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THEORETICAL AND PROFESSIONAL PERSPECTIVES OF MANAGEMENT
IN SECONDARY SCHOOLS
WITH SPECIAL REFERENCE TO TEACHERS'
PERCEPTIONS OF MIDDLE MANAGEMENT

by

Thomas Howard B.A.

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Submitted for the Degree of
Master of Arts
in the
University of Durham
School of Education

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ABSTRACT

THEORETICAL AND PROFESSIONAL PERSPECTIVES OF MANAGEMENT IN SECONDARY SCHOOLS WITH SPECIAL REFERENCE TO TEACHERS' PERCEPTIONS OF MIDDLE MANAGEMENT

by T. Howard B.A.
M.A. Ed. (1988)

Each person has a perception of what constitutes management in school. Usually that perception is coloured, significantly, by how involved they are with management. By raising the awareness of differing perspectives, it is hoped that the reader will obtain a balanced understanding of some of the major influences in school management.

This work provides several 'snapshots' of these influences and their relevances to today's manager.

Chapter 1 gives a brief historical viewpoint, describing the background to the current structure.

In chapter 2 theoretical perspectives are offered to the reader, showing how the scientists have viewed management.

Chapter 3 describes the more tangible theory of management cultures and their effect on delegation.

Consideration is given in chapter 4 to the varying viewpoints on leadership, its importance, types and whether or not it is a learned skill.

Chapter 5 consists of a survey of attitudes to, and perceptions of management. Prior to the survey the notion of 'role' is explored and, in particular, that of the Deputy Head. The results of the survey, contained in Appendix I, are analysed and conclusions, both specific and general, are offered.

The concept of the teacher as a professional and the associated problems of managing the 'equal' professional are explored in chapter 6.

In chapter 7 the notion of equal opportunity for females in management is discussed, with references to historical background and current day influences.

Chapter 8 is an attempt to bring up to date the rapid developments current in educational management; the new requirements placed upon schools and the implications for management contained in the proposed new Education Act.

This is to certify that none of the material offered has previously been submitted by me for a degree in this or any other university. All materials from other sources have been acknowledged.

ACKNOWLEDGEMENTS

I would like to thank all those who have assisted me in the production of this thesis. In particular, I am grateful to the Local Education Authorities of Northumberland and County Durham for permitting me to use their schools, to the Headteachers who facilitated my visits and especially to those members of staff who gave of their valuable time to take part in the survey. Special thanks go to Dr. Ian Booth for his help and to Mrs. Dorothy Lamb whose help in the preparation of this document has been so valuable. Finally, a loving 'thank you' to my wife and family who have tolerated and supported me during the course of this work.

To Jean.

CHAPTER 1

INTRODUCTION OF MANAGEMENT IN SCHOOLS:
THE EFFECT OF BURNHAM AGREEMENTS.

To begin an investigation into middle management and the differing perceptions thereof it would be advantageous to have a brief look at its development in secondary schools.

The growth of middle management was perhaps not, at the outset, a conscious aim of educationalists nor of employers. In fact it seems to have been a bit of a "chicken and egg" situation; the demand for salary structure and the growing complexities of schools combining to create a hierarchy in schools, whose members became the natural inheritors of management responsibilities.

In tracing the developments since the 1944 Education Act and the setting up of the Burnham Committee, it is not intended to debate the salary arguments, merely to show the relevant considerations of both Teachers and Employers which have led to the current state of middle management in our schools.

Before 1945 the Burnham Committee was confronted with an educational system comprising of Elementary (all age) Schools and the Secondary Schools (11 to 18 year old). Schools were of such a size that, in the main, control and all necessary administration could be executed by the headmaster without the need to involve others on the staff. This had been the pattern for many years and there had been no apparent pressure nor need to change.



The organisational structure within these schools was basic; consisting of a Headmaster and his assistants. (See fig.1.1) Recognition was made, however, for work of an advanced nature and for those who might deputise for an absent headmaster.

8 (a) For assistant teachers there shall be special posts in respect of which allowances over and above the salary scale shall be granted for special responsibility, special work of an advanced character, special academic, professional or industrial qualifications, or other circumstances.....

(c) (iii)allowances may be granted to assistant teachers who take charge of schools in the absence of the regular head teacher (1)

Under this agreement Local Authorities were permitted to pay 'allowances' to about 15% of teaching staff. However this was on an arbitrary basis and allowances could go predominantly to the vociferous headmaster who put the best case for his school. Invariably the 'advanced work' was to be found in the Grammar Schools. Most schools had recognised the need for a senior master to deputise for the head who was not present and, although not established formally, many schools used the allowances to create the position of 'senior master'. Thus creating the structure as shown in fig.1.2.

The 1951 Burnham agreement appears to recognise more formally that the larger the school the more 'above scale' posts would be needed. Indeed in creating classification of schools by size and linking the number of scale posts to that classification, a more equitable distribution of 'above scale' posts was evident. Local Authorities, however, still had further discretionary funds to distribute from the 'Pool'.

Fig. 1.1

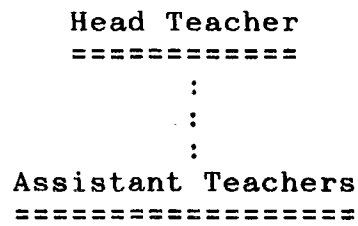


Fig. 1.2

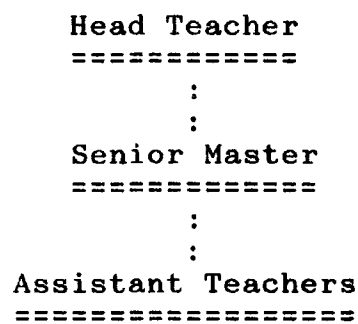


Fig. 1.3

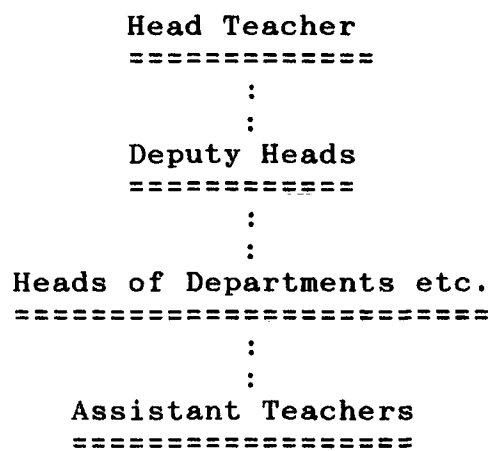
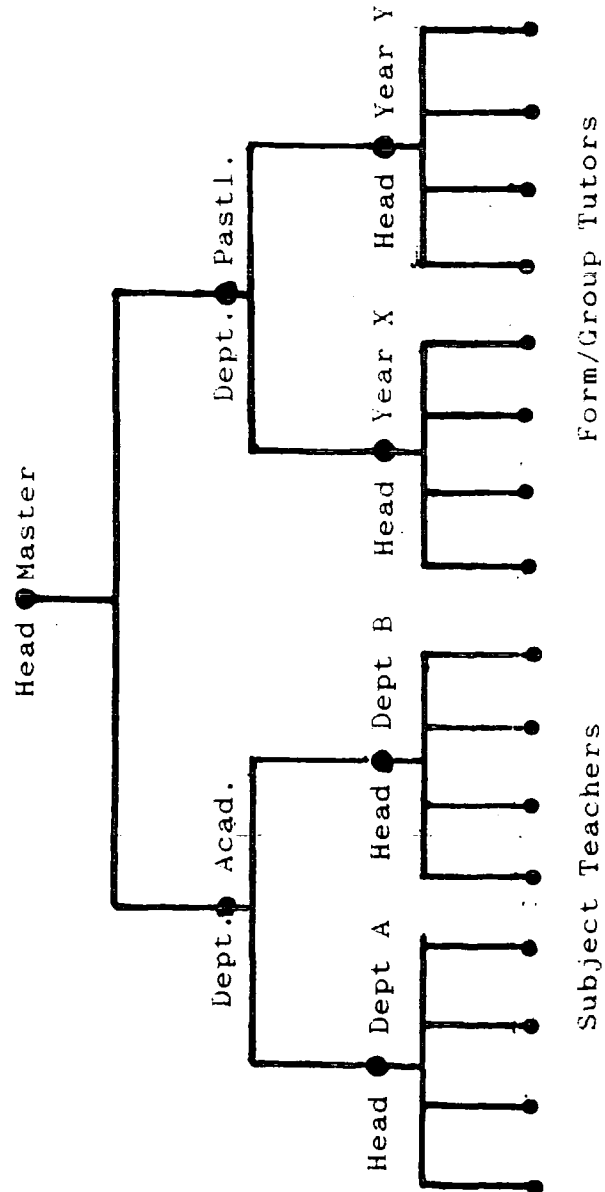


Fig. 1.4

POSSIBLE MANAGEMENT HIERARCHY (BY SCALE !)



It is worth pausing here to note another aspect of salaries which will be discussed at length at a later stage. That is the differences in salary payments to men and women which was common practice in all fields of work at the time. It may be felt that no matter what the original situation and subsequent developments, the view of the role of women in middle management has been coloured by these early years.

The 1956 Burnham agreement was significant in many respects, not least of which was the commitment to equal pay for women by the year 1961. The formalising of the role of 'Deputy Headmaster' and the creation of the posts of 'Head of Department' together with 'Graded Posts' were the other major features. These posts were to be linked to the classification of the school; recognition that the larger schools were perhaps in need of more promoted posts than the smaller. It cannot be said that this was done in recognition of the need for bureaucratic structure within the larger establishments to aid management. It may well have been seen as an appropriate way to share out the promotions.

The reason for this reluctance to acknowledge such developments as deliberate steps toward better management, rather than to suggest that they were responding to established practices, comes from examining the varying proposals for change in the pay structure. Both Employers and Teachers have argued at some time in favour of promotional prospects, recruitment forces, qualified staff, comparability, equitability, differentials, etc. in order to

promote the advancement of payment to teachers. All factors have at some time had an influence on the final outcome of the pay scales.

The formalising effect of the new scales was significant in that it created recognisable levels of responsibility to match the posts awarded.

There were now staff members with the titles 'Head of', 'Master in charge of' and 'Deputy Headmaster'. This implied an element of authority over others and an element of autonomy from the Headmaster. The Headmaster was thus distanced further from his assistants and would have to delegate a proportion of his responsibility, if this had not already been done prior to the awards. (See fig.1.3)

Poster states:-

This rapid diversification of reward opportunities in education was at one and the same time a reflection of the need for the delegation of responsibility and a considerable incentive towards the stratification of power.(2)

Heads of Departments were to be established in all secondary schools under the terms of the 1961 Burnham agreement together with comment on the allocation of these posts.

Appendix VIII

(a) In determining the grading of an allowance for a post of Head of Department the Local Education Authority should have regard to the size of department and its importance in the curriculum, to the number of teachers engaged and the amount of advanced work ... undertaken. In the case of a subject department, however, the fact that only one teacher is engaged in teaching the subject or that there is no advanced work need not preclude the establishment of a post of Head of Department..... (3)

Here the responsibility for subject areas was being recognised and rewarded in relation to the administrative

burden on the department. The report not only recognised subject departments as worthy of reward but made allowance for Heads of 'administrative' departments. A further dimension in the structure of middle management.

Appendix VIII

(b) (ii) In large schools of say 1,000 pupils or more where the school is organised into sections, for example, lower school, middle school, a teacher in charge of such a section may be appointed as Head of Department. (4)

The creation of the numerous scale post and the concentration on them in negotiations, whether relating them to management functions or career advancement, had altered the balance of reward payments in schools.

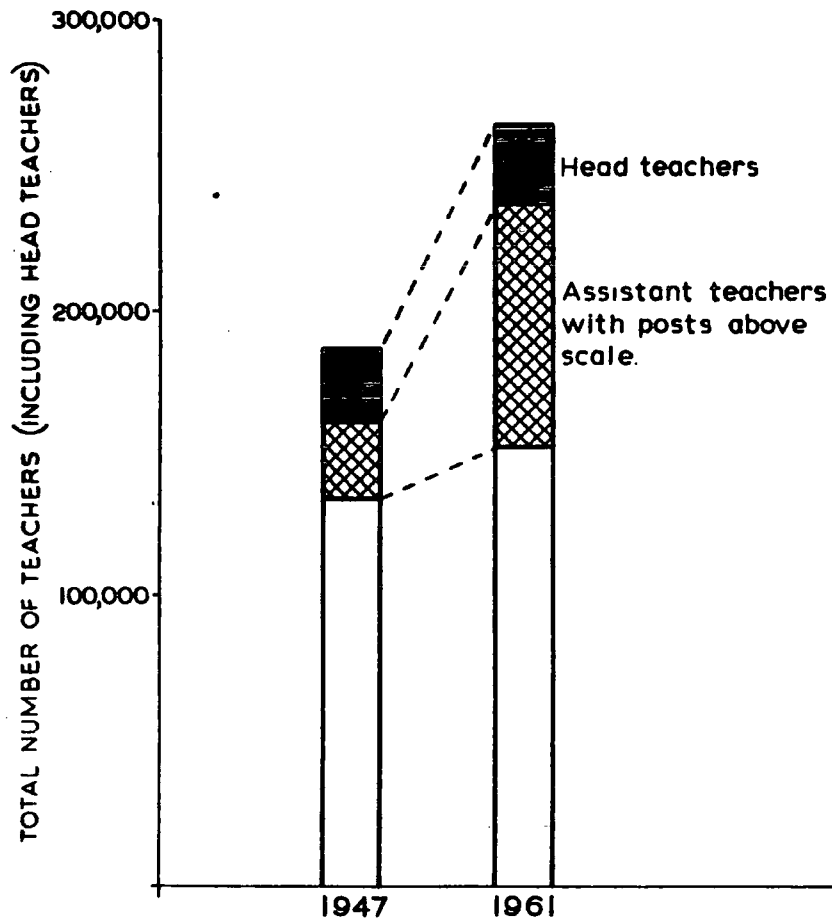
....if we omit head teachers from the figures.... we find that in 1947 there were 160,139 assistant teachers, of whom 28,260 had posts above scale, that is 15%. At 31 March 1961 there were 237,047 assistant teachers of whom 85,880 had posts above scale representing 36.2%. So far as assistant teachers are concerned, therefore, the opportunities for promotion have been more than doubled in the last 18 years, as the diagram shows... (5) (Fig.1.5)

The claim of the teachers in 1963 was for a flat rate increase of fifty pounds for all teachers in order to raise the general level of salaries, to be followed in 1965 by the opposite argument for increases in allowances, referring in their prime argument to general economics rather than to specific needs of the school system. Paragraph 23 of the Arbitral Report states:-

It was argued that the allowances for holders of graded posts, heads of departments and deputy heads needed to be increased substantially as the teacher's prospects were poor compared with those in other occupations and it was important to provide adequate incentives for the ambitious and capable. (6)

THE GROWTH OF ABOVE SCALE POSTS

1947 - 1961.



HOW POSTS ABOVE SCALE HAVE INCREASED

Fig. 1.5.

Taken from "The Burnham Storey" 1963.

It is interesting to note that the employers' panel did not object to this notion of promotional 'carrots'. In turn school staffs responded to the vast range of scale posts and Head of Department grades and a promotional circus was created, with staff chasing the 'next grade' in the same or different schools. Whilst beneficial to those engaged in this nomadic pursuit of betterment, the effect on the schools was in the main disruptive. This was to be noted in the 1971 arbitration arguments of the employers.

Para. 140

(c) the excessive number of different allowances produced instability in staffing because it often led to teachers moving too rapidly from one school to another in search of a higher allowance; (7)

Here we have the situation of promoted posts actually mitigating against the smooth management of schools due to discontinuity in staffing and the general inability of managers to predict staffing for curricular development or even time-table needs.

There were, however, advantages to be gained from this situation. Not immediate but nonetheless real. The effect of moving from assistant to scale II, to scale III, to Head of Department, to Deputy Head or whatever, which was for many initiated by a wish for a better standard of living, produced many teachers with wide and varying experience. Working in the differing institutions; Grammar Schools, Secondary Moderns, Comprehensives etc. these teachers had gained a diverse knowledge of situations and possible responses. They would become valued members of management teams in their later schools.

In the 1961 Burnham report posts were linked tightly to academic performance. It was not until the 1971 agreement and the simplification to five scales of payment that the allowances were liberated from purely subject based considerations. At this stage a definite attempt can be seen to satisfy a need in the schools system which was to cater for the growth of the 'pastoral' systems developing in many of the larger schools. It can be seen in the arguments to the Arbitral body of 1971 that the duties of teachers had expanded in social caring in order to facilitate the learning side of schooling.

27) Moreover the job itself has become more onerous. In many areas, the loosening of parental control, together with much greater temptations that faced children outside school, had presented teachers with disciplinary problems that did not exist a few years ago. At the same time teachers were expected to undertake responsibilities of personal guidance and counselling which used not to be part of the teachers' duty. (8)

The employers too were aware of needs within the management of schools stating in their arguments:-

123) (a) the number of posts of responsibility required in a school increased with the age of the children, with the specialisation of the work, and with the wider range of activities undertaken and the more complex organisation of secondary schools. (9)

This last reference to complex organisation was carried through to the 1972 awards which saw the establishment of the post of Senior Teacher. This was to be a position between a Scale 5 post and that of Deputy Head, an administrative position, recognising the need for a third layer of administration within the larger schools. The resulting range of posts: Deputies, Senior Teachers, Heads of

Departments (both academic and pastoral) and lower scale posts of responsibility gave schools an extremely flexible situation from which to construct their management structures. (fig.1.4)

With the contraction of the five main responsibility grades to four in 1971 the structure of management teams were by now accepted in their varying forms, posts being awarded within the schools as would best benefit each establishment. Status was established within the various scales and their associated responsibilities producing the hierarchical 'pecking order' of management.

The system of remuneration, itself a compromise between sectional interests, thus helped to create a hierarchy of status levels which could be used for differential responsibilities; yet it was intended as a career incentive by the (Burnham) management panel and by some unions as a way of restoring the differential salary enjoyed by the grammar school teachers before the 1945 settlement. Eventually availability of posts to carry managerial responsibility may thus be interpreted as an indirect consequence of salary negotiations. (10)

At the time of writing schools face the possibility of a radical change in management structure in schools. Not that the current systems of management are inefficient or out of date, but, like its development over the past years, the management structure is extracted from the career pay scales of teachers as a whole and has not been the predominant influence on general salary structure. The current climate of falling rolls in schools, school closures, redeployment of staff etc. has produced in schools duplication of scale posts which cannot be absorbed easily under the existing rules. The effect is not on the management itself but on the promotional possibilities of staff.

John Sutton observes:-

By 1984 more and more good teachers, who might have expected speedy promotion in the 1970's found themselves blocked on Scale 1 or, at best, Scale 2, at salary levels which had steadily declined in relative terms. From the head's point of view, the opportunity to pick out and recommend for promotion talented young colleagues and so maintain a dynamic structure was severely constrained. (11)

In 1986 the proposals were for a 'professional grade', without allowances, enabling all teachers to reach the highest pay level. A few above 'maximum' payments were to be made to top management, Deputy Heads etc., but middle and lower management posts would disappear. Replacing the middle posts, it was proposed, would be 'collegiate responsibility' from those on the top of the 'professional grade'. This proposed a radical change from the hierarchical structures then in existence and required rethinking, remodelling and redeployment within the management framework of responsibilities.

The actual developments imposed by the Department of Education and Science will be discussed more fully in the concluding chapter 8.

CHAPTER 2

THEORETICAL PERSPECTIVES

The historical development of management in schools, outlined in chapter 1, was perhaps one of random influences; some pertinent to the development of management whilst some influences were knock-on effects from other considerations.

With the growth of management structures in schools it was observed that some were more effective than others and interest in the theory of management grew. There existed many studies on management of organisations such as industry, the civil service, armed forces etc.. The important question was: 'Could some of the theories developed there be of use or application in the school situation?' The theorists thought that this was possible.

Briefly stated, the new perspectives of educational administration are a result of:

1. An effort to characterise administration as a science and an administrator as a professional person;
2. Intensive study of administration as a phenomenon of behaviours, performances, social interactions human relationships and the like;
3. The application of theory and model constructs to the study of administration;
4. An analysis and differentiation of administration into two dimensions - content and process;
5. A recognition of the new forces that shape perspectives in administration - new technologies, population phenomena, ideological conflicts and changes in value systems, knowledge explosion, and the like;
6. A mounting interest of scholars and researchers in the study of administration. (1)

However, many educational practitioners regarded the notion of classifying schools and pupils in terms of input

processes and outputs, raw materials and finished products as an alien concept. Thus there exists to this day an uneasy cohabitation of theory and practice within education.

Both general and specific theories to education, however, have been produced. In this chapter mention will be made of some of the more relevant studies and their contribution to management in schools.

We must take as a starting position a stance of caution, but not scepticism. In order to appreciate what theories have to offer it must be first acknowledged what theory actually is. 'Have the theorists invented their theory or law?'; 'Does the practitioner already follow or administer the basic law?'. Remember Newton did not invent gravity. He 'merely' observed and analysed it's action - but what a difference the statement of his observations has made to the world of science! Einstein poses a note of caution to all researchers and users of theory:

In our endeavour to understand reality we are somewhat like a man trying to understand the mechanism of a closed watch. He sees the face and the moving hands, even hears the ticking, but he has no way of opening the case. If he is ingenious he may form some picture of a mechanism which could be responsible for all the things he observes, but he may never be quite sure his picture is the only one which could explain his observations. He will never be able to compare his picture with the mechanism and he cannot even imagine the possibility or meaning of such a comparison. (2)

Halpin puts forward the proposition for an ordered approach to theoretical study; an appeal for conformity in the use of language by theorists and practitioners; a recognition of what is abstracted theory and what is prescriptive behaviour.

In our efforts to develop theory in educational administration we have been impeded by three substantive problems: (1) We have not been clear about the meaning of theory. (2) We have tended to be preoccupied with taxonomies and have confused them with theories. (3) We have not been sure of the precise domain of the theory we are seeking to devise. (3)

Is it necessary to follow the path of research into educational management? Is not a developmental model like that of evolution satisfactory? Perhaps the basic theory; "If it works today - do it again tomorrow. Or if it does not work today - try something else tomorrow" could be sufficient?

The above model is obviously insufficient for today's world. The use of theory may short circuit the above, by propagating the observations and results of others' experiences: "If it worked for someone else yesterday - I'll try it tomorrow." There is no need for the administrator to wait for the apple of inspiration to fall on his head.

A second more important feature of theory is that it will provide us with alternatives which may break us out of a closed loop of sameness of action. Harrison Brown makes this point well:

As the survival of our remote ancestors was dependent upon their ability to capture game, our own survival is dependent upon our ability to generate and capture ideas. The constant search for practical application and for the obvious result with the consequent exclusion of other intellectual pursuits can only lead to the nourishment of mediocrity and eventually to our downfall. (4)

One of the drawbacks that have beset the acceptance of theory as directly relevant to schools is the use of specialised language. Halpin asks investigators to produce

clear definitions of any new words used or any new use of established words. He also encourages the practitioner to challenge or request clarification of the theorist's jargon, for the value of theory is only obtained if communication takes place.

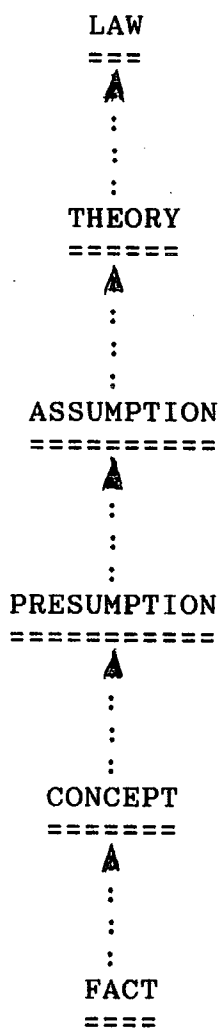
The administrator, however, does not always detect shortcomings in how the social scientists formulate problems. He often allows himself to be impressed by the scientist's technical jargon; he is afraid that by asking questions he will expose his naivete. This is unfortunate, for hokum can suffuse the scientist's language.

Each set of players has his own defence mechanism. The scientist becomes increasingly disdainful in casting his pearls of wisdom -... On the other hand, the practitioner consoles himself with the knowledge that he is in the 'real' firing line, that what he contributes to his school is more important than any misty theory. (5)

The path to theory is mapped out by Owens (1970) p.41 (see fig.2.1) and each stage of terminology is explained from 'fact' to 'law'.

'Fact' is the observed behaviour or product of the observed behavior; taking care not to include our own perceptions of the facts or value judgements. 'Concept' is the development of agreed meanings of words and phrases with which we can work, for progress without definition and understanding is impossible. Then comes 'Presumption' of connections linking the observed facts into groups or a cause and effect relationship. This is to be followed by 'Assumption' in which the presumption is assumed to be true as a null-hypothesis for testing in some statistical manner. The collection of assumptions that have survived the rigours of testing can then be termed a 'Theory'.

Fig. 2.1



Hierarchy of terms useful in dealing
with theory.

Owens, R. G., (1970), p. 41.

If the theory can be tested and applied in practice, with repeated positive results (success) then we may say that we have a 'Law' relating the facts.

The manager who shows interest in theories must be aware of the level of application of the studies: whether they are macro-theories dealing with management as a whole; the interactions of groups or other sociological involvements, or whether it is a micro-study of personalities, of motivations or of interrelationships. The reader must also be able to recognise taxonomies as such and not interpret them as theories.

This is the place too where we must be sure to keep our "is's" and "ought's" straight, we must be prepared to take all our hidden value assumptions out into the open and make them explicit. (6)

If the manager and theorist are to work together there must be a mutual respect for one another, but in this respect there must be an awareness that not all practice is good, neither is all theory. It is honesty and openness which will promote this cohabitation and each must not run to his own corner and hope to survive in proud isolation.

"How can administrative theory be applied by the superintendent?" I think when we pose the question in this form, we invite confusion. This is the wrong question, or at best it is a premature question at this juncture. It would be better to ask, "How can the practitioner use the social scientists' findings to sharpen his analysis of the social situations with which he must deal?"... There are also a few ways of thinking about social and organisational phenomena which will help him discern the similarities and differences between day-to-day administrative situations, and thus enable him to make wiser decisions. (7)

This response by Halpin, to the managers' primary question, is an honest evaluation of the relevance of theory. It has not been brought about merely to serve the particular needs of educators involved in administration. Indeed many of the theories had their foundations in industry, business and other environments. It is the task of the educational administrator to examine the theories and glean from them whatever he may find of use.

This does not mean that schools ought to ape business, universities or even co-operatives, but they do need to understand what different cultures, structures and systems of control are open to them, and what the advantages are of each. (8)

The theories discussed or referred to in the remainder of this chapter are not intended to provide an exhaustive study of the theories available to the educational managers. They are merely a collection of theories applicable to education which have relevance as theoretical perceptions of management in schools.

If there is to be any order to their discussion it could be from the macroscopic studies of organisations and abstract notions such as 'power' to the microscopic viewing of the personalities of people with whom the manager is working.

In order to manage, the manager must have an understanding of the people and things which he is to manage. 'Things' are easy to cope with as they are static and respond within the laws of physics to any influence upon them. 'People', however, are more unpredictable in their

response to stimulæ. A realisation that has led to many theoretical investigations. The actions we choose in dealing with people depend very much on how we presume they will respond. This presumption on our part, of likely behaviour, is based upon our perception of people - or the individual.

McGregor takes this idea and postulates two theories: "X" and "Y" which he states are possible views of human nature.

Theory X (which) postulates 3 basic propositions.

(1) The average human being has an inherent dislike for work and will avoid it if he can.

(2) Because of this characteristic, most people must be coerced, controlled, directed and threatened with punishment so that they will work toward the organisation's goals.

(3) The average human being prefers security, and will avoid responsibility. (9)

This theory, if adopted by a manager, will lead him to make decisions and take actions which are purely directive, threatening and sceptical of the response of the workforce. It takes no account of the traits like aspiration, trust, enthusiasm, loyalty etc. which may well be present in their employees and colleagues. Believing only theory X the manager will close, to himself, many avenues of practice which could exploit those missing attributes.

(His) theory Y embraces some very different ideas:

(1) Physical work and mental work are as natural as play, if they are satisfying.

(2) Man will exercise self-direction and self control towards an organisation's goals if he is committed to them.

(3) Commitment is a function of rewards. The best rewards are satisfaction of ego and self actualisation.

(4) The average person can learn to accept and seek responsibility. Avoidance of it and emphasis on security are learned and not inherent characteristics.

(5) Creativity, ingenuity, and imagination are widespread among people and do not occur only in a selected few. (10)

Stressing the more hopeful attributes of human nature will lead to a management style which is mostly inspirational. That is, based on inspiring, within the workforce, moves towards enhancing attributes of theory Y.

If the manager relies solely upon self control, commitment, natural impetus to work and self actualisation and creative leadership coming naturally from his workforce he may find his aims and objectives repeatedly left 'high and dry' or 'sunk without trace' by those who do not fulfil this set of characteristics. If people fulfil either of the sets of criteria of theory X or theory Y then management would be easy. An 'either-or' set of activities would be all that was required to cope with whichever theory prevailed in the worker. In fact what we have in each member of the working population is an intermix of several or all of the factors from both theory groupings. These groupings themselves waxing and waning in their dominance at different times during a person's activities.

It is felt that the purpose of McGregor's X and Y theories is to highlight the fact that the management of people cannot be of one style alone. The extremes posed by McGregor focuses attention, in turn, at opposite ends of the spectrum of possibilities. The manager's response to the differing theories, if each is assumed correct in turn, will highlight the diversity of treatments possible when dealing with colleagues or subordinates. It is the wise manager who recognises the mixtures present in their subordinates and can produce a suitable admix of controls and stimuli to

obtain the desired responses.

This global view of 'man', the material of management, can be matched with global theories concerning structures of management, the most significant of which must be Max Weber's 'Bureaucracy'.

According to Max Weber ... stated briefly, a bureaucracy is an organisation that achieves the epitome of efficiency and rationality while at the same time resting on a bedrock of legitimacy. (11)

This legitimacy was that of 'legal authority', that is created and upheld by legislation. The major constructs of the Bureaucracy Theory were:

(1) A hierarchy of offices, (where positions hold title and salary commensurate with skill and responsibility.)

(2) Rules and regulations governing the activities and interrelationships within and between establishments.

(3) Specialisation of tasks - with associated job differentiation.

(4) Impersonality - rules were required to deal with all occurrences irrespective of personalities involved.

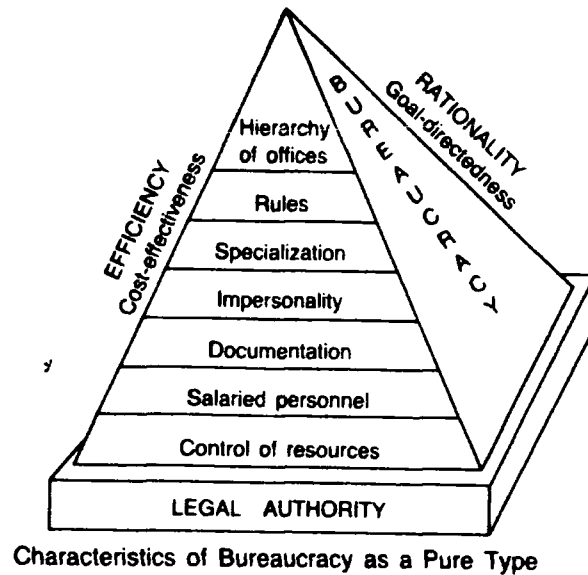
(5) Written records where necessary to maintain communication, traceable action.

(6) Personnel were to be salaried thus removing anxieties over pay, thus producing a loyal workforce.

(7) The system would have control of its resources.

Silver shows the Bureaucratic system as a pyramid:

Fig. 2.2



Silver, P., (1983), p. 78.

The diagram reflects the classical pyramid of responsibility that we find in many organisations, not least in the larger schools. All this based upon the firm foundation of the legal authority of various education acts, whose responsibility for implementation has been passed down through the hierarchy of offices. The argument that the organisation based on legal authority is more effective than one based on 'traditional' or 'charismatic' authority, recognises the existence of other forms of power.

It is when requests or directives exceed these legitimate boundaries that non-legal authority and other forms of power are likely to come into use. (12)

The idea of power became a focus for Etzioni (1975). He identified three types of power which he called 'Coersive',

'Normative', and 'Remunerative'. In his Compliancy Theory (ibid.) he links the types of power with the differing levels of involvement displayed by participants in a system. His three levels of involvement are 'Alienative', 'Calculative' and 'Moral'. Alienative involvement comes from those who are antagonistic to the regime or aims of the organisation. Thus to obtain compliance a coercive style of power is often utilised. Similarly with those whose attitude is more calculating the power of remuneration and reward is the usual means of achieving their involvement. For those who feel a moral involvement in an organisation a normative management structure is sufficient to achieve compliance.

The following diagram is produced in Silver (1983) p.101:

Fig. 2.3.

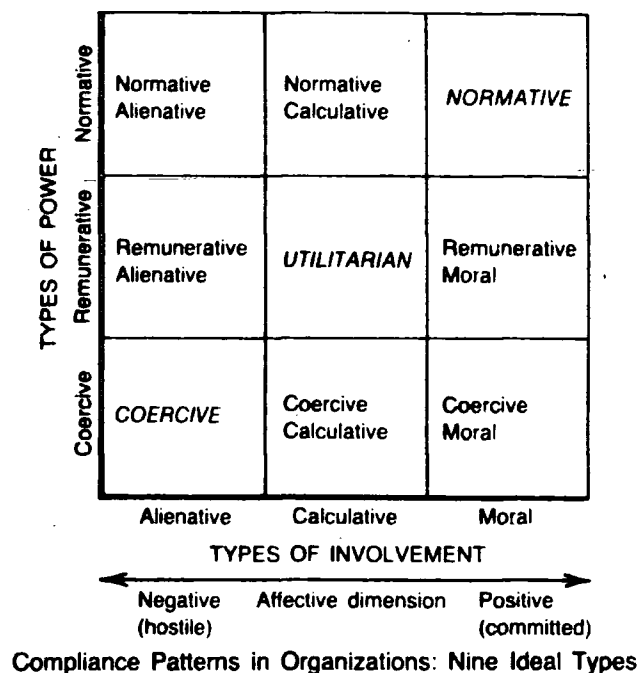


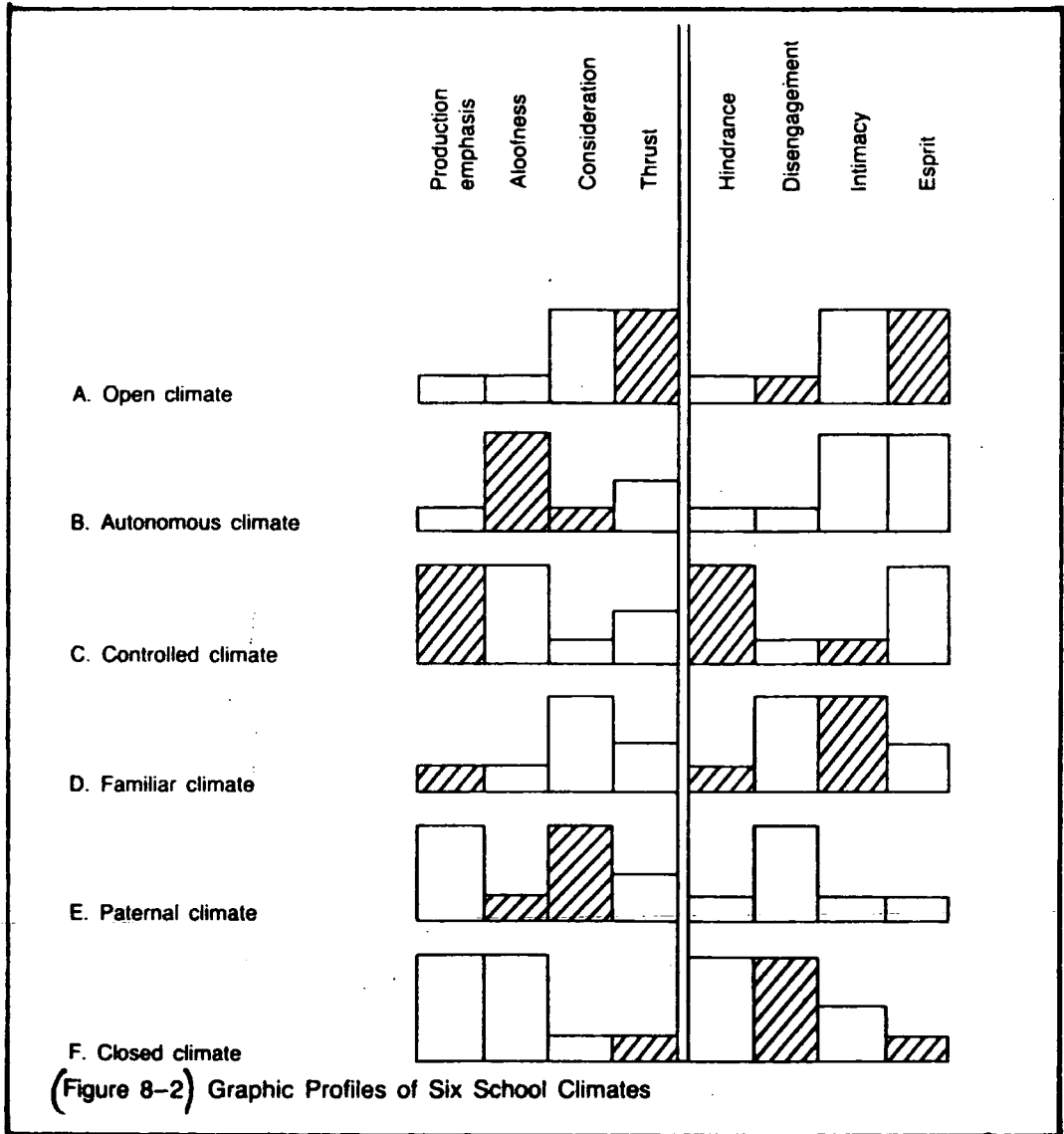
Table 2.1.

SOME CORRELATES OF COMPLIANCE IN COMPLEX ORGANIZATIONS

COMPLIANCE	POWER	INVOLVEMENT	GOALS	CONSENSUS	COMMUNICATION	LEADERSHIP
NORMATIVE	Normative	Moral	Cultural	Generally: high	Instrumental: horizontal Expressive: downward	Instrumental: informal Expressive: formal
UTILITARIAN	Remunerative	Calculative	Economic	Instrumental: high Expressive: low	Instrumental: down Expressive: horizontal	Instrumental: formal Expressive: informal
COERCIVE	Coercive	Alienative	Order	Generally: low	Instrumental: downward Expressive: horizontal	Instrumental: formal Expressive: informal

Silver, P., (1983), p. 10.

Fig. 2.4.



Silver, P., (1983), p. 185.

Etzioni states that compliance within organisations fits one of these nine categories. The 'Coersive', 'Utilitarian' and 'Normative' providing the most stable organisations, which he terms 'congruent' power/involvement patterns.

Within the compliance theory we see an attempt to combine the effects of power with the nature of people within the organisations. A brief summary is given in table 2.1.

The outward manifestations of the interactions of power cultures and people within organisations was the basis of the study of School Climate by Halpin and Croft (1963). In their study they identified six distinct types of climate within schools, from 'Closed' through 'Paternal', 'Familiar', 'Controlled', 'Autonomous' to an 'Open' climate. These were placed on a pseudo continuum.

The appropriate climate was found by considering the relative weightings of several factors: four factors contributed by the behaviour of the principal and four observed in the workforce. The critical factors of behaviour of the principal and teachers are explained in the table 2.2.

These combine with relative weightings to produce the typical climate profiles shown in fig. 2.4.

The dynamics of school climate is beyond the scope of this work, but its study is invaluable to any manager in school. To study the school in such a way may provide a reasonably rapid measure of the effectiveness of the principal's intentions.

Table 2.2.

PARALLEL STRUCTURES OF THE TWO MAJOR COMPONENTS
OF SCHOOL CLIMATE

PRINCIPAL'S BEHAVIOR	TEACHERS' BEHAVIORS
1. <i>Aloofness</i> : emotional and physical distance from the group.	1. <i>Disengagement</i> : emotional and physical distance from each other and the school.
2. <i>Production emphasis</i> : close supervision of tasks.	2. <i>Hindrance</i> : burdensome load of nonteaching tasks.
3. <i>Thrust</i> : energy, vigor, and drive as a role model; meeting both task and social needs simultaneously.	3. <i>Esprit</i> : energy, vigor, and drive as a cooperative group; meeting both task and social needs simultaneously as a group.
4. <i>Consideration</i> : concern for staff members as individuals.	4. <i>Intimacy</i> : concern for each other as individual people.

Silver (pp. 197-9) suggests several possible actions that the principal might take to improve a school climate. (i.e. move it toward the open climate.) Firstly, minimise hindrance by improving efficiency, reducing staff paperwork, possibly by employing lay staff for this aspect of the teachers' work. To improve 'esprit' by involving staff whenever possible in the decision making process, by listening to their ideas or forming committees. Such esprit could be developed by setting up school projects involving staff and pupils to enhance the ethos and reputation of the school. Also the principal is advised to provide time and facility for staff development and to show an interest in those who invest themselves in further school activities.

To reduce 'disengagement' it is suggested that the improved esprit may be of benefit as would the active encouragement of staff to use their strengths and ideas in

school, especially where it would involve active participation of the individual. The promotion of social events for staff or weekend retreats may also have a unifying effect. The improvement of 'intimacy' may possibly be brought about by providing comfortable social and eating areas for staff, or encouraging participation in in-house designed staff development programmes.

