies to encourage parent involvement	1	2	3	4	5

12	Leading a school in the community where you are based i.e. catering for their specific needs.	1	2	3	4	5
13	Being a Mentor and Coach to my staff	1	2	3	4	5
14	Managing situations where the outcomes may not be clear	1	2	3	4	5
15	The capacity to Collaborate with other Principals to form learning communities	1	2	3	4	5

You have just completed a series of questions on your **role** as the Vice-Principal / Principal. The next section will now focus on your Professional development. It will cover your **needs** and your **perceptions** of the current Tamkeen Programme.


Section 3

Professional Development: Tamkeen / ADEC

In this section you will be asked questions on your perception of the current professional development programme at ADEC.

There are three parts to the question: (i) Your current professional development perceptions (ii) how the topics are taught to you and (iii) the confidence you have in and the usefulness of the programme.

3.1. Your Current Professional Development perceptions:

Number	Please rate <i>your</i> current development in relation to the statements below	1 = Low Perception 5 = High Perception 				
		1	2	3	4	5
1	I have to self-learn for my own professional development	1 Do not agree	2	3	4	5 Strongly Agree
2	My professional leadership development is facilitated by ADEC	1	2	3	4	5
3	In general I feel I have benefited from my professional development	1	2	3	4	5
4	I received extra professional development because I am new to the role	1	2	3	4	5
5	I have regular access to professional development material	1	2	3	4	5
6	I have access to a Coach / Mentor	1	2	3	4	5

7	I attended regular professional development sessions during the last two years	1	2	3	4	5
8	The professional development I received over the last two years is relevant to my role	1	2	3	4	5
9	I rely on forming networks with other professionals to support my professional development	1	2	3	4	5
10	I received professional development in managing for results	1	2	3	4	5
11	The professional development programme I attend caters for my technical/operational knowledge	1	2	3	4	5
12	I received professional development in developing a culture of teaching and learning in my school	1	2	3	4	5

In the next two sections, 3.2 and 3.3, you will answer questions on the *three or four* topics you have completed in the *Tamkeen* programme offered by ADEC you have completed in 2014/15

3.2 How are the Topics taught to you?

In this section below you will be answering questions on how the topics were taught during the school-based training

Instructions for this section:

Below you will find the 12 topics offered by ADEC in the current academic year

This section needs to be completed in two parts, sections A & B.

Section A. You had to choose 3- 4 of these topics for your Tamkeen training. Please indicate next to the topic which ones you chose by placing an X in the space next to the topic to indicate your choice THEN;

Section B. Under the heading 3.2.1 and 3.2.2 below, copy the corresponding letter in the space provided under the headings: Strongly Disagree, Disagree, Agree and Strongly Agree.

Section A

Please review the instructions below carefully

Use the Tamkeen topics below the corresponding letters. Each Topic has a corresponding letter from A to L.

You should have 3-4 LETTERS in the 4 columns next to the 17 statements in this section below (See Example above)

A. 21st Century Learning for Young Learners (KG Only)	Please indicate if you chose this topic with X	B. 21st Century Learning (Cycle 1-3)	Please indicate if you chose this topic with X
C. Supporting High Achievement for ALL students	Please indicate if you chose this topic with X	D. Making Assessment for Learning Work	Please indicate if you chose this topic with X
E. Planning for High Quality Instruction	Please indicate if you chose this topic with X	F. Literacy Strategies across the Curriculum	Please indicate if you chose this topic with X
G. Differentiation	Please indicate if you chose this topic with X	H. Strategies for English Language Learners	Please indicate if you chose this topic with X
I. Assessment for Learning	Please indicate if you chose this topic with X	J. Teacher inquiry	Please indicate if you chose this topic with X
K. Professional Learning Communities	Please indicate if you chose this topic with X	L. Lesson Study	Please indicate if you chose this topic with X

Section B

Example

		Strongly Disagree		Disagree	
Agree	Strongly Agree				
1	The workshops took place in a large auditorium style setting	A	Disagree	D; F	L

Now complete the next two sections in the same way. Refer to the table above before making your choice

The Tamkeen training sessions are conducted by means of (i) <i>group workshop</i> sessions outside of school and (ii) <i>in-school</i> sessions. Please indicate your perception and experience to the training sessions in relation to the statements below.	Strongly Disagree	Disagree	Agree	Strongly Agree
3.2.1. Please rate your <i>group workshop</i> sessions according to the statements below				

1	The workshops took place in a large auditorium style setting	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
2	We were free to sit in the smaller groups during the workshops	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
4	We were grouped by school level during the workshops	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
5	We had a facilitator at our table during the workshop sessions	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
6	The presenter was helpful and knowledgeable	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
7	The workshops and content were relevant to my position	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)

8	The sessions were conducted in an professional manner	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
9	We had the opportunity to give feedback during the group sessions	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
10	We received constructive feedback that was useful	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
3.2.2. Please rate the <i>school-based</i> training according to the statements below					
11	I had small-group training sessions at the school	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
12	The trainer at my school was well qualified and experienced	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
13	My progress at school was measured	Strongly Disagree (Enter the	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the

		letters here)			letters here)
14	I had input in the choice of topic for school-based training	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
15	My trainer encourage me to ask questions	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
16	I communicate openly and freely with my trainer at school.	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
17	The trainer encourage me to implement new ideas	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
18	The school-based training sessions are more useful than the large group sessions	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)

In the above section you answered questions on the delivery format of the Tamkeen programme. In the section that follows, 3.3, you will be expected to evaluate the **topics** that you chose during your Tamkeen training. **Only evaluate the topics that you chose.**

3.3. Programme: Confidence and Usefulness of the three topics you have completed

As a Principal / Vice Principal you have been attending the Tamkeen programme. This comprises of the following 12 topics covered in both workshop and school-based training. I want you to respond on the nature of the programme in the questions below.

In the two sections below I want you to please rate how (A) confident you feel and (B) how useful you feel these topics are too you

(A)

Confidence

(B)

Usefulness

3.3.1. Below are the 12 topics of the Tamkeen development programme

Please indicate which of the topics you chose during the 2014/15 academic year.

Please indicate how confident you feel with the skills you have developed during your training

Please indicate below how useful you feel the topics are for your current position

Not confident

Somewhat confident

Confident

Very Confident

Not useful

Somewhat Useful

Useful

Very useful

1

21st Century Learning for Young Learners (KG Only)

2	21st Century Learning (Cycle 1-3)									
3	Supporting High Achievement for ALL students									
4	Making Assessment for Learning Work									
5	Planning for High Quality Instruction									
6	Literacy Strategies across the Curriculum									
7	Differentiation									
8	Strategies for English Language Learners									
9	Assessment for Learning									
10	Teacher inquiry									
11	Professional Learning Communities									
12	Lesson Study									

Please place an X in the appropriate box		In the two sections below, please indicate (A) how your sessions were <i>assessed</i> and (B) how <i>useful</i> you think the assessment methods are.	
3.3.2. For the 12 Tamkeen topics below please indicate how these topics were assessed	Please indicate which of the topics	(A) Topic assessment	(B) Topic Usefulness

		you chose during the 2014/15 school year.										
			Please indicate how these 12 topics were assessed						Please indicate below how useful you feel the assessment method/s are for the topics you chose?			
			By means of a portfolio	Completing an Evaluation form at the end of the session	Self Reflection	Peer Evaluations	Verbal feedback	Written Feedback	Not useful	Somewhat Useful	Useful	Very useful
1	21st Century Learning for Young Learners (KG Only)											
2	21st Century Learning (Cycle 1-3)											
3	Supporting High Achievement for ALL students											
4	Making Assessment for Learning Work											
5	Planning for High Quality Instruction											

6	Literacy Strategies across the Curriculum												
7	Differentiation												
8	Strategies for English Language Learners												
9	Assessment for Learning												
10	Teacher inquiry												
11	Professional Learning Communities												
12	Lesson Study												

3.4 Describe some of the most important professional development training you received. How was this relevant and beneficial for you as a school leader?

In the above sections we asked a series of questions on the current Tamkeen training. The Questions that follows in section 4 will direct your attention to what ***you feel*** are your ***real*** developmental need.

Section 4

Your Developmental Needs

Please Rank the following developmental needs in terms of your current Highest or Lowest need. Please indicate, with an X in the most suitable block where you see your current developmental need lies.

1 = Low developmental need

5 = High developmental need



4.1	Leading Strategically	1 Lowest need	2	3	4	5 Highest need
1	Designing an effective School Improvement plan	1	2	3	4	5
2	Collecting and analysing data for my strategic planning	1	2	3	4	5
3	Strategic goal setting	1	2	3	4	5
4	Turning strategic goals into action	1	2	3	4	5
5	Change Management research	1	2	3	4	5
6	Developing processes and procedures	1	2	3	4	5
7	Problem solving skills	1	2	3	4	5

4.2	Leading Teaching and Learning	1 Lowest need	2	3	4	need
1	Have a greater understanding of current approaches to effective teaching and learning.	1	2	3	4	5
2	Using valid and reliable assessment practices.	1	2	3	4	5
3	Creating a learning culture of positive staff attendance	1	2	3	4	5
4	Creating, analysing and interpreting student and whole school data	1	2	3	4	5
5	Managing Classroom instruction	1	2	3	4	5
4.3	Leading the Organisation	1 Lowest need	2	3	4	5 Highest need
1	Leading and Managing change	1	2	3	4	5
2	Designing, implementing and monitoring of school-based policies	1	2	3	4	5
3	Leading organisational self evaluation strategies	1	2	3	4	5
4	School self-evaluation tools and strategies	1	2	3	4	5
5	Collaborating with others to strengthen the school organisational capacity	1	2	3	4	5
6	Interviewing skills	1	2	3	4	5
7	Communication Skills	1	2	3	4	5
8	Coaching and mentoring on <i>Instructional Leadership</i>	1	2	3	4	5