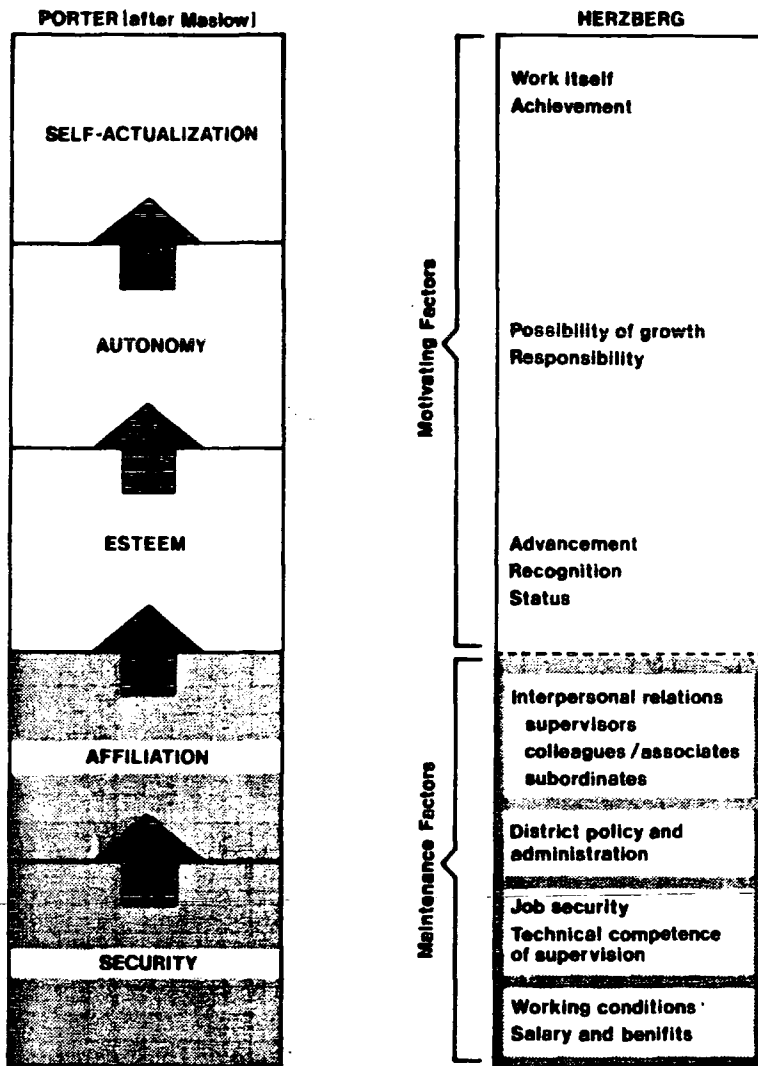
Further suggestions for improving school climate have come from the work of Brown (1965) (a), Halpin (1967) (b) and Miklos (1965) (c).

It is naturally hoped that there is a knock-on effect, whereby the creation of good esprit and climate will create a better learning environment.

The reader is cautioned to remember that Etzioni's theory contained the "is's" and the suggestions made by commentary writers must be viewed as their opinions as to the "oughts".

Practitioners using theories about climate and recipes for changes therein must always take into account the nature of the individual and that which drives him. Moving attention to the more microscopic view of management, which relates the individual to his environment, the work of Maslow and his theory of the 'hierarchy of needs' must be acknowledged, together with Herzberg and his 'two factor theory' and the 'expectancy' theory of Vroom. These theories offer perspectives on the motivations of the individual.

Fig. 2.5.



Need-priority model compared with motivation-maintenance model.

Owens, R. G., (1970), p. 126.

Maslow's theory of the 'hierarchy of needs' proposes that there exists differing levels of need in any person, and that the lower needs must first be satisfied before a person can be motivated to reduce those needs which Maslow places at the higher levels.

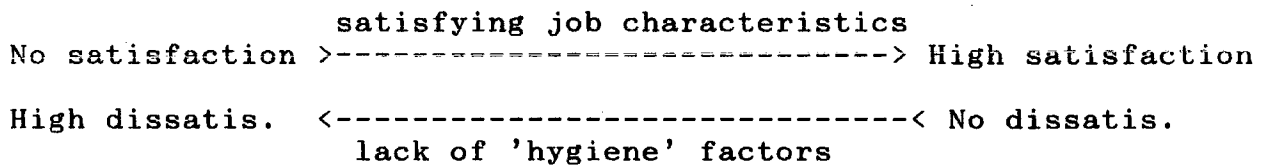
Briefly the needs are: a need for food; a need for safety; a need for affection and a need for intellectual achievement. They are diagrammed by Owens as shown in fig. 2.5.

If one accepts the proposition of the theory it is evident that one cannot expect anyone to be motivated to a higher level of achievement unless their lower needs are being met. For example it would be unreasonable to expect a member of staff to be fully achieving and self directing to his full potential if his house has just burned down and he has been made bankrupt.

Perhaps not all situations present themselves in such a marked way, but the shades and hues of circumstance will be there, in his staff, for the informed manager to note. He must then amend his demands and expectations in order to obtain what may be on offer without alienating the member of staff concerned.

Hertzberg puts forward the argument that motivation is influenced by two factors: 'Satisfaction' and 'Dissatisfaction'. His starting hypothesis is that satisfaction and dissatisfaction are not opposite ends of a continuum but are mutually independent.

Fig. 2.6.



He defines factors contributing to satisfaction as 'Motivating factors', whilst those which remove the cause of dissatisfaction he terms 'Hygiene factors'.

The hygiene factors, in themselves, do not cause any motivation in the subject but their absence will be the cause of dissatisfaction which may, in turn, inhibit or possibly nullify any positive contributions present in the motivating factors.

Perhaps the observer may take a more simplistic view of these factors. That is: the motivating factors are those within the control of the subject, and therefore any success in these will bring a high degree of satisfaction and hence motivation. The hygiene factors, however, are usually external to the influence of the individual, therefore he is able to blame others for their absence and his dissatisfaction. Thus lack of motivation in a working environment is readily put at the door of others, (i.e. managers).

The parallel has been drawn between the theories of Maslow and Herzberg and the question must be posed: are they separate phenomena being discussed or are they the same factors. (See fig. 2.5)

Victor Vroom (1964) in proposing his 'Expectancy theory'

takes a somewhat more emotionally-mercenary viewpoint on motivations, yet recognises, as did Hertzberg, the external influences as well as those internal.

Both the direction and intensity of a person's motivations are influenced by two factors: (1) the person's perception of self - that is, of one's own capabilities for action; (2) the person's perceptions of the world external to the self - that is, of the extent to which the results of actions yield rewards ... and/or penalties. (13)

Fig. 2.7.

```

*****
*          *          *          *          *          *
* ACTION * Expectancy * OUTCOME * Instrumentality * OTHER *
*          *----->*          *----->* OUTCOMES *
*          *          *          *          *          *
*****

```

Vroom postulates that people will be more strongly motivated to action if they believe (expect) that the outcome of that action will have a favourable effect, and that that outcome will be instrumental in the production of other favourable outcomes.

He distills these ideas into a mathematical formula involving one's attraction ('valency') to a proposition, which he rates on a scale -10 to +10, together with how the outcome is perceived to be 'instrumental' in subsequent favourable outcomes. Instrumentality is rated on a scale 0 to 1. This mathematical approach gives form to an otherwise nebulous and ephemeral set of notions, allowing the participant to weigh carefully his options of action.

Thus many psychological factors - such as ego involvement, stereotopic thinking, general optimism and self-concept - are likely to effect not only the individual's expectancies regarding the outcomes of their own actions but their perceptions of instrumentalities as well. (14)

... administrators and supervisors have a degree of control over the rewards and penalties (indirect outcomes) available to employees. For example, supervisors and administrators can allocate praise, recognition, some privileges, and opportunities for growth (all rewards), as well as criticism, disapproval, and tedious tasks (all penalties). Thus administrators control many of the indirect outcomes of employees' action. (15)

In a study indirectly related to the theory, Spuck (1974) found that the rewards of community support/recognition and agreement with school goals and policies (that is, the reward of self-confirmation) were inversely related to teacher absenteeism. (16)

It is imperative that practicing managers familiarise themselves with current theories on educational management, either to open new awareness of thought and perception of the nature of their task, or to confirm themselves in their actions and belief in their validity.

The prudent manager will not cling to one or several of the existing or emerging theories as pathways of truth, but will be aware of the intersection of management theory with personality theory, with motivational theory, with power and leadership theories and others in ever changing combination.

Meij writes:

... the question arises how to get a synthesis out of these different approaches. One possibility to meet this difficulty is to let the manager decide between solutions of his problems provided by different sciences ... The only synthetical approach can be made by people that have learned to think in inter-disciplinary terms ... He (the manager) has to understand the relativity of the different approaches and to make a choice wherein all of them are taken into consideration. (19)

CHAPTER 3

MANAGEMENT CULTURES AND THE DELEGATION OF RESPONSIBILITY

No matter what form of school is operating; from a two teacher Primary to a 2000+ pupil Comprehensive, certain elements of management remain constant. There must be planning of courses. There must be a sharing of curriculum load. There must be communication and assessment of the progress of the pupils both socially and academically. In the small school this may be possible as light conversation over coffee in the staffroom. In larger schools the casual lines of communication become too complex for the unstructured approach to function efficiently. The diversity of course content means specialists are required whose main interest may be in that discipline alone. The very size of a staff and the geographical dispersion in a large school may make everyday communication of information a difficult task. Gannon and Whalley, whilst recognising the need for management in the larger schools, still champion formal management structures for the smaller establishments

Rather than presume some debateable advantages from lack of size ... the small school needs to operate as sophisticated a management structure as its resources permit, and as constant a review and reappraisal of its functioning and purpose as any large school undertakes.
(1)

Herein lies the basis for school management and the need for Middle Management whose function it is to expedite the decisions or policies of the headmaster (or management team).

Built into the organisational structure there must obviously be a convenient means whereby the wisdom and experience of the head and of his senior colleagues can be brought to bear quickly and effectively upon a wide range of important decisions. (2)

Questions posed by the delegation of responsibility and power to others in the management structure are linked with control.

How does the Headmaster, having delegated important tasks to colleagues ... provide the overall leadership that they still need from him? How does he do this without taking back the responsibilities he has delegated to them ...? (3)

These are valid questions, applicable not just at the level of headmaster but at any level where a task has been handed to another colleague as part of the delegation process.

The manager, at whatever level, must bear in mind not only the bureaucratic structures of his organisation but also the styles and techniques of leadership. These may include a study of structure, the psychology of individuals and the group, personal relationships and motives and what management cultures are prevailing or are available to be used.

In these and other areas it can be seen that what was more simplistic and natural in the small school requires structure and organisation in the larger schools to maintain the same level of efficiency and effectiveness to the users.

It is on this foundation that school management has evolved perhaps not as a conscious pre-empting of the problems, but often as a response to the situations found within the establishments. Management systems have developed almost

organically, and in a Darwinian fashion, some have flourished whilst others have suffered extinction.

Development continues under changing environmental pressures; Government Policies, school sizes, social pressures, changes in personnel etc. Thus we find that few school 'organisms' are identical and throughout the life of an 'organism' there are many metamorphisms.

Schools have adopted a variety of management structures as solutions to their managerial problems. Often the structure has been aided by, or prescribed by, the pay structures imposed on the teaching profession. In some cases the pay structures have mitigated against certain types of structure being adopted.

Perhaps one of the most common structures is that of the 'pyramid' with the headmaster at the apex delegating to the varying levels beneath him. This simplistic, bureaucratic format was the natural development from the pay structures produced in the 1970's, which provided for Headmaster, Deputies, Senior Teachers, Heads of Department, Scale posts and assistant teachers on basic salary. Many schools found the structure useful, easy to administer and justifiable, in that each member of the hierarchy was responsible to someone and for someone. Each level of management having clearly defined roles and rewards.

To some extent this structure is inescapable, at least within the 'top levels': Heads, Deputies and Senior Teachers. However, below this level there is room for manoeuvre into varying patterns of organisation; perhaps

parallel groupings, areas of responsibilities being shared by staff. At the lower levels the management function becomes one of responsibility for pupil or course activities rather than for other staff.

Whatever the structure prevalent in a school and at whatever level of management the teacher functions, an awareness of the styles of management is an advantage. Many managers may see their task in relationships with colleagues as an integrated package not suited to partitioning and scrutiny. Many fear that repeated dissection of the function of management may result in 'analysis paralysis' (Grey, 1980) and be of no practical benefit despite the effort expended.

Grey points out that proper research into organisational development of the school is futile. A hint of this comes through from Richardson:

When we come to examine the specific roles taken by members of the top management group, we soon discover that they cannot be understood except in terms of their dynamic relationship to one another... (4)

Whilst accepting this point of view there is still a place for an awareness of the bases for these 'dynamic relationships'. An awareness of the management 'cultures' that are available or are in operation within the relationships will give the manager a stronger footing on which to function than if he had none.

Of the several management cultures observable in schools perhaps the most common is the 'Club' (or Power) culture (Handy and Aitken, 1986). This can be seen as a survivor from the 1940's and '50's when the headmaster of the small

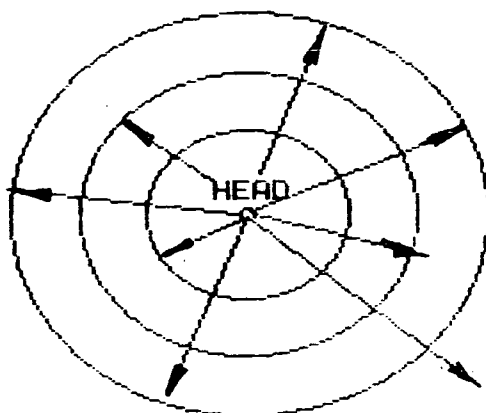
school exerted power from his central point, directing all events and delegating little or nothing in the way of responsibility. In some schools this has continued as a 'valid' management technique up to today. Some heads continue to feel the need to control all events and will direct staff to perform tasks rather than give the responsibility for the area containing the task to the teacher.

In fig. 3.1 the diagram shows the structure of the power culture, with the headmaster as the centre of the figure radiating his control over all the surrounding events. An important aspect of this management style is that there is nothing too trivial for the direct involvement of the head.

This 'power' culture may still be effective in small establishments as an overall method of management, but when applied to a larger school it will often be resented and ineffective. There is too much to be managed and delegation must take place to provide the expertise in the various areas of curriculum and administration. Barry and Tye make the point that participation of managers other than the head is desired in efficient management.

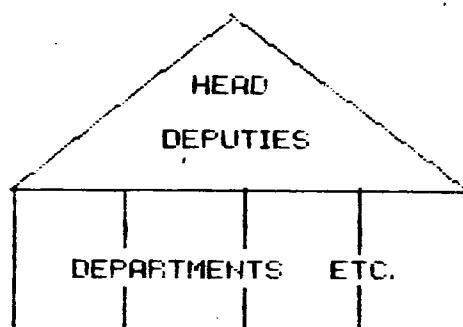
Unless some sharing of responsibility is undertaken ... the head loses the confidence and support of his colleagues, ... Such a redistribution of authority however, raises the question of how many people ... can one man effectively communicate with and control ... his 'span of control' ... will vary from one individual and set of circumstances to another. (5)

Fig. 3.1 THE CLUB CULTURE



The club (or power) culture presents the head or leader, at the centre of the organisation, radiating control over all events within the organisation.

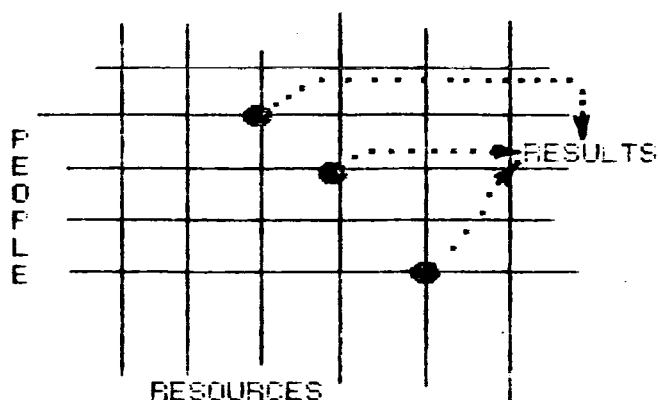
Fig. 3.2 THE ROLE CULTURE



The role culture is typified by a rigid structure wherein it is the role which is more important to the organisation than the qualities of the person filling that role.

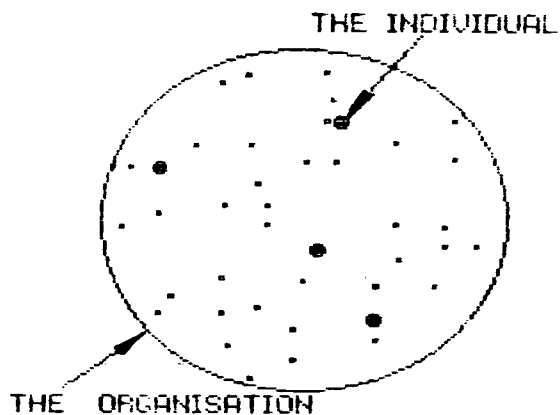
Based on Handy and Aitken (1986), pp. 85 and 87.

Fig. 3.3 THE TASK CULTURE



This culture involves the bringing together of the skills of staff and the resources of the organisation to solve a problem or to complete some task. The task force is often disbanded after completion of its purpose.

Fig. 3.4 THE PERSON CULTURE



Here the person is the centre of any activity. The organisation uses the skills of its workforce to the fullest. Usually typified by the professional organisation wherein each has freedom to take decisions regarding execution of his role.

Based on Handy and Aitken (1986), pp. 88 and 89.

There can however be times when a power culture could be brought about to solve a problem. In a situation where there was a breakdown in some delegated area within the school the head or other senior manager could direct 'subordinates' to act in a prescribed manner until the crisis had been resolved. We may often find that the power culture comes into play in curricular matters where the management are taking an overall view of a situation, which may involve a change in curriculum not desired by a department; for example the head of a Middle (9yrs-13yrs) school may direct his head of Mathematics to change the syllabus to conform with the examination course of the local High school. There are of course many other forms of crises which may require the introduction of the power culture at whatever level of management required to use it, but as a constant style of management, if used to the exclusion of all others, must be found wanting.

The 'Role' culture involves the organisation of the school into set areas of responsibilities. The school is divided into departments and areas of administration and function with responsibility going to staff to manage these areas. In the extreme, the structure is such that the role is of prior importance than the person filling it.

Should a member of staff leave a replacement would be found to fill his function rather than replace the qualities which that staff member brought to his job. The opportunity to re-examine the staffing structure may also be overlooked in order to simply place a body in the vacated role.

Administratively this is a sound policy as it maintains a steady state in the structure of the establishment and provides for long term planning in terms of staffing and courses. The main weakness in a whole hearted compliance with this culture is in the lack of flexibility that would result. In looking primarily to the role title of a person, rather than at the person as a whole, the manager may believe he has a working system when in fact the reality of what transpires is somewhat different.

Behind, beneath and intertwined with any formal structure of school organisation, there will be a parallel but informal structure, developed by staff and children. The formal organisation may ... confer equal status upon two members of the staff, but they may well be unequal in the eyes of their colleagues. Advice will not necessarily be sought from those whose formal responsibility it is to give it; staff will often go to masters whom they respect and trust, ... (or maybe the caretaker!) (6)

Fig. 3.2 shows a typical role culture form of organisation. It must be noted that many school organisations will fit this pattern, for indeed members of the organisation each have their role to play, and how better to describe the way in which the system functions. If the senior management or headmaster perceive the structure as vital and 'sacro-sanct' then the school will find that change, in the way of introducing new courses and developing enthusiasms of staff members, very difficult.

The culture requiring the greatest degree of flexibility in management and cooperation between management and staff is the 'Task' culture. It is perhaps seen as a system of management which responds readily to the organisational needs within the school; the setting up of new courses,

deciding upon discipline matters, designing new report systems, raising money etc.

To operate the task culture there must be a willingness within management to subjugate itself to the consensus of a group consisting of members from all levels within the school or outside. Management must bring together the available resources and those people interested in the situation to be solved and to expedite the result of the group. Once the 'task' has been achieved then the group may be disbanded.

Gannon and Whalley advocate such a culture for their smaller schools, stating:

... the need for all the staff to exert a participatory function in its management, either as individuals, or as members of a group or team, and to engage conjointly in curriculum renewal discussion will be strongly emphasised. (7)

As senior staff come into the group as equal participants they must ensure that any limiting factors or reservations on possible results must be put to the group at the outset.

The task culture is most useful to management as it uses, to the full, the interests and skills of staff colleagues. It provides a sense of participation in, and belonging to the final decision and it gives insight to younger staff as to the problems which can face management.

Problems which arise from the task culture come, most often, from the mismanagement of the 'task group' itself by the management team responsible for setting up the group. Most often the problems are: not specifying the limiting parameters or an ill-definition of the task itself, or by

allowing the group to stray from the task to become a platform for general discussion or worse, dissention.

Fig. 3.3 shows a schematic representation of the notion behind the task culture, that is the bringing together of people and resources to solve problems. These may be differing permutations of each on different occasions thus providing opportunity to bring the best conditions and expertise to bear on any problem facing management.

If the task culture is to be used effectively full information must be available as to what resources are there to aid the solution, what forms of solution would be advantageous and what solutions are impractical or undesirable. The headmaster or task manager must keep nothing 'up his sleeve' and allow the group to achieve a result which he will then veto. This will destroy any future participation by colleagues.

The 'Person' culture, wherein the individual sees himself as the centre of an activity is to be found quite often in the Education system. The freedom and classroom autonomy enjoyed by many teachers may well aid the development of such a culture. The individual will do what he feels is best when he feels it is appropriate. Unless there is great trust between managers and the individual, and a belief that the direction and progress of the individual is beneficial to the school, the control of this culture is difficult. Indeed to operate within such a culture is not true management, merely co-existence.

The individual who shuns direction from his superiors or who sees little need for conforming with the norms of practice poses a danger within this culture. The cry of "we are all professionals" heralds the individual who may disregard the general direction from management and he may go his own way. He may even take a group with him.

Fig. 3.4 shows the perception of the school environment as consisting of a collection of individuals, unstructured, in the main, yet interacting with adjacent parties. The idea of the self being the centre of each or all activity may stem from a blindness towards the whole picture of control and cooperation. The teacher who sees no reason why his maths class had to be split on a Wednesday afternoon and refuses to understand the timetable logistics may be a trivial example. However when an individual feels that the structure and organisation operated by the majority of staff is not for him he may either ignore the structures and modes of operation or even act against them.

As in curricular matters, so in matters of guidance, unilateral approaches by members of staff may create confusion and disarray. (8)

We find this in the staff member who repeatedly ignores punctuality or attendance at staff meetings or filling in pupil reports or perhaps even ignoring curricular advice and direction from those having the responsibility for that direction. If a wayward practitioner of this culture is discovered then it is the duty of the senior managers to switch to a 'power' culture to avoid damage to the organisation and its pupils.

Whilst the dangers within the person culture are many it must be appreciated that the charismatic individual may be a boon to the school; taking all the liberties and freedoms provided yet still staying within the bounds of acceptability and true professionalism.

It should be noted that like features of one's own personality these cultures form the personality of the school management style. Just as our moods change, then the cultures used will distort from one to another at different times of the school's life. Indeed the good manager will bring into play the appropriate culture when suitable for the prevailing circumstances. There is in fact no reason why all cultures should not colour the management style so long as the manager is aware of the benefits and dangers contained in each.

It is the balance between these cultures which will vary with the managers' decisions regarding delegation. Each culture operates because of, with the aid of, or despite of the authority given to staff members by way of delegation.

The actual act of delegation requires either a secure knowledge of the ability of the person receiving the responsibility, or an act of faith in the teaching profession, as a whole, to be able to carry out duties set by those in authority. Those who look at management from the outside often regard delegation as a shedding of the work-load of the 'top people' onto the staff. (It may well have been used in such a way). However the process of delegation is more than this. The manager cannot be

omniscient and omnipresent regarding those things which are within his brief of responsibility. He must delegate to ensure that the objectives of the organisation are brought to fruition by using the diverse strengths of his colleagues. In doing so the manager has not shed all connections with the task:

... a man who delegates is now accountable, not only for his own actions, but for the actions of those who exercise responsibility on his behalf. (9)

CHAPTER 4

LEADERSHIP IN MANAGEMENT

Schools like many organisations have to administer by virtue of their management teams and..

Administration whether in education, industry or government refers to the human activity that involves a minimum of four components.

1. The Task
2. The Formal Organisation
3. The Work Group (or Work Groups)
4. The Leader (or Leaders) (1)

When thinking of organisations there is an automatic assumption by many that 'management' equates to 'leadership'. Indeed it is most desirable that the managers within the school possess this quality. Definitions of leadership are many and varied. Most of us can recognise it when we see it in action, but often find it difficult to distil out the fractions of this quality to display to others. Indeed, leadership itself is not a constant attribute. For there are those who will happily take on leadership roles in a situation 'X', who would be incapable of such a role in situation 'Y': A classroom teacher of young primary pupils may effectively lead his wards through a learning situation, yet may be unable to do the same for a class of adolescents, or lead an 'outward-bound' expedition. This may not be just a factor of knowledge.

What then is a leader? Stodgill makes it the basis for his definition of an organisation:

A group may or may not have leaders. If it does have leaders, it is an organisation, for at least some of the members are thereby differentiated from the others as to the responsibility or role expectation in relation to some common purpose. (2)

He states that the leaders are those who take on 'responsibility' or 'role expectations'. It is this preparedness to accept the responsibility and the fact that others will attribute a role of responsibility to that person that makes him a leader. But is this sufficient? If a person is elected or appointed to a position and he is prepared to accept the role and responsibility can we call him a leader? Shartle gives a list of definitions of a leader which is in excess of Stodgill's:

...we may define a leader in several ways, such as the following:

1. An individual who exercises positive influence acts upon others.
2. An individual who exercises more important positive influence acts than any other member of the group or organisation he is in.
3. An individual who exercises most influence in goal setting or goal achievement of the group or organisation.
4. An individual elected by the group as leader.
5. An individual in a given office or position of apparently high influence potential. (3)

It is interesting to note that of the five definitions only two are formal appointments whilst the other three make reference to the effect that the individual has on others within the group. This implies that leaders can exist inside organisations without the process of formal appointment or legal recognition.

What, then, are we to mean by leadership? The assumption of the leaders role? The effectiveness with which the role is performed? Or the capacity of an individual to perform this role effectively? (4)

The quality, or qualities of leadership are those attributes which enable the leader to influence the behaviour of others. Some may be overt styles of activity whilst others may be less obvious personality traits which are readily accepted by others at a subconscious level.

These two aspects of 'action' and 'personality' have caused investigators problems in defining those factors contributory to the production of leadership in a person. Is it nature or nurture? Are leadership traits inherent in the personality or can leadership be learned?

Studies of leaders in different situations have failed to discover any particular syndrome of personality traits that regularly characterise such individuals and differentiate between leaders and non-leaders. (STOGDILL, 1948 (a); GIBB, 1954 (b)) (5)

Certainly observers of leaders' actions are able to classify and evaluate the overt aspects. These classifications can be labelled and together with the associated results of the actions, grouped as successful or otherwise in terms of effective leader behaviour. What must be recognised, however, is the 'human factor'. That is the fact that activity 'X' may result in a successful outcome for leader 'A', but when activity 'X' is tried by leader 'B' it fails to have the same impact, or fails completely ... Indeed, what is a successful activity for leader 'A' today may not work for him tomorrow.

The behavioural approach to leadership is fraught with exceptions and contradictions. All activities must be viewed in the context of the situation and the personality

of the individual leader. No recipes are available for good leadership but what can be offered is advice on roads which have led to success for others and a warning against those roads which have led to repeated failure. It is not the purpose of this thesis to provide such prescriptive advice but to show the leader's role in schools and the management thereof.

In a large organisation there are many leaders. Some are there by appointment, others by virtue of their personal ethos. From an administrative point of view leadership ought to be utilised to facilitate the 'task' and to ensure maintenance of the 'formal organisation' and the 'group' over which the leader has influence. Halpin observes:

One member of the organisation is formally charged with the responsibility for the organisation's accomplishment. This individual - the formal leader or administrator - may in turn select other subgroup leaders or administrators charged with the responsibility for the task accomplishment of these subgroups within the larger organisation. Each subgroup contributes to accomplishing the organisation's task. To avoid duplication of effort and to minimise jurisdictional disputes, the administrator of the large organisation may specify for each subgroup leader the task of his subgroup. Moreover the top administrator ordinarily sets the conditions for communication channels within the organisation and stipulates the limit of authority and responsibility of each subgroup leader. (6)

Amongst these we have the headteacher, his deputies, house masters, heads of departments and others, depending upon the school's structure. This nominated leadership carries with it obligation, responsibility and expectation to fulfill the task set in accordance with the aims of the school.

The person appointed to any position of leader may not be the natural choice of the group to which he is appointed. This will pose an initial pressure upon the leader to adopt styles and strategies of leadership which differ from those of an elected leader. This is due, in effect, to the differing power source that the leader will need to exploit.

Had he been an elected leader he could have made use of his own 'person' power or 'expert' power. The appointed leader must make use of his 'position' or 'legal' power in the first instance. It was noted by Halpin that:

The behaviour of the leader and the behaviour of the group members are inextricably interwoven, the behaviour of both is determined to a great degree by the formal requirements imposed by the institution of which the group is a part. (7)

This means that even when the leader has gained acceptance by the group the nature of his management style may be greatly influenced by the formal needs of his role in the school.

We can postulate an example of a head of department being appointed from outside a school, taking over a position as leader of a departmental team, where it had been expected that the 'second in department' might have been promoted to the position. Obviously there will be initial coolness, if not hostility towards the new head of department. Both the new leader and the departmental group must work within the directives given by the school. However, the style of leadership adopted by the new head of department will have to be much different to that he might have chosen, had he been the internal candidate favoured by the staff.

Styles of leadership will be dealt with later in this chapter but it is obvious that to lead effectively and efficiently the leader will have first to overcome the reluctance to accept him as a leader. It is only possible for a leader to lead effectively if there are willing followers who will submit to the control of the leader.

Even in the ideal situation leadership is required. In the ideal situation the leader and his/her colleague agree on the amount of control necessary to achieve both the aims of the organisation and their own aims. If this ideal situation does not exist then either power sanctions and coercion have to be used or a style of leadership which brings positive motivation to achieve the goals of the organisation. (8)

The idea of the use of power sanctions and coercion may seem rather negative activities, and indeed ought to be used as a last resort in a school situation. However, it is the power (of whatever type) inherent in leaders which enables them to behave as leaders.

In an essay that has become a classic in literature on power, French and Raven (1959) defined power as "influence on the person, P, produced by an agent, O, where O can be another person, a role, a norm, a group, or a part of a group" (p.151). Their analysis of the bases of power emphasises P's perception that O has the means and ability to exercise influence. In other words P attributes to O the reward power, the coercive power, legitimate power, referent power and/or expert power and P is influenced by this power. (9)

Burnham puts it in more school based terms when talking of role expectations:

It can be seen from this that a head's (manager's) authority really lies in the teachers' evaluation of his behaviour; the head (manager) must clearly earn his authority: (10)

Note it is the follower who attributes to the leader the

facility of power. If the person refuses to be bribed, coerced or accept that the nominated leader has any legitimate right to exercise authority, then the leader will be rendered ineffective with that person. The many differing forms of power (that are ascribed to the leader for differing reasons) have been identified and labelled under such headings as physical, resource, position, expert and personal (charismatic). Handy states:

When power, or influence, is legitimate recognised and acknowledged it is called 'authority'...

You can get power in various ways:

- * By control of resources, money, guns, information or brute strength ... 'resource power' ...
- * By occupying a position or formal role in an institution or in society. This 'position power' becomes authority because your power is then licensed. The position power will ultimately be backed up by resource power...
- * By possessing knowledge, expertise or wisdom, which gives one 'expert power'. This, if widely accepted, gets turned into authority ...
- * By possessing some kind of charisma, which may come from your personality, from your association with other great people (what is called 'referent power') or from your track record - 'personal power'. (11)

One must recognise that no matter how power is ascribed or by whom, it is the leader who uses it. Whichever form of power used by the leader, the intention is to motivate colleagues into activity which will further the aims of the organisation (school), be it at administrative, educational or social levels. The ability to motivate has always been regarded as a leader's talent. This is based upon the belief, perhaps a mistaken belief, that motivation is something given to a follower by a leader. Paula Silver questions this when discussing the Expectancy Theory:

To think of motivation in terms of adult behaviour is to raise the question of whether we can motivate someone to do something or whether motivation is internal to each individual and effected only indirectly, if at all, by other people. (12)

In postulating that motivation is internal to the individual, as stated, it becomes the leader's task to create situations (climates) in which there will be a 'desired outcome' as a result of others following the leader's direction. This could be the achievement of a mutual goal (the education of children), a reward of some kind (possibly a promotion or acknowledgement for action) or even avoidance of some negative factors (demotion, dismissal or 4D to teach).

The ability to carry out perpetual in-depth analysis of leadership is not a necessary facility for the leader for many leaders have a natural 'feel' for situations. Their ability may be learned or inherent. It matters not. Just like the sharp-shooter who hits the target each time without reference to trajectories and relative velocities, the good leader has a feel for the situation and a repertoire of possible responses from which to choose or fabricate a new one. Could it be true that "The inspired amateur is the best leader of intelligent people"? (13)

Moving away from pure theory and the clinical dissection of leadership into the realms of practice we cannot always rely on obtaining the correct number of 'inspired amateurs'.

David Trethowan points out that:

Heads and middle management are needed in all of the 31,500 or so schools in England and Wales and for most of the posts teachers will learn, develop and acquire

leadership skills rather than be born to lead...There is an implied acknowledgement therein that 'doing what comes naturally' which is based upon innate qualities will not always be suitable and that a more effective style can be developed. (14)

The need for training in leadership, not in any prescriptive fashion, but by observation and practice in minor leadership roles is evident. Aspiring managers must be given training in man-management and leadership techniques. Advice from practicing successful managers will help short-circuit the learning process and may avoid unnecessary false starts and ugly situations in school. By identifying the objectives to be targetted by leaders a firm foundation will be given to the prospective manager. Denys John takes a positive view of training leaders in the classroom.

The role of the classroom teacher is the embryo of the head of department. This in turn is the foundation for the proper understanding of the roles of the deputy head or the head. This is certainly not to say that there is no place for courses in management. It does mean, however, that a new understanding of the nature of leadership makes the school itself (with the relationships it represents and the opportunities for participation which it represents), into the proper location for and instrument of training for promotion. (15)

This is not a view held by all. The Durham and Newcastle Research Review (Spring 1985) states:

...head teachers and other senior staff have not been subject to any systematic or rigorous training, to develop their managerial skills; second as Handy (1984) (a) makes clear, the demands of preceding jobs (classroom teaching),...are different to the requirements for effective school management. (16)

It is thought that good leadership can be identified and

several authors have given brief notes on their views:

In short, the effective leader is one who delineates clearly the relationship between himself and the members of the group, and establishes well defined patterns of organisation, of organisational channels of communication, and ways of getting the job done. At the same time, his behaviour reflects friendship, mutual trust, respect, and warmth in relationships between himself and the members of the group. (17)

The Briault Report "Falling Rolls in Secondary Schools" has a number of things to say on leadership:

If the two or three people at the top of the hierarchy form, with the head, a fully co-operating team with broadly common attitudes and objectives, then a good head can exercise his powers of leadership to the full.

What are these qualities of leadership? Perhaps to be alongside his staff in their concerns, to be ahead of his staff in his thinking and understanding and to be able to bring to his colleagues and his school a broader view of the school. (18)

Halpin sums up with:

In short, if a leader ... is to be successful, he must contribute to both major group objectives of goal achievement and group maintenance. (19)

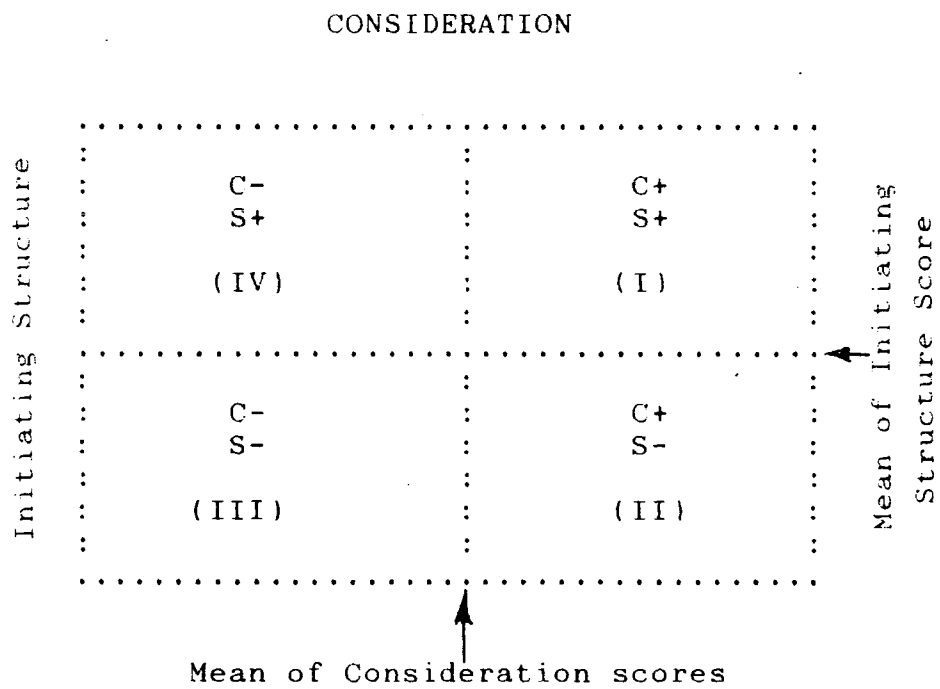
These two areas of goal achievement, that is successfully attaining the aims of the school, and group maintenance may be subdivided into further areas. Group maintenance, for example, is the function of keeping the organisation operating to full efficiency in staffing, in structure and morale. The varying combinations of these factors was discussed earlier when discussing 'school climates'. Care is required in the interpretation of 'maintaining the system', for to maintain a 'system', albeit fulfilling its aims, can only be described as stagnation. Managers must beware of confusing efficiency with leadership.

... routine perfunctory activities have a specious attractiveness because they often allay anxieties that are inherent in the superintendent's leadership role. But we must avoid the mistake of confusing sheer routine activity with productivity and creativity required for effective leadership. (20)

Within any school it is the leaders who contribute to the 'feel' and 'production' of the school. Halpin (1958) groups the essential contributory factors into two categories that determine the effectiveness and style of a leader. He calls his first category 'Initiating Structure'; that is ensuring that the organisation is continually modifying itself to fit the needs of its environment and the need to improve itself. His second category he called 'Consideration'; that is the maintenance of staff morale and welfare. He summarises his findings in the diagram shown as Fig.4.1.

The leaders described in Quadrant I are evaluated as highly effective, whereas those in Quadrant III, whose behaviour is ordinarily accompanied by chaos, are characterised as most ineffective. The leaders in Quadrant IV are the martinets and the "cold fish" so intent upon getting the job done that they forget they are dealing with human beings, not with cogs in a machine. The individuals described in Quadrant II are also ineffective leaders. They may ooze with the milk of human kindness, but this contributes little to the effective performance unless their Consideration behaviour is accompanied by the necessary minimum of Initiating Structure behaviour.

Fig. 4.1



A Quadrant Scheme for describing leader's behaviour on the Initiating Structure and Consideration dimensions.

(from Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader", Administrator's Handbook, 7, No.2. October 1958.)

It must be recognised that the aims of the school may never actually be achieved for they will often need to be redefined. The initiation of new courses and new directions for the school's ethos are tasks with which the managers in school have to cope. Changes in or introduction of courses may be brought about by a head of department or other interested party. This form of initiation is one of the readily recognisable functions of leadership for to initiate change is to lead in that direction. The head, the ultimate leader, is most likely to be the initiator of such activities or at least he will have the final decision as to whether or not the change takes place.

A common misgiving is that the initiating of change is a sign of good leadership. Indeed there exists an equation that change and innovation is the result of leadership. But is this always 'good' leadership? If we are to look at leadership as a beneficial contributor to the aims and objectives of the school then any leadership act which hinders or detracts from the morale or achievement of the school's aims are not worthy of the title 'leadership'. It is therefore possible to have managers with power whose leadership is either weak or in the wrong direction for the fulfilment of the aims of the school and the promotion of group maintenance. This 'negative power' will eventually lead to the 'closure' of the school climate or the destruction of the whole ethos of the school.

Uncertain leadership quickly leads to falling morale in changing circumstances. (21)

This report was referring, in the main, to 'falling rolls', however, since most changes can cause unease in staff, I feel it is equally true as a general statement. Personalities whose aims are not in sympathy with the general aims of the school can form a subversive undertow within the school, thus detracting from the achievement of the aims of the school forming schisms amongst the staff, pupils and possibly parents. Such negative power can be easily used as it carries no responsibility.

The charismatic leader who can persuade others to follow by reason of argument and ideal may not always fulfil a leaders role in the practical situation, for there may be a mismatch between his aims and objectives and those of the organisation. It must be remembered that schools, as organisations, consist of the manager, the staff and the customers (pupils, parents and society).

Bob Evans, in describing the early years of Countesthorpe College, Leicester, makes reference to this mismatch of the head's new aims and objectives in creating an extremely innovative and liberal atmosphere in the school with the perceived expectations of the school and community.

Within the school, students often failed to respond to the wonderful new curriculum and, whilst revelling in their new found freedom in some respects, demand more structure in their work and more traditional forms of discipline. (22)

Earlier he made reference to the attempt to change the attitudes of the public and the pupils.