4.4	Leading People	1 Lowest need	2	3	4	5 Highest need
1	Developing strategic direction for staff	1	2	3	4	5
2	Building capacity within the teams	1	2	3	4	5
3	Designing and delivering broad scope professional development	1	2	3	4	5
4	Valuing and nurturing of relationships amongst staff and self	1	2	3	4	5
5	Designing and implementing of conflict resolution strategies	1	2	3	4	5
6	Managing and developing personnel. (Building capacity within individuals)	1	2	3	4	5
7	I need training in Building and Managing Relationships	1	2	3	4	5
8	Encouraging teamwork in my school	1	2	3	4	5

4.5	Leading the Community	1 Lowest need	2	3	4	5 Highest need
1	Establishing effective communication strategies between the school and the community	1	2	3	4	5
2	Developing strategies to encourage parent involvement	1	2	3	4	5
3	Encouraging and developing partnerships with local communities	1	2	3	4	5
4	Managing NORMS and VALUES to drive best practice	1	2	3	4	5

Section 5.

Please use the section below to inform the researcher of any areas not covered above

5.1. List any areas in your leadership where you believe you need to develop, in order to perform your duties better.

5.2 Indicate what you perceive as your ideal professional development situation. What kind of training would you prefer?

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Thank You for taking this survey

Appendix B: WCED Questionnaire



INFORMED CONSENT FORM FOR SCHOOL LEADERS

Dear School Leader

I am pleased to announce that you have been sampled to participate in a research project titled:

A Comparative Review of the Quality of Leadership Programmes for Newly Appointed School Principals/ Vice Principals offered by ADEC, United Arab Emirates and the WCED, South Africa

Details concerning this study are given in the attachment titled: ***Research Project Information sheet***

We would like to invite you to participate in a survey during the 2015 school year. This may be followed by an individual interview, which will be recorded, to clarify data provided. Your participation will add to the knowledge base to enhance the efficiency of professional development for School Leaders.

Your participation is voluntary. If at any time during this study, until the final write-up stage, you wish to withdraw your participation, you are free to do so without prejudice. You may also request for your collected data to be destroyed or deleted until the findings are written up, after which all identifiable data not used in the final report can still be destroyed on request.

If you have any questions prior to your participation or at any time during the study, please do not hesitate to contact me (contact details provided below).

AUTHORISATION:

I have read the above (including the attachment titled: ***Research Project Information***) and understand the nature of the study. I understand that by agreeing to participate in this study I have not waived any legal or human right and that I may contact the researcher

(at 00971-55-945-7661 or neliusvanvuuren@gmail.com) at any time. I agree to participate in this study. I understand that I may refuse to participate or I may withdraw from the study at any time without prejudice.

In addition, I understand that if I have any concerns about my treatment during the study, I can contact the **Director of the Centre for International Teacher Education (CITE), Prof Yusuf Sayed** at the **Cape Peninsula University of Technology (0027-21-959-5833)** at any time. Or email: **Sayed@cput.ac.za**

Participant's name: _____

Participant's signature: _____ Date: _____ Researcher's signature: _____ Date: _____



RESEARCH INFORMATION SHEET

STUDY TITLE

A Comparative Review of the Quality of Leadership Programmes for Newly Appointed School Leaders offered by ADEC, United Arab Emirates and the WCED, South Africa

Purpose of the study

Leadership development forms a critical element of the new initiatives introduced at the Abu Dhabi Education Council in 2005 and correlates well in aim and content with those in the Western Cape, South Africa in 1995.

The New School Model (NSM), the education reform initiative in Abu Dhabi, dictates the design and implementation of a new curriculum, pedagogy and leadership strategies. The NSM is designed around the development of the overall education experience of students and

principals, while guiding the four major components at play in school development, namely the (i) quality of teaching and learning; (ii) the quality of leadership, (iii) learning environments and (iv) the parents and wider community. This new strategy is in line with the Abu Dhabi 2030 economic vision, which dictates a self-sustaining economy in the Emirate. This requires School Leadership that is equipped to lead the youth into the 21st century.

Similarly, South Africa has also developed a 2030 economic vision for its development in which the education system has been transformed and aligned with international best practice.

The tenets of the educational renewal project in South Africa, which has seen a number of ideological reforms since 1995, include management renewal principles reminiscent of the Abu Dhabi project. These include:

The development of Leadership and Teacher capabilities

The active partnering with private operators to assist with the reform process.

Various authors agree that the introduction of newly appointed School Principals/Vice-Principals in any system creates the need for ongoing support and development. Both the WCED and ADEC agree that there is a need for a focused and comprehensive *newly appointed* School Principal / Vice-Principal development programme that is in line with the overall development policies of both systems.

The Abu Dhabi and Western Cape contexts show similarities in the areas of the evolution of curricula, rate of change and the articulated need for progressive, yet stable leadership teams. The need has been created to develop well focused, quality programmes that will serve both nations. Various researchers over the years have remarked that *too little research has been conducted on the study of careers and leadership development in education*. This study will review and compare School Leadership development practices in WCED, South Africa and ADEC, UAE.

The overarching research question that guides this project is: **What is the quality of selected leadership development programmes for new school leaders, offered by ADEC, United Arab Emirates and the WCED, South Africa?**

The focus will be on what the new School-Leaders find useful and relevant in relation to the Programme's i) aims ii) content iii) forms of leadership learning and modes of delivery and iv) assessment while examining the way in which the leadership programmes meet the needs of newly appointed principals across diverse school types.

PARTICIPANT SELECTION & POTENTIAL RISK

You have been randomly selected from a list of School Principals/ Vice Principals provided by the WCED and your participation involves the completion of a questionnaire and, possibly, a follow-up interview to clarify some of your answers to the questionnaire questions. It is unlikely that there will be any harm or discomfort associated with participation in this study.

POTENTIAL BENEFITS

As a participant, you will be granted an opportunity to reflect on your own professional and developmental needs and obstacles in achieving your goals. As a participant, you will also be granted an opportunity to reflect on your formal professional development to date, with the intention of aligning professional development with leader needs. Participants will have the benefit of contributing to new knowledge and assisting in the development of future best practice.

CONFIDENTIALITY

Every effort will be made to protect and, guarantee your confidentiality and privacy. I will not use your name or any information that would allow you to be identified. Furthermore, if legal authorities request information you have provided then I may be required to reveal it. In addition, all data collected will be anonymous and only the researchers will have access to the collected data that will be securely stored for no longer than 2 years after publication of research reports, or papers. Thereafter, all collected data will be destroyed.

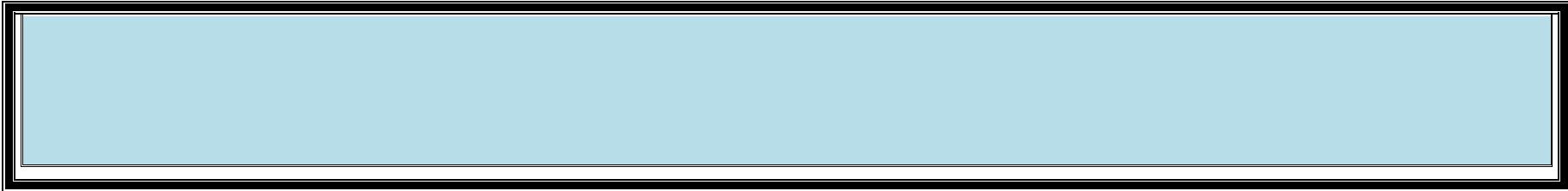
PARTICIPATION AND WITHDRAWAL

Your participation in this study is voluntary. You may withdraw your consent to participate in the project at any time during the project. If you decide to withdraw, there will be no consequences to you. Your decision whether or not to be part of the study will not affect your continuing access to any services that might be part of this study.

In addition, if you have any concerns about your treatment during the study, you may contact the **South African Research Chair and Director of the Centre for International Teacher Education (CITE), Prof Yusuf Sayed, at the Cape Peninsula University of Technology (+27-21-959-5833)** at any time. Alternatively, email: **Sayed@cput.ac.za**.

If you have any questions before your participation or at any time during the study, please do not hesitate to contact me: Nelius Jansen van Vuuren, at 00971-55-945-7661 or **neliusvanvuuren@gmail.com**

Survey on the Perceptions of the Role and Responsibilities of Newly Appointed School Leaders: WCED



Instructions:

Please complete all sections

Please place an X in the appropriate box to indicate your answer for sections 1 and 2



In section 5, please provide your own opinion on the questions raised

Please hand the completed questionnaire and signed consent form back to the researcher

Section 1

In this section we will ask you questions on your *background*, and the way in which you *perceive* your current *role* and *responsibilities* as a Vice-Principal / Principal

1.1. Background

Please place an X in the appropriate space

Nationality	Enter country here				
Gender	Male		Female		
Age Group	20-30	31-40	41-50	51-60	
Number of years of <i>teaching</i> experience	1-5	6-10	11-20	21-30	More than 30
Number of years in a <i>management</i> position	1-5	6-10	11-20	21-30	More than 30
Race	White	Coloured	Black	Asian	Other
In the area next to this block, indicate your Highest Academic Qualification , name of the institution where you obtained it and name of the country	Diploma	Name of Institution		Enter from which country here	
	Bachelors in Education	Name of Institution		Enter from which country here	
	Masters	Name of Institution		Enter from which country here	
	PhD/EdD	Name of Institution		Enter from which country here	
	Other	Name of Institution		Enter from which country here	
I have a recognised Professional Teachers Qualification	Yes		No		Enter from which country here
I am Professionally Certified as a teacher with a certifications body (e.g. SACE or University Certification)	Yes		No		Enter country here
What were you doing before you became a School	Write your answer here				