The task of re-educating students and parents into the acceptance of the school's progressive ethos proved a taxing one. (23)

The charismatic style of the headmaster (McMullen) and his enthusiasm for innovation 'across the board' involved democratic decision making. The results of which he accepted as mandatory for implementation. One feels that his enthusiasm fired his staff with ideas that he made no attempt to direct into workable practice. Could it possibly be that in his enthusiasm to innovate (i.e. initiate change in accepted practice), the experiment, for such is the nature of change, failed to take account of the human cost in pupil participation and achievement.

It is tempting, in retrospect, to castigate the staff for their starry-eyed optimism and their failure to develop a set of ideas and practices which embraced the realities they were called upon to deal with. They were so enchanted by McMullen's liberal definition of the educational task that they were incapable of understanding the problems thrown up by the class society in which they were operating as agents of the state. Alluring though this view is, it is just as important to understand that radical innovation in education, as in other areas, requires some measure of romantic idealism which may in some respect be unrealistic but which provides, nevertheless, the belief that change is possible and the courage and imagination to follow it through. What may be more crucial is how flexible innovators are in adapting their ideas to the real situation thus tempering their idealism with everyday practice. A certain level of idealism must be sustained if the innovation is to continue and the ever present pitfall of demoralisation avoided. (24)

Perhaps one fundamental feature of leadership ought to be 'pragmatism'. Otherwise, in the above example where the leader had charisma, thrust, enthusiasm, knowledge of theory and was innovative and democratic, it is inconceivable that

the system did not produce the required aims. Leaders must therefore not merely possess those factors which have been analysed out by observation from other leaders' styles but must also possess the ability to test the environment, to empathise with those with whom he has dealings and thereby modify his decisions and actions in an appropriate manner to produce the best result for the situation. Argyris (1957) supported this view:

Effective leadership depends upon a multitude of conditions. There is no predetermined, correct way to behave as a leader. The choice of leadership pattern should be based upon an accurate diagnosis of reality of the situation in which the leader is imbedded. If one must have a title for effective leadership it might be called 'reality centered leadership'. Reality centered leadership is not a predetermined set of "best ways to influence people". The only predisposition that is prescribed is that the leader ought to first diagnose what is reality and then to use the appropriate leadership pattern. In making his diagnosis, he must keep in mind that all individuals see reality through their own set of coloured glasses. The reality he sees may not be the reality seen by others in their own private world. Reality diagnosis, therefore, requires self-awareness and an awareness of others. This leads us back again to the properties of personality. A Reality-oriented leader must also keep in mind the worth of the organisation. (25)

It must be recognised that leadership styles, as such, are an insufficient set of recipes if only one is adopted as a permanent diet. The malnutrition in flexibility, required for effective leadership, will be evident if a manager adopts a single style. He will find himself unable to impose his authority in an emergency if he has only developed a 'rule by consensus' situation. Or if he has adopted a rigid procedural method of dealing with situations any deviation may be construed as weakness.

Writers have identified leadership styles under various headings: authoritarian; liberal; democratic; dictatorial; open; closed; considerate; remote and so on. Many of these names are self evident, many describe similar attitudes of the leader. D. Trethowan (presumably with tongue in cheek) provides us with four other titles for leadership styles:

* STYLE A. The 'sunshine style' ... 'Look sunshine, you're here to work ...' A head using this style will tell his/her colleagues what has to be done, how and when....

* STYLE B. The 'C'mon men style' ... He knows what has to be done but he can't do it without their help and commitment. "C'mon men, we can do it if we stick together..."

* STYLE C. The 'we can work it out style' ... Its essence is that the decision is not made beforehand and given or sold to the staff. In this style the appropriate teachers and the Head discuss and analyse the problem, then pool ideas and make decisions together.

* STYLE D. The '007 style' ... characterised by the briefing given to James Bond. 'The mission is clearly defined for him, the resources provided, the time limit set. The briefing concludes 'make your own arrangements. If you succeed your rewards will be great; if you fail, the buck stops with you.' ... (26)

Although the labelling of styles are unusual it can be seen that the descriptions can be placed into other nomenclatures. The same features can be seen reflected in Sadler's (27) four styles: the 'Tells' style; the 'Sells' style; the 'Consults' style and the 'Joins' style.

The manager who employs the 'Tells' style habitually makes his own decisions and announces them to his subordinates expecting them to carry these out without question.

The manager who uses the 'Sells' approach also makes his own decisions, but rather than simply announce them to his subordinates, he tries to persuade them to accept his decision. Recognising the possibility of resistance, he attempts to reduce this by salesmanship.

The manager who used the 'Consults' style does not make his decision until he has presented the problem to

members of the group and has listened to their advice and suggestions. The decision is still his but he does not take it until after he has consulted his staff.

The 'Joins' style involves delegating to the group (which includes the manager himself as a member), the right to make decisions. The manager limits himself to defining the problem. The decision reflects the opinion of the majority of the group. (28)

Trethowan gives a word of advice to any 'would be' leader.

The short answer to the aspiring Head who wants to build a leadership style ... is "Don't!" More conflicting folklore on the topic of style is passed from one generation of Heads to another than any other aspect of school organisation. Autocratic heads, charismatic heads, silver-tongued heads, heads who have consulted their staff on every issue and those who consulted no-one - all have their dangers as models for those in search of a successful style. But how important is leadership styles to headship?

Clearly, leadership is not the only skill of headship, but it is certainly the most obvious and overt. There are several studies suggesting the range of skills required for headship, but in general if not in exhaustive terms, they can be described as the planning, organisation, staffing, directing, integrating, and controlling of the resources of a school. These resources are time, money, equipment and staff and only one of these, the staff of the school, is capable of accepting leadership. Leadership and the choice of appropriate style is therefore one aspect of headship. (29)

Most of the above quotes nominate heads as the leaders under discussion, but it must be remembered that in many complex organisations leadership needs to be exercised in various forms at various levels of management. The majority of what has been discussed is equally relevant at whatever level of practice.

Leaders in management ought to have an awareness of the varying styles of leadership, even if only in caricatured forms, in order that they will recognise the benefits and

problems associated with each. This repertoire of styles and possibilities is to be used as the larder from which the meals of leadership are prepared. The 'inspired amateur' that was mentioned earlier does not work from a basis of ignorance but from a wealth of assimilated knowledge (whether gained formally or from experience does not matter).

... good leaders are good partially because they have wrestled effectively with the 'marginality' of their position - that is, they have succeeded in placing their status and the stereotypes that go with it in perspective which permits them to avoid some of the varieties of inauthenticity which are indicated ...
(30)

One feature on which most writers seem to agree, that is, whatever leadership styles are adopted or exercised, there must be an honesty, consistency and integrity of style if it is to be successful. Consistency does not mean sameness in action, more a consistency in effectiveness. The leader who needs to admonish untoward behaviour may use stern authoritarianism with one subordinate whereas to achieve the same effect with another may require only a fair reminder of the general norms of the situation. The followers will see as consistent any action which is sufficient to the need, not excessive, but effective. In seeing that the leader is prepared to act as responsible and reasonable in all dealings, with staff and others, they will be prepared to allow him greater control over them in matters which, perhaps, they are not in full agreement. But having recognised the consistency and implied honesty in the

leader's general dealings with others they have little doubt that this will be exercised in most of the leader's decisions.

Integrity and honesty are also an internal requirement. The leader, in adopting a style or action, must remain true to himself and his ideals. This is not to say that the leader may not be called upon to act in a manner uncomfortable to himself. If the observed solution is honestly arrived at often a compromise of his 'desired solution' may be required. The integrity is in knowing that all factors have been considered and all reactions weighed in the light of these considerations before action is taken.

Colleagues who are aware of this in a leader will often appreciate the difficulty of such a dilemma and acknowledge the ensuing decision as fair, even if it is not to their benefit.

In summarising, if a summary is possible, the leader is one who will, for the benefit of the organisation, promote the aims and objectives, initiate new directions in a pragmatic way, show consideration for those engaged in the situation of the organisation and will promote an effective working environment (physical and social). He will be flexible in his approach to situations and not rely on formulae or preconceived ideas of problems. He will not confuse activity with action, remembering that mere administration is not leadership, indeed leadership can

often bypass many of the structures of management.

Having diagnosed ... leadership skills, what can we do to help improve these skills? It is regrettable that there is no pat answer; we must read the notes as well as we can and let our own psychological insights suggest the tune. (31)

CHAPTER 5
AN INVESTIGATION INTO PERCEPTIONS OF
MANAGEMENT IN SCHOOLS

INTRODUCTION.

In choosing this topic for investigation it is hoped to highlight a situation which may be common to most styles of institution where there exists differing management strata. That is the difference in awareness at each level of the tasks and requirements demanded of people at the other levels. As Wallace (1986) states:

... there is likely to exist a plurality of perspectives on school management, classroom autonomy and the use of scale posts. It may give rise to incompatible perspectives held by groups of individuals and account for the variety of perspectives held within a group of, say, headteachers advisers or class teachers. (1)

The initial intention was merely to interview or survey by questionnaire a number of people from different levels in schools; to collate their views and present them to the reader. However, on considering the scenarios in which the investigation is to take place, it became clear that the investigation needed both a considerable introduction and a discussion of the implications of the use to which the observations can be put.

It is implicit in any discussion on perception that 'role' theory would have to be mentioned in order to appreciate the use of that word in the text.

Attitudes towards any discussion of 'roles' are often coloured by the associations of the word with acting and the theatre. In origin the word appears to derive from the parchment roll upon which an actors part was written. Since actors assume roles temporarily, apparently by submerging their own personality and adopting that of an imagined, fictitious character, people who value integrity and 'natural honest behaviour' in social and professional relationships are sometimes suspicious of any reference to roles. 'Playing' or 'adopting' or 'assuming' a role suggests artificiality and deception. (2)

However management is viewed it must be recognised that, as a result of reorganisation at secondary level and a move to larger teaching units,

...Increased school size supports a more complex division of labour, bringing into the school a more heterogeneous array of highly trained specialists who desire and are competent to exercise independent judgement within the realms of expertise. (3)

In these large organisations it is imperative that the headmaster, as overall manager, makes full use of the expertise and judgement of others, for the control of all the work is beyond the 'span of control' of one individual.

There are many teachers who cannot really see why any other system than that of expertise is needed to run a school, and who therefore find the bureaucracy and conformity required by the other system an insult to their profession and evidence of a reluctance to give up power by those at the top. (4)

It is possible that herein lies an element of naivete in the understanding of management.

Is it only the British habit to use 'manage' in the second more belittling way, to mean 'coping'? This is to relegate management to a necessary chore, something unnecessary in an ideal world. (5)

This elementary view of 'getting by' or 'doing well enough' may not be one of intellectual ineptitude (although in some cases it may be so) or a function of unwillingness

to see what is involved in management. It is often simply lack of experience in areas requiring management considerations. Unless staff are placed in positions where an overview of situations can be appreciated their awareness can be limited.

It perhaps is not surprising that often, when describing organisational management, diagrams similar to Fig. 5.1 are produced. If we represent school management problems and possibilities as a landscape, as in Fig. 5.2, then by superimposing the two an analogy of the levels of awareness can be seen in Fig. 5.3.

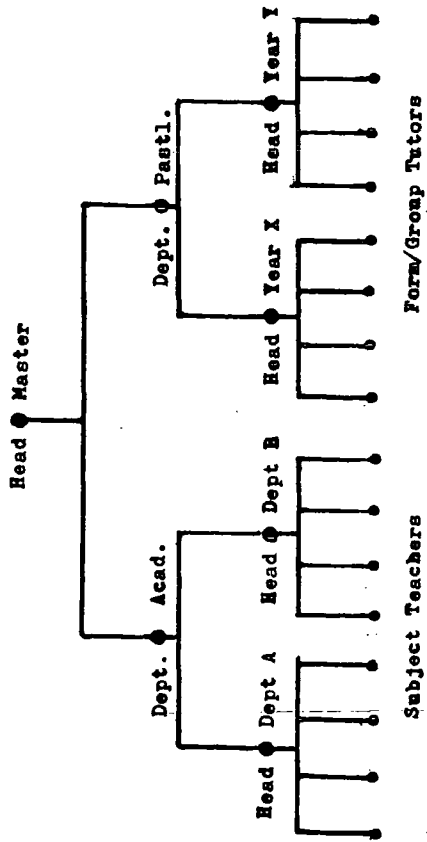
Classroom teachers may have their views restricted by their compartmentalisation (the island classroom) or by the need to just get on with their job. Even their view of what those above them are doing will be seen mostly in relationship to how it effects themselves. Paisey states:

The traveller has a changing relationship with the terrain. At various points on the path a different view of the same scene can be obtained. By analogy, organisation members are at different points on the path of their experience in life in general and the organisation in which they work in particular. Consequently their view of the organisation can be different to one another. (6)

It can be seen that as one ascends through the management structure a broader view of the situation is obtained. However, in taking this elevated view, it must be remembered that detailed vision of localised problems, effecting those at the lower levels is blurred or lost.

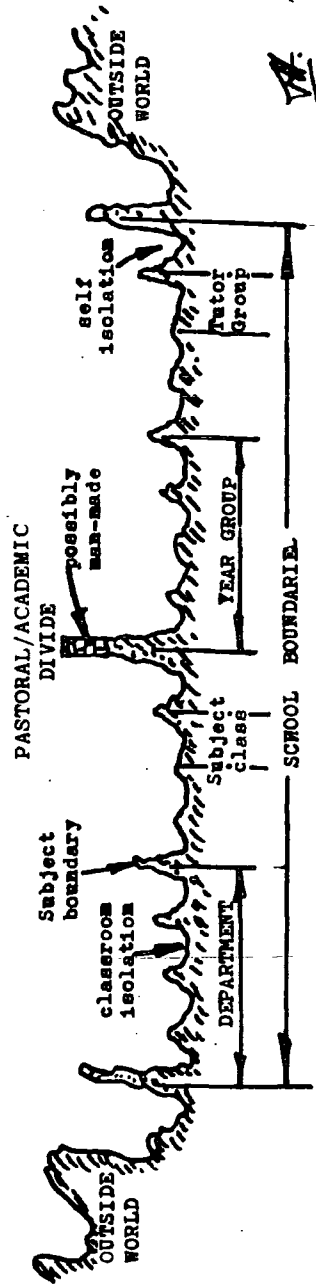
POSSIBLE MANAGEMENT HIERARCHY (BY SCALE 1)

Fig. 5.1



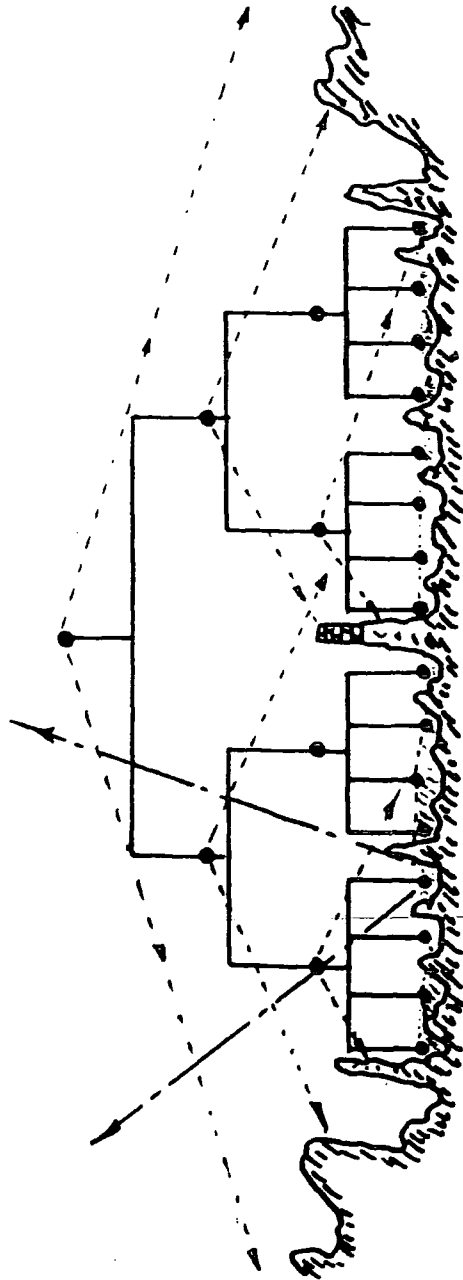
LANDSCAPE OF PROBLEMS AND POSSIBILITIES IN MANAGEMENT

Fig. 5.2



LIMITATIONS ON PERCEPTION AT DIFFERENT LEVELS OF MANAGEMENT

Fig. 5.3



KEY :

Vision angle of areas of concern and responsibility.

Limited view available to class teacher.

Limited upward view - can only see how management affects self.

TH.

Accepting that managers are to manage from their relatively elevated position of responsibility one must ask for what are they responsible? Fayol produced a list of five areas of responsibility:

(1) PLANNING 'To foresee and provide means of examining the future and for drawing up the plan for action'.

(2) ORGANISING 'To organise means of building up the structure, material and human, of the undertaking.'

(3) COMMANDING 'Maintaining activity among the personnel'.

(4) CO-ORDINATING 'Binding together, unifying and harmonising all activity and effort.

(5) CONTROLLING 'Seeing that everything occurs in conformity with established rule and expressed command'. (7)

The Open University compared these functions with those proposed by other authors producing table 5.1.

The classroom teacher will say "I do all that!". To which the reply must be "Yes, you are indeed a manager of your own resources and pupils." The general statement that all teachers are managers cannot be countered. But all are not managers of teachers. Therein lies the difference. When dealing with teachers who see themselves as 'equal professionals' perhaps it is better to think of management functions more in the language of Drucker or The American Association than the harder words of Fayol.

Table 5.1

ASPECTS OF MANAGEMENT
FAYOL et al.

The functions of management.

+ Fayol (a)	+ Gulick (b)	+ Sears (c)	+ Drucker (d)	+ American. (e)	+ Association of Schools Administrators
+ Planning	+ Planning	+ Planning	+ Planning	+ Planning	+ Allocation
+ Organising	+ Organising	+ Organising	+ Organising	+ Creating	+ Stimulation
+ Commanding	+ Staffing	+ Directing	+ Motivating	+ Communicating	+ Coordinating
+ Controlling	+ Reporting	+ Controlling	+ Controlling	+ Evaluation	+ Evaluation
	+ Budgeting				

(8)

(a) FAYOL, Henri, (1949), General and industrial management, London, Pitman, p.xii.

(b) GULICK, LUTHER, and LURWICK, L. (eds.), (1937), Papers on the science of administration, New York Institute of Public Administration.

(c) SEARS, Jesse B., (1950), The nature of the administrative process, New York, McGraw - Hill.

(d) DRUCKER, Peter, (1954), The practice of management, New York, Harper and Row.

(e) American Association of School Administrators, (1959), Staff relations in school administration, Washington, A.A.S.A., Chapter 1.

How can the manager manage if he is thought of as an 'equal' professional? It is perhaps a function of the role they inhabit.

Within a school organisation a person has a position such as head, teacher or caretaker. Associated with each is a role which consists of appropriate patterns of behaviour for a person occupying that position. A role may be specified in detail or it may be determined by the role norms, the expectations held by persons in related positions and of how a person in that particular position should behave. (9)

If the expectation is that the headmaster or the head of department will control and direct, then the person holding that expectation will be quite happy to allow him to do so. It is this complex interplay of roles which creates the organisation.

(Many) roles are complementary and interdependent, in that each and every role derives its meaning from other related roles in the organisation. What is seen as a 'right' for one role may be prescribed as an 'obligation' for a related role; and conversely, the 'obligation' of one role may be the 'right' of a colleague. (10)

As an example; a new member of a department may see it as his 'right' to be supplied with a scheme of work in order that he may perform his role as a maths teacher. The provision of this scheme of work is an 'obligation' on the head of department, whose role it is to organise the work of his department.

There are many demands placed on a manager by his 'role set' (those who will have opinions, demands and influence upon his role). With some demands he will be in agreement. Other demands and expectations may conflict with how he sees his own role. It is hoped that the set of demands placed

upon a role may lie within what the incumbent of the role sees as a reasonable set of expectations.

(An) important factor having relevance for the structure of role expectations, is the role incumbent's perceptions of the legitimacy or illegitimacy of the expectations of others to whom he is exposed. Gross, Mason and McEnchern (1958)(11) define the legitimate expectation as one which the incumbent of a position feels others have a right to hold. (12)

This brings us to the zone of indifference....

...The zone of indifference is the range of role behaviours that the individual is willing to make available to his employing organisation. Within this zone he does not care what specifically he is asked to do - that is, what the role prescriptions are. Outside the zone are behaviours that for one reason or another he finds unacceptable...

...Where role sanctions are minimal.. the zone of indifference can become exceedingly narrow. (13)

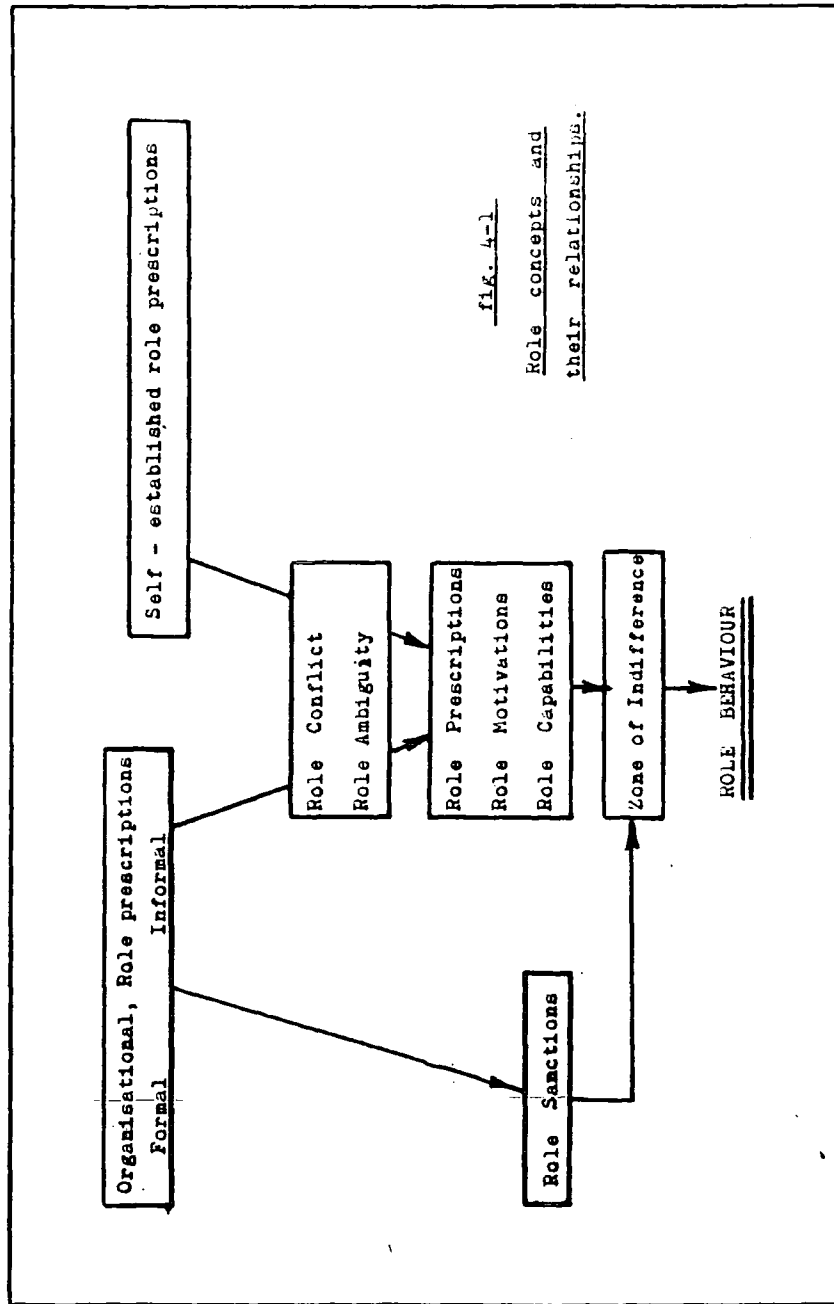
If role demands are outside this zone of indifference it is possible that conflict may result, either internally to the role-holder or in a physical, external form. There are several causes for conflict usually based upon the perceptions and expectations of the role set of the person or his own perception may be in conflict with the more generally accepted view of his role.

Both in life and in organisations... we make things more difficult than they need be by taking on too many roles at once, by accepting definitions of our roles without question or by allowing people to make up their own minds about what our roles are meant to be. (14)

In taking on many roles we lay ourselves open to contradictory demands within or between the varying roles; disciplinarian - counsellor, maintainer of the system - innovator etc. However in other areas there may be role ambiguity; an uncertainty as to what is expected or who is

Fig. 5.4

DIAGRAM OF ROLE CONCEPTS (J. MINER, 1971.)



expected to perform an associated role aspect. An ill-defined role can be of great concern to many staff.

The many differing aspects of role perceptions, expectations, ambiguities, capabilities and sanctions are all contributory to the resulting role behaviour. Miner (1971)(15) assembles these into a schematic diagram shown in Fig. 5.4.

The head, alone, cannot define any management role in the school. This is because the role is defined by the expectations of all the individuals and the groups who form the role-set of the role occupant. Role definition is a constant process of negotiation, which involves not only the expectations of others, but how the individual perceives these expectations, which he perceives as legitimate, and the manner in which he responds to them. (16)

The perception that the teacher brings to the role even at the outset of his career may colour his attitudes for the remainder of his teaching life.

The source of recruitment largely determines whether a teacher sees himself as a man of knowledge or as child centered, since each of these types of teacher is socialised into his professional role in a different manner. (17)

If educators are aware of this situation should not steps be taken to ensure that staff begin their careers with consistent training at least? For it may not be possible to influence many other values that teachers bring to their initial posts.

ROLE PERCEPTIONS

In this section the notion of role perception and formation is pursued in more detail.

Organisations, after all, are made up of groups of all shapes and sizes, some official and called 'forms', 'departments' or 'committees' and some informal with names like 'clique', 'cabal', 'pressure group' or 'lobby'. Every organisation too, has its sets of roles some with the formal titles of 'job' or 'responsibility' and other informal; 'trouble-maker', 'clown', 'leader' or 'helper'. (18)

It is, of course, the more overt, official roles that are more readily available to the manager to use to create and maintain the operational system within the school.

Associated with every position in an organisation is a set of expectations concerning what is appropriate behaviour for a person occupying that position, and these appropriate behaviours comprise the role associated with the office...

... a person occupies a position but plays or performs a role ...

Each role incumbent is expected to perform certain kinds of functions, and to act in certain specific and differentiated ways in his relations with the persons with whom he interacts ...

The role is linked with the position and not with the person who is only temporarily occupying that position. However ... each person occupying a position brings his own individual personality to bear on the role ... (19)

... specialist positions within the large school have highly differentiated roles and the incumbents tend to perceive the organisation in the light of their own discriminative needs, interests and knowledge. (20)

The position held is not only defined and influenced by the head and the role holder but to an extent by how the role holder perceives the expectations others may have of his role and how he perceives himself associated with other roles within the establishment. In an unpublished survey Wharrier, Kelly and Dodd (1985)(21) obtained data on the

perceived role sets of teachers from a large number of Middle schools in Northumberland (see appendix B.). These data have been represented as pie charts which are shown in Figs. 5.5(a,b,c,d.)

It is left to the reader to make any in-depth analysis of these data. There are however one or two striking observations to be made:

1. The Headmaster is seen as the most important influence in any subordinate role.
2. Deputy Headmasters appear as the least significant influence in the lower role sets.
3. There is an uncanny 'reflexive' agreement in the role set perceptions of the Heads of Year and Heads of Department.

These are not put forward as rigorous facts but merely as observations from the data. The authors of the survey mention their own reservations as to the validity of the results for general interpretation. Nevertheless they are the recorded perceptions of the surveyed group of teachers.

Perhaps the interpretations of these data will produce little in the way of surprises. It may be as expected. The role set and role dependence upon that set may well be so rigidly founded within the school systems that to resist or to be uncertain of role content requirements would be extremely disturbing to the role holder.

Fig. 5.5(a)

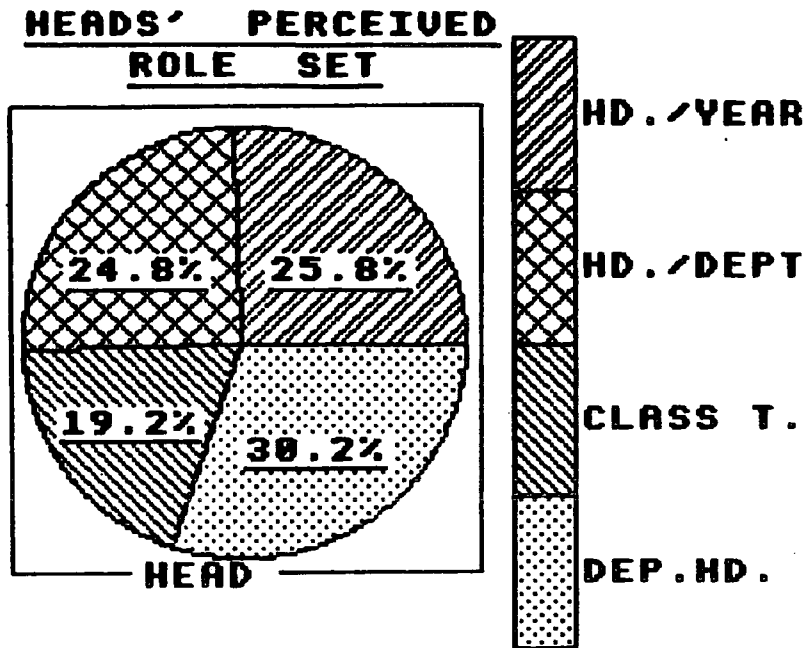


Fig. 5.5(b)

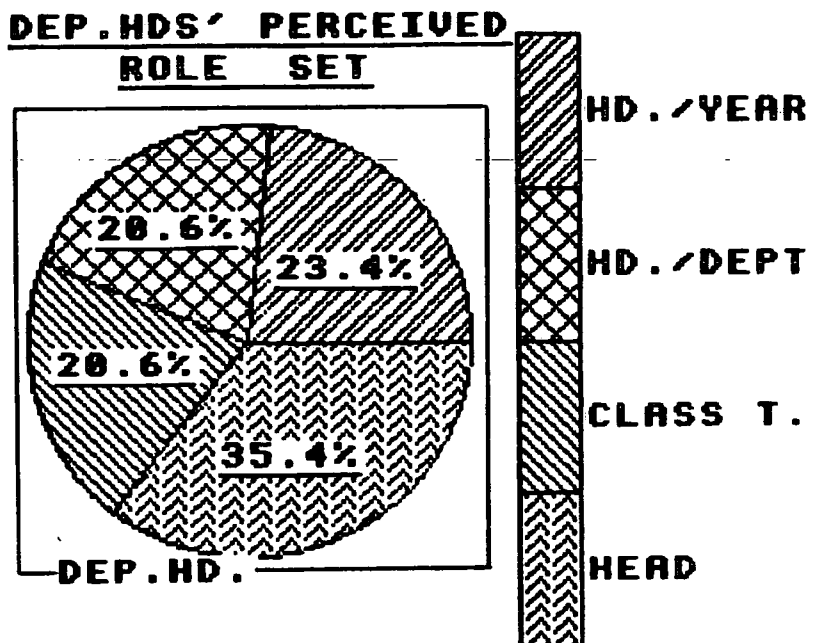


Fig. 5.5(c)

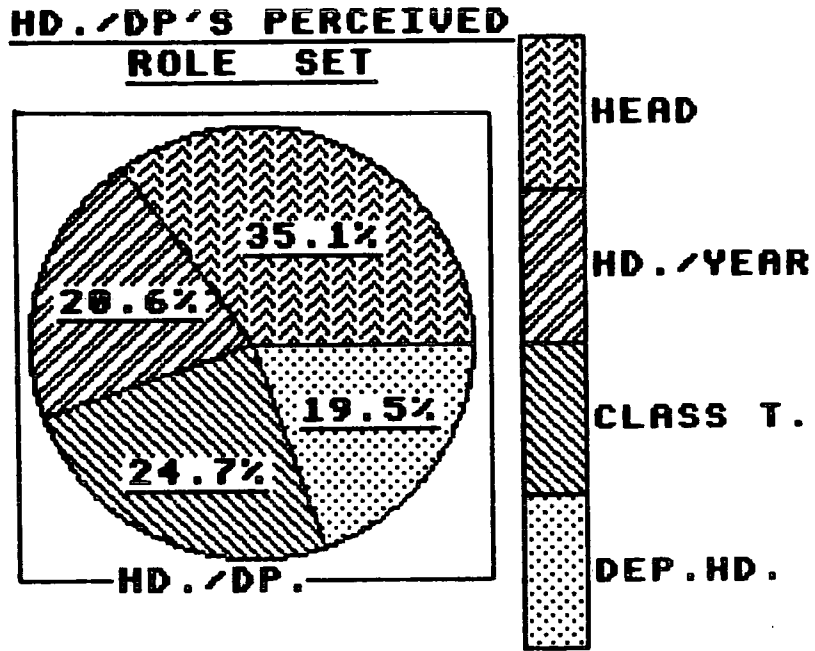


Fig. 5.5(d)

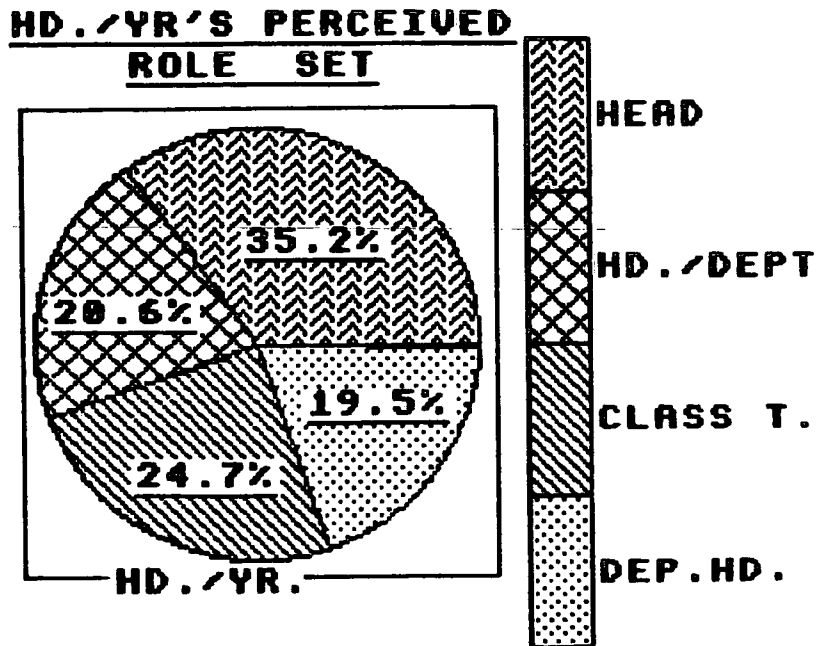
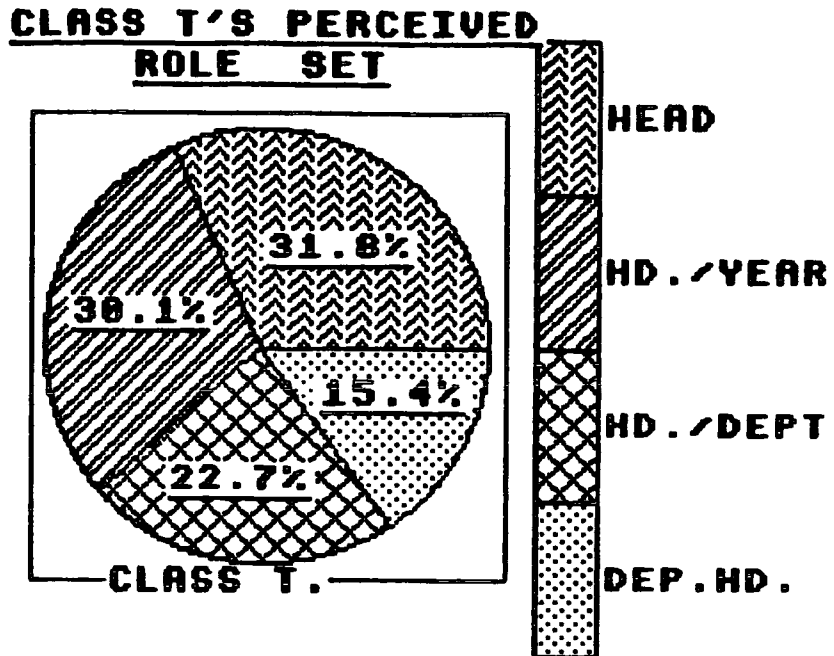


Fig. 5.5(e)



The most probable explanation is that the role-holders themselves are so often reminded by other people of what is expected of them that they minister to their own need to establish a clear identity by responding to those expectations. (22)

If he chooses simply to indulge his own needs, he is likely to be an unsatisfactory administrator and thus fail to meet the expectations of the role-set; if he chooses to fulfil the requirements of his role to the letter, he may well be frustrated personally. (23)

Frustration and 'role conflict' are perhaps the major causes of disfunction or concern to the managers in school.

It remains true that, having accepted a leadership role in relation to other teachers, a head of department, a pastoral head, a deputy or a head of a school may remain uncertain as to how to fulfil his new responsibilities without sacrificing those principles which first induced him to become a teacher. Different strategies may be adopted by teachers in such a situation in an effort to escape from the dilemma. Some may deny the very existence of their leadership role and choose to regard a promotion as merely a reward in financial and status terms for past competence. Others accept the initiating persuading parts of leadership but evade the tougher aspects of decision-making and staff appraisal since the latter are, in their perception, inevitably autocratic. (24)

Role conflict can take a number of forms:

(a) Conflict between roles, ie. inter-role conflict. There can be discord between two or more role positions that the same person occupies....

(b) Conflict within a role.

A role player can experience conflict because the definition of the role is ambiguous and he cannot be sure therefore what the expectations are... Conflict within a role may come from:

(i) contradictory objectives from one's manager...

(ii) conflict between the incumbent's own perception of his job and those demanded (or not demanded) by the culture in which he is working or those in the job's external environment.

(c) conflict within the role-set.

Conflicting expectations regarding the desired role of a position also arises from the fact that expectations about role do not come from only one source. Every role is set in a web of other connected roles, all of which are sending out signals about the focal role, but not all are compatible. (25)

In expanding on role ambiguity Handy points out some of the ways teachers have of reducing this conflict.

If we don't know who or what we are supposed to be in a situation it can be unnerving. We have, however, intrinsic ways of protecting ourselves against the unpleasant aspects of stress. The most obvious strategy is to refuse to switch roles. Once a teacher, always a teacher. But there are other strategies:

- * Reduce other ambiguities, e.g. think in black and white terms, use stereotypes, concentrate on the short term, develop unchanging rules and routines.

- * Boost your self confidence, e.g. find some lesser beings, develop your own territory where you can rule, escape into fantasy through drink or other aids, become aggressive over small matters.

- * Avoid too much exposure, e.g. refuse assignments to committees or other duties, become apathetic and withdrawn, shun social and outside contacts. The usual amount of role-switching required of a teacher must make schools difficult places for teachers sometimes. Inevitably some of the negative responses to role transition will surface from time to time.

(26)

It is naturally hoped that managers, especially senior managers, will endeavour to reduce ambiguity and conflict in role perceptions and requirements of those beneath them. Miner (1971) noted that role conflict was more prevalent in middle management than at either top or lower levels of management. This is probably due to the bidirectional responsibilities of the middle managers. Responsibility for those beneath them and responsibility to those above them in the system. Each set of subordinates and superiors may have completely different levels of perception and motivation when approaching any task. The middle manager is the one who has to blend or bond these differences into a workable situation.

Middle managers, like all leaders except those at the summit or those at the base of an extended hierarchy, have a dual role. They are both members of a higher echelon management body and leaders of their own sub-system. As members of a general management team they contribute their particular skills and expertise to questions concerning the whole institution (such as general school aims). As managers of their own sub-system they provide the members of their groups with the leadership required for the effective internal organisation of the sub-system concerned. (27)

Assuming that the problems related to role conflict and ambiguity are not present, it still does not necessarily follow that the role behaviour of individuals will be consistent with role prescriptions.

There are three types of factors that may account for disparities of this kind:

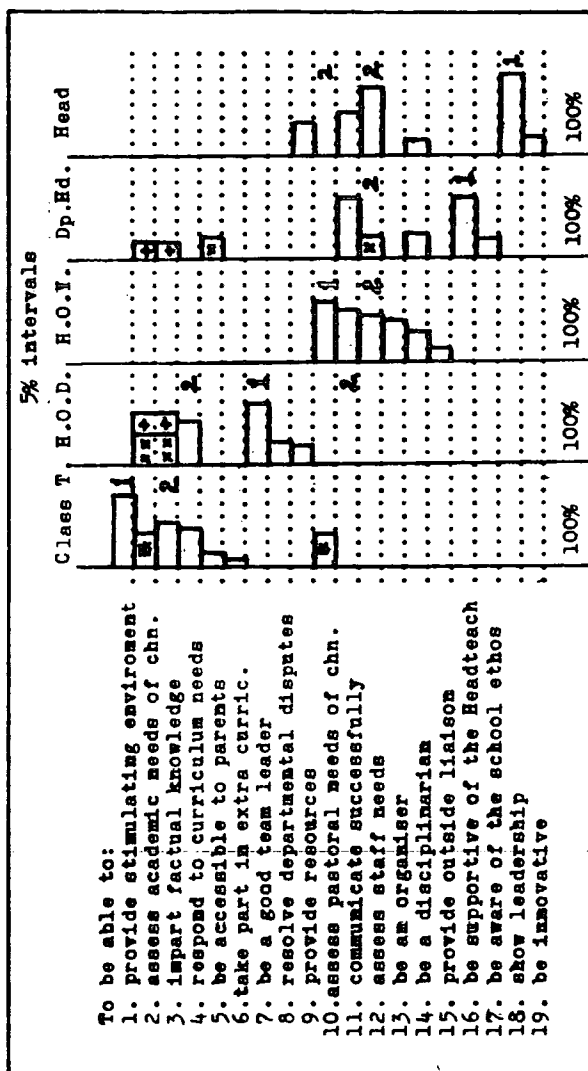
1. The individual may not perceive his job in the same way that the role prescriptions specify.
2. The individual may not want to behave in the way the role prescriptions specify.
3. The individual may not have the knowledge, mental ability, or physical skills needed to behave in the way the role prescriptions specify. (28)

These internal conflicts, ambiguities and inabilities all pose a hindrance to the successful management of the school, if not the health of the role incumbent, or both. Managers must be aware of these possible conditions in others and in themselves and must take action to reduce the effects, or reduce to a tolerable level the situation which caused them.

E. Richardson (1973) and other writers state that clear job descriptions are essential to reduce this ambiguity. The concepts of true delegation, of responsibility, of teachers making the task 'their own' to reduce frustration and of increased participation reflect sound management action. It is of course imperative that too much of a burden is not placed too soon on staff who may not be able to cope.

Fig. 5.6

ROLE - TASK PRIORITIES (Wharrier, Kelly and Dodd, 1985)



NOTES: This is an analysis of the 'restricted-choice' rankings of subjects in the categories shown. The writers of the questionnaire, in order to produce the factors shown, invited course members to produce the six main tasks of each role. In selecting the highest 5 priorities the subjects produced the data shown above.

N.B. The similarities and differences therefore may be more a reflection of the role perceptions held by the middle/top managers of schools attending the course.

However some validation of these results is implied by the 'free-choice' of the subjects which were given prior to the 'restricted-choice' survey. The two highest ranking priorities selected are shown as handwritten numbers.

course = OTTO 3, Newcastle Poly., 1985

In deciding what duties and responsibilities staff and managers should be given (to make their own), it is important to try to match the duties to the perceptions of the role holder. An interpretation of the role tasks associated with positions in schools, is given in Fig. 5.6.

These data, collected by Wharrier et al.(1985), must be viewed with some reservations. (See notes). However they do show distinct banding of responsibilities perceived to be the domain of each role. Again without too much analysis it can be observed that:

1. The class teacher is seen to be involved entirely with the child's needs and the task of teaching.
2. That Heads of Department concentrate more on the subject teaching and provision.
3. That the Deputy Heads have an extremely diverse role covering aspects of senior management as well as the pastoral and academic areas.
4. That the Heads see themselves as the policy makers and leaders.
5. That there is a significant split in the pastoral and academic considerations of staff.

It is also evident that the pastoral heads of department are involved in tasks more closely related to senior management than are the academic heads of department. Could this be significant in the area of management training or selection?

PASTORAL v ACADEMIC

In considering item 5, from the above list, a pastoral-academic 'split' can be seen. This was hinted at in the earlier diagrams; Figs. 5.1 to 5.3, and the data shown in Fig. 5.6 appears to support this notion. The historical background reaches back to the days of the Public School tradition, where teachers were seen as educators with an associated caring responsibility for their pupils. Section 7 of the 1944 Education Act reinforced this requirement when it stated that education must "contribute towards the spiritual, moral, mental and physical development of the community".

Whilst schools were small and the class teacher had considerable oversight and involvement in the subject matter and teaching of the children there was little need to identify the aims of the 1944 Act as separate. But, in the move to larger units in schools, to more specialist teaching and to a division of the pupils' time between many staff it became more difficult for schools to continue the caring oversight as required.

Because of increased size and increased variety of curriculum, the power of the headmaster or headmistress to knit together the learning mediated by the departments was severely diminished. The pastoral system (or rather the middle management level in it) was set up to control the whole learning of the pupils relating to them as total human organisms rather than to the bits that were mathematicians, scientists...and many others. (29)

Whether one considers the pastoral department as a servicing organisation to the academics (keeping children

happy or problem free) providing them with a receptive audience, or whether the caring, guiding function is a major contribution to the child to be seen in its own entirety as useful and complete, headmasters use the pastoral system to cement together, in some way, the diversity of the academic departmental system. In creating this means of unifying the school for the children there has been, in many schools, a cleft in the role perceptions of teachers who, now, often see themselves biased towards either pastoral or academic tasks in the school.

When a physics teacher can give up his post as a head of department to become a housemaster on the grounds that he 'loves children', it is clear that he feels the house post will afford greater scope for his sympathetic concern than his departmental post...

It is not intended to argue that a deepening consciousness in teachers of their responsibility to adopt desirable paternal attitudes of protection, sympathy and tolerance is a bad thing - only that the effect of making this caring quality synonymous with the pastoral system seems to deny that it is equally a part of the role of all teachers fulfilling teaching functions in the curriculum management sub-system.

(30)

Richardson comes to much the same conclusion pointing out that the structures created in the formation of the pastoral system may themselves have created problems in the perceived roles within the school.

The need to separate out the caring side from the non-caring or result-seeking ... by splitting off 'pastoral care' and 'curricular provision' and creating an organisational structure ... implies some kind of dichotomy between the two.

Heads of large schools will assert that it is useful to allocate 'caring' to one staff structure and 'demanding' to another ... Only a more searching scrutiny reveals how such a divided system may be polarising attitudes in the staff group, and thus frustrating teachers, whose intuitions ... about the

complexity of their task would lead to oppose such a division of functions. (31)

The introduction of the pastoral system into schools has often preempted the staff's perceived need for such a structure. Views of the sort: "We didn't need anything like this before..", "What exactly is your job?" and "I'm a maths teacher not a pastoral tutor!" have provided stumbling blocks to the establishment of an integrated approach.

There is evidence in the things teachers say on in-service training courses that pastoral middle managers are regarded with some resentment by heads of curricular departments and by junior teachers. Holders of both these roles accept their other responsibilities as form tutors in the pastoral system. They nevertheless often see little need for any form of management of these functions. It would seem that so far we have failed to provide adequate specification of the job of pastoral middle managers. (32)

Two further comments from D. John add to his somewhat doubting attitude towards the value of the pastoral system.

In crude terms, there may be a danger that classroom teachers will feel that in perceiving their pupils as living individual people they are encroaching on the pastoral system. (33)

'Caring' as the primary task of the pastoral system poses a similar dilemma between the alternatives of making the curriculum system uncaring or leaving the pastoral system without a *raison d'être*. (34)

The first of these comments I would counter by stating that it is one of the jobs of the pastoral manager in the school to educate every classroom teacher into his role as part of the pastoral system. There should be no-one in the school who views himself as being outside it.

The second quote I see as a tautology. If the school is functioning in a caring and sympathetic way towards its

pupils via whatever means - form tutors, maths teacher, headmaster, then it has an effective pastoral system. It is where this is not so that the need for a pastoral structure is evident. It is my view that the school in which the pastoral system is seen as redundant is the school that has the most efficient system of all. Therefore D.John's comment must not be viewed as a threat to pastoral care but as a target; to provide a caring curriculum.

The following factors seem conducive to success - the pastoral organisation is seen to support the school's prime purpose of learning. Whilst low achievement and poor motivation may seem to have their causes in personal and social problems and need immediate solutions, a good curriculum, well taught, is also an agent of care. The divorce of academic and pastoral function may itself create difficulties by separating what is basically inseparable ... (34)

THE DEPUTY HEAD

In the results of Wharrier et al. it was seen that the deputy heads were the least influential element in the role sets of their subordinates.

The role of deputy heads in schools is somewhat unclear and variable. It is extremely dependent upon the nature of the headmaster's view of his own role and values.

When the duties of heads take them away from the school buildings there is an obvious need for a substitute to act on their behalf. He or she must be committed to the same purposes and policies, aware of current moves and problems and be an effective competent senior member of the institution whose opinions and decisions command general respect. (36)

This is the view most people have of a deputy head but is this a sufficient view? Is a deputy head to be only a clone of the head, to step-in in his absence?



The role of the head has received considerable attention... By contrast, the role of the deputy head has received relatively little attention and there are few suitable sources. Perhaps as a result of this lack of attention there is no clear model of deputy headship. (The) provisions of the Burnham Report (DES 1978) are significant because the role of the deputy head may well differ according to whether he is the only deputy or one of two or even three deputies in the school. (37)

In his study of the role of deputy head in secondary schools Burnham (1968) suggests that the leadership role in a large school might be divided into its instrumental and expressive aspects, the head concentrating on the task function while the deputy head fulfils the social-emotional leadership role. (38)

In latter years, as schools have grown even larger in size, the functions reflecting the 'instrumental' and 'expressive' aspects of the school have been handed to the deputies leaving the head to oversee the management and educational policies of the school.

Schools with two or more deputies often find areas of responsibility allocated to the deputies in an opportune fashion rather than an appropriate one. That easy separation of the school into academic and pastoral tasks has led many head teachers to allocate each of these roles to separate deputies; for the sake of clarity if nothing else. The first deputy (Deputy Head) is often given the tasks which are administrative and curricular, whilst the second deputy (Second Master/Mistress) is often allocated the personnel tasks; pastoral care, liason with P.T.A., public relations etc. However desirable in an administrative sense, the decision to divide functions in

this manner carries with it implications which give cause for concern. This concern is one of stereotyping.

Often a male is appointed to the deputy head position and a female to the second position. (At one time this was a requirement; or vice versa in the position allocations.) Over time a situation developed wherein 'male' implied organisational, demanding role functions, and 'female' implied the pastoral, caring role. Unfortunately this view has often been maintained despite the relative organisational abilities of the female or the caring capacity of the male role incumbents of these positions.

In an expanding school the increasingly heavy administrative task is liable to be identified more and more with the deputy head, however strenuously he may resist this, however often he asserts that he shares this responsibility with the senior mistress, and however frequently she demonstrates her involvement in it. And just as the senior mistress may have to cope with the staff group's unwillingness to acknowledge that she has administrative skills, so the deputy head may find himself having to cope with their unwillingness to acknowledge that he has any skills that are not purely administrative. (39)

This denial of the use of possibly strong abilities of the deputies can be one of the major sources of disfunction and the cause of further stereotyping.

Many deputy heads, after adjusting their role performance to meet the perceived role demands of their headteachers, found that their greatest source of conflict lay in the disparity between the actual role behaviours and their ideal conception of the role. (40)

Referring to fig. 5.4 (Wharrier et al.) and the spread of tasks in which deputy heads engaged, we see them ranged widely over the 'expressive' and 'instrumental' range of

responsibilities. It would have been interesting if these data could be separated in relation to the type of deputy responding. In order to pursue this notion I have analysed the job descriptions of 22 deputies to see if the suspicion of a separation in these tasks was justified.

With the arrival of 'equal opportunities' the obvious requests for male or female staff have been removed but many signals to preference still remain; not least of which is the statement "to take charge of girls' welfare."

The job descriptions surveyed consisted of 8 Deputy Headmaster posts, 11 Second Master/Mistress posts and 3 dual posts.

Fig. 5.7 shows the percentage distribution of tasks required for each post. These are grouped into 'instrumental' and 'expressive' clusters. It must be noted that minor administrative tasks have been included as expressive/caring factors, as often they require close contact with parents, pupils and staff.

Each particular histogram is shadowed by the percentage requirements for all 22 posts. It is immediately noticeable that the Deputy Heads are involved in an almost 50:50 split in the demanding caring functions whereas the Second Master/Mistress position is biased with a 2:1 ratio, with predominance in favour of the expressive functions.

Fig. 5.7.

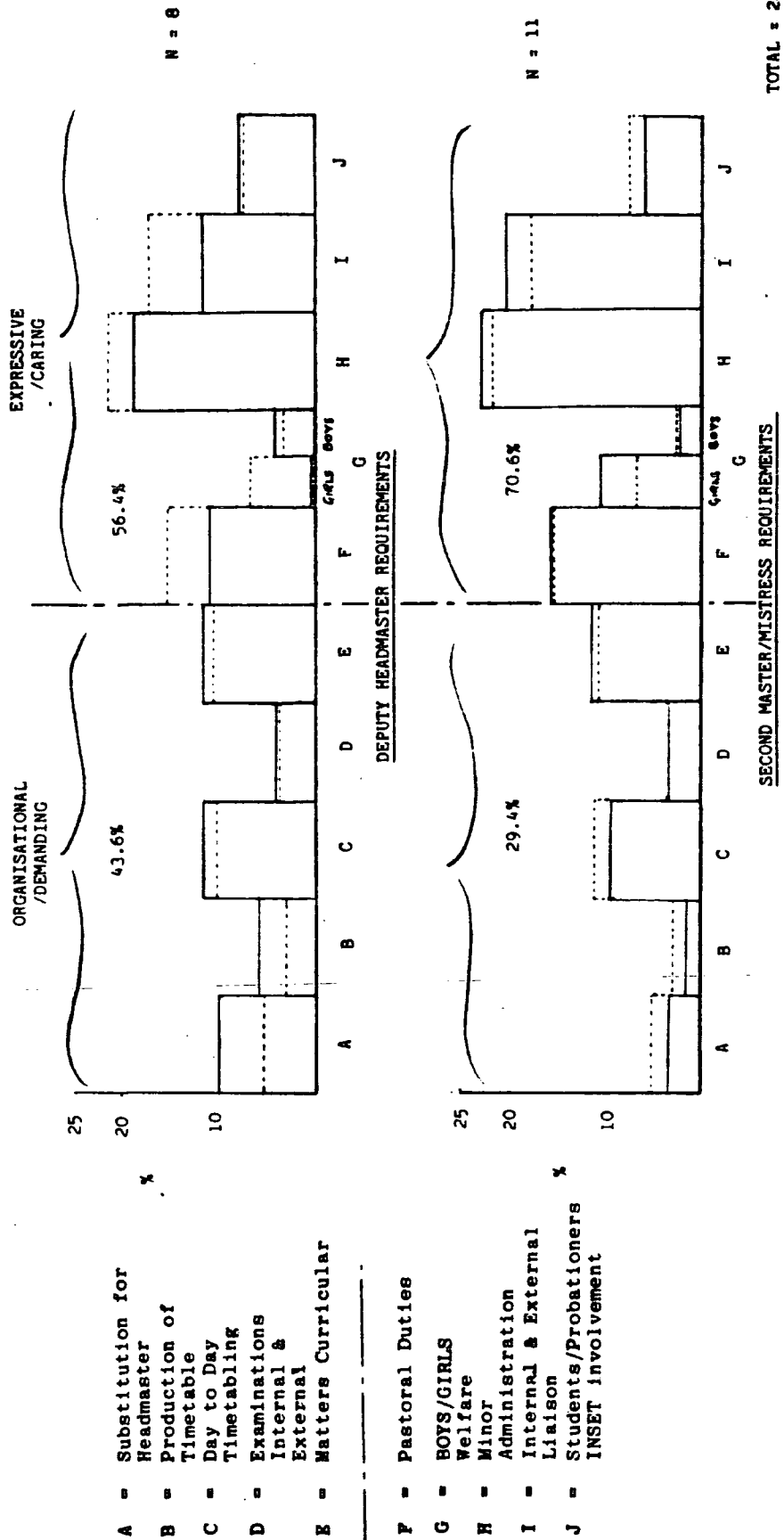
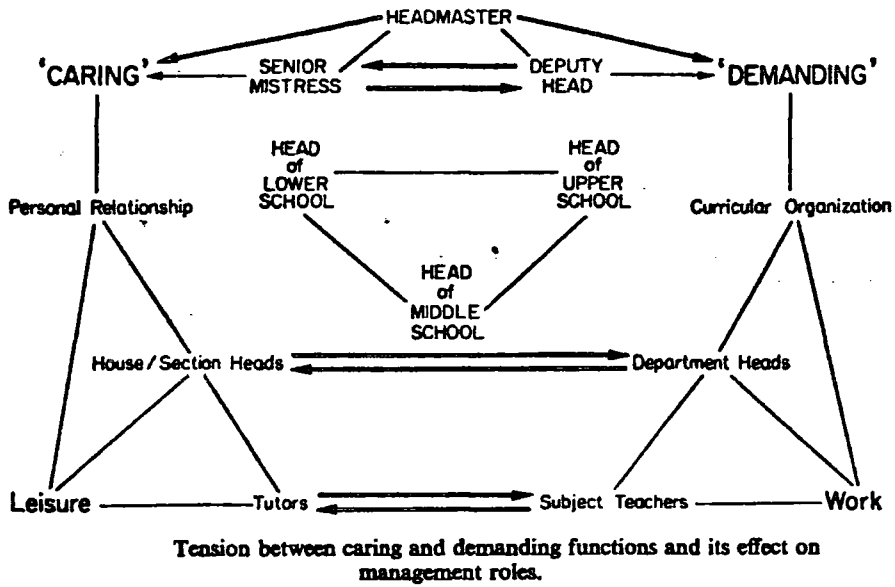


Fig. 5.8.



E. RICHARDSON (1973), p. 219.

E. Richardson (1973) points out that this role separation and conflict may not be only within the deputies own perception of their roles. If the pastoral/academic divide is allowed to propagate, compelling staff to consider the school as two distinct parts, conflict will be caused within or between other role holders. She suggests the diagram shown in Fig. 5.8.

Some of the consequences of this dichotomy of perceptions have been pointed out in the previous section. It is the duty of senior management to consider these factors against the need to simplify roles in schools and to guard against over specialisation that may constrict or strangle the professionalism to which we as teachers aspire.

The diversity of the deputy's role tasks often cause problems for him/her in relaying their role to others.

Burnham (1964) discovered that heads and teachers were perceived as holding quite contrary expectations for the deputy head's role. The heads were perceived by the deputy as wanting him to engage in behaviour concerned with school organisation, such as timetable making or assigning teachers to school duties, while the teachers were perceived as wanting him to carry out behaviours manifesting concern for them, such as listening to their problems and relaying them to the head. (41)

This mismatch in perceptions does not cause problems in itself, for indeed the deputies often carry out tasks which comply with both expectations. Problems arise, however, in terms of the perception of the work load of the deputies. If the head considers the deputy's tasks to be aiding him with administration (and he does not consider the teachers' requirements of the deputy to be significant), then unless

he fills the deputy's time with management related tasks he may think the deputy under used. Similarly the teachers who see the deputy as their link with the headmaster or as counsellor on school matters, will often wonder what he does when he is not ministering to them. Here we have the common scenario of the overworked deputy who is perceived by staff as doing little.

To come full circle, let Coulson (1976) reiterate the point about the uncertainty of the deputy's role. He states of Junior School deputies, sentiments which are equally true for those in Secondary Schools.

Whereas both the teacher, in the classroom, and the head, in the school as a whole, have considerable freedom to shape their own roles, the scope of the deputy head's duties is determined mainly by the head's conception of his own role and the pattern of delegation he operates. (42)

To emphasise the extent of influence with which the head colours the role of the deputy, the following paragraph from a job prescription for a Deputy Head is offered.

Since the Headmaster is responsible for reaching the important decisions, it is essential that the information upon which these decisions are based should be as full and objective as possible. His most important channel of information comes through the Deputy Head who, if he does his job successfully, will ensure that all relevant information necessary for policy decisions reaches the Headmaster. The obverse of this is that the Headmaster should be freed from routine administrative work. Where broad policy decisions have already been made then the Deputy Head will not bother the Headmaster with day to day details which fall under them. (43)

SURVEY AND RESULTS

In order to obtain further insights into staff perceptions of management a varied selection of staff in a variety of schools were chosen for interview. Interviews were approached with as open a mind as possible. Since there was no null hypothesis to be tested the questions to be asked were varied and open ended.

Although the interviews were not directed at verifying some notional theory it was hoped to see if any responses matched the earlier proposition of 'limited perceptions of management'. (see fig. 5.3)

The interviews were conducted by means of the subject responding in their own way to ten written questions put before them. The questions were not required to be answered, often subjects overlooked questions or preferred not to answer them. The interviewer only interjected when clarification was needed or to advance the interview.

The subjects were promised anonymity. To this end quotations and schools have not been identified and the order of presentation of data is not linked to the order of the interviews.

Ten schools were visited: two Middle Schools, three 11-18 Comprehensive Schools and five 11-16 Comprehensive Schools. In all forty staff were interviewed. One recording was spoiled producing thirty nine interviews for analysis. Although this may not be a sample size sufficient to offer

statistically valid data, it is felt that the fortuitous balance in the management positions of those interviewed may well produce significant results which may provide pointers for future investigations.

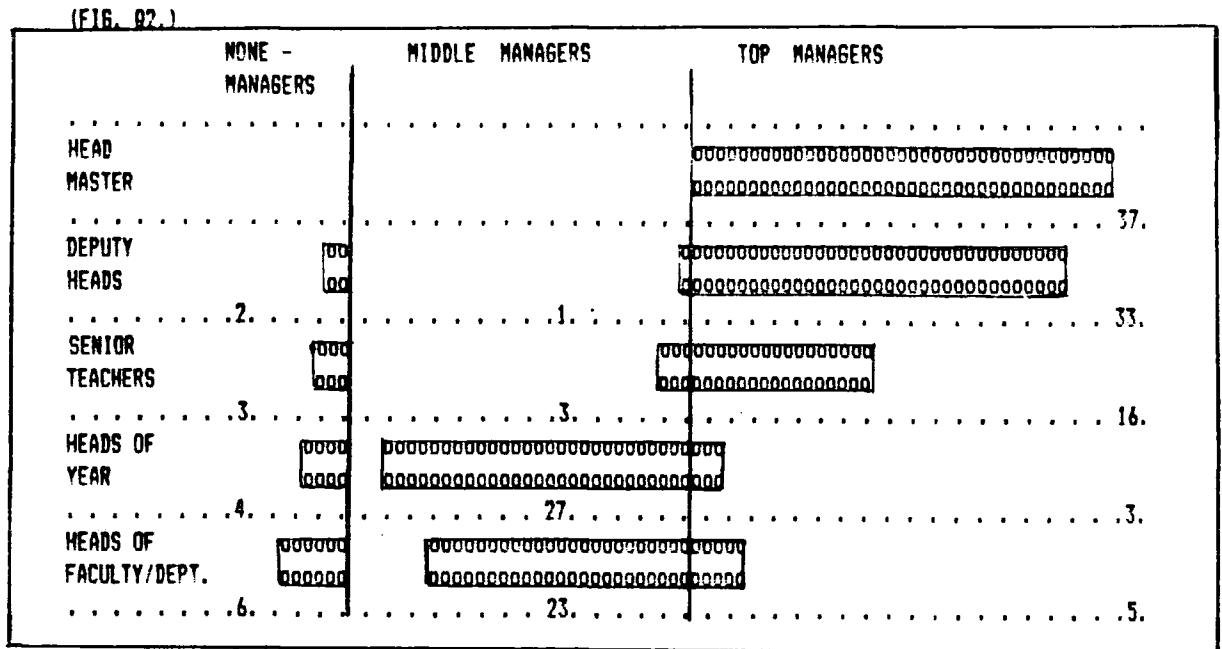
Due to the free nature of the responses there is no doubt that they reflect the valid perceptions of those interviewed. Therefore any trends displayed by the grouping of the contents of the interviews will indicate views which are consistent with the parent population of teachers.

It is not, however, in the bounds of this study to validate statistically any observation but merely to relay them to the reader as the teachers' perceptions of secondary management.

The ten questions and the individual analysis of each question can be found in appendix 1. Sample comments from the interviews are given to illustrate the diversity or similarity of opinion.

It became obvious that in order to analyse responses a ~~definition of the separation between Top and Middle~~ management had to be arrived at for future classification purposes. To this end question 2 was first analysed producing the results shown below in Fig. 5.Q2.

Fig. 5.Q2.



There appears to be a general consensus that the separation between top and middle management occurs below Senior Teacher level. The observed exceptions were due in the main to replies from the smaller schools which did not qualify for a senior teacher post. In these schools Heads of Department or Heads of Year formed part of the management team.

The exclusion, by interviewees, of certain groups from management was due to either an evaluation of a particular person's performance in that role or on the respondent's perception of the role of middle management. (See associated comments. Appendix I.)

The implication from these data is that non-managerial roles exist at a level below those mentioned. It is interesting that managerial posts are not directly related to remuneration, for in some schools scale 1 teachers had control of subject areas whilst scale 2 teachers in other schools were unaware of any management function.

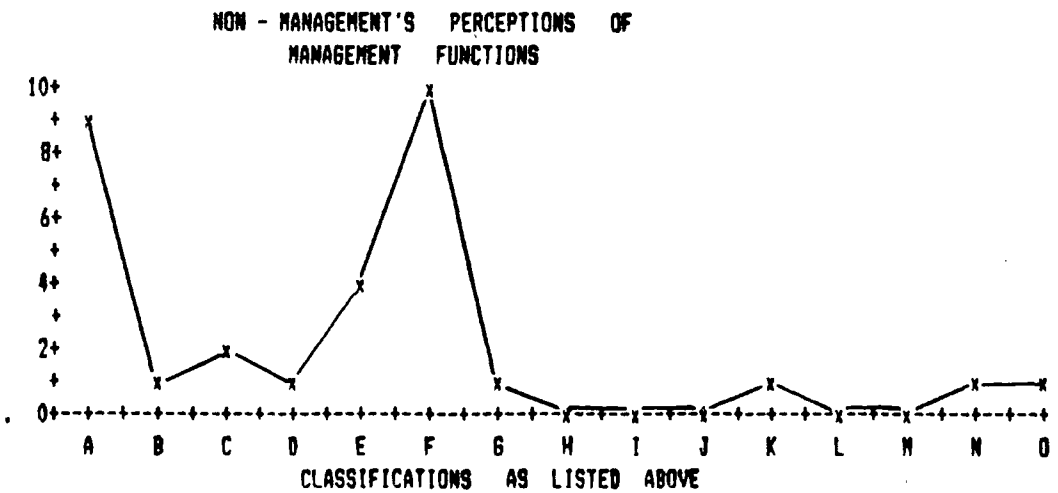
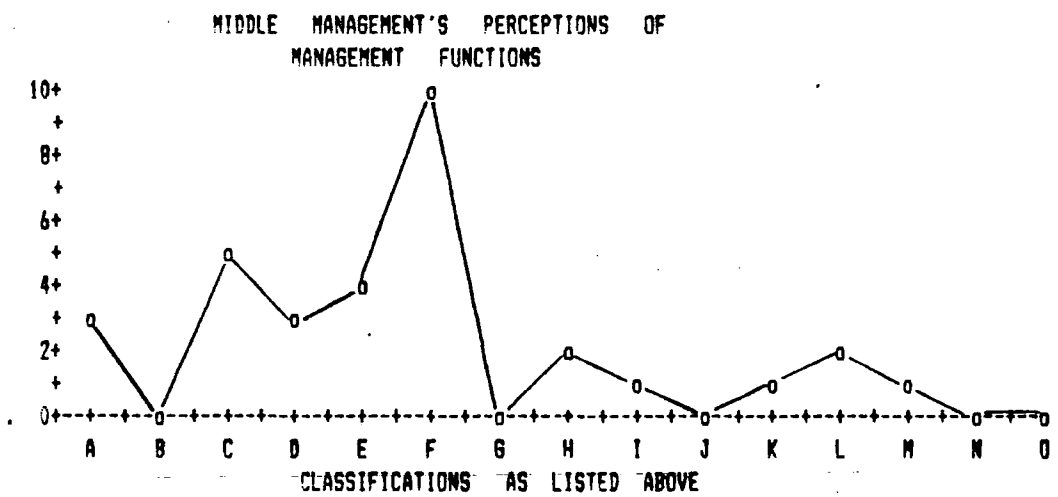
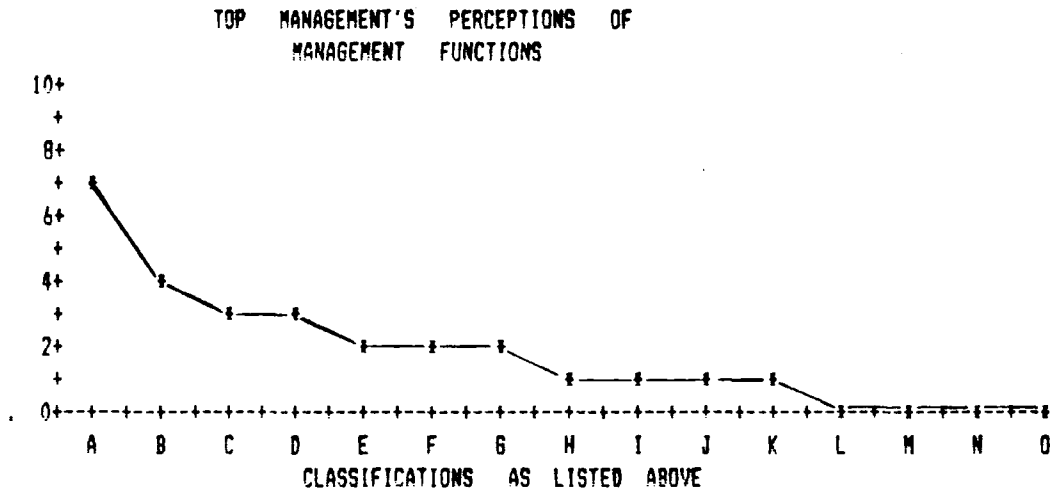
In the light of the boundaries determined by the responses to question 2 all future inferences to Top, Middle and non-management will be made on those definitions.

Question 1 was found by many to be very daunting. Indeed it is an extremely broad question. However, when encouraged to summarise their thoughts on the subject, all managed to give an opinion. These opinions were collected into groups of similar meaning and are listed in descending order of frequency of the replies of Top management.

The profiles of frequency of reply are shown in the fig. 5.Q1.

It must be stressed that these are statements volunteered by the interviewees as uppermost in their minds at the time of interview and may not be an exhaustive representation of their perceptions. However, working on the assumption that those views proffered as answers reflect their strongest feelings, one or two features may be observed.

Fig. 5.Q1.



Key to Fig. 5.Q1.

- A. To ensure adequate teaching and facilities ...
- B. To consider opinions of others and enable participation ...
- C. To consider the well-being of staff and children ...
- D. To initiate new developments ...
- E. To maintain the aims and objectives of the school ...
- F. The coordination of staff: everyday running of the school.
- G. To develop and implement structure ...
- H. To be accountable ...
- I. To oversee discipline ...
- J. To enable/ensure extra-curricular activities ...
- K. To be a facilitator of training ...
- L. To make decisions ...
- M. To set standards for others ...
- N. To be a problem solver for the staff ...
- O. DON'T KNOW ...

(1) That senior management see the provision of the education process as the prima facie task. This is echoed by the non-management staff.

(2) Middle and non-management see the role of management as providing direction and coordination of the day-to-day processes of the school.

(3) Middle and non-management perceive 'consideration of the opinions of others' as minimal in the management task. This is an interesting feature since, during the interview, a large number of staff expressed the need to be considered by management as an important factor, yet, in replying to this question, this was only mentioned as being important by the top managers.

I am reluctant to speculate on further possible features displayed in the data since the numerical differences are so small. I leave it to the reader to make inferences in the light of his/her experience. Further investigation may be possible using the categories produced by this question as a starting point.

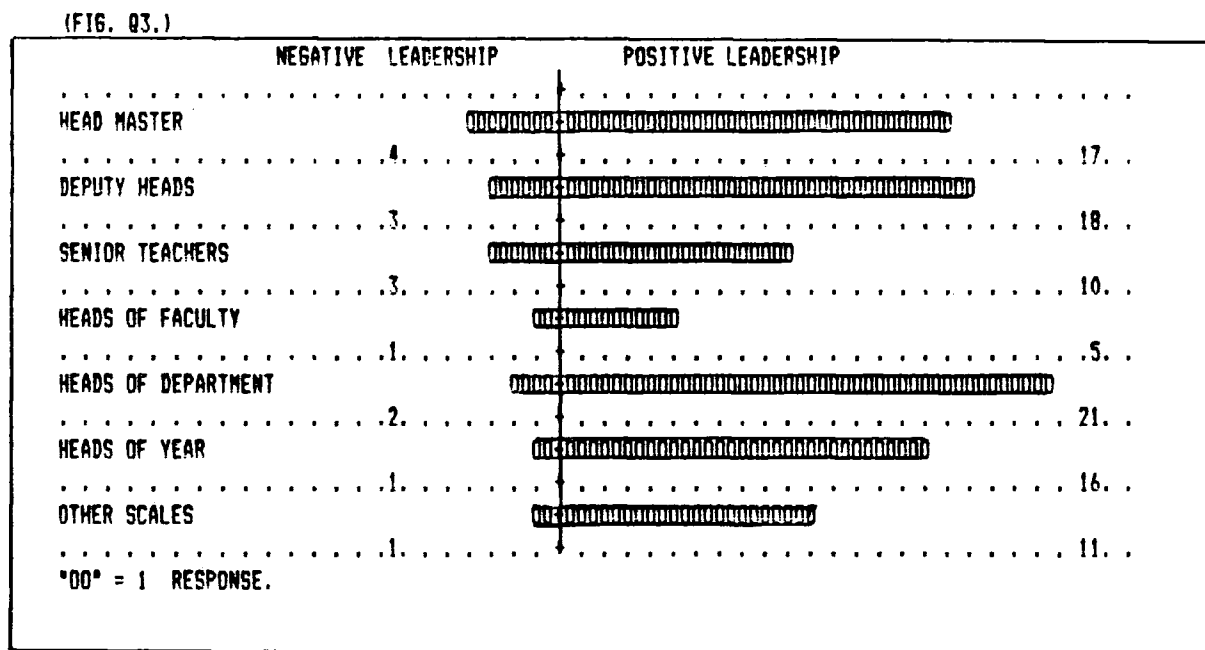
Question 3 concerned leadership. There was no attempt to define the term by the interviewer. However to make it clear what was required the interviewer, if asked, offered the following advice.

"Strip the staff of all titles and positions. Looking at them as individuals, tell me who you think are the leaders

in the school. Do not give me their names but give me the positions that they hold in the school."

The results obtained are shown in fig. 5.Q3.

Fig. 5.Q3.



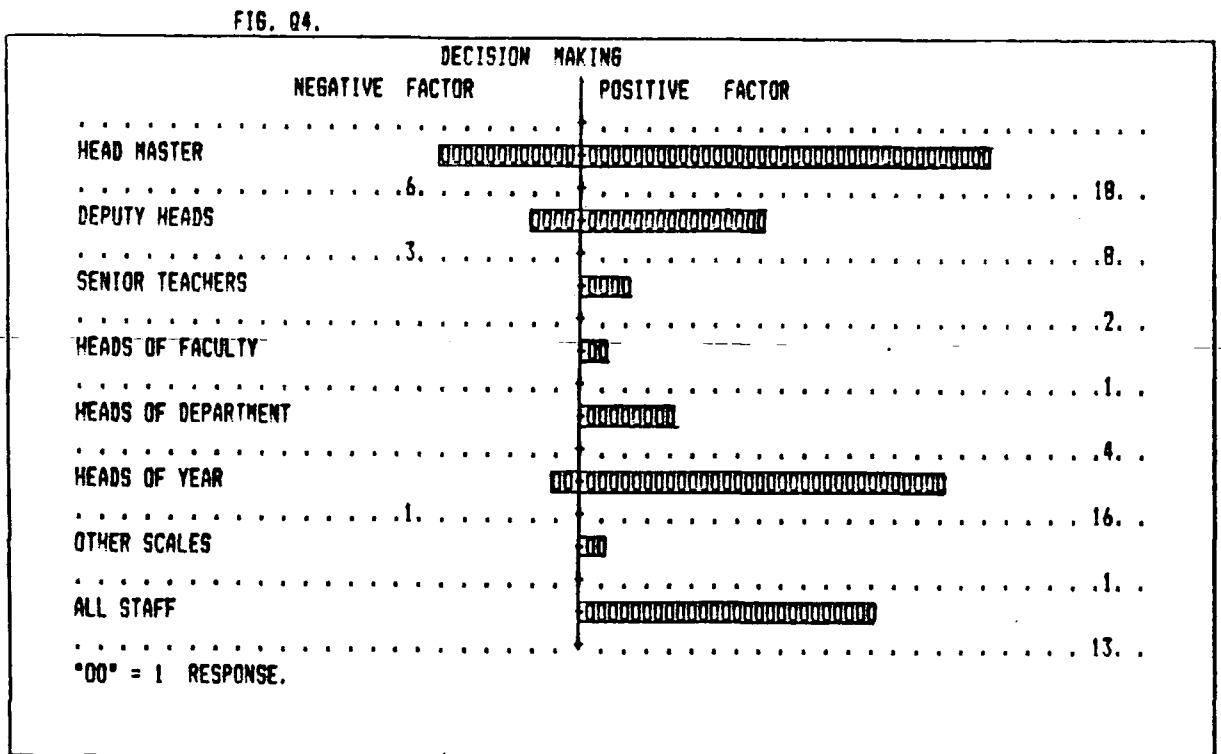
These results provide a reassuring presentation of sound leadership existing throughout the school system. It must be noted however, that this does not imply that all schools have this balance. The limited number of Heads of Faculty mentioned is due to the limited existence of the post in the surveyed schools.

It was notable that negative or ineffective leadership exist at all levels in the school. Naturally there was an increased incidence of it being mentioned when the negative leaders held high office. It may be fair to conclude that

this pattern of leadership ought to be expected in schools since all teachers are expected to have practised their leadership skills in the classroom. The fact must also be faced by management that if those they are 'directing' are themselves leaders then consideration of this fact must be given to avoid conflict.

When it came to indicating who were the decision makers in the school a strong individual school factor became evident. Differing types of organisation were identified ranging from the apparent democratic to the dictatorial regimes. This is evident in the responses indicated below fig. Q4. (Appendix I)

Fig. 5.Q4.



Decision making is seen to take place predominantly at the Headmaster and Deputy Headmaster levels with Heads of Year taking most management decisions in the body of the school. Heads of Department were seen to take few 'management' decisions but were recognised as making decisions on curricular matters. It was reassuring to note that interviewees gave thirteen positive statements with regard to whole-staff involvement in the decision making process.

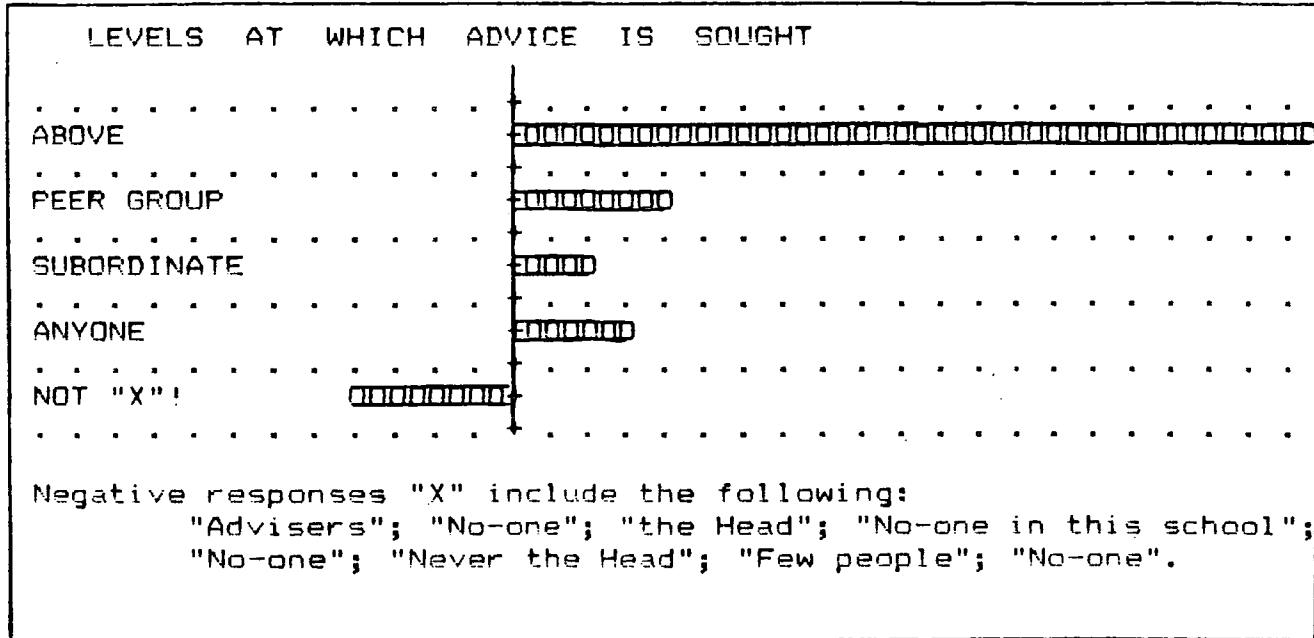
The collective picture blurs the immense variety of responses which make up these data. A sample of collected comments are offered to colour the bland figures produced. (Appendix I)

These data seem to support the results observed from the data collected by Wharrier et al. in that Heads of Year are more close to the management function of the school than are Heads of Department. This, however, may well lie in the observer's perception of what constitutes a management function.

Question 5 was designed to see how people saw themselves in relation to their colleagues. It was asked on the assumption that if staff regarded each other as equal professionals (which is often stated to avoid direction by others) then there should be no reluctance to seek advice from any fellow professional.

Fig. 5.Q5.

(FIG. Q5.)