Leader?	
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1.2. Your current *Workload*

Please indicate your response by placing an **X** in the appropriate box:

1	The hours you spend doing school related work in a typical working week, in and outside of school.	Less than 40	41-50	51-60	More than 60
2	How have your working hours changed since your appointment into the new role?	It has increased		It is about the same	It has decreased
3	How much work-related pressure do you believe you experience in your role as Vice Principal / Principal?	Low		Average	High
4	Indicate if there has been any change in your workload as Vice Principal / Principal in the past year / two years?	It has increased		It is about the same	It has decreased
5	How have your work pressures changed since your appointment into the new role?	It has increased		It is about the same	It has decreased

1.3 Perceptions on your current role *priorities and responsibilities.*


Please indicate your response by placing an **X** in the appropriate box:

Number	Rate your current work priorities and responsibilities	1 = Lowest Priority 5 = Highest Priority				
		1	2	3	4	5
1	Strategic leadership for your school (e.g. visioning, planning)	1 Lowest	2	3	4	5 Highest
2	Curriculum leadership (e.g. close involvement in curriculum change process)	1	2	3	4	5
3	Leading professional development	1	2	3	4	5
4	Management / administration (e.g. respond to requests from WCED, budgeting and resources)	1	2	3	4	5
5	Student issues (e.g. behaviour management, discipline and enrolments)	1	2	3	4	5
6	Parent interviews (Parents insisting untimely without appointment to see the Principal / Vice-Principal)	1	2	3	4	5
7	Participating in community meetings	1	2	3	4	5
8	Staff management issues (e.g. conducting meetings, performing staff performance evaluations, addressing staff complaints)	1	2	3	4	5
9	Teaching (Teaching a class/es)	1	2	3	4	5

10	The day-to-day decisions or those immediate issues that arise i.e. staff requesting decisions on the immediate tasks at hand (e. g. admin requests by WCED)	1	2	3	4	5
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1.4. Your perspectives on the role clarity of Principal / Vice Principal

Please indicate your response by placing an X in the appropriate box:

Number	Indicate to what extent you agree with the statements below about the clarity of your role	<p>1 = Low Clarity of my role 5 = High Clarity of my role</p> <p>1  5</p>				
		1 Lowest	2	3	4	5 Highest
1	I had clarity of the position before my appointment in the position	1	2	3	4	5
2	I am clear about the expectations set by the authorities	1	2	3	4	5
3	It was clear to me that I would suffer from role overload as a Principal/Vice Principal	1	2	3	4	5
4	The role of principal has been clear to my community (Parents, teachers, students, community leaders)	1	2	3	4	5
5	I believe that the role of the Principal/ Vice Principal is one of being a leader and not a manager.	1	2	3	4	5
6	There is conflict with what I am doing and what is expected of me by the WCED	1	2	3	4	5

7	The position is what I expected it to be	1	2	3	4	5
8	I had training prior to my appointment in my new role	1	2	3	4	5

In Section 1 you were asked general questions on the your background and your understanding of the *role* of Principal / Vice-Principal. In the section that follows you will be expected to answer questions on your perception of your role-competence. This will be followed by a series of questions on your current perception of the role, and the specific knowledge you bring to the role.

Section 2.						
In this section you will answer questions on i) how <i>competent</i> you feel about your role and (ii) the <i>knowledge</i> and <i>understanding</i> you bring to the role						
2.1. Role Competency						
Please indicate your response by placing an X in the appropriate box:						
Number	Indicate your rating in terms of your Competencies	1 = Low Competency level 5 = High Competency level				
		1  5				
1	I feel competent to inspire teachers to progress	1 Lowest	2	3	4	5 Highest
2	In general do you believe that you demonstrate strong interpersonal skill? (People skills such as negotiation, communication, and collaboration with staff)	1	2	3	4	5

3	In general do you believe you empower your senior leadership team in decision-making and responsibilities?	1	2	3	4	5
4	In general do you feel competent in dealing with the issues that arise from the community (parents, business and other stakeholders) e.g. dealing with family disputes?	1	2	3	4	5
5	I feel competent in developing strategies to encourage parent involvement	1	2	3	4	5
6	I feel I am able to incorporate local community culture into the school culture.	1	2	3	4	5
7	I deal well with uncertain situations. (Uncertain changes i.e. new curriculum, forced staff changes and situations where the outcomes are not clear)	1	2	3	4	5
8	I build competency among my leadership team.	1	2	3	4	5
9	I feel I am successful in producing expected results in the school	1	2	3	4	5
10	I feel I am working in a well-organised way	1	2	3	4	5