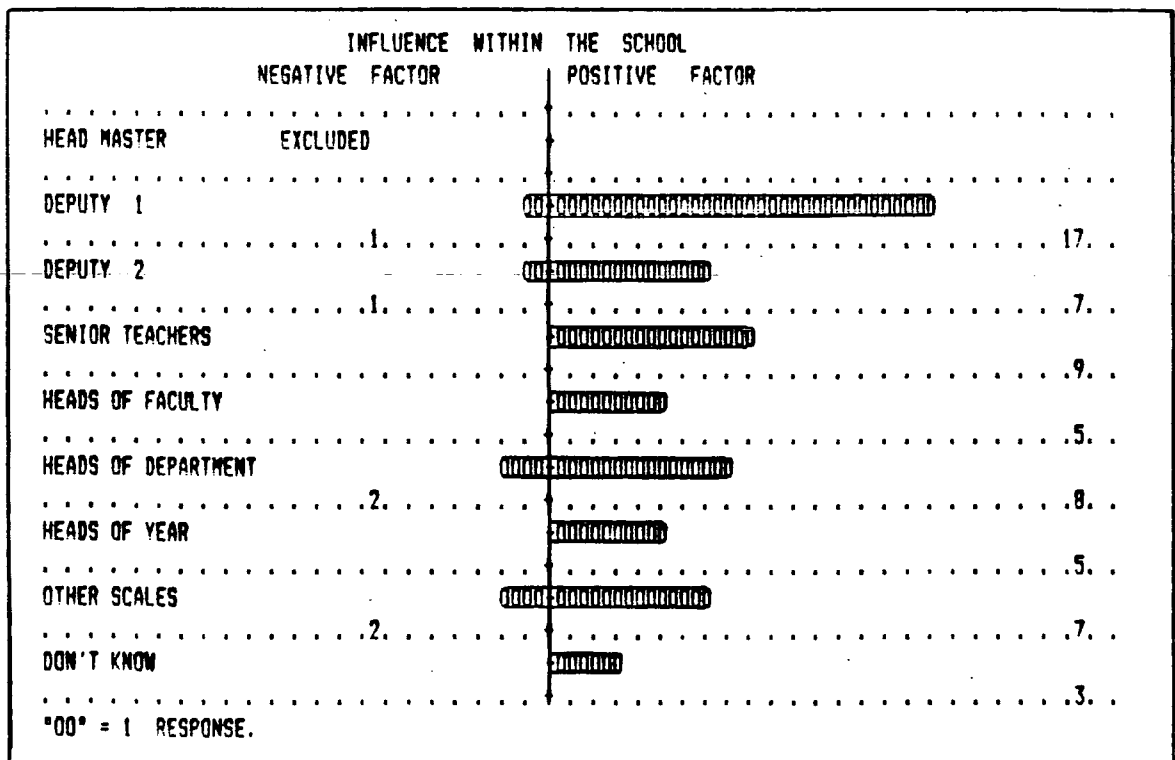


The results show clearly that the assumption of 'equal professionals' is not a common feeling. The evidence in the replies obtained points clearly to a sense of 'status' within the staff. There appears to be a reluctance in many members of staff in admitting problems to peers or subordinates. Some self isolation was indeed evident. (See the negative responses recorded in Appendix I.) This latter observation may well hold the key to the incidence of stress in the profession, for those who are unable to seek help from their peers and are reluctant to admit their problems to their superiors find themselves completely without support. Following the pattern displayed in the

results the question arises 'To whom does the Head go for advice within the school?'

The results to question 6, which are displayed in fig. 5.Q6, show the distribution of those positions in which people were seen to exercise influence within the school. The Headteachers were excluded from this category firstly in recognition of the fact that they can be expected to influence the school in a major way. Secondly, since my research is looking below that level, I was searching for a more intimate view of influence coming from within the staff.

Fig. 5.Q6.



In response to the question I obtained two differing categories of influential persons; those who influenced the policy making within the school (that is, those who had influence in the head's decision making), and those who had an influence on the climate of the school (that is those who influenced the staff in general)

Observations worthy of mention from the data are:

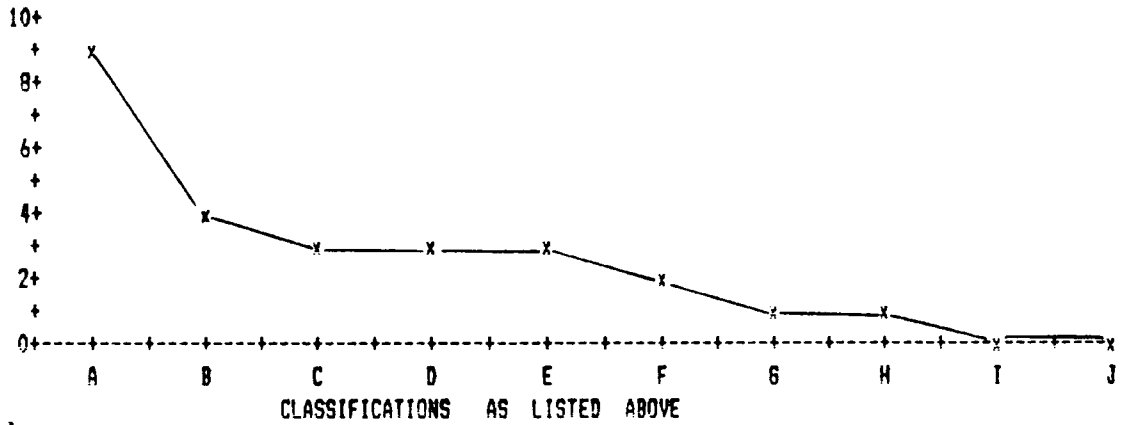
- (1) Top management are seen as having the greatest influence, of whatever form, within the school.
- (2) The Deputy head has by far the greatest influence, far greater than the Second deputy.
- (3) It is evident that whilst Heads of Faculty/Department were not perceived as having a high management participation in terms of decision making (Q.4), they are seen as influential when it comes to school policy and climate.

When considering the difficulties of management the results to question 7 were divided into responses from Top, Middle and non-management. The responses were collated into the groupings shown in Appendix I and arranged in descending order of frequency in Top management's reply.

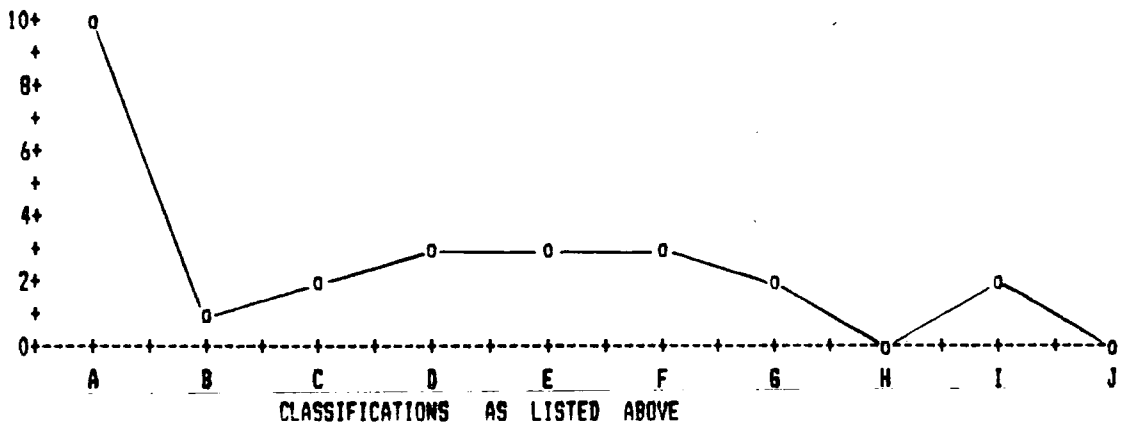
The resulting profiles shown in fig. Q7 show a distinct learning pattern. Many of the management tasks are considered by all groups but it is worth examining the responses 'A', 'B' and 'E'.

Fig. 5.Q7.

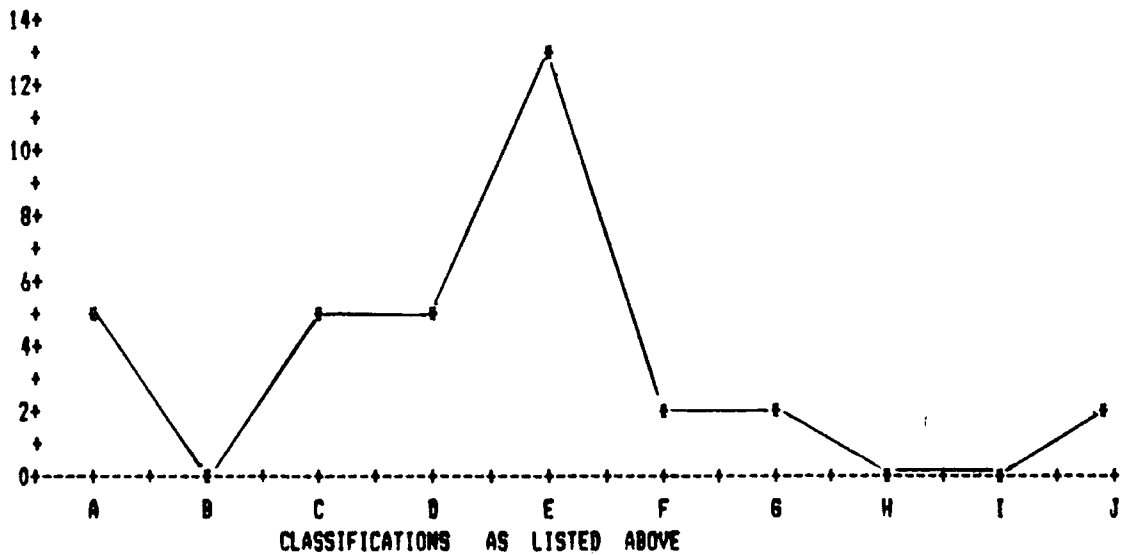
TOP MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT DIFFICULTIES



MIDDLE MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT DIFFICULTIES



LOWER / NONE - MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT DIFFICULTIES



Key to Fig. 5.Q7.

- A Time and conflicting demands upon it.
- B Responding to the demands of 'change'.
- C Maintaining a good climate: "Keeping everyone happy".
- D Acting as 'mediator' and cooperating with others.
- E Managing and motivating others to get the 'best' from them.
- F Being able to look at the job from outside immediate needs.
- G Maintaining effective communications.
- H Managing Union disruption.
- I Paperwork!
- J Effectively dealing with problem children .. Discipline!

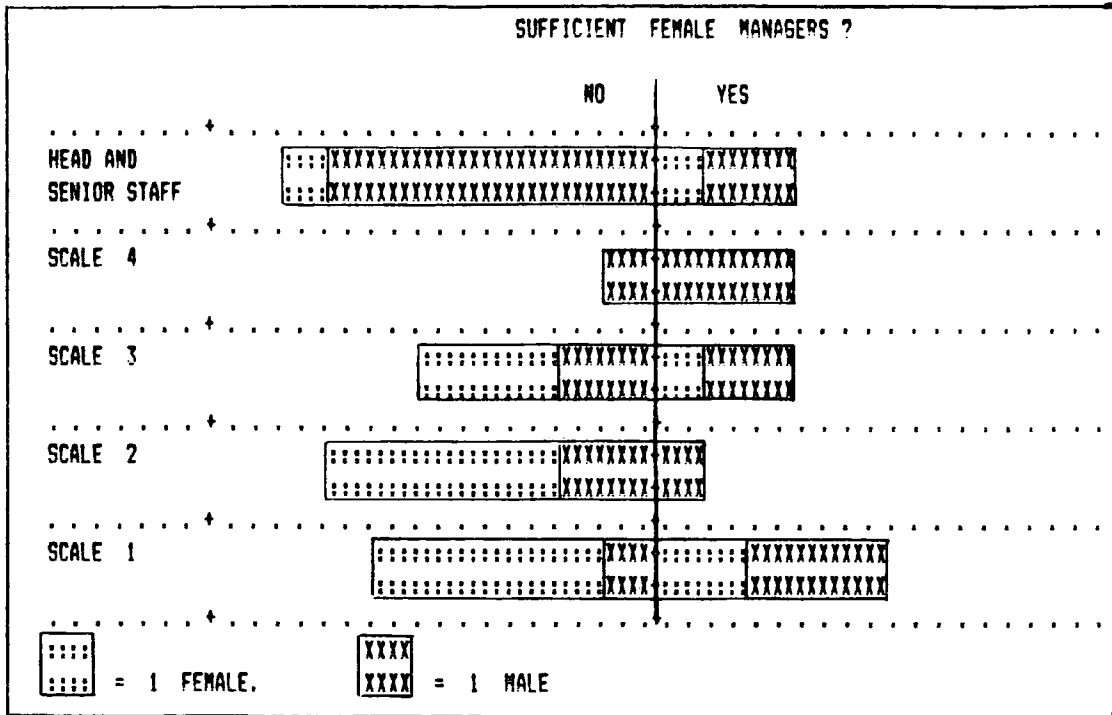
Taking the response 'E' first: "Managing and motivating others to get the best from them." Non-managers saw this as the most difficult function in management. Indeed it is a significant difficulty in other management levels but not so highly rated. Could it be that there has been some skill acquired in this function? Or have some other managerial factors overtaken this in priority?

Factor 'A': "Time and the conflicting demands upon it", is significant at all levels but becomes an overwhelming priority once into Middle or Top management. It has to be stated at this point that 'time' was perhaps the strongest factor influencing the majority of those interviewed even if it was not mentioned specifically in response to this question.

The growing awareness of factor 'B': "Responding to the demands of change" is clearly evident from the profiles. Apparently, it is only when staff are asked to become the instrument of change is their awareness of its management required.

The responses to question 8; "Do you feel there are sufficient female managers?", prompted a wide range of reply including extreme 'Feminism' on one hand and "Chauvinism" on the other. The analysis of these data could have become a task in itself. However it was decided to treat the responses in two ways. Firstly, the direct yes/no response was graphed with regard to management level and sex.

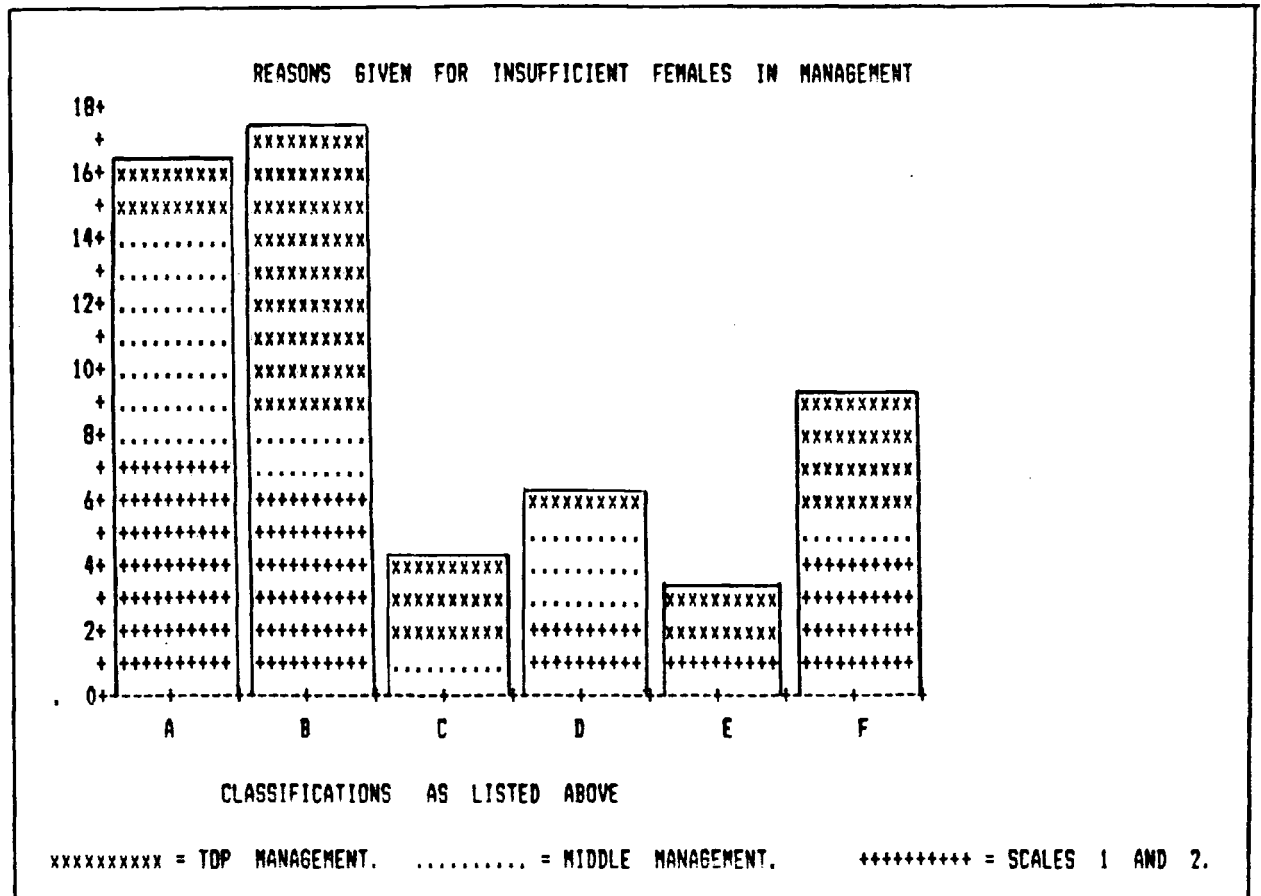
Fig. 5.Q8a.



Secondly in an attempt to look at the reasons for the replies, explanatory remarks were grouped as shown in Fig. 5.Q8b.

In direct response to the question there was an approximate 2:1 weighting toward the negative reply. From the results displayed it would appear that men are prepared to acknowledge a lack of female managers more readily if they have secured for themselves top management positions. (This is open to further investigation.)

Fig. 5.Q8b.



- A. Prejudice and/or historical influences.
- B. Lack of female aggression and competitiveness.
- C. Females lacking in skills.
- D. Family responsibilities and priorities.
- E. The negative effect of the 'Equal Opportunities Bill'.
- F. Stereotyping.

The main reasons for the apparent lack of female managers were put into three major factors:

(B) "Lack of female aggression and competitiveness."
(17 responses)

(A) "Prejudice and/or historical influences." (16 responses)

(F) "Stereotyping." (9 responses)

It can be appreciated that these elements are strongly interlinked. If (B) is correct one must question the inherent nature of the female as the causative element. Or, is (B) the product of the other two factors (A) and (F)?

The comments in the appendix are samples of the diversity and the strength of feelings on this issue.

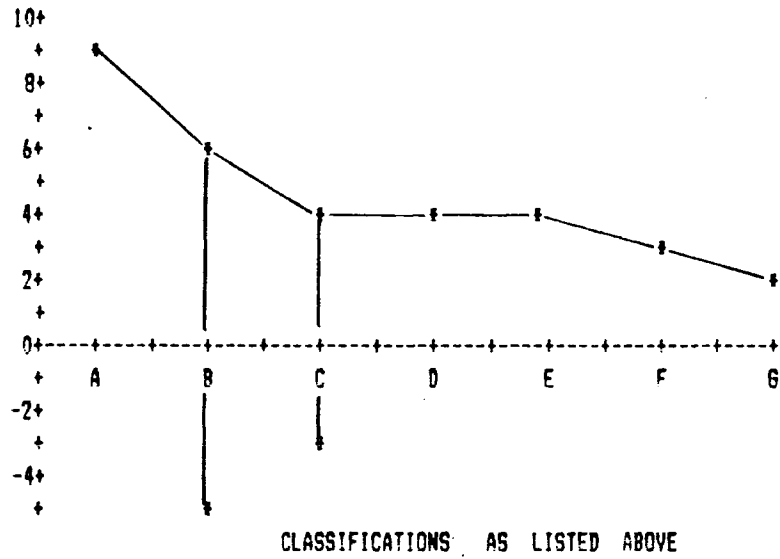
The responses to question 9, regarding those factors which identify people as managers and give them their power, provided data which showed considerable agreement at all levels of management.

Looking at Fig. 5.Q9 it can be seen that if the slight fluctuations are ignored the trend for each group is the same.

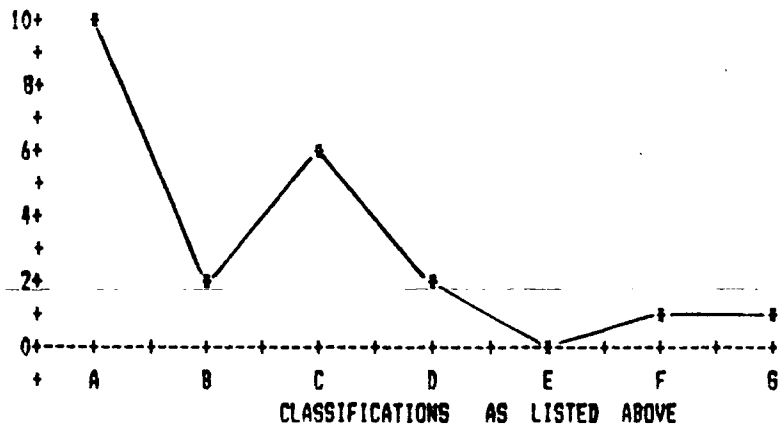
The major difference seems to be in factor (B) which holds the "Position held" to be the major feature in a teacher's acceptance of another as a manager.

Fig. 5.Q9.

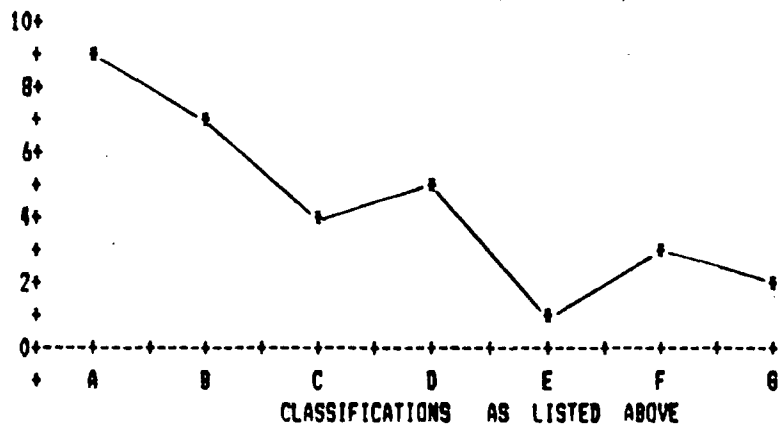
TOP MANAGEMENT'S PERCEPTIONS OF
WHAT GIVES A MANAGER AUTHORITY



MIDDLE MANAGEMENT'S PERCEPTIONS OF
WHAT GIVES A MANAGER AUTHORITY



NON - MANAGEMENT'S PERCEPTIONS OF
WHAT GIVES A MANAGER AUTHORITY



Key to Fig. 5.Q9.

- A. Skill! Has proven successful in the past: achievers.
- B. The position held.
- C. Being supportive of staff and considerate of the needs of the person.
- D. The personality of the individual.
- E. Considerate of the need for involvement of staff etc.
- F. Determination to succeed: ambitious.
- G. Leading by example.

From the results we see the non-managers attributing leadership to those with skill and those with position status. However those people actually holding the status positions, the middle managers, feel that they have gained their position by virtue of their skill (which is no doubt true). They therefore see their position as a minor influence, at least one not worth mentioning, against their ability or skill.

The 'status' factor, when observed at top management level produced two diametrically opposing responses. There were those who, whilst accepting skill to be the most important factor enabling management, recognised also that the status offered by position was also an extremely powerful influence in the management act. There were, however, others who denied that 'position power' came into their management acts and attributed all effects to their own skills as leaders.

The other notable rejection, that of element (C) "Being supportive of staff and considerate of their needs.", reflects the opinions of only two subjects who felt that management had to be performed in a completely impersonal, if not ruthless way.

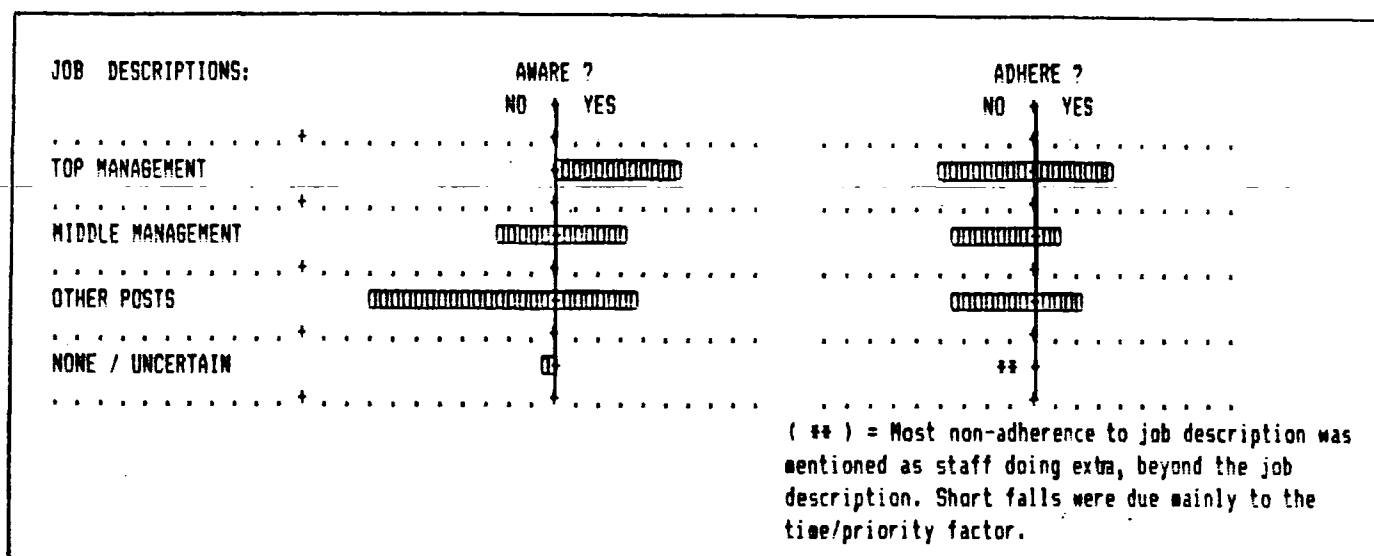
The replies to question 10 regarding 'Job Descriptions' provided the data shown in Fig. 5.Q10.

It is apparent that written job descriptions are not a priority to those in non-management and that the awareness

of the functions of others grows with the need to manage others. In many schools there seemed to be little opportunity for examining the job descriptions of other staff. In fact few schools had written job descriptions for all staff.

The attitudes to job descriptions were varied as can be seen from the associated comments. Some staff found them to be helpful guidelines to place themselves in their role within the school and adhered to the list meticulously. Others found the prescriptions too vast or irrelevant or too confusing.

Fig. 5.Q10.



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Fig. 5.Q10.

As stated in Fig. 5.Q10: "Most non-adherence to job descriptions was mentioned as staff doing extra, beyond the job description. Short-falls were due mainly to the time/priority factor."

There were those in senior management who, on appointment, had written their own job description allowing them to use their talents to full advantage. One school had given all staff the same general job description. Within this, departments and individuals were expected to interpret the general requirements into particular behaviours.

Some staff interviewed had never seen any description of their post but had merely followed directives from departmental managers.

It may be advantageous to consider the negative comments of staff when considering the introduction of the 'conditions of service' imposed under the 1987 Act.

SURVEY CONCLUSIONS

A study of this nature cannot produce prescriptive answers to the problems of management in schools. It has, however, brought to the fore various aspects of the differing perceptions of management held by those engaged in the school task. To be aware of the range of differences in comprehension of the school management act many help the manager to avoid problems and better use his staff in appropriate situations.

An awareness of role theory and the incumbent's perceptions of his role set is a most valuable tool for any manager. It provides an indication of satisfaction or discord, suitability or disfunction in the role holders within the responsibility of the manager. To be able to think in these terms enables the manager to isolate cause and effect in staff performance evaluation.

The matching of job descriptions to the role holder's perception of the job is most important, and as has been mentioned by several authors, there is a need for clear job specification to remove role ambiguity. It would seem that an element of negotiation is desired in the production of job descriptions, for, if imposed tasks lie beyond the subject's 'zone of indifference' conflict may ensue.

With regard to written job specifications, agreed or otherwise, consideration must be given to the observations made in answer to question 10 of the interview, which make reference to the limiting process implicit in job

descriptions. Some staff will stay well within the specifications, seeing the list as boundaries to their activities, if not a maximum expectation. The manager must always be prepared to offer flexibility to those teachers who have always given of their time freely, allowing them to pursue their interests in the knowledge that their efforts will be valued equally with those prescribed items.

'Time to perform duties' was a problematic factor which came out strongly from the majority of those interviewed. They found that they were expected to do too many different tasks in the limited time available. This was mentioned by all levels of staff, from headmaster to scale 1 teacher. In managing allocations of responsibilities and tasks to staff, it may be that under the new pay structures, the 'reward' of additional 'non-contact' time will be more significant and essential than a responsibility payment.

The role of the deputy head has been highlighted as diverse in nature, where the demands placed upon the incumbent are highly coloured by the nature of the headmaster. Although there are many common elements within the role specifications in various establishments it was observed that, often, the role expectations placed upon the deputy head were insufficient to match the incumbent's perception of the role.

It is interesting to note that the new conditions of service have done little to clarify the Deputy's role other than to emphasise the influence of the headmaster.

A person appointed deputy head teacher in a school, in addition to carrying out the professional duties of a school teacher, including those duties particularly assigned to him by the head teacher, shall -

- 1) assist the head teacher in managing the school or such part of it as may be determined by the head teacher;
- 2) undertake any professional duty of the head teacher which may be delegated to him by the head teacher;
- 3) undertake, in the absence of the head teacher and to the extent required by him or his employers, the professional duties of the head teacher;
- 4) be entitled to a break of reasonable length in the course of each school day. (44)

Concern has been noted in the observable pastoral/academic divide which is becoming established in the perceptions of many staff. There is no doubt as to the administrative value of setting up an organisation along the lines of the caring/demanding elements of the school. However, when staff see themselves on one side or other of this divide, the very system that was created to establish cohesion in the curriculum for pupils, becomes the vehicle of division amongst staff. Every effort must be made to minimise or remove the view that staff belong to one camp or the other. In many respects the pastoral system has become an arm of school administration and, as such, many staff feel it has no relationship to the educational processes. Management must look to the re-integration of pastoral welfare into the subject areas before a new generation of teachers are trained into one or other tradition.

The work of Wharrier et al. showed the duties of the pastoral staff to be more closely linked to those of top management than were the duties of departmental staff. Could this have implications for the recruitment of senior staff in schools? Are departmental heads at an experiential disadvantage when compared to pastoral staff?

Whilst considering potential recruits to management positions the need for appropriate training, to develop the awareness and the skills required for the higher levels of management, was mentioned, in the general comments of staff, as an apparent need. Training courses in school management awareness and processes would give equal opportunity to subject based teachers. Even if promotion were not to follow such courses, an awareness of the considerations of management would lead to better relationships in running the school.

The need for involvement in decision making was expressed by many staff as a cause for concern. A strong desire to be involved in the management of the school, either directly or indirectly via consultation, has been expressed by many writers as well as those involved in this survey. In the schools visited many staff felt that they were consulted and involved in some way in the policy making of the school, although there were still some autocratic heads directing their staffs.

On this note it is worth referring to the replies to question 3 regarding leadership. School management must be

aware of the existence of strong leadership qualities at all levels. To ignore this, or worse to suppress it will stifle an otherwise valuable asset available to the school. The management of fellow professionals who are as motivated, as intelligent and as capable of leadership as those doing the managing (if not more so in each case!) must be done with full recognition of these qualities. Every effort must be made to nurture and 'train-on' the talents of colleagues, even if the benefits are lost to other schools.

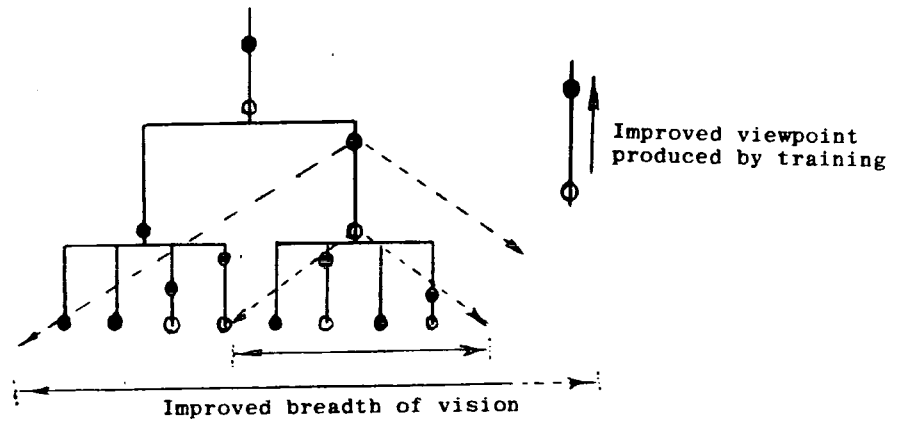
It is hoped that in training staff either by way of INSET courses or otherwise, the training effect will raise the awareness of staff to a higher level, giving them an improved perception of school activities, problems and the management. Diagram fig. 5.9 used to amended fig. 5.3 shows the possible broadening of perceptions brought about by training.

The move towards the blurring of subject boundaries, the merging of departments into faculties and cross-subject teaching by staff are all moves toward a widening of the perceptions that staff hold regarding school and education in general.

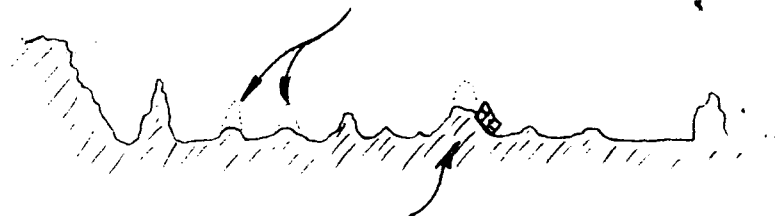
Perhaps one of the most contentious issues which came from the interviews and the research into deputy headship roles is that of a comparative lack of women in management, and/or the stereotyping of females when in role.

Fig. 5.9.

DESIRED MODIFICATIONS TO FIG.



Reduction of subject boundaries e.g. by cross-curricular teaching and a movement to Faculties



The 'Equal Opportunities' legislation has had the effect of reducing the promotion prospects of women to the Deputy Head and Senior Mistress levels. In those schools visited the decline in the number of females in top management was marked. One school went so far as to create a 'women's group' to fight the apparent injustice.

It was mentioned, by both sexes, that women lack the drive to seek promotion. Perhaps managers in school should take this to heart, whilst not positively discriminating in favour of women in the promotion stakes, and develop some policy of support and encouragement for suitable candidates. The importance of the position of a female manager as a role model for the pupils was mentioned several times during the course of the research, and if we are to offer equal opportunity to our pupils we must offer them sight of equal participation.

Many of the factors mentioned may be familiar to the reader. It is hoped that the recognition of these as common to the experience of others in education will highlight their importance.

To be aware of the 'terrain' of management and the existence of limited views in others will enable the managers to help 'cast the scales from the eyes' of their colleagues or at least offer them a smoother path to walk.

CHAPTER 6

MANAGEMENT AND THE PROFESSIONAL

The word 'Professional' is regularly applied to the educator and most who are in the realms of education would hold dearly to the idea that we are indeed professionals.

That teaching is an occupation with a high potential social value is unquestioned. The effective teacher can vitally influence for better the lives of adult citizens of tomorrow. (1)

This perception of the teacher's role and status in society has led to much dissatisfaction when conditions of service and salaries are compared with the recognised professions outside of education. The problems do not stop there. For, within the educational system itself, the use of the word 'professional' has given rise to much conflict and misunderstanding.

Perhaps the root of the problem was mentioned earlier in this work when referring to definitions of terminology for theory. That is, people are using differing definitions of the word. Some merely see the classroom task as the qualifying requirement to be a professional: "I am a teacher therefore I am a professional". Others see a professional as one who gets a 'professional' rate of pay for all services rendered: "If an accountant had spent 'x' hours doing extra work he would have charged 'y' pounds." Still others use the word profession to cover some evangelical calling, which requires much suffering and hardship before it becomes worthy of its name.

It is little wonder that confusion reigns. There exist, however, satisfactory, agreed definitions of a profession which must become a starting point for any debate or discussion using the word. One American organisation suggests eight criteria for a profession:

1. A profession involves activities essentially intellectual.
2. A profession commands a body of specific knowledge.
3. A profession requires extended professional (as contrasted with solely general) preparation.
4. A profession demands continuous in-service growth.
5. A profession affords a life career and permanent membership.
6. A profession sets up its own standards
7. A profession exalts service above personal gain.
8. A profession has a strong, closely knit, professional organisation. (2)

Flexner produces six criteria for the professions:

1. They involve essentially intellectual operations with large individual responsibility.
2. They derive their raw material from science and learning.
3. They work up this material to a practical and definite end.
4. They possess an educationally communicable technique.
5. They tend to be self organisations.
6. They become increasingly altruistic in motivation. (3)

The two lists provide us with a fair consensus of opinion, although differently expressed. Few outsiders or self professed professionals would deny the observed criteria.

The factors put forward may be a suggested list on which professions are built, or perhaps they are viewed as a minimal requirement before any trade may be deemed a profession. If the latter is the case then sadly teachers in England and Wales are not yet true professionals since

our teaching force does not yet qualify on the grounds of not having a self governing body.

Teachers have recognised the need for such a body for many years but, as yet, have failed to convince the government to relinquish control over the teaching force.

Prompted by the Association (N.A.S.), the Government in July 1969 agreed to set up a working party to formulate proposals for the establishment of a council through which teachers in England and Wales could exercise a measure of self-government. The working party, on which all the recognised teacher organisations were represented, produced the Weaver Report in February 1970 which, in the words of the then Secretary of State, Edward Short, "reflected the teaching profession's wish for a degree of self-government ...".

... Edward Short's successor, Margaret Thatcher, insisted that she would not implement the report... (Due to disagreement between unions on the allocation of seats on the council.) ... Subsequently a number of unsuccessful attempts were made during the mid seventies and early eighties to revive interest in the formation of a council. (4)

Almost twenty years on from the moves that led to the Weaver Report, teachers are no nearer the position of having a Teaching Council. Instead of the profession policing itself on standards and ethics, many teachers' organisations are adopting a defensive stance on behalf of their members against the statements of administrators and politicians who wish to weed out the poorer teachers. It is to be hoped that the most recent move to establish a Teaching Council will reduce such posturing for the control of standards will be with teachers themselves.

The subject is complex and its elements need to be brought together in a published code of practice ...

With an established management system, a code of professional practice and fully understood accountability, the profession should command a just

reward for its service. No strike agreements could be investigated and an appropriate pay review body be established to ensure salary awards are in keeping with the maintenance of professional standards. (5)

With such a council there would be no need for the defensive posturing against outsiders. It would be in the teachers' own interest to maintain a high professional standard.

Does teacher behaviour become a qualification? There must be a proper teacher-client relationship. (6)

Do we not have this already? If not in practice, then it exists in the minds of many practitioners. Barry and Tye stated in 1972 that:

... we should expect all members of staff to be embarrassed by, and to accept a measure of responsibility for, any individual contribution to the school's total teaching expertise which fell below an acceptable standard, just as they would expect to rejoice and share in every individual teaching success. (7)

Stinnett and Huggett recognised the same in 1963 but acknowledged the difficulty faced by the teaching profession's lack of any governing professional body:

... a clear mark of the acknowledged professions is the tendency to fix and enforce the standards under which members are admitted to and continue in practice. ... the teaching profession has found it more difficult to observe this than have most of the other professions ...
... The professions have the obligation to protect their members against unjust treatment and to discipline those who are guilty of incompetence or of unethical conduct. (8)

It would seem that even without a General Teaching Council (GTC), teaching is regarded widely as an established profession in which standards and expectations, both from within the profession and outside, are high. However,

Jenson and Clark writing in America, in 1964, indicated what they see as minimal characteristics of a profession and give a notion of an 'advanced professional'.

... Minimal characteristics of a profession include a definite specialised body of knowledge and skills, a prescribed pre-service preparation program, legal sanctions for practitioners, an ethical code, and a system of self policing by members in the profession. Advanced professions have instituted professional standards, specific requirements in pre-service and in-service training, accreditation of training institutions, professional organisations at state and national levels, and cooperative involvement of practitioners in research, contributing to professional literature and preparation programs. (9)

Under their minimal requirements, the lack of a GTC would exclude teachers (from England and Wales) from the professional definition. Yet, moving to their definition for the advanced professional, it may be felt that all requirements are present in the educational world. At least there is the will to develop these ideas. Constraints, however, exist by the very nature of the outside control of education and teaching in this country.

Problems posed to management by the notion of the professional can spring from those singular interpretations expressed earlier in the chapter, but more often, come from the belief that teachers are all equal professionals and that the head is merely 'primus inter pares'. Where does this place middle managers in schools? We hear little of 'secundus' or 'tertius inter pares'. Many staff confuse being an equal professional with equality of managerial power and responsibility. Often instructions, or even suggestions, are met with a reluctant response, as such

direction is often viewed as an attack on the competence and professionalism of some staff.

Teachers, traditionally, have a high degree of autonomy and responsibility for their clients. Within the often bureaucratic management structures the notion of the equal professional seems to throw up areas of incompatibility.

However, Musgrove found:

The large and rule regulated comprehensive school offers a qualified teacher incomparably greater power and dignity than was possible even for a Fellow of the Royal Society - and there were many such - who worked as a private tutor in an eighteenth century household. It is true that we have no foolproof bureaucratic device which will entirely neutralise the top man who is a bully; but teachers are no longer a servile race; bureaucracy has been their salvation. (10)

It would seem from this that the teacher is able to find expression for his professional responsibility just as easily (if not better) in a highly structured organisation as he can in a situation where democratic participation is the norm.

Whilst accepting the 'localised independence' and status of position offered by the bureaucratic system, many staff are wary of bureaucratic control and evaluations required by such a system. The move toward formal appraisal of teachers has caused individuals and some organisations to be ill at ease. It would appear that staff are either insecure in their own professional capabilities or doubtful of the professionalism in their colleagues who would carry out this assessment.