2.2. Knowledge and Understanding


Please indicate your response by placing an X in the appropriate box:

Number	Please indicate the <i>knowledge</i> and <i>understanding</i> that you bring to the new role for the statements below	1 = Low Knowledge and Understanding 5 = High Knowledge and Understanding				
		1	2	3	4	5
1	Managing and/or leading Teaching and Learning	1 Lowest	2	3	4	5 Highest
2	Managing and/or Leading people	1	2	3	4	5
3	Managing conflict situations in my school	1	2	3	4	5
4	Financial knowledge about budgeting, accounting principles, and financial control	1	2	3	4	5
5	Designing and implementing school-based procedures consistent with WCED policy.	1	2	3	4	5
6	Leading the school Strategically (long-term focused planning)	1	2	3	4	5
7	Leading professional development sessions with staff members	1	2	3	4	5
8	Knowledge of different leadership styles	1	2	3	4	5
9	Developing strategies to encourage parent involvement	1	2	3	4	5
10	Leading a school in the community where you are based i.e. catering for their specific needs.	1	2	3	4	5

11	Being a Mentor and Coach to my staff	1	2	3	4	5
12	Managing situations where the outcomes may not be clear i.e. Managing change or making decisions without reference	1	2	3	4	5
13	The capacity to Collaborate with other Principals to form learning communities	1	2	3	4	5

You have just completed a series of questions on your **role** as the Vice-Principal / Principal. The next section will now focus on your Professional development. It will cover your **needs** and your **perceptions** of the CTLI /WCED Programme.

Section 3
Professional Development: WCED / CTLI
In this section you will be asked questions on your perception of the current development programme offered by the WCED/CTLI. There are three parts to the question: (i) Your perceptions on the current professional development (ii) how the courses were taught to you and (iii) the confidence you have in and the usefulness of the programmes.
Your Current Professional Development perceptions:

Number	Please rate <i>your</i> perception of your professional development for the statements below	1 = Low Perception (Do not Agree) 5 = High Perception (Strongly Agree)				
		<div style="text-align: right;"> 1  5 </div>				
1	I have to self-learn for my own professional development	1 Do not agree	2	3	4	5 Strongly Agree
2	My professional leadership development is facilitated by WCED/CTLI	1	2	3	4	5
3	In general I feel I have benefited from my professional development offered by WCED / CTLI	1	2	3	4	5
4	I received extra professional development from the WCED / CTLI because I am new to the role	1	2	3	4	5
5	I have regular access to professional development material	1	2	3	4	5
6	I have access to a Coach / Mentor to facilitate my development	1	2	3	4	5
7	I attended regular professional development sessions during the last two years	1	2	3	4	5
8	I rely on forming networks with other professionals to support my professional development	1	2	3	4	5
9	I received professional development in <i>managing for</i>	1	2	3	4	5

	results					
10	The professional development programme I attend caters for my technical/operational knowledge	1	2	3	4	5
11	I received professional development in developing a culture of teaching and learning in my school	1	2	3	4	5

Section 4

In the next two sections, 4.1 and 4.2, you will answer questions on the Management Course/es you have completed with the WCED offered by the CTLI

4.1 How were the topics taught to you?

In this section below you will be answering questions on how the topics were taught during the CTLI training

Instructions for this section:

Please indicate which *course/s you attended* at the CTLI in Section A

Then answer the questions on the *delivery format* that follows in Section B

Section A

<u>Please Indicate the CTLI management course you attended</u>		Please indicate by placing an X in the appropriate Box/es BELOW	
A	Roles and responsibilities of Deputy-Principals (Level 1 & 2)	When did you do this course? year/month?	Indicate your choice here

B	Aspiring School Leaders		When did you do this course? Year/month?	Indicate your choice here
C	Aspiring Principals		When did you do this course? Year/month?	Indicate your choice here
D	Woman In and Into Management and Leadership Positions		When did you do this course? Year/month?	Indicate your choice here
E	School Management Team Training		When did you do this course? Year/month?	Indicate your choice here
F	Induction Programme for new Principals		When did you do this course? Year/month?	Indicate your choice here
G	Other	Please indicate the other course name and type of course here	When did you do this course? Year/month?	Indicate your choice here

Section B

After you have indicated the courses you attended above, please complete the next section by referring to the choice/s you made in the table above (A-G). Enter the letters of the courses you chose in (A) in the spaces below, under the different headings. You may have more than one letter in a space depending on the number of courses you completed.

Please indicate your perception and experience to the training sessions with CTLI in relation to the statements below.		Strongly Disagree	Disagree	Agree	Strongly Agree
Please rate your training sessions according to the statements below					
1	The workshops took place in a large auditorium style setting	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
2	We were free to sit in smaller groups during the workshops	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
3	We were grouped by our school phase (primary /high school) during the workshops	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
4	We had a facilitator at our table during the workshop sessions	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
5	The presenter was helpful and knowledgeable	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)

6	The workshops and content were relevant to my position	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
7	The sessions were conducted in an professional manner	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
8	We had the opportunity to give feedback during the sessions	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
9	We received constructive feedback that was useful	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
10	I feel the trainers at my sessions were well qualified and experienced	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
11	My progress was measured after I returned to school	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)

12	I could choose my own training programme	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
13	My trainer encouraged me to ask questions	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
14	I communicated openly and freely with my trainer during the sessions	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
15	The trainer encouraged me to implement new ideas	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)
16	There was school-based follow-up training	Strongly Disagree (Enter the letters here)	Disagree (Enter the letters here)	Agree (Enter the letters here)	Strongly Agree (Enter the letters here)

In the above section you answered questions on the delivery format of the CTLI programme. In the section that follows, 4.2, you will be expected to evaluate the **course** that you chose for your CTLI training. Indicate the course you attended and continue to evaluate the confidence and usefulness.

4.2. Programme: Confidence and Usefulness of the course you have completed

As a Principal / Vice Principal you have been attending the CTLI programme. I would like you to respond on the nature of the programme in the questions below.

In the two sections below I want you to please rate how (A) confident you feel and (B) how useful you feel these courses are/were to you

(A)
Confidence

(B)
Usefulness

4.2.1. Below are the 7 management courses offered by CTLI.

Please indicate with an X in the space, below which of the courses you chose

Please indicate how confident you feel with the skills you have developed during your training

Please indicate below how useful you feel the topics are for your current position

Not confident	Somewhat confident	Confident	Very Confident
---------------	--------------------	-----------	----------------

Not useful	Somewhat Useful	Useful	Very useful
------------	-----------------	--------	-------------

1 Roles and responsibilities of Deputy-Principals (Level 1 & 2)

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--	--	--	--

2	Aspiring School Leaders									
3	Aspiring Principals									
4	Woman In and Into Management and Leadership Positions									
5	School Management Team Training									
6	Induction Programme for new Principals									
7	Other	Please indicate the other course name and type of course here								


In the two sections below, please indicate (A) how your sessions were *assessed* and (B) how *useful* you think the assessment methods were.

<p>4.2.2. For the 7 CTLI courses below, please indicate how these topics were assessed during and after your training and then rate the <i>usefulness</i> of the type of assessment used</p>	<p>Please indicate with an X in the space, below which of the courses you</p>	(A)	(B)
		<p>Topic Assessment</p>	<p>Topic Usefulness</p>
		<p>Please choose the assessment method/s used during your training by placing an X in the box/es below</p>	<p>Now choose the level of usefulness of the assessment methods you indicated under (A)</p>

		chose.	By means of a portfolio	Completing an Evaluation form at the end of the session	Self Reflection	Peer Evaluations	Verbal feedback	Written Feedback	Not useful	Somewhat Useful	Useful	Very useful
1	Roles and responsibilities of Deputy-Principals (Level 1 & 2)											
2	Aspiring School Leaders											
3	Aspiring Principals											
4	Woman In and Into Management and Leadership Positions											
5	School Management Team Training											
6	Induction Programme for new Principals											
7	Other	Please indicate the other course name and type of course here										

4.3 Describe some of the most important professional development training you received. How was this relevant and beneficial for you as a school leader?

In the above sections we asked a series of questions on the CTLI training. The Questions that follows in section 5 will direct your attention to what ***you feel*** your ***real*** developmental needs are.

Section 5						
Your Developmental Needs						
<p>Please rank the following developmental needs in terms of your current highest or lowest need. Please indicate, with an X in the most suitable block where you see your current developmental need lies.</p>					<p>1 = Low developmental need</p> <p>5 = High developmental need</p> 	
5.1	Leading Strategically	1 Lowest	2	3	4	5 Highest

		need				need
1	Designing an effective School Improvement plan	1	2	3	4	5
2	Collecting and analysing data for my strategic planning	1	2	3	4	5
3	Strategic goal setting	1	2	3	4	5
4	Turning strategic goals into action	1	2	3	4	5
5	Change Management research	1	2	3	4	5
6	Developing processes and procedures	1	2	3	4	5
7	Problem solving skills	1	2	3	4	5

5.2	Leading Teaching and Learning	1 Lowest need	2	3	4	5 Highest need
1	Have a greater understanding of current approaches to effective teaching and learning.	1	2	3	4	5
2	Using valid and reliable assessment practices.	1	2	3	4	5
3	Creating a learning culture of positive staff attendance	1	2	3	4	5
4	Creating, analysing and interpreting student and whole school data	1	2	3	4	5
5	Managing Classroom instruction	1	2	3	4	5
5.3	Leading the Organisation	1 Lowest need	2	3	4	5 Highest need