When it comes to staff assessment there is a great deal of hesitation and suspicion. ... The traditional philosophy of 'primus inter pares' ... has developed an eccentric offshoot which suggests that any attempt at staff assessment is, at its best, strictly unprofessional, and, at its worst, almost indecent and improper. (11)

Trust must be established between fellow professionals. There must be an opening of classrooms to observers; both peers and those deemed 'superiors'. The professional, skilled teacher has nothing to fear from appraisal.

In many areas, where pilot schemes of appraisal are taking place, the emphasis is being placed upon professional development and career needs rather than on a quantitative or qualitative analysis of classroom practice.

Appraisal must aim to increase professionalism and be the springboard for development. It must aim to analyse the work of the individual teacher in order to facilitate the development of their potential and encourage staff to view realistically their work and career prospects within the school and beyond. (12)

It is the needs of the member of staff which will be sought, not an opportunity for mutual, destructive criticism.

Staff must be aware that the move to a formal appraisal system can only be of benefit to them; firstly in making the head (or appraiser) aware of their professional needs and aspirations; secondly in removing the ad-hoc arrangements currently in practice, wherein the head's opinions of a staff member, his ability, aspirations and interests are often gleaned second hand from deputies or other brief encounters and observations.

The development of professional trust is of prime importance to the management of schools. If there is to be an opening of the attitudes of staff to educational trends, in both method and content, staff must be prepared to accept other's opinions and to take part themselves in the creation of the new environment.

A move from the isolated subject teacher towards one who sees and practices integration of learning must be matched with a move to involve, where possible, staff in managerial considerations of the institution.

Among teachers, professional autonomy has sometimes come to mean professional isolation. ... The teacher has a high degree of autonomy in the classroom but a low degree of interaction with other teachers, either at the level of day-to-day teaching or at the level of decision-making regarding the educational policies of the school. (13)

Goodhead suggests job rotation as a possible avenue for development:

In emphasising the value of job rotation ... Both 'partnership' and job rotation can lead not only to a wider acquisition of experience by the deputy head but also to increased job satisfaction and greater effectiveness of school aims. Consequently both concepts are directly related to the professional development of senior staff, and the development of organisational effectiveness within the school. (14)

Curriculum reappraisal has been most effective in schools where teachers were encouraged by the head to take part in its management and to contribute to the overall thinking. During the enquiry some schools developed participative management patterns and these substantially changed the 'style' of leadership within the school. Where deputy heads or other senior members of staff were involved in the thinking and planning, and where they were given responsibility ... it was noticeably beneficial. (15)

Whilst the quotes refer to senior staff, there is no reason to suspect that such practices would not also be of benefit for the whole staff. For, to involve the staff in the decision making and policy formation of the school will do much to enhance the feeling of being a valued professional. Such a move may help remove the "them and us" attitude held by staff who see the senior management as the bosses and themselves as the workers.

... Gibson (1980) ... using an industrial analogy, he states;
"... particularly in secondary education heads and senior staff have become clearly identified as performing a 'management' function ... Thus, there has been in schools an increasing awareness of the 'management - worker' distinction. A small group, comprising the head and some senior staff are seen as management, and the classroom teachers are the shop-floor workers. Such expressions as 'the chalk-face' suggests the reality of this difference."
(16)

In addressing the willingness to participate in job rotation or a democratic form of consultation, the manager must be aware of the entrenched nature of attitudes in many of their staff - not least those who hold minor management positions. He must recognise the sense of possessiveness and ownership of a field of influence which is often guarded with great vigour. Bob Moon makes this point:

Some of the teachers occupying the upper echelons of the school's hierarchy were threatened by the egalitarianism of the team idea as well as the diminution of departmental empires. (17)

Whilst we may view the proposition of democracy, flexibility and openness in management as a desirable management format, we must bear in mind the need to take all

staff with us along this path. Moves toward this format must be associated with much consideration for the nature of the teacher-professional, who has for years worked as an independent, yet associated unit within the school.

Barry and Tye (a) have referred to the need for the head to maintain his authority in decision making, Morgan and Turner (b) have drawn attention to the dual need of satisfying modern democratic trends and producing the best quality of decision. While John (c) has emphasised the professional and personal 'needs' of individuals. (18)

The decisionally deprived ... teachers tended to be found among the younger males teaching in secondary schools. Older females teaching in elementary schools, on the other hand, tended to experience both decisional saturation and highest levels of satisfaction. (19)

Many teachers see involvement in school or departmental decision making as an essential part of their professional development and an aid to the promotional prospects.

The dilemma faced by management is that not all staff are so motivated. To ask some teachers to be involved in the broader, 'school-wide' issues may be to impose on them a burden which they perceive as unwelcome. Still worse, the request that some other staff may take an interest or some influence in a teacher's domain, may be seen as a slight on that teacher's competence.

The last statement may project an image of insecurity and self consciousness amongst many staff members. This may well be so, for many teachers have shown themselves to be reluctant to undergo scrutiny by other adults: some do not like having students to observe lessons; H.M.I. inspections are a nightmare to others and the resistance to formal

Fig. 6.1.

VIEWS ON MUTUAL LESSON OBSERVATION

Extract from table p.247,

"Teachers Talking", by T. Gibson (1973).

"Does it help for one experienced teacher to watch another at work?"

31 SECONDARY SCHOOLS

CODE	Teaching Experience			TOTAL	:(mine): :(%)
	Under 2 years	2 - 7 years	Over 8 years		
G	3	2	6	11	:(35.5):
H	1	3	11	15	:(48.5):
I				0	:(0):
J	1		4	5	:(16):
				31	= 100% :

KEY:

G. Against it on principle or feel it would not help; never done it and would be embarrassed.

H. Never done it but might be worth trying, though would be embarrassed at first, never done it but would like to try, not against trying.

I. No opportunities.

J. Have done it occasionally and it helps.

appraisal may be symptomatic of this feeling. Could it be that dealing with children for the main part of their life, these staff members have lost confidence in their own peer group image.

The notion of mutual observation practiced by many professional bodies also finds a reluctant acceptance by many teachers. It has been suggested that mutual lesson observation would benefit teachers and open up teaching styles, but even some of the most senior staff members find that this would be an embarrassing situation.

In 'Teachers Talking' by T. Gibson (1983) (20) a brief survey was carried out regarding mutual lesson observation at all school levels and a significant number (circa 30%) in secondary schools were antagonistic to the idea of being watched or watching others teach.(see fig. 6.1)

The concept of role was discussed earlier in this work. This tended to focus on the 'task-role' identifications, however, the role of the professional is one which causes extreme cross-boundary problems. It is perhaps the one role wherein the self perception and definition is of greatest influence. If there is a disparity between a teacher's own professional perception and the professional expectations of others then this is a challenge to the fundamental belief of the teacher, his competence and possibly the 'raison detre' of his being a teacher.

For management to manage other professionals requires; firstly a recognition that not everyone holds the same definition of what is meant by being a professional; secondly, managers must be aware of, and be prepared to work within the individual's own definition. If the latter is too restrictive then it is the duty of management to endeavour to extend the teacher's perception of the role of a professional to such a level that he will feel comfortable within the operation of the establishment.

Principals who are in evidence in their buildings, observing what transpires, offering helpful suggestions, and mentioning new techniques at appropriate times, can certainly help teachers focus on their tasks and sharpen their professional skills.(21)

CHAPTER 7
FEMALES AND THEIR MANAGEMENT STATUS

Considering that teaching was one of the first occupations to practice equality of payment, it seems strange that some of the early promise shown by this seems to have come to little in terms of equal participation in management areas of education.

There is no doubt that the views held about the place of women in teaching in general, and management in particular, are loaded with emotion and conflict. Both men and women hold views and opinions which support the current situation, or explain the current position or decry it for its injustice.

Observations made by investigators have noted the decline in the proportion of women teachers holding posts of responsibility. Even this stated proportion may camouflage the true numbers holding middle or top management posts. Richardson (1973), in her investigation of Nailsea School, produced fig. 7.1 which shows the relative proportions of men and women who held scale posts in the years prior to her investigation. This shows a consistently low proportion of women holding posts when compared to men. Again, the quality of these posts are not shown.

Other analyses of similar data emphasise that the situation is not limited to one school but is common to educational establishments in general.

Table 7.1 shows more recent data from HMI (1979) and an NUT document (1980).

Figure 7.1.

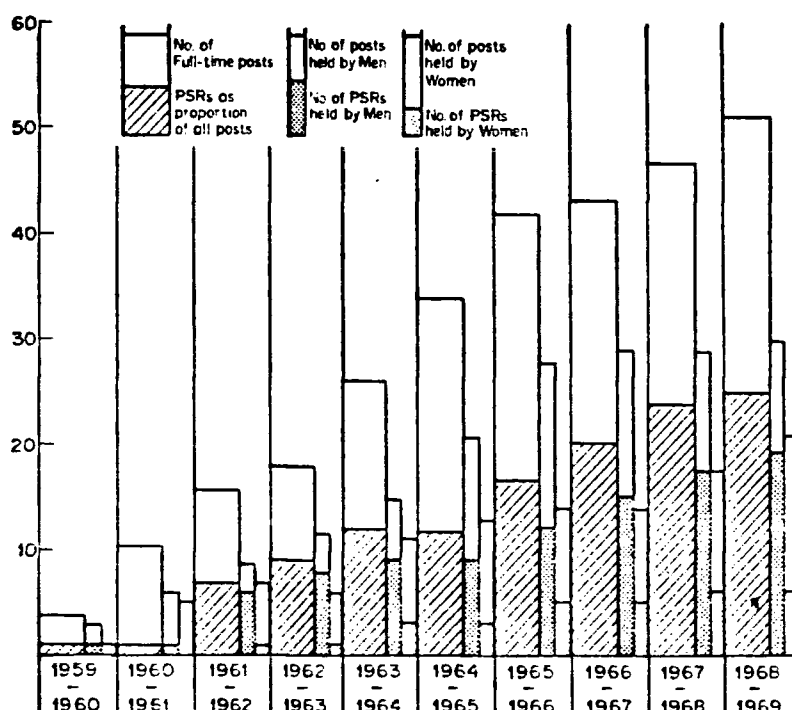


FIG. 46. Posts of special responsibility (Grade A upwards) as proportion of total number of posts and as distributed between men and women: 1959-69.

E. Richardson, (1973), *The teacher, the school and the task of management*, p. 233.

Table 7.1.

TABLE TO SHOW DISTRIBUTION OF SCALES BY SEX

POSITION	: % of women	: % of all women and men teachers	:
	:postholders	: men	: women
Scale 1	: 58	: 20.3	: 38-9
Scale 2	: 48	: 27.3	: 37.7
Scale 3	: 34	: 20.4	: 9.8
Scale 4	: 22	: 11.7	: 2.3
Senior Tchr.:	: 22	: 2.6	: 0.4
	: * Secodary	: ** Primary and Secondary	:
	: Schools	: Schools	:

* ex. H.M.I. Inspectorate (1979), Aspects of Secondary Education, H.M.S.O., London.

** ex. N.U.T. and the Equal Opportunities Commission, (1980), Promotion and the woman teacher, N.U.T. and the E.O.C., London.

Whilst all data, by nature, are historical, there is little evidence to suppose that any significant changes have been experienced in these distributions of posts.

In looking for reasons for the observed imbalance in these data one comes up against the merging of fact, opinion and prejudice (conscious or otherwise). The historical background to the the payment of women is perhaps the forerunner to all arguments and discriminations. The history of employment, in general, was one of differential payments to men and women. Education echoed the social ideas of the times. We see in the Burnham Report (1948) a typical statement:

8(a) For assistant teachers there shall be special posts in respect of which allowances over and above scale salary shall be granted for responsibility, special work of an advanced character ...

.....
 (ii) For men: not less than '50 per annum; not more than '150 per annum.

For women: not less than '40 per annum; not more than '120 per annum. (1)

The advent of equal pay for women teachers, in 1961, ought to have opened the door to general equality, but many of the inbuilt traditions and opinions still prevailed. Bearing in mind that pay scales, at that time, were not seen as managerial tools but as a 'reward' system; rewarding academic excellence, long servitude and often family needs, there existed a bias towards a better payment for men in the allocation of scale posts.

The whole superstructure of above scale payments erected in the 1950's has served to maximise the opportunities of those who make long term careers in Education. Investigations of how they work has shown clearly that they have gone to men more than women.
(2)

Also Sir William Alexander (1963) reported that the notion of a '50, flat rate, increase to all staff was met with some 'jaundice' by the Secretary of State for Education.

He (the Secretary of State) pointed to the wastage of young women teachers, and the family responsibilities of those in their mid-twenties and early thirties. "I cannot help feeling that it is neither wise nor fair that no more should be offered to those ... with some years experience ... and growing responsibilities, than to the youngest beginner. (3)

Such statements do not necessarily indicate an antipathy to the female sex, but perhaps more an unease with the notion of general equality, which was at the time relatively new. It was to take a further nine years (1970) before the "Equal Pay Act" would find full favour in law.

Even now (1988), a further eighteen years on, there are many people in management positions, especially those with the power of selection of staff, who have their paradigms of role for the sexes fixed in the post-war or even pre-war years.

The reader must resist, however, the temptation to allocate all discrimination to those of 'the old school' who see women as second class citizens. The situation is more subtle than this. Whilst there are those in authority whose notions are set in social criteria of the past, others, men and women, who feel that they have open minds and attitudes,

have been exposed in their up-bringing to stylised roles and easy-fit caricatures of the occupation, task and career expectations. One must take care to distinguish that which is reasoned argument from that which may be, in part, conditioned response.

It would seem that many women in education are culpable of their own self-discrimination. Even in the brief number of interviews in the survey (chapter 5) many self-effacing comments were voiced.

"Men are more aggressive in application ..." Scale 3, female.

"Sometimes women feel they are not good enough themselves." Scale 4, female.

"One or two (women) would make good managers but are not interested in that side of it." Scale 2, female.

"Maybe being a manager ... calls for a 'hard go-getting' kind of attitude which many women don't actually display." Scale 2, female.

"I know that, for the Heads of Year, no females put in for them." Scale 2, female.

"When I advertised for my last Second Master/Mistress we had over 200 applications and I think only 10 were from females." Head, male. (4)

Richardson noticed the same phenomenon in action in her study at Nailsea.

For women are themselves partly responsible for the situation in which they find themselves. Joan Bradbury's decision not to apply for the deputy headship was matched, during the years when senior posts were being advertised, by a scarcity of women applicants. As Denys John saw it in those years, women seemed willing to apply in large numbers for the less demanding posts, but preferred to leave the major responsibilities and tasks of leadership within the staff group itself to men. (5)

Many writers and teachers, themselves, would attribute this attitude to the received conditioning of their early years. The same conditioning that led to one headmaster

being credited with the quote "It's nice to know that the ladies realise that the men have to get on".

This conditioning may not only lead to a deferential perception of their suitability for management participation by women, but may also cause a role-conflict situation. The 'home-role' expectations placed upon women may prevent them from considering such leading management positions without, apparently, feeling that they are failing in their obligation to the home and family.

No matter how enlightened the debate, wastage amongst female teachers does exist in the early years of their career, and the biological factor cannot be ignored.

Young men teachers move on to gain a better job or more experience on which to base their careers; young women teachers marry and leave teaching to have a family. (6)

Whether this is fact or fiction, it is a generally held view which may lead to a reluctance to promote females who may leave to marry. The logic of this bias in selection is poorly founded for the 'mobile male' is just as lost to the school as is the pregnant female.

In today's management climate, wherein one is looking for particular skills in terms of leadership, organisational ability and management skills, there is no reason why the 'returning' female should not be recognised for her skill and experience. Long servitude must not be considered a major determining factor when selecting for senior posts.

In the past twenty or so years, other factors seem to have mitigated against females obtaining senior posts.

The movement to coeducational schools tended to favour men as heads and deputies, with the women taking the senior mistress posts.

When a greater proportion of the schools were single-sex, as many women as men were needed in the leadership roles. Why then do so many of them appear to underestimate their own skills by refusing to compete with men for the senior posts in mixed schools?
(7)

The move to larger comprehensive schools, which reduced still further the number of senior posts, combined with the Sex Discrimination Act (1975) which made it illegal to reserve any post in the school for one particular sex (i.e. Senior Mistress). This made all (three) top positions in a school available to both sexes, but removed the need for any of them to be female. Indeed, in many schools an all male senior management team can be found; most schools with a predominance of men in senior management. There are few schools, if any, where the management team of a mixed comprehensive has a predominance of, or is all female. There are none known to the author!

John (1980) writing on the, then, required balance of one male and one female deputy in a school highlights one of the major concerns for maintaining such a balance.

... The obligation itself may well have been prompted by the best motives. It is a valid point that a school structure is part of the 'hidden curriculum' from which pupils learn. A structure consisting entirely of men (the more likely of the two alternatives because of the greater supply of men career teachers) imparts the message that men are more capable of top educational management than women. It is therefore more consistent with comprehensive school principles of equality and non-discrimination to demonstrate the professional management capabilities of both sexes. (8)

John goes on to explain that this attempt at manipulating the message offered by the 'hidden curriculum' was often self defeating as the female deputy often found herself cast in a rigid stereotyped set of activities.

The gulf between pastoral and curricular was often formally institutionalised in mixed schools with deputy heads of both sexes by placing the man in charge of the head of departmental system and the woman in charge of the pastoral system. The reciprocal wave effect of polarising the 'demanding' and 'caring' and of stereotyping the sexes has been mentioned ... (9)

Other writers, too, make note of this division of role along the lines of sex, rather than that of managerial skill.

Further empirical evidence for the increased specialisation within the role of the deputy head, has also been provided by Williams (1979)(a) in her study of 38 deputies in North London. By referring to job descriptions she was able to show that the main activities of deputies could be divided into the spheres of administration, curriculum and pastoral. It was also found that there was some differentiation of responsibilities for male and female deputies.

"The responsibilities of women deputies tended to be for pastoral care and girls' welfare ... increased specialisation tends to cast deputies in stereotyped roles: male deputies in the 'demanding' role of curriculum planning or timetabling and female deputies in the 'caring' role of pastoral care and girls' welfare."(Williams, 1979) (10)

The associated denial of management skills of the senior woman, in terms of organisational ability has, in effect, made promotion beyond the stage of senior mistress almost impossible. Richardson (pp. 218-219) points out that both deputies are trapped by this form of bipolar organisation; the man being denied any caring role, the woman any demanding role.

The removal of the requirement for both sexes to be represented in top management has led, in many schools, to restructuring of tasks of management along non-stereotypical lines. But, where this has happened, usually in all male management teams, the reinforcement of sex stereotyping is compounded for here there are no females to demonstrate their abilities and offer themselves as 'role models' to the rising generations of pupils. It would certainly seem that the Sex Discrimination Act has worked against women obtaining top management positions.

Heads who wish to maintain a balance of the sexes in management often 'seed' job descriptions with key phrases to indicate their wish for female applicants. Phrases like "girls' welfare" and "girls' discipline" are used as signals to potential applicants. However in sending these signals the head is again reinforcing the stereotyped role for his female manager before she has demonstrated skills of which she may be capable.

Even when these posts are advertised, as we have seen, there are not always the desired numbers of applications from women.

".. we had over 200 applications and I think 10 were from females." (Q8. Appendix I)

Why then is this so? Various authors have put forward the notion of the 'family-bound' female, not wanting to take on extra responsibilities that may clash with those of the home and family (K. Clarnicoates 1980) (11). Also the

notion that women are still tied to their husbands' career plans. It seems that women are less likely to cause a home move to provide better promotional prospects for themselves, but are prepared to move home to fit in with their husbands' career prospects. This was noted as a factor in New South Wales, Australia, where it caused major discrimination, against women. This was due to the fact that promotion in the educational field depended upon a period of service in the country districts; male teachers were prepared to move with their families to these districts, even if just for a qualifying period of time, whilst most women teachers tended to stay with their husbands in the cities.

(Anti-Discrimination Board, 1979) (12)

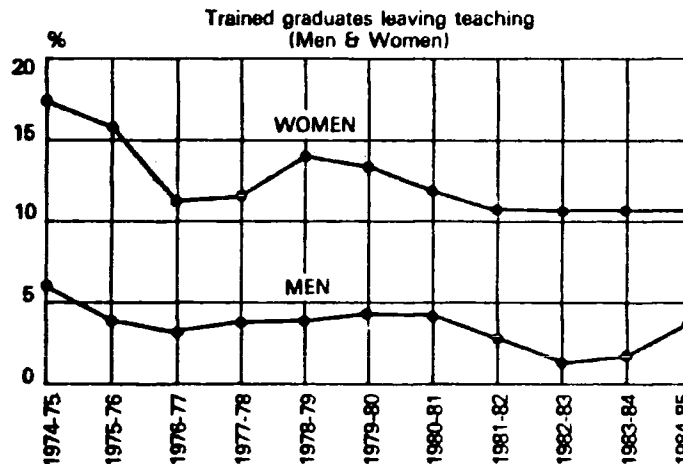
A further proposal to explain the apparent lack of drive, for promotion, in women is that their levels of satisfaction concerning wage levels and status are more easily reached. It is suggested that many women are 'content' with lower salary levels than men.

There is a very definite sex differentiation in satisfaction with pay, with women reporting higher levels of satisfaction with pay than men, even though their earning distribution is lower. For instance, 1978 data showed that women earning '4000 per annum expressed a similar level of satisfaction to that of men earning '6000 (Hakim, 1979, p.51) (a). One reason would seem to be the socialisation of women to expect less than men, and another that people tend to compare salaries with their own sex. Either way, the facts support the idea that for the majority of women there is less dissatisfaction and therefore less drive to promotion. (13)

Fig. 7.2.

Exodus

Using figures from DES statistics it is possible to calculate the number of graduate teachers leaving the profession between the ages of 25 and 40. The results are shown below.



The graph shows a clear link between pay and retention. The lowest point shows a 3.4% loss of teachers aged 25-39 in 1976/77 the year immediately following the Houghton award. For women it was 12.2%. The number then rises again, and only falls to a new low of 3.2% in 1982/3 following the Clegg award. Women reached a low of 10.5% following Clegg. Official statistics take the story up to March 1985 but surveys done since then indicate that the upward loss of teachers is continuing.

NAS/UWT, *The Career Teacher*, Dec. 1987,
No. 38, p. 1.

In a leading article, regarding proposed pay claims, the NAS/UWT produced the graph showing the wastage of teachers (see fig. 7.2). However, it is notable that, accepting the traditional differences in reasons for wastage, "the growing dissatisfaction in pay" expressed as the reason for the rise in numbers of men leaving between 1982 and 1985 is matched by a zero increase in the percentage of women leaving. This appears to give some support to the 'satisfaction' factor mentioned above.

Attitudes of the career teacher are often tarnished by this apparent lack of drive for individual or professional advancement. Many consider the part-time nature of the work offered to some women, although essential, as a facility that offers good pay and social status for a minimum of personal involvement. One author suggests that these factors may be one of the major stumbling blocks to teaching receiving full professional status.

If teaching is to be eliminated from the occupations that are not regarded as life careers, then apparently the proportion of women teachers must be reduced and the proportion of men teachers increased correspondingly, or greater efforts will have to be made to retain in the profession a greater proportion of women teachers who marry. (14)

The full implications of all these differing perceptions of women in management must be faced. No matter what the reasons for the dearth of females in educational management certain facts are evident. If the skills of staff, male or female, are not utilised then managers are neglecting an essential element of their role. Those in education must be

in the vanguard of overt equality of opportunity, for if action is not taken soon, the generations now passing through our schools will have an even stronger stereotyped image of the roles of men and women.

Marland pulls together the threads of the situation rather well.

The triple reasons for removing sex differentiation in staffing are overwhelmingly convincing:

- 1) Equality for professionals to advance to the level and types of work for which they have qualities and experience.
- 2) Opportunity for schools to be led, planned, managed and evaluated by both women and men for the good of the curriculum, organisation and leadership.
- 3) Models for both boys and girls to observe adults of both sexes taking the full range of positions and levels of responsibility.

The facts show we are as far away from attaining these goals as ever: we need to start a programme at once.
(15)

CHAPTER 8
MANAGEMENT AND CHANGE
(The Great Education Reform Bill)

When the content of this thesis was first considered it was intended to conclude with a summary of the differing perceptions that staff, parents, administrators, theorists and others held on management of schools. However, during the three years since the birth of this intention to the final text there have been drastic changes in the Educational System. 'Drastic', not in the sense of a disaster, (although many may argue so), but in the sense of an all-embracing change in the outlook and functioning of schools.

The proposals for a new pay agreement referred to at the end of chapter 1 was to be the way forward with a collegiate approach to general school management:

... the proposals for restructuring salaries put forward in 1984 by the working party of the Burnham Committee management panel recommended a simpler system consisting of entry and main professional grades. There would be some form of superstructure on top of the main professional grade to give greater financial reward to senior staff and heads of department, where managerial responsibility was expected. In larger (secondary) schools principal teachers and deputies would be added to the management structure.
(Education, 1984) (a) (1)

However the failure of pay talks and talks on conditions of service between the employing authorities and the teachers' unions, in 1986, led to the imposition of a pay

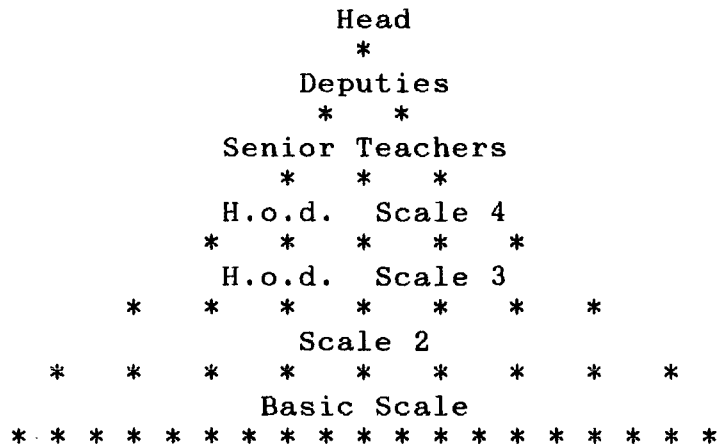
award and conditions of service by Kenneth Baker, the new Secretary of State for Education.

The imposed conditions/proposals include a change in the working conditions of most staff. Hours of service being defined over and above the normal pupil-contact day. The head teacher now will have the power to direct certain aspects of this extra time.

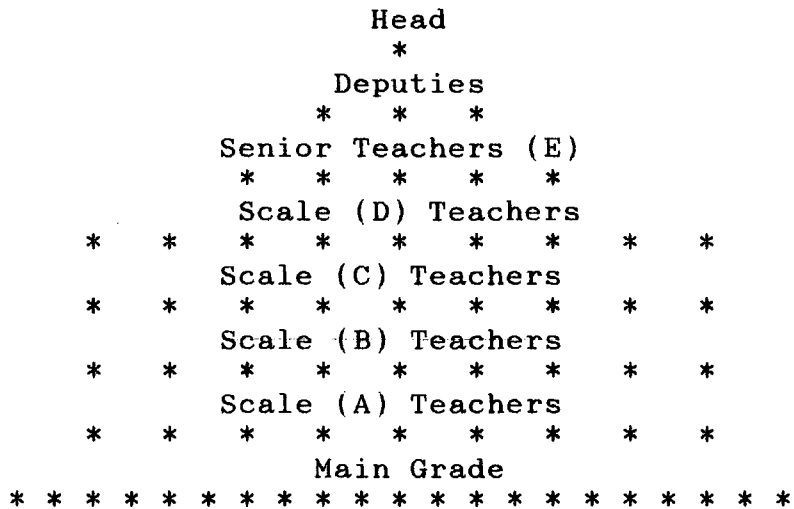
Specific job descriptions are to be introduced for teachers at all levels of responsibility. Firstly as a minimal set of conditions specified by the Department of Education and Science. (see Appendix IV) These are to be expanded or particularised by the head teacher to fit the teacher into the individual school. This is a management task which was seen in the survey (chapter 5) that many schools had avoided in order to maintain a flexibility of service from their staff.

Perhaps one of the most significant changes imposed, to date, is the radical reshaping of the pay scales and the associated change in profile of management in the school. It was noted in chapter 1 that few if any of the Burnham pay negotiations had uppermost in their considerations the management functions of the school. This cannot be said for the imposed structure which is being phased into schools from 1987 to 1990. The D.E.S. not only have defined new scales of payment for levels of responsibility, but some Local Education Authorities have defined the number of such posts in each school.

Fig 8.1.



POSSIBLE OLD STRUCTURE



PROBABLE NEW STRUCTURE

(County Durham Education Department has prescribed the numbers of each post in each size of school, producing structures as shown.)

Whereas, before this new set of criteria, a head teacher had discretion over the shape of his management structure and responsibility payments within a given 'points total', now a prescribed number of grades at each level is to be introduced. Thus determining for many schools a similar hierarchical structure.

It is interesting to note that the typical bureaucratic pyramid is rejected for a more parallel arrangement.

This will cause much 'heart searching' in many establishments, as it will often challenge the promotional philosophy of the head teacher or management team within the school.

Certainly Mr. Baker's proposals have caused all staff to consider the function of management in schools and their place within it, since as part of their responsibilities main grade teachers are expected to contribute, in some way, towards management. The notion of rewarding the 'good' teacher or the 'long serving' teacher has been to some extent abandoned, except for the nomination of the Scale A ('501) as a possible reward for a good teacher.

Should not all teachers therefore receive this or require retraining to the required standard? Certainly there are insufficient of these posts to be used as rewards for "good" teachers.

The allocation of the new scales and the associated new management structures, for many schools will be closely linked with job descriptions, which are now a required

management task rather than a recommended, management tool. Head teachers and management teams in many schools may find the creation of a list of jobs and responsibilities for all staff, which must exhaust all required and possible tasks. A most difficult exercise!

This move towards complete job descriptions provides an opportunity to move toward the situation desired by writers like Richardson (1973) (2) who advocated clear job descriptions to alleviate role conflict and ambiguity. The need for cooperation and flexibility in job descriptions becomes essential when all are linked to tasks and associated rewards. Realisation that the departure of one or more member of staff may result in a change in one's own, or several colleagues' job descriptions must be faced and accepted by staff, together with the possibility of annual reviews.

The skills of delegation and leadership required by management in enabling these new initiatives to advance will have to be of a high order. For in a profession where seniority, by virtue of higher pay scales, does not imply the authority to direct others on lower scales, line management cannot be exercised. This was noted by the Houghton Committee of Enquiry (1984):

Although there are five levels of assistant teacher, they do not imply the chain of command found in most industrial and administrative organisations and this is reflected in the considerable overlapping of the scales. Assistant teachers are not responsible to their colleagues on the higher scales except where these are used to recognise a responsibility such as head of department. (3)

In the new bill the structures and trappings of leadership based on 'legal authority' are seen, but it's implementation may have to be carried out within structures using other cultures. Certainly a head teacher's sound knowledge of the state of the school and it's modes of operation will provide a valuable starting point when implementing change within the school.

Initiatives, such as testing at the ages of 7, 11, 14 and 16, and the introduction of a national curriculum are more philosophical in nature and their impact in management terms is small when compared with the impact of 'open enrolment', 'school based financial management' (virement), the increased power and influence of governors in all matters involving the school, and the probability of the school leaving Local Authority control.

Certainly the areas for open conflict have been widened and head teachers and management teams will have to become more aware of these growing influences from outside of the traditional school boundaries.

This may be an opportunity to move towards the situation mentioned in the conclusion to the survey, which proposed the removal of protective boundaries set up by schools and teachers.

The notion of open enrolment will put schools into direct competition with one another. No longer will there be a 'guaranteed' share of available pupils to take up places in every school. The idea of a school's reputation attracting

or disuading applicants is expected to promote competition between schools in order to attract pupils. Putting aside any social or political arguments over this policy, teachers know that to change the reputation of a school may take many years, even if improvements in a school were immediate.

Management within schools are now becoming aware of the need to involve the local community in what goes on in the school. The need to advertise the school's strong points, to give the school a high profile of achievement and care amongst pupils and staff is becoming more evident. The school climate now has to reach beyond the boundaries of the school to the public. If a school is to flourish, or even survive, under these new conditions, time and effort will have to be expended in keeping potential customers informed of school activities and developments. The school which fails to make such an effort may find itself overtaken by others in the locality and may pay the price of possible reduction in numbers of pupils and facilities or even possible extinction.

It is proposed that virement, the flexible use of funds, be given to schools; Local Authorities passing almost all expenditure, related to the school, to the governing body and the head teacher. For many years schools have puzzled and complained over bureaucratic delays and complexities in obtaining adequate response to requests for materials and/or staff. Now the opportunity to spend available funds on school based priorities has arrived. Schools (that is the

head and governors) will have the power to budget funds from global allowances. They may choose to use equipment finance to purchase extra staff or forego a member of staff to obtain extra physical resources. These are extreme examples, but the notion of flexible financial control is welcomed, with certain reservations, by many in education.

The main worry is that overall funding in education will continue to fall leaving schools and governors with the problems of what 'cuts' are to be made. A second problem is that the head and governors may not possess the required financial skills to handle such large amounts. Even providing that the skill exists, the work of financial control will take some time of a member of staff away from the education of children.

These points were noted in the...

OPEN LETTER FROM PARENTS INITIATIVE. JAN 1988.
TO PARENT GOVERNORS

...

LOCAL FINANCIAL MANAGEMENT (FINANCIAL DELEGATION)

...

* We are concerned that the governors and staff will spend time on financial matters and not on educational matters.

* The PARENTS INITIATIVE believes that local financial management could be good for schools. Making it work will demand careful preparation and training and the provision of sympathetic expert help.

* The responsibility of being a governor could become so onerous that few will volunteer their time and skills. As well as being responsible for budget planning, governors will hire and fire staff, the local authority will still be the employer.

* Delegation of budgets will work only if basic resourcing is adequate. If not, it becomes a mechanism for off-loading onto ... governors difficult decisions about inadequate resourcing. (4)

With the correct training of management, with sound buildings and adequate facilities at the outset and with an assurance of sufficiently maintained funding in the future, this delegation of financial control to the schools will be a welcomed step.

It has been observed that removing elements of curriculum control from schools and inserting financial decision making, the Secretary of State is removing that at which schools are skilled and replacing it with that for which there is little expertise. Management in schools must consider the possible adverse impact this may have on their schools and endeavour to reduce it to a minimum. Jim Smith, the headmaster of Allertonshire School, North Yorkshire, wrote :

... let me admit that I am no financial expert. I begin to wonder whether I have the necessary qualifications to handle such large sums of money effectively. It is certainly clear that neither local nor central Government intend to provide schools with additional funds to 'buy-in' any expertise in financial management.

... local authorities ... the message that they seem to be giving to central Government is to proceed with caution and sensitivity. They suggest that to do otherwise could seriously undermine the effectiveness of the whole management process within a school. Were this to happen it would be the whole school that would suffer. (5)

Management teams in schools will soon have to respond to, and work with a more influential governing body. The Education Reform Bill allows for more parental participation on governing bodies, and the governing body itself is to be endowed with greater powers of sanction and control over matters of the school life.

Not least of the possibilities of actions from governors is that the process of 'opting out' of the state system may be initiated by parents and governors, and even carried through without the support of the staff of the school. This would cause many problems within the school as the criteria of management of the establishment would be altered, with greater emphasis being placed on financial survival, entry policy, staff contracts of service and the implications of hiring and firing staff.

As Kenneth Baker pointed out in an interview with a reporter from a new magazine; School Governor:

... The governing bodies of secondary or large primary schools will have delegated responsibility for most of the school's current budget, the legal duty of managing the budget will lie with the governors. Now in practice they may decide to exercise their responsibility by setting overall guidelines, and delegating day-to-day decisions to the headteacher. I think that's what will happen. In those schools where you've got delegated budgets, the head will be very much in charge. But answerable to the governors.

The governing body will also be responsible for the appointment and dismissal of teaching staff, in consultation with the LEA. Again I think a great deal of that responsibility will be passed to the head and deputy head possibly working together. It must be a relationship based on trust as much of the day-to-day exercise of that responsibility will be left in the hands of the head and his deputy.

... legally the power is going to the governing bodies. If they have a head who just won't listen to them, they will in the end be able to say, "You must listen to us, because the budget is coming to us not to you." They will have the enhancement of power. (6)

Each of the proposals of the new Education Reform Bill will have a required response in management behaviour. Whether it is in reorganising the structure of the school to match the new pay scales, or modifying curriculum provision

to comply with the proposed national curriculum, or making provision for testing at the stated age levels, or providing staff to cope with the new tasks of school promotion and financial control, changes will be essential. The bill has thrust into the educational system thoughts on changes which are revolutionary in that they do not match with the 'natural' adaptive changes which have been the norm for schools in the past.

Many changes have been introduced in the past in education but, often, these have been introduced in a piecemeal fashion allowing schools to adapt and staff to assimilate the new ideas. Mostly these new ideas have been based on changes in the academic nature of the school. In this bill we have changes which are predominantly managerial in nature. This focus on management may be of benefit as the need for adequate training in the field of management of schools will be highlighted.

No longer will it be possible to take a teacher out of a classroom and expect him to perform as a manager of what may be a 'million pound business'. Training in management theory will become a necessary element of the head teacher's equipment along with the more pragmatic skills of financial control, public relations, leadership and delegation required by managers of schools.

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APPENDIX I

ANALYSIS OF SURVEY RESULTS

10 GENERAL QUESTIONS

1. What do you consider to be the main function of the management of the school?
2. Which positions would you consider to be the MIDDLE MANAGEMENT and which TOP MANAGEMENT?
3. Who do you consider to be the leaders in the school?
4. Who in the school makes the decisions?
5. To whom do you go for advice?
6. Who in the school is most influential (other than the Head)?
7. What do you consider to be the most difficult part of the manager's job?
8. Do you feel that there are sufficient female managers?
9. What do you think causes some people to be classed as managers? .or. What do you think gives the manager his power; money, skill, etc.?
10. Are you aware of their/your job description requirements and how closely do you think they/you adhere to this list?

Is there any point you would like to make to clarify your point of view on managers of this school?

PERCEPTIONS OF MIDDLE MANAGERS

ORAL QUESTIONNAIRE FOR INTERVIEWS

T. HOWARD.

QUESTION 1.

1. What do you consider to be the main function of the management of the school?

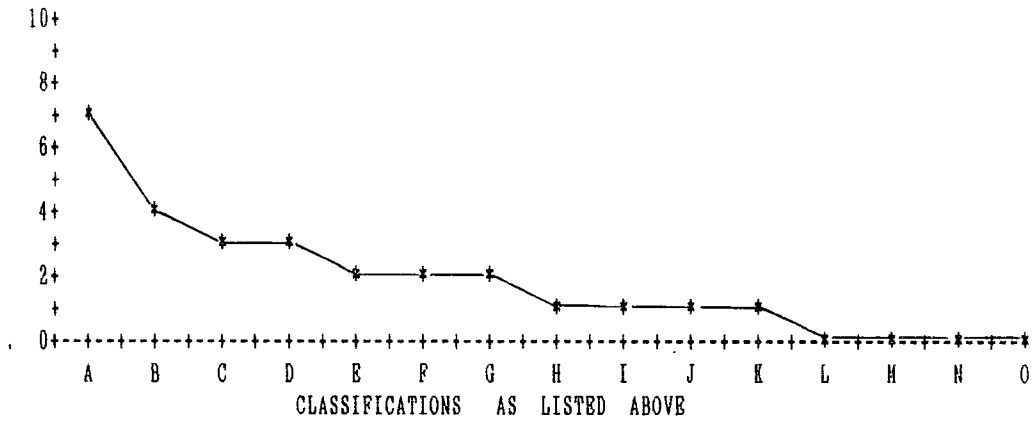
Answers to this question were varied but were grouped into the classifications below. They are arranged in descending order of frequency of the responses of top management (as defined in Q.2.)

- A. To ensure adequate teaching and facilities ...
- B. To consider opinions of others and enable participation ...
- C. To consider the well-being of staff and children ...
- D. To initiate new developments ...
- E. To maintain the aims and objectives of the school ...
- F. The coordination of staff: everyday running of the school.
- G. To develop and implement structure ...
- H. To be accountable ...
- I. To oversee discipline ...
- J. To enable/ensure extra-curricular activities ...
- K. To be a facilitator of training ...
- L. To make decisions ...
- M. To set standards for others ...
- N. To be a problem solver for the staff ...
- O. DON'T KNOW ...

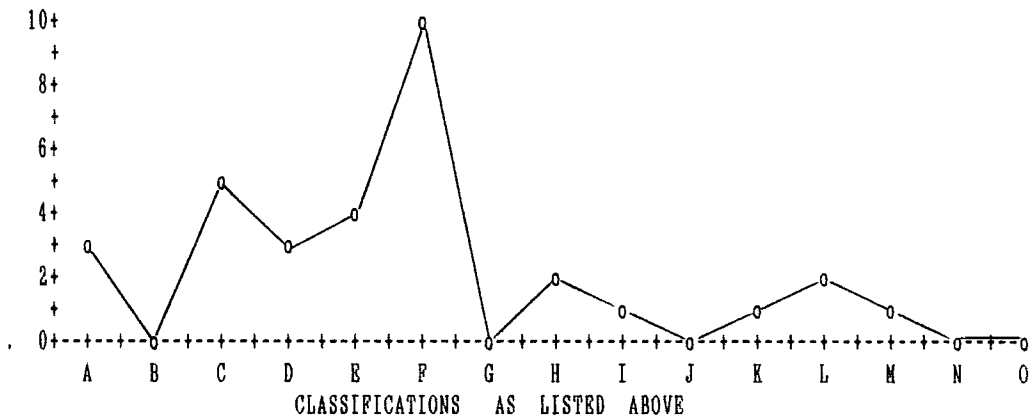
The profiles of the responses can be seen in FIG. Q1.

QUESTION 1. (FIG. Q1)

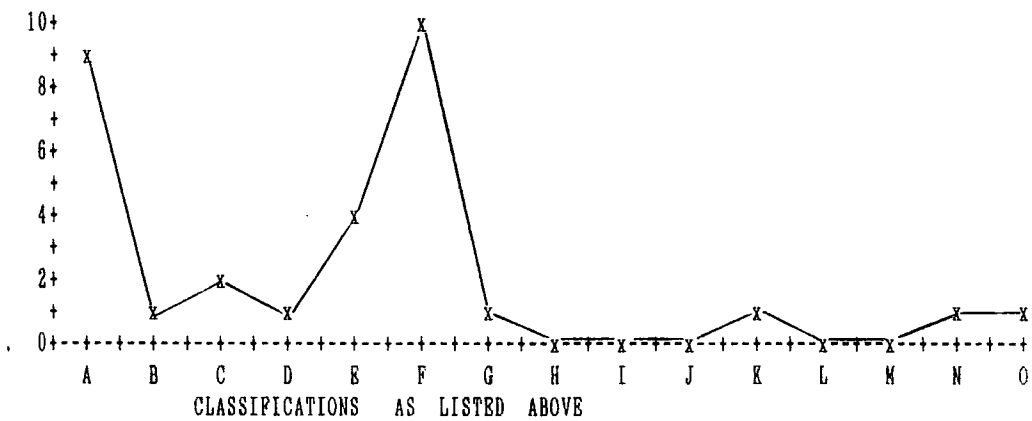
TOP MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT FUNCTIONS



MIDDLE MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT FUNCTIONS



NON - MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT FUNCTIONS

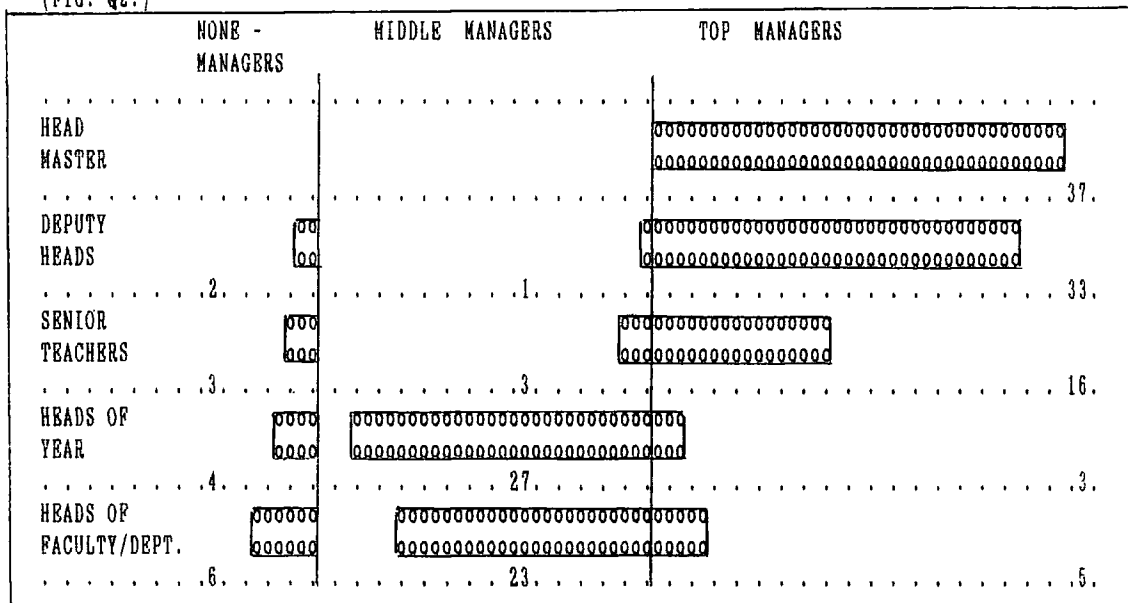


QUESTION 2.

2. Which positions would you consider to be the MIDDLE MANAGEMENT and which TOP MANAGEMENT?

The results of this question are given in FIG. Q2. Sample answers are offered below the diagram.

(FIG. Q2.)



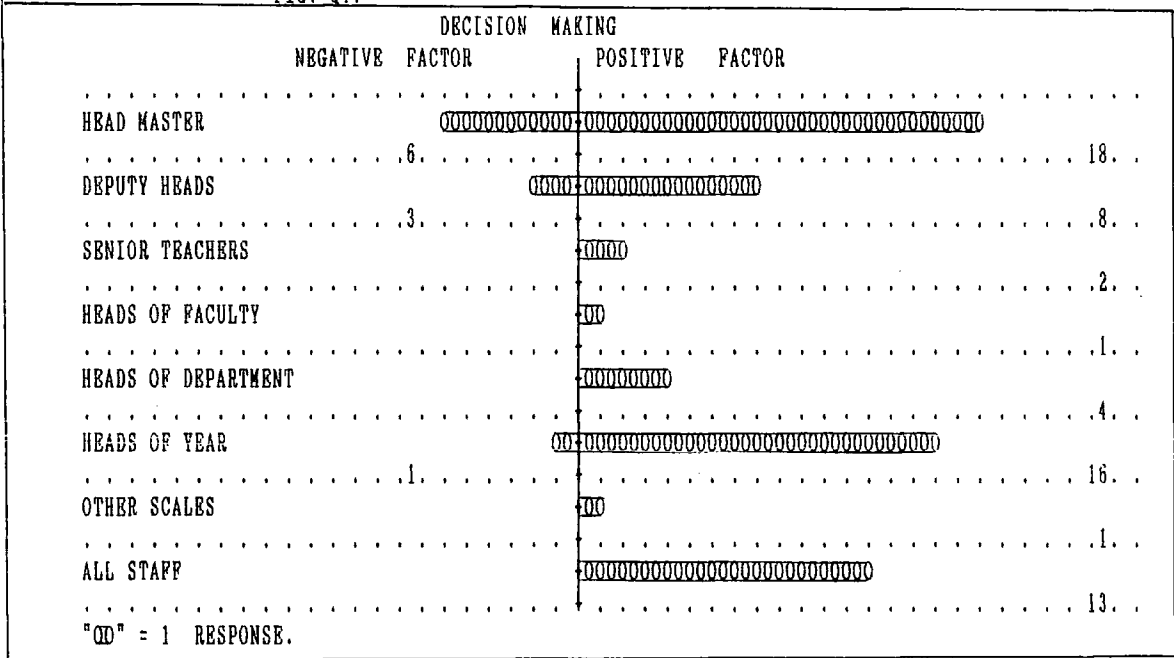
- ".. anyone with scale 2 or 3" (Head)
- "It's going away from heads of smaller departments .. towards subject coordinators." (S.T.)
- "I would put a '?' next to Head of Year." (scale 1)
- "Heads of department can have very strong positions also, particularly on curriculum matters." (scale 1)
- "Middle management? Year tutors and some Heads of department." (scale 3)
- "Heads of department do not come into management - I don't think they see their job in the same light." (H.O.Year scale 3)
- "I've never heard of it!" (scale 2)
- "There is no middle management. You can only have top management." (S.T.)
- "I exclude Heads of Year (from middle management) since they do not have the same role ... I dont think Heads of Department are managers in this school since Heads of Faculty remove this job" (scale 3)
- "I am reluctant to include Head of Department as middle. I would class it as lower." (scale 1)
- "The HoY and HoD operating through the Deputies feel they are not as involved as they should be." (Dept.)
- "HoD are not included. They obviously have something to do with curriculum ... I was thinking of management in terms of relationships rather than the academic side." (supply T.)
- "Top management; the Head without doubt, in certain situations, Head and Deputies." (Dept.)
- "The Head of Maths has about 4 teachers so he is middle management." (scale 1)
- "I see all teachers as middle managers." (Head)
- "I think there is a clearly recognisable second tier of Year Heads, Departmental leaders and, these days, a clearly defined cabinet." (Adviser)
- "Those (top) three people take responsibility for a lot more than just their own teaching." (scale 1)
- "Senior management are office-bound by paperwork, they are superclerks and accountants, doing work needed to be done." (scale 3)
- "The two Senior Teachers are not senior managers. They do not seem to do very much. I see the Heads of Department above Senior Teachers." (scale 1)
- "I don't believe the Head has the right to make decisions on curriculum development. He has responsibility for staffing and resources." (scale 1)
- "I was once told that middle management was scale 3 and above." (scale 1)
- "I don't think I consider Heads of Department to be middle managers." (scale 2)

QUESTION 4.

4. Who in the school makes the decisions?

The results are shown in FIG. Q4. Sample responses are given below.

FIG. Q4.



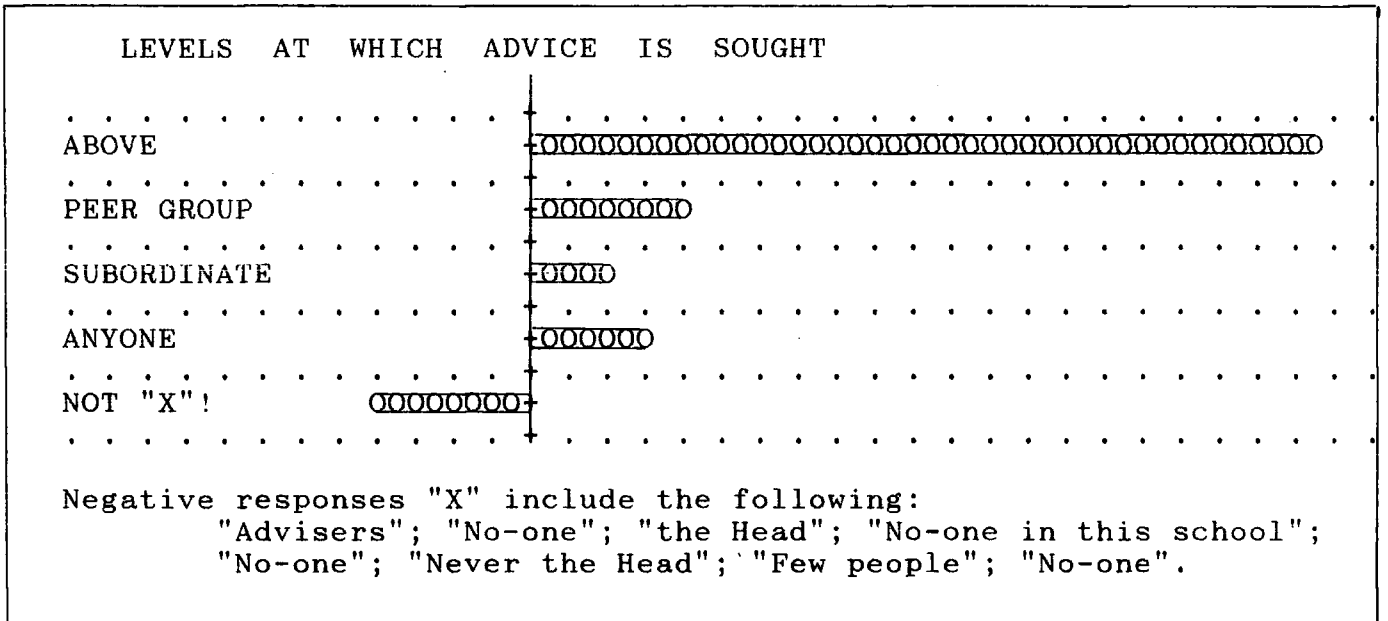
- "Deputy Head and Senior Master.. They are in competition." (scale 1)
- "Within departments it's obviously the Heads of Department." (scale 2)
- " I think the two Deputies here ... The Head just agrees." (S.T.)
- "I have to take them, but I think I rarely make any sort of decision without appropriate consultation." (Head)
- "Ultimately we only have one boss .. a very strong Head here." (scale 3)
- "Middle management make their own decisions about the day-to-day running of their own departments." (scale 3)
- "Who doesn't?" (scale 3)
- "The Head would like to think it him. But he acts on the advice of others." (scale 2)
- "From Deputy Head down your hands are tied." (scale 3)
- "The Head makes the decisions and encourages a kind of democracy which isn't genuine." (scale 2)
- "... all decisions in 'idea' form are taken to the Head. He will decide." (scale 4)
- "You feel that you're making the decisions. But I often feel they are made before hand and you are being steered toward that decision." (scale 3)
- "It is definitely not an autocratic school." (scale 1)
- "The difficulty here is to persuade people that, in fact, it is not those people that they think are making the decisions." (Head)
- "He (the Head) is very autocratic, though he does consult much more than he used to do." (Dept.)
- "Staff development will never work under an autocratic Head." (Dept.)
- "A lot of collective decision making" (scale 1)
- "Heads of Year are making decisions in their own areas. If you're not delegating you're not doing your job as a manager." (Head)
- "... discussed at all levels but ultimately it (decision making) lies with the Head." (scale 3)
- "The Head is quite dominant in terms of policy." (scale 4)
- "The Head! I have heard that, at meetings, if people do not agree with him, he just shelves the idea and it comes out later as a decision." (scale 2)

QUESTION 5.

5. To whom do you go for advice?

The responses to this question were categorised in relation to the respondent to determine if there was a recognised acknowledgement of expertise in the hierarchy. Results are shown in FIG. Q5. Sample comments are listed below.

(FIG. Q5.)



"To the Deputy Head ... I would go to a child and ask advice, which is what we do. We have a pupil Forum." (Head)

"The Headmaster is unpopular but you can go to him for professional advice." (scale 2)

"Whoever can help me." (Dept.)

"Depends on the advice I'm wanting." (scale 1)

"Difficult for heads! ... for advice ... surely 'the buck stops here'?" (Head)

"Quite often to an older woman teacher ... I find dealing with difficult girls is beyond me!" (Dept.)

"Anyone. I'm the first to admit that in many areas I'm not at all an expert." (Head)

"I don't go to the Head." (S.T.)

"I bounce ideas off my second in department." (scale 4)

"The Deputy Head. He has done similar work and I would get practical advice." (scale 4)

"Mostly in the department. If I go to them they are more likely to come to me with their problems." (scale 3)

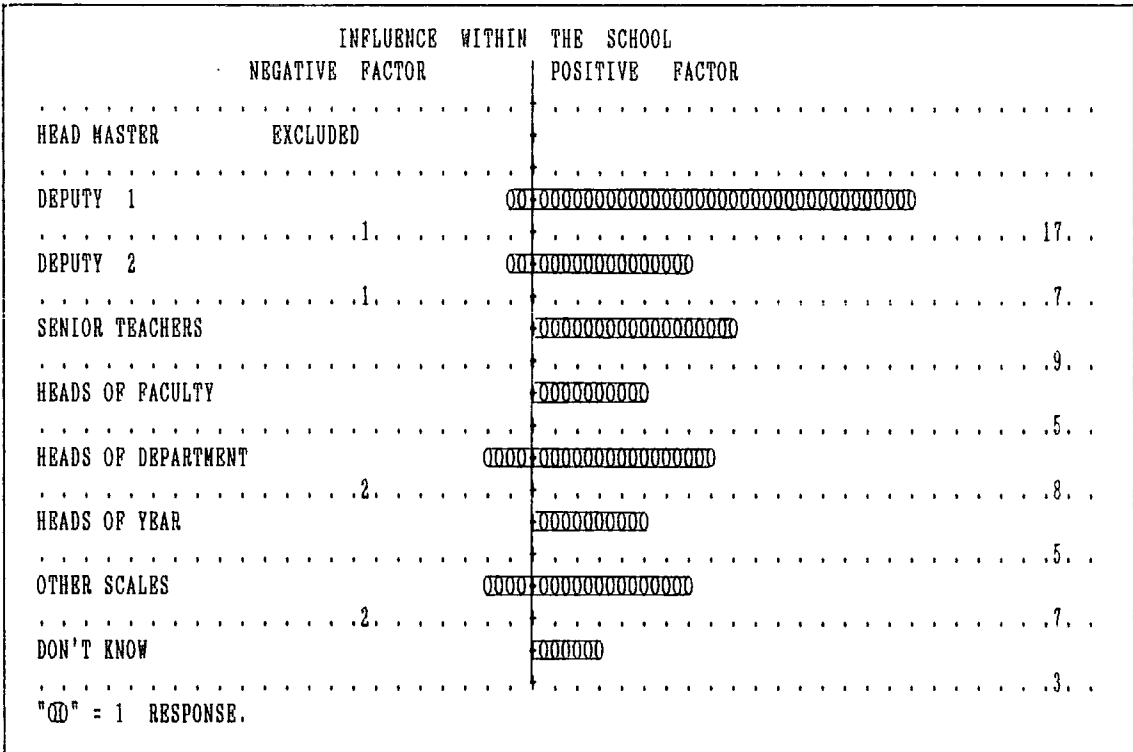
"The Head and Senior Master. Then I go to whoever the expert is ... no man can have all levels of knowledge." (S.T.)

"I just let off steam in the staffroom." (scale 1)

QUESTION 6.

6. Who in the school is most influential (other than the Head)?
 Results are shown in FIG. Q6. Sample answers are offered below the diagram.

(FIG. Q6.)



- "Deputy Head ... a respected person." (Adviser)
- "Deputy Head ... especially when you mentioned the 'tone' of the school." (scale 1)
- "Group influence of senior management." (scale 3)
- "You are lucky if you have people who are honestly influential." (Head)
- "I don't think it's possible to answer that one." (Dept.)
- "Without doubt the two Deputies." (Dept.)
- "Honestly I could not say." (supply T.)
- "The professional associations are having rather an influence in the way things occur at school." (Head)
- "The (union) Rep. has been allowed to have an influence on things - a negative influence." (S.T.)
- "Deputies! ... can implement quite easily their ideas via school policy." (scale 2)
- "New policy tends to go through Heads of Year rather than Heads of Department." (scale 4)
- "Neither of the Deputy Heads seem to have any influence." (scale 3)
- "Certain people must have had a lot of 'clout'. Certain things ... took place which only they wanted." (scale 2)
- "Head of Basic Skills is also an influential person - more a result of his character." (scale 1)
- "Most influence is exerted via the pastoral system." (scale 2)
- "Heads of Department generally but no particular individual." (scale 1)
- "The Union Man - he's influential because politics is beginning to hold a large sway." (scale 2)
- "Very difficult! ... I would not like to say." (scale 1)
- "Union Reps. have stopped the Head from doing some foolish things." (scale 1)

QUESTION 7.

7. What do you consider to be the most difficult part of the manager's job?

Answers to this question were varied but were grouped into the classifications below. They are arranged in descending order of frequency of top management responses.

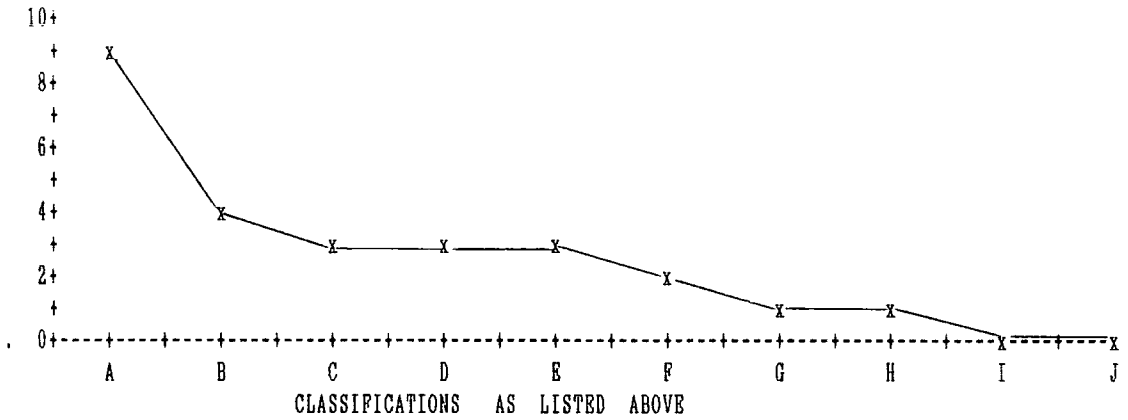
- A Time and conflicting demands upon it.
- B Responding to the demands of 'change'.
- C Maintaining a good climate: "Keeping everyone happy".
- D Acting as 'mediator' and cooperating with others.
- E Managing and motivating others to get the 'best' from them.
- F Being able to look at the job from outside immediate needs.
- G Maintaining effective communications.
- H Managing Union disruption.
- I Paperwork!
- J Effectively dealing with problem children .. Discipline!

COMMENTS:

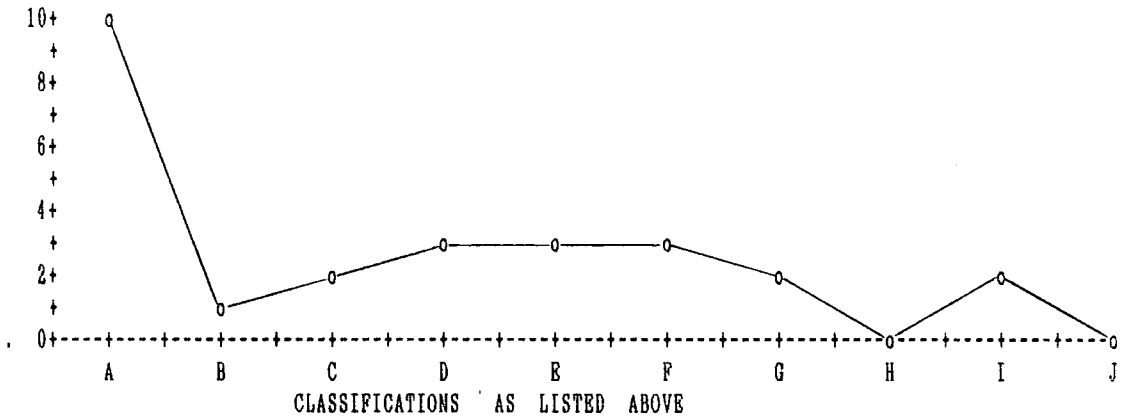
- "Other's problems not known ... I've got enough to keep my own head above water, let alone worry about their problems" (scale 1)
- "Main thing is time .." (scale 3)
- "To keep all of the people happy all of the time, where possible." (Dept.)
- "Telling other people that you don't approve of the way they do things." (scale 1)
- "You're managing with your hands tied behind your back." (Head)
- "Motivation is not easy. It's not getting better, it's getting worse." (Dept.)
- ".. is to let them (staff) see they are only part of the picture, you see the whole picture." (supply T.)
- "There's not enough hours in the day!" (S.T.)
- "Time to do things that need to be done" (Head)
- "Time! Lack of time and too much to do." (scale 3)
- "I get a little frustrated at times with colleagues who still see the job as it was 10-15 years ago" (scale 3)
- "I'm a doer rather than a paperworker!" (scale 4)
- "Dealing with kids who have been passed on to them by other staff" (scale 2)
- "To command respect yet not remain so aloof that you're not apart from what is going on." (scale 1)
- "Communications is one of the most difficult." (scale 3)

QUESTION 7. (FIG. Q7)

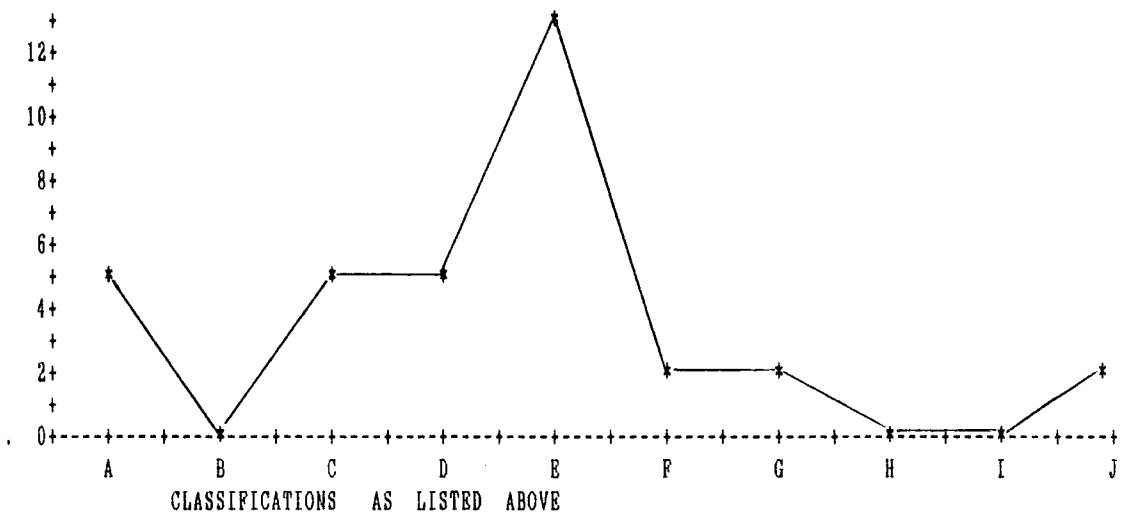
TOP MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT DIFFICULTIES



MIDDLE MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT DIFFICULTIES



LOWER / NONE - MANAGEMENT'S PERCEPTIONS OF
MANAGEMENT DIFFICULTIES



QUESTION 8.

QUESTION 8.

8. Do you feel that there are sufficient female managers?

Due to the nature of this question it was decided to analyse the results in two ways. Firstly to simply classify the 'yes/no' answers by scale post, secondly to categorise the perceived reasons for negative responses. The categories are shown below, and the results are displayed in FIG. Q8.

- A. Prejudice and/or historical influences.
- B. Lack of female aggression and competitiveness.
- C. Females lacking in skills.
- D. Family responsibilities and priorities.
- E. The negative effect of the 'Equal Opportunities Bill'.
- F. Stereotyping.

COMMENTS:

"We have ourselves to blame. Women tend to be tied to husbands and stay too long in one job. Men are prepared to move." (scale 1).F.

"Men are more aggressive in application and resentful of competition." (scale 3).F.

"Although recognising those who are very good, the impression is that they (women) are generally less effective." (scale 3).M.

"We need equality, not just for the girls but for the boys, because if their perception is that men are the bosses and women are the workers that is the way they will go out into society and treat women." (scale 2).F.

"Sometimes women feel they are not good enough themselves." (scale 4).F.

"A woman will admit to a problem more readily than a man and may create the impression of inability." (scale 4).F.

"There could be more ... but whether there is the reservoir of ability to have more women who push themselves ..." (S.T.).M.

".. last school was very bad, only one Head of department was female. All men got posts and perks (courses etc.)." (scale 1).F.

"(In senior management) there is only one out of seven (female)." (scale 1).M.

"One or two would make good managers but are not interested in that side of it." (scale 2).F.

"I know that for the jobs of Heads of year, no female put in for them." (scale 2).F.

"If I had gone out of teaching and come back I would not have been in this 'elevated' position. They're as good as men so long as they're not going off for six months at a time to have children." (scale 3).F.

"Maybe being a manager ... calls for a 'hard, go-getting' kind of attitude which many women don't actually display." (scale 2).F.

"Women are a lot more conscientious and organised than men." (scale 4).M.

"The leaders (I) identified were all men!" (scale 4).M.

"The staffroom is like a W.I." (scale 3).M.

"When you look at senior management there is only one woman, Senior teacher, and she is not given a place on the top management committee." (scale 1).F.

"When I advertised for my last Second Master/Mistress we had over 200 applications and I think 10 were from females." (Head).M.

"Top woman is on scale 4. It gives the wrong signals to the kids and female staff." (Dept.).M.

"We have some good women who just don't push themselves." (Dept.).M.

"They (women) are reactive rather than proactive." (Dept.).M.

"If you're going to look for a career in management then your family have to take second place." (S.T.).F.

"I may be old fashioned but .. males relate to mens' problems and ladies to ladies' problems and girls' problems." (Head).M.

"The right sort of person does not come forward particularly if it means taking on extra work or extra responsibility." (Head).M.

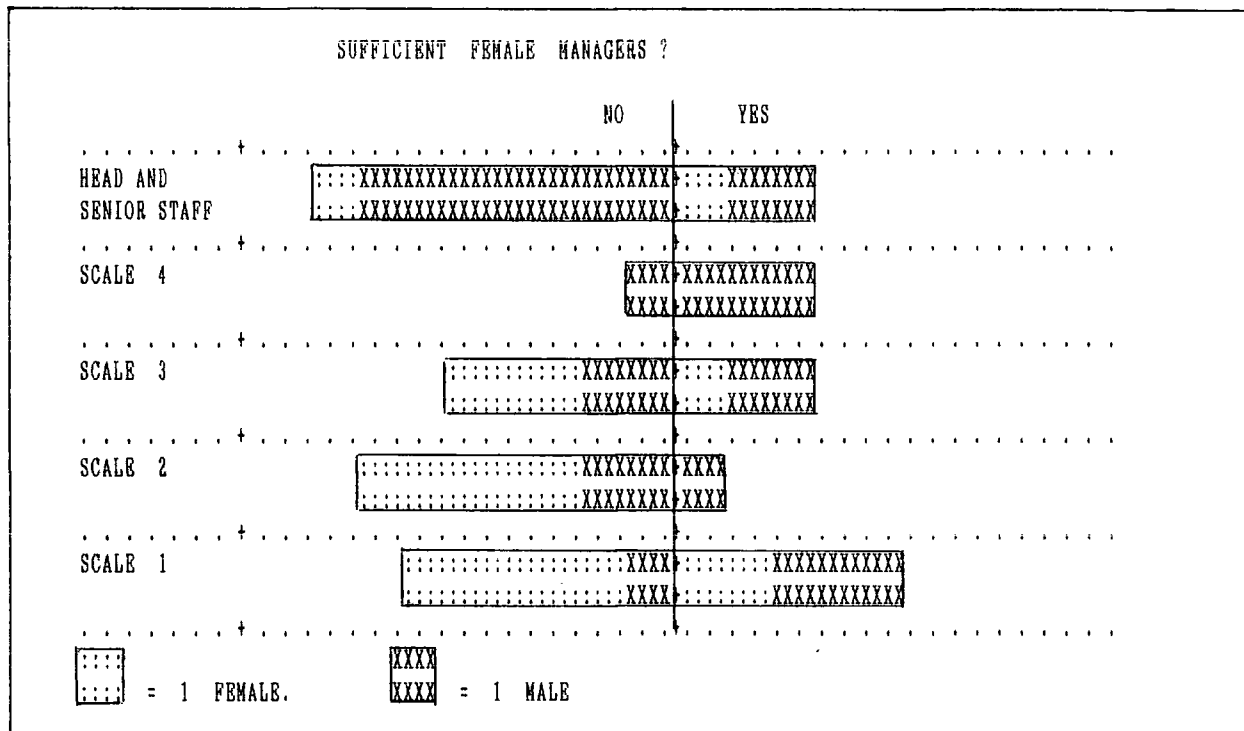
"I think the legislation was wrong. One Deputy should be female." (scale 1).F.

"Hear-say of a male 'leader' ... 'It's nice to know that the ladies realise that the men have to get on'." (scale 1).F.

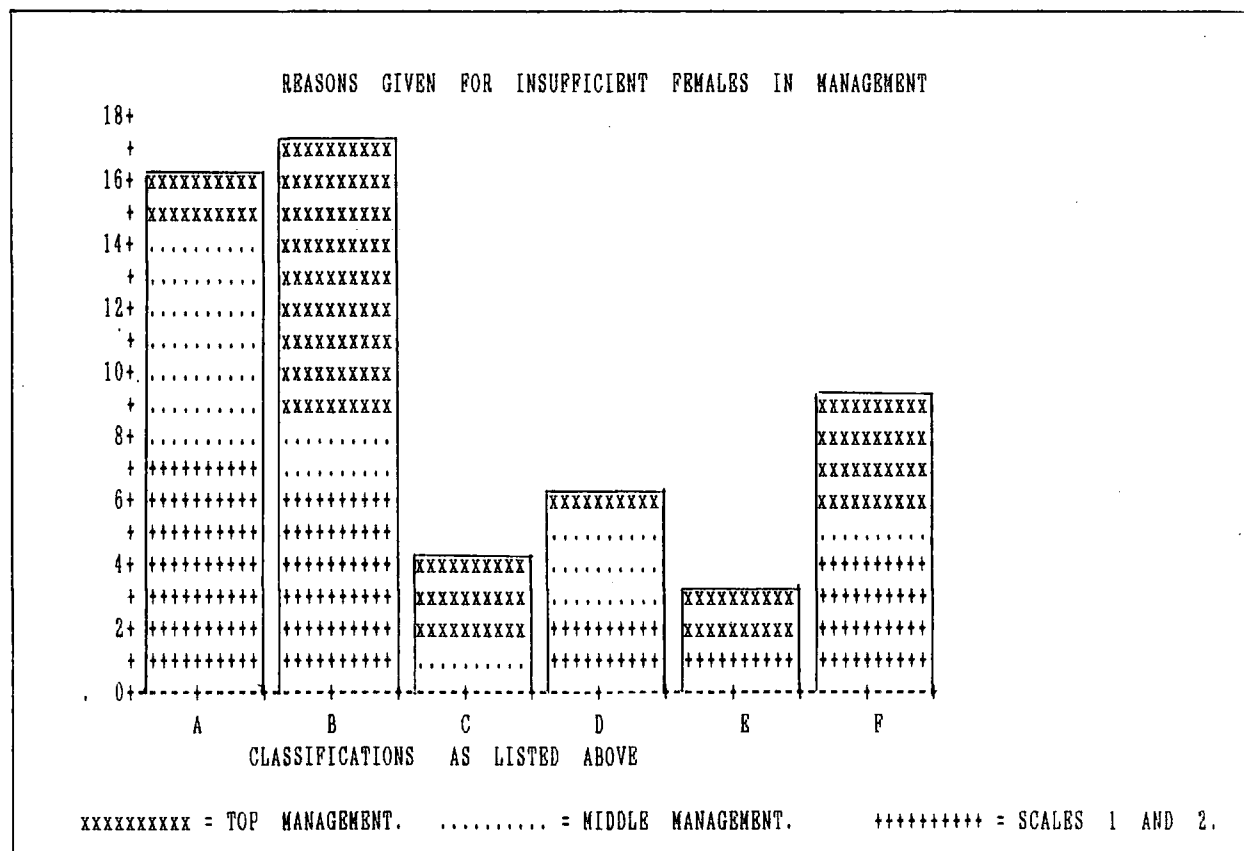
"Girls are more comfortable with female staff." (scale 2).M.

QUESTION 8.

(FIG. Q8a.)



(FIG. Q8b)



QUESTION 9.

9. What do you think causes some people to be classed as managers? .or. What do you think gives the manager his power; money, skill, etc.?

Answers to this question were varied but were grouped into the classifications below. They are arranged in descending order of frequency of top managements' responses.

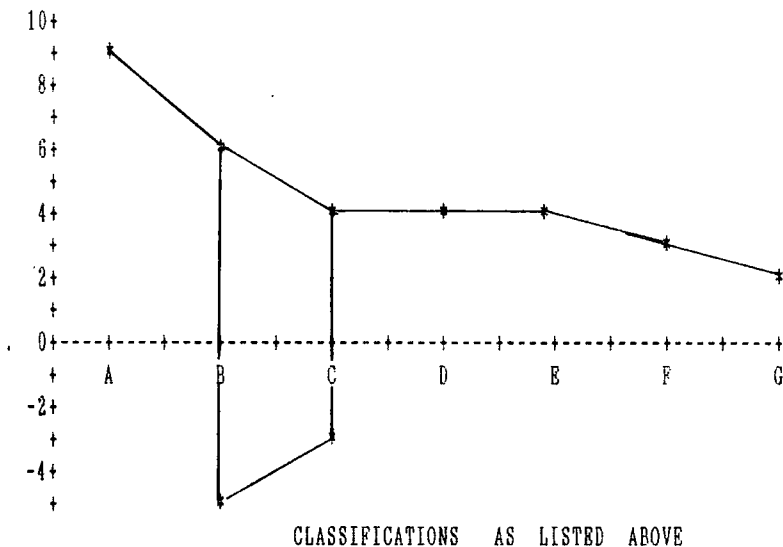
- A. Skill! Has proven successful in the past: achievers.
- B. The position held.
- C. Being supportive of staff and considerate of the needs of the person.
- D. The personality of the individual.
- E. Considerate of the need for involvement of staff etc.
- F. Determination to succeed; ambitious.
- G. Leading by example.

COMMENTS:

- "The position that they hold . You carry out instructions because they are the ones responsible." (scale 1)
- "Staff will follow people who will help them and support them." (S.T.)
- "It is not salary scale - they like managers to be successful in their actions." (S.T.)
- "They have drive and leadership qualities. They have time to deal with people too, .. Sympathetic, firm and kind." (Head)
- "It comes back to skill and personality, not status!" (Head)
- "They must have earned that position in school." (scale 1)
- "I would class anyone as a manager if they could influence the course of action." (scale 1)
- "I respect them for what they do in the classroom .. a good relationship with children." (scale 1)
- "When you boil it down the head has no power other than his own personality." (Head)
- "Some people class others as managers because of the status that they have." (Dept.)
- "The problem is the further down the scale you look, the less people think of you (the Dept.) as a manager." (Dept.)
- "Basically, position gives you power; Union official or scale 4." (supply T.)
- "Some think. Others go ahead and do it! Good results gain power." (scale 3)
- "Skill in relationship with others." (scale 3)
- "You have to be ruthless as a manager and not relate personally to people at all." (scale 4)
- "We think of them as managers because we are increasingly told they are managers." (scale 2)
- "You immediately respect them as managers because of their title, a bit like saying this is a 'vicar' or something." (scale 3)
- "Power was given by the staff. They will omit to follow those who show no skill." (scale 3)
- "They talk themselves into the jobs .. good at interviews." (scale 1)
- "The status! It is inherent in the title, but you can lose respect if you can't do the job." (scale 2)

QUESTION 9. (FIG. Q9)

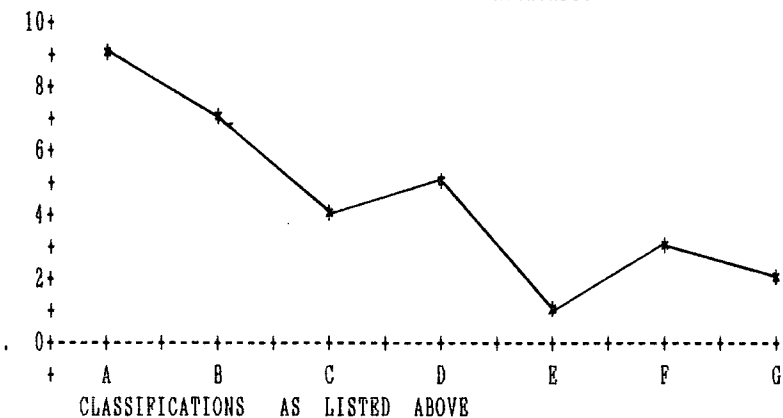
TOP MANAGEMENT'S PERCEPTIONS OF WHAT GIVES A MANAGER AUTHORITY



MIDDLE MANAGEMENT'S PERCEPTIONS OF WHAT GIVES A MANAGER AUTHORITY



NON - MANAGEMENT'S PERCEPTIONS OF WHAT GIVES A MANAGER AUTHORITY

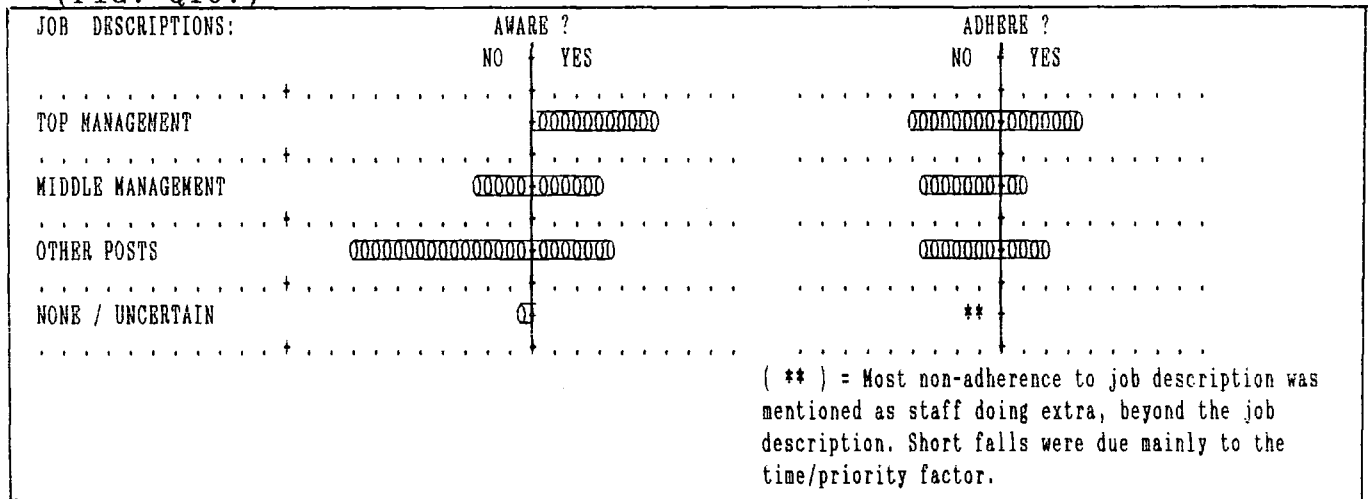


QUESTION 10.

10. Are you aware of their/your job description requirements and how closely do you think they/you adhere to this list?

This question provided many varied responses. However, I have tabulated them as direct responses to the questions posed. FIG. Q10.

(FIG. Q10.)