1	Leading and managing change	1	2	3	4	5
2	Designing, implementing and monitoring of school-based policies	1	2	3	4	5
3	Leading organisational self evaluation strategies	1	2	3	4	5
4	School self-evaluation tools and strategies	1	2	3	4	5
5	Collaborating with others to strengthen the school organisational capacity	1	2	3	4	5
6	Interviewing skills	1	2	3	4	5
7	Communication Skills	1	2	3	4	5
8	Coaching and mentoring on <i>Instructional Leadership</i>	1	2	3	4	5

5.4	Leading People	1 Lowest need	2	3	4	5 Highest need
1	Developing strategic direction for staff	1	2	3	4	5
2	Building capacity within the teams	1	2	3	4	5
3	Designing and delivering broad scope professional development	1	2	3	4	5
4	Valuing and nurturing of relationships amongst staff and self	1	2	3	4	5
5	Designing and implementing of conflict resolution strategies	1	2	3	4	5
6	Managing and developing personnel. (Building capacity within individuals)	1	2	3	4	5

7	I need training in Building and Managing Relationships	1	2	3	4	5
8	Encouraging teamwork in my school	1	2	3	4	5

5.5	Leading the Community	1 Lowest need	2	3	4	5 Highest need
1	Establishing effective communication strategies between the school and the community	1	2	3	4	5
2	Developing strategies to encourage parent involvement	1	2	3	4	5
3	Encouraging and developing partnerships with local communities	1	2	3	4	5
4	Managing community expectations to drive best practice	1	2	3	4	5

Section 6.

Please use the section below to inform the researcher of any areas not covered above

6.1. List any areas in your leadership where you believe you need to develop, in order to perform your duties better.

6.2 Indicate what you perceive as your ideal professional development situation. What kind of training would you prefer?

Thank You for taking this survey

Appendix C: Follow-up Questions

Semi-structured follow-up interview questions (mainly for clarification purposes)

Nelius Jansen van Vuuren

Background

As a newly appointed VP/Principal, please describe your appointed process in this new Role

Why did you choose to apply for this new role?

Role and Responsibilities

Please describe your experience in the new role during your first term / semester after your appointment.

Please describe a typical day as a newly appointed VP/ Principal

Do you feel you were well prepared for taking on this role before your appointment?

What support were you provided with by ADEC / WCED before you taking up your new position?

What would you describe as your greatest challenge in your new role, and how did you manage to resolve this?

Do you have any advice for ADEC/ WCED on how they can prepare their newly appointed VP/Principals?

Tamkeen

You attended the Tamkeen/ CTLI programmes. Which programmes did you choose/ attend?

How did you find the quality of the programmes you attended in terms of presentation, content and usefulness?

Do you feel you have benefitted from the programme/s you attended in your new role?

Needs of the V-P/Principal

As a newly appointed V-P/Principal in which area/s do you think you need more development? Why?

Do you have any further comments?

Appendix D: WCED Permission letter



Education Department

Grand Central Towers
Lower Parliament Street
Cape Town
Telephone: 021 467 2000
Office Hours: 07:30 – 16:00

REFERENCE: 20140911-36322

ENQUIRIES: Dr A T Wyngaard
Audrey.wyngaard@westerncape.gov.za

Mr Nelius Jansen van Vuuren
PO Box 144549
Abu Dhabi
UAE

Dear Mr Nelius Jansen van Vuuren

RESEARCH PROPOSAL: THIS STUDY WILL REVIEW AND COMPARE LEADERSHIP DEVELOPMENT PRACTICES IN WCED, SOUTH AFRICA AND ABU DHABI. UAE

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **17 January 2015 till 23 June 2016**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.
Kind regards.

Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 11 September 2014

Appendix E: ADEC Permission letter



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First

Date: 1 st October 2013	التاريخ: 1 أكتوبر 2013
Ref:	الرقم:
To: Public School Principals,	السادة / مدير مدرسة معاوية ابن أبي سفيان
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ Nelius Jansen Van Vuuren , to complete his research on: A comparative review of the quality of leadership development programmes for newly appointed School Leaders, offered by ADEC, United Arab Emirates and the WCED, South Africa	ونود إعلامكم بموافقة مجلس أبوظبي للتعليم على موضوع الدراسة التي سيجريها الباحث/نيليز جانسين فان فيورين، بعنوان: A comparative review of the quality of leadership development programmes for newly appointed School Leaders, offered by ADEC, United Arab Emirates and the WCED, South Africa
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحثة ومساعدتها على إجراء الدراسة المشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سعدة على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،

محمد سالم محمد الظاهري
المدير التنفيذي لقطاع العمليات المدرسية



صندوق بريد: ٣٦٠٠٥، أبوظبي - إ.ع.م. هاتف: ٠٠٠٠ ٢ ٦١٥ ٠٩٧١، فاكس: ٠٦٠٢ ٦١٥ ٠٩٧١، البريد الإلكتروني: info@adec.ac.ae
P.O.Box. 36005, Abu Dhabi - U.A.E., Tel: +971 2 615 0000, Fax: +971 2 615 0602, Email: info@adec.ac.ae