COMMENTS:

- "No I'm not aware of their job descriptions, therefore I don't know how closely they stick to them." (scale 1)
- "If I'm not concerned about a certain post I would not be interested." (scale 2)
- "They often co-operate and support each other on global activities outside their job descriptions." (Dept.)
- "Some jobs take so long that other parts are let slide." (scale 2)
- "The lower staff may not be aware of the job descriptions of others." (Head)
- " 'X' wrote his own." (Adviser)
- "In general terms I am aware of what they are supposed to be doing. Not in every detail .." (scale 1)
- "I do not advocate the 'listing' type, I wrote my own." (Dept.)
- "Job description? Not as such!" (scale 1)
- "I feel my Heads of Year adhere more than my Heads of Department." (Head)
- "I'm just a little concerned that we haven't got enough teeth into appraisal." (Head)
- "Some bring more in commitment to education. Some just do the bit they see as relevant." (Dept.)
- "It depends if they see the job description as fair. Let's face it people will get away with as little as possible, just like kids." (supply T.)
- "... very fluid in a small school." (scale 3)
- "No job description. We've had to write our own with an eye to assessment." (scale 4)
- "If you create things too rigid people will hold you to it." (scale 4)
- "We've never had job descriptions." (scale 3)
- "Yes, very clear about my own, (lists it from memory). There are all sorts of other things to do as they crop up." (scale 4)
- "Yes! To the letter." (S.T.)
- "I try to fulfil it to the point of frustration." (scale 4)
- "I've never looked at a job description." (scale 2)
- "I'm not sure they are a good thing. The problem is people do not move outside them." (scale 3)
- "All staff have the same job description from the Head down." (Head)
- "Yes I am aware of the list of job specifications and carry out those parts which are reinforced, others lapse into the background." (scale 4)
- ".. some of those who don't, it's because they are incapable." (scale 2)
- " If the Head is going to force a job description on me and I don't agree, I may try to avoid it." (scale 1)

Appendix II

TRANSCRIPTS OF INTERVIEWS

RECORD OF INTERVIEW

SCHOOL No. ..1 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 3 (PASTORAL).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | To see to the well-being in buildings, children. And staff comes first, happy with their job descriptions. Staff are happy in a happy school. Good management starts at the top, feeling that you are considered worthy of your job. Set standards for staff and children and see that they are adhered to. |
| Q.2. | Middle Management are the Heads of Department and Pastoral Heads. Senior Management is the Head and Deputies. They are office-bound, super clerks doing accounts, work not needed to be done by a teacher. Budgeting and timetable need time. This precludes classroom situations. I remember a Deputy Head who was not a trained teacher, out of the army, he did all financial requisitions and liason only. I can see the day when top management are non-teachers. |
| Q.3. | I know who the leaders should be, but they aren't always who turn out to be the leaders. A teacher who is seen to be a good teacher; gets on with the children, coping, extra curricular activities and have the children supporting them. Some areas of management are not successful leaders. The Headmaster is the best leader in the school. |
| Q.4. | Everybody agreed, democracy worked, all participate. |
| Q.5. | Few people, mostly the Deputies. |
| Q.6. | Influence is shared. Most influence is exerted by the pastoral system. |
| Q.7. | Time to do the job, counselling, privacy, frustration due to lack of understanding by other Heads of Department and staff. |
| Q.8. | There ought to be more women managers, although balance in this school is OK. I think men are more aggressive in application and resent female competition. |
| Q.9. | Power is given by the staff. They will omit to follow those who show no skill. Not money or position. |
| Q.10. | I'm aware of job descriptions as all lists of duties are lodged in the office and can be used to check a person's performance, or exploitation. |
| Other comments | ** no response ** |

RECORD OF INTERVIEW

SCHOOL No. ..1 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..CARETAKER.....
(Interview Recorded by ..NOTES)

Question	Response
Q.1.	Heads of Department and Heads of Year organise groups, make sure everything is covered, seeing that it is done properly.
Q.2.	Top is the two Deputies and the Head. Middle is the Heads of Year, Heads of Departments; Maths, Science and Woodwork.
Q.3.	** no response **
Q.4.	Head makes decisions but he has meetings.
Q.5.	If there are problems I go to the Head and he can go to the Director. I go to the Superintendent if it's technical.
Q.6.	** no response **
Q.7.	Discipline! Not enough of it. Lack of physical control sometimes.
Q.8.	Seems well shared out. I've been in a school where there have been too many!
Q.9.	Leaders can 'speak' forward. The quiet person doesn't get on very well does he? He's got to be firm. The 'boss' is a quiet man but, by God, he can be firm.
Q.10.	** no response **
Other comments	** no response **

RECORD OF INTERVIEW

SCHOOL No. ..1 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 1 (TYPING).....
(Interview Recorded by .NOTES.)

Question	Response
Q.1.	The main function is to have someone you can, ultimately, go to. I can go to my Head of Department who is the expert.
Q.2.	Top is the Head and two Deputies. Who is Middle management? ... The two Senior Teachers I do not consider as very useful. I would put the Heads of Department above the Senior teachers. They do not seem to be doing much.
Q.3.	Some Heads of Departments.
Q.4.	Decisions are democratic. I am aware of the open participation in decision making.
Q.5.	** no response **
Q.6.	Heads of department, generally, but no particular individual.
Q.7.	** no response **
Q.8.	There are not sufficient female managers, although it is better than outside in industry. We are treated equally by the Head. The Equal Opportunities Bill was detrimental. We have ourselves to blame. Women tend to be tied to their husbands and stay too long in one job, whereas men are prepared to move to get promotion.
Q.9.	Managers talk themselves into jobs. They are good at interviews. It's not authoritarian ... I don't really know!
Q.10.	I'm not really aware of a clear job description for myself, not of managers nor of others in the school. Yes, I think people do stick to their job descriptions.
Other comments	** no response **

RECORD OF INTERVIEW

SCHOOL No. ..1 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..SCALE 3 (HOD COMPUTING).....
(Interview Recorded by .NOTES.)

Question	Response
Q.1.	Smooth running of the organisation, management of people and task.
Q.2.	Top Management is the Head and two Deputies. Middle Management is the Heads of Year and Heads of Department. Not the Senior Teachers. The definition is a 'team leader'.
Q.3.	The leaders are the Head and some of the Middle Managers. I think there is not enough work for the Senior Teachers to exist therefore I do not consider them as essential and they tend to be ignored as management.
Q.4.	This is a democratic school. We all take part.
Q.5.	For advice for pastoral I go to the Head of Year, for administration to the Second Deputy and for wider problems to the Head.
Q.6.	This repeats what I said in 4.
Q.7.	Difficult people and personalities, motivations, inability to direct people, maintenance of goodwill prevents directions. Day-to-day activities prevents many aspects of the job. Time!
Q.8.	There are sufficient female managers. Although there are some very good female managers the impression is that they are, generally, less effective.
Q.9.	The two positions of Senior Teacher are bypassed by practice. Respect is important. Without it you are ineffective. To act as a role model, proficiency are all needed by Middle Management.
Q.10.	Yes, I am aware of a list of job specifications. People carry out those parts which are reinforced, others lapse into the background.
Other comments	** no response **

RECORD OF INTERVIEW

SCHOOL No. ..2 (.MIDDLE SCHOOL.) SEX ...MALE POSITION HELD ..HEADMASTER.....

(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------|--|
| Q.1. | To ensure that teaching takes place efficiently. |
| Q.2. | I see all teachers as middle management, the management team as top management; Pastoral Heads of House and Deputies. Differentiated by two-way communication; management team are two way communicators, middle management are one-way communicators up to the top management. |
| Q.3. | If the Head's not the leader in the school then there's something wrong with the school. Heads of Department are leaders in their field. They are founts of knowledge that people go to. Deputy Heads and Heads of House. Virtually all in a school of this size; there are only a few that are not making independent decisions. |
| Q.4. | I make a lot of the decisions. I think if the Head is not prepared to take decisions the school will just drift ... but not all. Heads of Year are making decisions in their areas outside the Head's expertise. Nobody can make all the decisions .. if you're not delegating you're not doing your job as a manager. |
| Q.5. | I go down in my own teaching. How do I do this? .. to the Deputy Head .. "Look we've got this child ... what do we do?" (I go) to the LEA, the Advisor and colleagues. I would go to a child and ask for advice. Which is what we do, we have a pupil forum. |
| Q.6. | Deputy Head, quite definite about that. |
| Q.7. | Time and communication. Too much time on crisis management, not enough time to 'sit back' and look at the job from outside. |
| Q.8. | Generally, no! But here OK. (WE have) some good managers on low scale 1 and 2. On the Senior management team of seven only two are female, strong as well. They don't come forward, don't put themselves up for higher posts. |
| Q.9. | Personality, decision takers. You can go to them and get a decision .. does not put off the decision making process. (I) come back to skill and personality NOT STATUS! I've been in schools where the Head had the status and was not a manager and nobody could class him as a manager. Same with Heads of Department - (staff) will go beyond the Head of Department for a decision (if he is not a manager.) |
| Q.10. | All (staff) have, (but) don't adhere very closely. (It's) just there as a guide line. I don't put it down as the 'be-all' and 'end-all', if they have got a general feel of things. This is the job to do. "I'm responsible for" is important. |

Other comments Comments were made on delegation of responsibility and future trends.

RECORD OF INTERVIEW

SCHOOL No. ..2 (MIDDLE SCHOOL.) SEX .FEMALE POSITION HELD ..I/C FRENCH SCALE 1.....
(Interview Recorded by ..TAPE.)

Question	Response
Q.1.	To ensure school is efficiently run, to ensure children get the best from the teaching skills available to the school, to look to improvements within the school, to keep abreast of the 'times'.
Q.2.	Middle management presumably is my position, having responsibilities in one area. Top management are those responsible for a wider areas: Headmaster and Deputy and Senior Mistress. Those three people take responsibility for a lot more than just their own teaching. Heads of year could be included.
Q.3.	A leader is one to whom I would look for help. e.g. Head of House. Others don't hold any particular posts of responsibility but show themselves willing to help as much as those who hold the positions.
Q.4.	The Head makes some. Some are made in consultation with staff during staff meetings or within departments.
Q.5.	*** answered in Q.3. ***
Q.6.	The deputy head is most influential, especially when you mention the 'tone' of the school. So also is the head of the English department. He has a lot of influence; his voice is heard very much. The Head and he work together.
Q.7.	Making decisions in conjunction with others! It is difficult to get the feeling that we're all doing the same thing. Other's problems are not known. I've got enough to keep my own head above water, let alone thinking about their problems.
Q.8.	I would think so. I would not know generally.
Q.9.	It depends on what we're asked to do. Sometimes it is simply because the 'power' is there, because they are in that position. They must have earned that position in this school. In general the people are there because they are good at the job.
Q.10.	I am aware of mine but am very hazy about theirs. (The Head, Deputies, Heads of House etc.) In general terms I'm pretty much aware of what they are supposed to be doing, but not every detail.
Other comments	*** no response ***

RECORD OF INTERVIEW

SCHOOL No. ..2 (MIDDLE SCHOOL.) SEX ...MALE POSITION HELD ..VISITING ADVISOR
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | Management function - to conceive, establish and implement structures which ensure good learning environments and experiences for children; to keep children and staff happy at their work. |
| Q.2. | Middle management - Year leaders, heads of department are a clear group.
Top management - Headteacher and management team or those in the school 'cabinet' which makes the policy decisions. I think there is a clearly recognisable second tier of year heads, departmental heads etc., and these days a clearly defined cabinet. There should be a team:- head, deputies and the heads of the organisational 'bits' which are bigger than departments. Does this make sense? For example Head plus deputies plus year leaders. |
| Q.3. | There is a difference between the formally invested men and the natural leaders. The natural leaders are those teachers who are respected and esteemed by virtue of their obvious excellence as teachers. That could be anybody - scale 1 teachers! The best situation is when the formally invested leaders are also the natural leaders. |
| Q.4. | Decision makers are those who show active strong leadership. It is the head. |
| Q.5. | *** no response *** |
| Q.6. | The deputy head, a most respected person. |
| Q.7. | Difficulty with and keeping abreast of changes going on at this moment; change is at a very high level. Plural demands! |
| Q.8. | NO! The present situation is an-outcome of what has been. I am against positive discrimination. To some extent it is possible but it could lead to wrong situations. |
| Q.9. | Power! The historical power structure. Most English teachers follow because the head teacher is invested with formal authority. This is not critical. It is a recognition that things can be left to drift. An organisation like a school needs a pointed end - not blind subservience - most teachers accept the situation where, if they're given their say, someone after that has to act; even if it's not what they want to do. Having an input, yet happy to accept positive action if they feel as if they have been listened to. |
| Q.10. | The head wrote his own. People are aware either from a written list or as a result of formal discussion (of what is required of them). They do try to live up to their obligations. |
| Other comments | *** no response *** |

RECORD OF INTERVIEW

SCHOOL No. ..2 (MIDDLE SCHOOL.) SEX ...MALE POSITION HELD ..H.o.CRAFT+SCIENCES (SEN. MGT. TEAM).
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------|--|
| Q.1. | Management involves setting of aims and objectives. Then to ensure that pupils and staff are working towards these aims and objectives; to whatever level, throughout the school. |
| Q.2. | Generally top management is the Head, two Deputies and Heads of year groups. Not just subject (leaders) but those who supervise how the year is performing or how a piece of new policy is implemented to everyone.
Middle management are the heads of subjects; those concerned with subject handling. |
| Q.3. | The Head is a good leader - a good communicator. Some heads of subjects. They are more forceful of what they want to get across. |
| Q.4. | The policy-making senior management team consults with staff then the Head decides. (It is) discussed at all levels. There is consultation between senior management, staff and the Head but the decision ultimately lies with the Head. |
| Q.5. | *** no response *** |
| Q.6. | It is group influence of the senior management team not a single person. There is not one dominant person. |
| Q.7. | Convincing people that ideas are feasible and/or better: change! Convincing rather than coercing, leading by example. The main thing is 'time' to be able to develop that sort of thing. It is a big constraint. Time is taken up by teaching organisation, especially in craft areas. |
| Q.8. | No! Still a male dominated area. There are more females in management in teaching than generally. Women as a percentage of the teaching population is large, with useful views. We could have done with more female managers.
There is a feeling that it does not matter within the profession if a manager is male or female. Sex does not come into it. Perhaps in other areas there is a feeling that the male person should be the manager. |
| Q.9. | Skill! I would class someone as a manager if they could influence a course of action by logical argument, by example or whatever. |
| Q.10. | Yes we have fairly well documented job descriptions. I am able to discover who is responsible for various things. People do adhere to the list. |

Other comments Personally, there are one or two key elements of my own job description which I feel are important and need time spending upon them. It is very much a juggling of what should take up the bulk of the time. If more time was available some of the lesser elements could be developed more. Some (elements) I consider more important than others and I put the time in on those.

I would have thought that most schools would have that sort of system where there is that element of discussion, at various levels, before something, policywise is implemented. We've got it just about right at the Head, Senior Management then staff meetings, rather than being bogged down week after week with staff meetings, that go round and round in circles and don't achieve anything. Putting the middle level in it has got rid of the long, involved "who washes the tea cups?" sort of arguments. The middle step is quite useful.

RECORD OF INTERVIEW

SCHOOL No. ..3 (.MIDDLE SCHOOL.) SEX ...MALE POSITION HELD ..DEPUTY HEADMASTER.....
(Interview Recorded by ..TAPE.)

Question	Response
Q.1.	Accountability!
Q.2.	'Top' is the Head, without a doubt. In certain situations; Head and Deputies. Certainly Middle Management in our school is Subject Coordinator, Year Group Coordinator. In this school, in some circumstances - all staff. I'm a great believer in interaction.
Q.3.	Certainly some Heads of Year and some Heads of Department.
Q.4.	Obviously there are certain decisions that can only be made by a certain number (of staff), especially in a technical or competency role. But in terms of the school, overall, all the views of the staff are sought.
Q.5.	Whoever can be of help to me.
Q.6.	** no response given **
Q.7.	To keep all of the people happy all of the time. Where possible, to play devil's advocate - to try and ensure they (the staff) can appreciate other views - and accept them for the betterment of the school and the kids.
Q.8.	Yes! Every female is a manager. They have a sensitivity which is valuable. They are certainly re-active rather than men who are pro-active.
Q.9.	Thrust based upon personality, skill, experience, communication and a positive relationship with staff and pupils. Also that hidden, nebulous thing; perceivable but nebulous.
Q.10.	Yes, I am aware. Yes, I do adhere. Some find certain aspects open to misuse or misunderstanding. Some usurp or abuse the authority therein. I do not advocate the 'listing' type of job description. I wrote my own. I attempted to write job descriptions for other members but the Head was reluctant to accept, for general reasons.
Other comments	There are feelings of unused talent of myself and other staff. There is conflict in terms of question 10 : Discipline etc. Job descriptions would result in better cooperation at times.

RECORD OF INTERVIEW

SCHOOL No. ..3 (.MIDDLE SCHOOL.) SEX .FEMALE POSITION HELD ..SCALE 1 i/c R. E.
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|---|
| Q.1. | Generally the (purpose of) senior members of staff is to try and see that the members of staff are happy; to generally liase with heads of department or whatever.
This year (in my subject) there is just me teaching - last year there was someone else, so it would be my job to make sure that that person was happy with what they were teaching, particularly if they're not specialists, so that they know what the subject is about. |
| Q.2. | Top management is Head and Deputy Heads. Middle management? Well I do not consider myself middle management because there is only me. But if there were two or three then that would be middle management. The Head of Maths has about four teachers so he is middle management.
Top management's responsibilities are much more generalised, a head of department's responsibility is for that department. |
| Q.3. | 'X' is one of the main contributors. She is responsible for the girls. She has had a lot to do with me. I think she is Senior Mistress. I think she is the one who leads the most. She's also head of second year. We have heads of year. |
| Q.4. | What sort of decisions do you mean? I think, within reason, those of us who have responsibility for a subject teach what we want and how we want. (There is) a lot of collective decision making. I don't think there is any person who makes an individual decision that affects everyone. |
| Q.5. | Depends on the advice I'm wanting. I go to the Senior Mistress a lot as she dealt with me last year, because she is Head of Year, and to the Head Master if it is the sort of thing he might know. |
| Q.6. | I would say the heads of year, also the Head and Deputy. |
| Q.7. | Telling other people that you do not approve of the way they are doing things. I've been teaching twenty years ... I don't see people as a manager in school. |
| Q.8. | Yes! |
| Q.9. | I respect them for what they do in the classroom; a good relationship with the children. If they did not have that? No, I would not follow them. |
| Q.10. | I feel that I'm doing my job description. Job description? Not as such.. (**Confusion with contract and conditions of sevice at this time**) I think I'm pretty aware of who is supposed to do what. |
| Other comments | ** no response ** |

RECORD OF INTERVIEW

SCHOOL No. ..4 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..DEPUTY HEADMASTER..(B).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|---|
| Q.1. | Curriculum, guidance of staff, aims and objectives of the school, end! |
| Q.2. | Top is the Head and two Deputies. Middle management is the three Senior teachers. We have Heads of Year meetings where management decisions are taken but they come through me although the consensus comes from them. The Heads of Department and Heads of Year, operating through the deputies, feel that they are not involved as they should be. |
| Q.3. | Deputy Head (A), Deputy Head (B), Head of Lower School, one Senior teacher due to character, one Head of Department similarly and the Head of Modern Languages in his area. |
| Q.4. | Basically the Head makes all the decisions on his own. He shouldn't without consultation. We are fairly democratic. Going back to the Head of Year meetings if we make a decision it will be carried through to the Head who will not object. The same for Head of Department meetings. The problem here is that the staff are not geared into meetings of either sort. We tend to put off meetings until problems become so bad we have to have a meeting to make a decision. Whereas if we had had meetings all along the problems could have been avoided. |
| Q.5. | Deputy (A), the Head occasionally. Quite often to an older woman. I accept her appraisal of the situation. Occasionally I find dealing with girls is beyond me. |
| Q.6. | Without doubt the two Deputies because of their characters. The Heads of Department presume it is the Head. |
| Q.7. | Keeping staff happy. Making them do the job they should do without upsetting them. Motivation is not easy. It is not getting better it is getting worse. |
| Q.8. | No. There should be a female who girls can go to or staff can go to, who can put things into perspective. In this school I don't think there is anyone of sufficient pedigree to promote when jobs have been available. Last Senior Mistress had six on the short-list and only one woman, from outside. For the Head of lower school only one woman applied. |
| Q.9. | Position that they hold. The majority of staff, after a while, respect whoever is in authority; Deputy Head or whatever if they are seen to be doing the job in a reasonable fashion. Many things are passed over by people saying, "You are being paid. So you can deal with that." The skill factor comes in a combination of these two occasionally. It is not always because of being good teachers. The problem is the further down the scales you are the less people think of you as a manager. |
| Q.10. | Yes. I'm aware of everyone, within reason. Heads of department do a good job generally. Heads of Year also generally. Classroom teachers occasionally do not. Some Heads of Department do not by not holding meetings and form tutors who have become just register markers. |
| Other comments | It is difficult when you are put in a position of authority and you are classed as a manager and, in fact, your experience of the situation is nil. You are thrown in at the deep end. The Head and two Deputies are faced with a situation of getting rid of 'X' number of staff. I'm not sure that that is a decision ...(pause).. we are taking it but it is difficult. It is peoples lives. |

RECORD OF INTERVIEW

SCHOOL No. ..4 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..SUPPLY TEACHER (FROM RETIREMENT).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|---|
| Q.1. | To help run the school so that it flows well, to mediate, to coordinate the thoughts and attitudes of the staff. |
| Q.2. | The higher echelons are the Head, Deputies and the Heads of Sixth depending on the school. Middle management is the Heads of Years. The Heads of Departments obviously have something to do with curriculum and so on. I was thinking of management in terms of relationships rather than the academic side. |
| Q.3. | The Head may be a leader in the sense that he is the 'boss' but maybe he couldn't lead anything. He may be there to display himself and make suggestions but not lead. But if you have not got the position to lead from it is a problem. |
| Q.4. | (It) depends if you have an automaton at the top who might make decisions oblivious of, or without regard to anyone else. The whole school ought to make decisions: school councils, the kids, the parents; I don't know! But it can come from the 'top only', selections of staff or with pupils and parents. |
| Q.5. | No one. |
| Q.6. | I, honestly, could not say. |
| Q.7. | The difficult part is to let them (staff) see that they are only part of the picture. You see the whole picture. They only see what is their particular business (e.g. being given a supervision). To make sure that people can see you're fair overall, even if it does not seem so at the time. |
| Q.8. | I think, probably, there are. |
| Q.9. | Basically 'position' gives them power: union official or scale 4. Those who have most money have most impact. It seems to be that money is directly proportional to the cudors that people give you. If you are on a scale 1 as a 23 year old, you might have all the skill in the world but you're not going to manage anything because people will not think you're capable of it. If you have charisma it may be possible! |
| Q.10. | No!
It depends if they think the job description is fair. Let's face it, people will get away with as little as possible - just like kids. It depends what they think is important or what there is a need for. |
| Other comments | Nobody likes to manage or be told what to do! |

RECORD OF INTERVIEW

SCHOOL No. ..4 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..HEAD MASTER (GP.11).....
(Interview Recorded by ..TAPE.)

Question Response

- Q.1. It's got to maximise resources in the school of both teachers and pupils, in such a way that they are all involved and they feel they're all contributing their best.
- Q.2. Top management is fairly easy to answer. We have a policy committee: two Deputies and three Senior teachers and myself (Head). They all have other roles themselves but that defines 'top management'. Middle management is the Heads of Year and Heads of Departments.
- Q.3. I don't think leadership in the school is tied to position. It's those people who are prepared to make things happen. Leadership producing 'out of school' activities, producing the school concert, people very much involved with display work - making things happen. One of the things that INSET is going to do is produce sets of people who are prepared to give their time. You have people who are supposedly paid to lead and those who wish to lead. You probably have more of the second than you have of the first.
- Q.4. The difficulty here is to persuade people that in fact it is not those people that they think are making the decisions; e.g. it certainly isn't the Head and certainly isn't the policy committee. What they are trying to do is get some ideas going on which the rest of the staff will be prepared to make decisions. That is the difficulty; persuading people it is worth getting involved and you can in fact affect what is going on.
- Q.5. It's difficult for a Head with Deputies, Policy committee Heads of year and Heads of departments, certainly with Union reps - for advice? - surely the answer is "The buck stops here." And rarely would you go to Advisors for advice. You go to Advisors for help.
- Q.6. It's got to be the teacher who is a very skilled teacher in the classroom and whose influence spreads beyond the classroom. It may or may not be a Head of Year. It may or may not be a Head of Department. You're lucky if you have people who are honestly influential. I don't think it's tied to position. We had a big drive on "Children in Need" revolving around a scale 1 teacher; a lot of people backing her.
- Q.7. The managers's job has totally changed. I took over from a traditional, highly respected, very safe head of a grammar school. That must have been a very, very easy job. Even though he thought it wasn't. In the last 5, 6, 7 years the situation in the teaching profession has so changed and developed that that has become the most significant part of the job. You can no longer achieve, easily, what you want to achieve. I'm not certain that the movements that we're about to have with contracts etc. is going to make much difference to that either.
- The most difficult task is still maximising the potential you have on your staff. To some extent you have to demand that! And it's becoming increasingly difficult to demand it, particularly if you have to negotiate it because you're negotiating in so many different directions at the same time.
- We have learned over the last 10 years to respect Union reps., to consult them and involve them. There are many things which they have had to do which they did not want to do. You're managing with your hands tied behind your back.

SCHOOL..4 HEADMASTER MALE (CONTINUED)

Q.8. No I don't. There are two things there. There are far too few females wanting to come through. When I appointed my last deputy we had over 200 applications and I think only 10 were from females. Of those, two were very good. I'm not certain we've been right to allow both deputies and in some cases all senior teachers to be male. I think that has been a retrogressive step. There's got to be recognition of the really good female. Positive discrimination? .. It used to be there and nobody minded. "The head is a man therefore the deputy is female".

It was at times difficult to give that deputy a clear enough role and I think that more females need to be involved in curriculum rather than pastoral side. The pastoral side may well be a man's job in a large school, but they (women) can play a positive role if they get their teeth into curriculum development. The boss of the heads of department can just as easily be a woman as a man.

Q.9. When you boil it down the head has no power at all other than his own personality. He's got training, he's got experience but he's got no real power. I don't think he will have, even when we have contracts. You have to manage in the sense of 'managing director'. You can't hire and fire. I don't think that will ever come. I don't think we're autocrats in the sense we were 15 years ago. We have to take far more account of our staff, of unions.

I don't think that all heads are 100% happy at being heads.

You've got certain organisational skills, certain powers of personality, you've been noticed.

Q.10. Everyone has a job description. I feel Heads of Year adhere more closely than Heads of Departments because they can't escape from it. It's the sort of work which has to be done or the school doesn't tick over. There are aspects of Heads of Department where it is so easy to assume it's being done. I'm not sure that everyone is going to accept (new conditions) and unless they accept they are not going to respect them. That's the biggest problem at present. We are going to depend upon the 'good will' of the contract as opposed to just 'good will'.

I'm a little concerned that we haven't got quite enough teeth into appraisal. I think appraisal is going to have tremendous benefits all round, so long as both sides can feel, honestly, that after the year's work and the negotiation in that year, if a suggestion is made, "You will tremendously benefit from 'X'", you ought to feel that that suggestion would be pursued.

Other comments *** no response ***

RECORD OF INTERVIEW

SCHOOL No. ..4 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..DEPUTY HEADMASTER..(A).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------|---|
| Q.1. | Provision of circumstances in which children can learn; creating the right kind of climate for the pupils to be happy; for the staff to be happy in their teaching; creating the conditions for which change is possible (rapid change); creating an openness so that everyone in the school feels that their contribution is valued. |
| Q.2. | I would like to blurr the divide. I think we're all managers. I think all teachers are managers. 'Though you can't escape the responsibility and accountability of the Head. The top echelon is recognised as Head, two Deputies and three Senior teachers. These are the policy committee. Middle management is Heads of departments and Heads of year. That is a huge body of teachers. That's our biggest problem in middle management people see their role differently and we haven't got past this difference in perception. We meet as Heads of department and Heads of year separately.
Some people take on board that they are really there to lead their team and they are responsible for the quality of everything that happens in their department. One or two see their role as the leading professional in their department and don't take on board the responsibility for training the people, and for the people in their department: |
| Q.3. | That's very difficult. Scale 1 R.E. teacher springs to mind, who is active in tutorial work, is a leader. A temporary scale 2, acting as Head of Department, a temporary Head of Year ploughing away with health education, they're real leaders bringing the school forward. Head of Commerce/Hampshire, Head of Modern Languages, leading his department and others. That is not an exhaustive list. The joint Heads of Science have done a lot of curriculum work, they are also leaders of opinion in the staffroom; not necessarily the kind of leadership we want. In my own role I act as a leader; how effectively I don't know. |
| Q.4. | The Head. He is influenced in his decisions more than he used to be. It is clear that he does make the decisions and the area of his decision making, for me, is too wide. He is very autocratic 'though he does consult much more than he used to do. Quite clearly he's the one who makes the decisions. The changing climate of the school has made it necessary for him to change his role.
Staff development will never work under an autocratic head. |
| Q.5. | It depends upon the advice needed. To the Head, Heads of departments, anybody where I can get appropriate advice. To colleagues who are deputies, to advisors, anywhere advice will be appropriate and of use. |
| Q.6. | I don't think it's possible to answer that one. I think everyone has an influence. We try to build up a climate where everyone can be influential and affect the way the school works. I try to spark off and structure discussions out of which ideas can come. It is influential but not manipulating.
In many ways it is the impact from outside Government and County instructions: lists of new courses from outside. ... (A list of courses was given). |
| Q.7. | In my job ... urgent jobs that are 'crucially' important that take up all of my time. I resent that. There are more important things that I should be doing. Over the last few years building the right climate has been difficult due to the unions and people limiting their contributions to the school. |

RECORD OF INTERVIEW

SCHOOL No. ..4 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..DEPUTY HEADMASTER..(A)..(CONT).

- Q.8. No. In this school the most senior woman is a scale 4 and this only last term. For what reasons I don't know. Some schools have a woman deputy, we only had one woman short-listed when the other deputy was appointed. It gives the wrong signals to the kids. It gives the wrong signals to the female staff. We seemed to have suffered from a shortage of ambitious women. We have a significant impact from women on the staff, we have some very good women who just don't push themselves.
- Q.9. Status! Some people class others as managers because of the status that they have. Whether they are managers because of this status is open to question.
Power? I'm not keen on the idea of power. The ability to involve people, make them see the relevance of the objectives and give them ownership of the content; building a team. I think that is one of the things that managers do, they drive people to do things and make them responsible.
- Q.10. There are a number who discharge their duties very close to the job description requirements and a number who don't. Some bring more in commitment to education, some just do the bits they see as relevant.

Other comments *** no response ***

RECORD OF INTERVIEW

SCHOOL No. ..5 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 1
(Interview Recorded by ..TAPE.)

Question	Response
Q.1.	Management of buildings and resources, pupils, staff. That's all I want to say on that.
Q.2.	Middle management is Heads of Faculty, Heads of Year and Heads of Departments maybe. I am reluctant to include Heads of Departments as middle management. I would class them as lower management.
Q.3.	I tend to do it myself in the Science Department. I think the Head of R.E. (a female) has a lot of ideas to integrate the school and the community. The Head of P.E. She tends to organise staff "do"s. The Deputy Head, perhaps he is a good organiser rather than a good leader. One Head of Year is a good innovator.
Q.4.	I think that's a joint policy between the Head, the two Deputies and another on a 'senior' salary in charge of community, therefore I see little of him. He's supposed to supervise communications but I don't know what he does so 'so much for communications'. .. and the Head of Faculty.
Q.5.	The Head of Faculty. He's my Head of Department because I get along with him - on the same wavelength.
Q.6.	Deputy Head.
Q.7.	The most difficult part of any job is to command respect yet not remain so aloof that you're not apart from what is going on. To identify with staff or pupils yet be able to hold something back.
Q.8.	Here, not bad. My last school was very bad. It only had one Head of Department, a female. All men got posts and perks, (courses etc.). This is the reason I left my last school.
Q.9.	The ability to make decisions and speak their mind. They must be scrupulously fair. If they are unfair or unjust they have lost out. They will lose respect. ...and to have the characteristic where they consult with staff and make staff feel, (even if they don't) that their opinions take part in the decisions. If they have got that they are a winner. They are motivators.
Q.10.	There are no copies of job descriptions. I think they are adhered to fairly closely. However, there are situations where responsibilities are shared to other staff.
Other comments	*** no response ***

RECORD OF INTERVIEW

SCHOOL No. .5 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..HEAD OF FACULTY (S.T.).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | To implement and develop school policy within the resources of the school. |
| Q.2. | Top is the Head and the two Deputies, the Senior master and the Heads of Faculties. The middle management are Heads of Year and Heads of Departments. All of these have overall control over a large proportion of the school. That is the defining factor; how many they lead. |
| Q.3. | The Head is the ultimate leader, the Deputy and Senior Master. Within their own areas the Heads of Faculty have leadership roles and the Heads of Department, in their own ways. Leadership qualities will become more evident as their roles develop. |
| Q.4. | *** no response *** |
| Q.5. | The Headmaster then the Senior Master. Then I go to wherever the expertise is. No man can have all levels of knowledge. For curriculum I would go to the Deputy Head and match it up with my own feelings and advice I'd gained from other areas. Where the expertise is, that is where I would go to. I think that is an important element in management. I will make the decision but I will ask anyone who can help. I will even ask a junior member of staff because they represent a particular point of view. |
| Q.6. | The Deputy Head. |
| Q.7. | In the present situation it is working out priorities. We're advancing on a broad front in the school and the most difficult job we've all got at present is identifying the priorities we must have. There is a danger that we've got too broad a front. The difficulty is changing with time. One thing which will remain the same is dealing with people. Taking people with different temperament, different abilities and getting the best out of them and getting them to work together as a team. Man Management! |
| Q.8. | I've not always bothered to categorise people as men or women. If the person has got the ability then they should be given the opportunity to do the job. There could be more but whether there is the reservoir of ability to have more women, who push themselves ..? They would be of value. I sometimes wonder if there has been the commitment to push people. There is no hindrance in the school. The structure we have in the school has evolved reorganisation and the people who have been doing the job. |
| Q.9. | Personality, commitment, ability to relate to people, a willingness to be able to see people's needs, to get the best out of people. On that basis you will be classed as a manager. If they see you doing something. I'm anxious to be seen to achieve something rather than a broad approach. Once we have those definite achievements people will come along. |
| Q.10. | Certainly I know what my own is. I know of the Head, the Deputy Head and the Senior Master. Yes they are trying to fulfill their's. |
| Other comments | The job of the manager is to train the younger staff for the management posts otherwise you have a stagnating system. |

RECORD OF INTERVIEW

SCHOOL No. ..5 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..HEAD OF DEPARTMENT (ENGLISH).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------|---|
| Q.1. | Basically the management of school people and the main policy decisions, the running of the school in its different areas. They are the people accountable to outside agencies. |
| Q.2. | Top management is the Head and Deputies.
Middle management consists of the Heads of Faculty. I exclude the Heads of Year since they do not have the same role. They perhaps should be there but I don't think they are, in this school. I don't think Heads of Department are managers in this school since the Heads of Faculty remove this by providing an extra layer. |
| Q.3. | Difficult that one! The Deputy Head is in charge of staff development. He's encouraging staff to go on in-service courses or whatever. We have been more prepared for GCSE by leading in assessment. Others will be coming to us for advice.
There are more than I have said but I'm not sure whether I should include them ... where are they leading to? |
| Q.4. | This is what management is all about. You feel as if you're making the decisions - but often I feel that they are made beforehand and you are being steered toward that decision. However, I don't think it is always the case. In this school the curriculum group (possibly leaders) are looking at things and come up with choices, decisions .. which the Head has to rubber stamp. You do have to have someone who has to make the decision ultimately. You have to respect that whether you agree with the decision or not.
The pastoral staff, Heads of Faculty and Heads of Departments can make decisions. |
| Q.5. | It's the Deputy first. After that I've consulted my Head of Faculty, sometimes other Departmental Heads or the Senior Master, but not very often. Mostly in the department ... If I go to them they are more likely to come to me with their problems. |
| Q.6. | It depends upon the area of the school as to who is an influence on you. You could have a Head of Faculty who influences you more. On the school, I would say the Deputy. |
| Q.7. | Working with people they are so different. No matter how hard you try you can't please all of them. There are times you feel there is no right answer. Ultimately they have to make decisions which will annoy people and lose their respect. I think, often, teachers are so introverted on their own that they become petty if their requests aren't seen to. I think perhaps it's peculiar to the profession in that respect. It is something about the nature of the job that makes them defend their own territory and be less able to see the other person's point of view. It is difficult to get across to different departments, to make them all realise they have all been considered. The demands placed on me by the subject often makes me wonder if I am neglecting some of the staff in the department. |
| Q.8. | Yes I do. Sometimes women feel they are not good enough themselves, for some reason, so they don't offer themselves up for selection, or apply for the jobs. When they do they don't always get the jobs. There is a general feeling that there is less respect for women. A woman will admit to a problem more readily than a man and may create an impression of inability. |

RECORD OF INTERVIEW

SCHOOL No. .5 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..HEAD OF DEPARTMENT (ENGLISH).(cont).

- Q.9. The position they hold. If someone says "This is the Head or the Deputy Head", you may not know them as a person but you immediately respect them as a manager because of the title. A bit like saying this is a vicar or something. You could have someone who has not got a title but by the very nature of their skill to organise they can manage you without you realising this.
There isn't sufficient training for managers in schools, not like in industry where they're always being sent on courses. I would like to think it was skill. If you can keep staff happy.
- Q.10. Never seen the Head Master's job description but I am aware of those of the top management jobs. I'm not sure that job descriptions are a good thing. The problem is that people do not move outside of them. Sticking to a job description causes problems by people sticking too rigidly to their job descriptions.

Other comments *** no response ***

RECORD OF INTERVIEW

SCHOOL No. ..5 (COMPREHENSIVE.) SEX ...MALE POSITION HELD .SCALE 1 (ex temp. Scale 3, Protected 2)
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------|---|
| Q.1. | Management is managing the pupils and staff of the school. For pupils; making sure of courses and curriculum in the school, with managing the pastoral functions of the school, .. curriculum, pastoral, discipline. For staff: to look at individual members of staff to see what they can offer in the way of skills, both inside the classroom and outside the classroom to see if they can make the best use of those skills. |
| Q.2. | Top is Head, Deputy Head and Senior Mistress. Perhaps the Head Teacher has an overall responsibility for everything that happens in the school so that everyone is answerable to him. Deputy Head and Senior Mistress, one of them may be responsible for 'curriculum' and the other for 'pastoral' within the school, so they have lots of people responsible to them. I suppose their jobs are somewhat vague in a sense. Middle management, then that's where I put Head of Department and Head of Year in this school. .. I put Head of Faculty in Senior management. They would probably have responsibility over a number of Heads of Department, assuming the school had departments within faculties. |
| Q.3. | Leaders? The Deputy Head. Since he came, three years ago, a tremendous number of changes have taken place within the school, particularly in the area of curriculum. The PSE programme. None of that was in existence before he came. People had thought about it but nobody had gone into detail of how it could be put on. So, he is a major leader. In pastoral areas, then the three Heads of Year really are major leaders. |
| Q.4. | There are quite a number of 'bodies' within the school. The overall decision is ultimately with the Head and the Governing Body. But we have a curriculum development group. It is not restricted to any particular members of staff. Anybody can be on that, and that group puts forward all kinds of suggestions; tutorial work, organisation of groups etc. .. They put forward recommendations to the Head. Similarly School Fund managing body makes decisions. The Head is a member of that group but it is open to any member of staff who wishes to attend.
It is definitely not an autocratic school with the person at the top making the decisions. |
| Q.5. | My Head of Faculty for subject matter. In other areas, the Deputy Head, particularly with regard to 5th year examinations. For Duke of Edinburgh Award I go to colleagues. |
| Q.6. | The Deputy Head and Head of Basic Skills is also an influential person. More a result of his character. He comes up with more and different ideas than any other person. |
| Q.7. | Keeping everybody Happy! Without a doubt, because no matter what you do or what you say, you inadvertently miss someone out or somebody picks up a point the wrong way and thinks it is a criticism of them. The difficult part of my job is making sure everyone is aware of everything all the time, eg. in exam supervision. Communications is one of the most difficult (areas). Not just in what you want to say but in how you say it. If you have lots of things to do all at the same time it's very easy just to send a short message on a piece of paper rather than actually going to see the person and asking them to do it. A pressure of time basically. |

- Q.8. Firstly I think the sex of a manager is not as important as if the person can do the job. Having said that, where it is possible there should be a reasonable balance. In this school there isn't all that many females. Of the Head, Deputies, and Heads of Faculties there is only one woman out of seven people. Lower down things improve, but not dramatically. There are no tangible reasons. It's rather historical in a sense. With falling pupil rolls the role holders have maintained their roles (on school amalgamation). It would be easier to start a new school.
- Q.9. Prior to reorganisation it was money. After reorganisation money disappeared and some people took on roles as managers without the rewards. At present, in this school, people have got certain skills and these people are being used to manage areas of the school. Now it is more the character and the personality. It is a good point but after a year or so some financial reward will be essential. At present plenty of people are very willing to accept responsible positions within the school but at the end of the day we will want some reward for it.
- Q.10. Everybody is aware of the job description of the Heads of Faculty. Other than that people are not aware of any of the job descriptions of top management. Having said that it is obvious that Mr. X looks after curriculum basically, and Mr. Y looks after pastoral basically, but there are no actual defined lists. .. But Heads of Faculty were published recently so we are all aware of that. We were promised new job descriptions but nothing has come of that. Not surprising considering what is happening in the next few days.* There is no point in going too far along there. Those of us 'off structure' were asked what we wanted to do .. so people are more aware of this than the official job descriptions.

* Last week, Feb 1987, there was a Government paper to impose job requirements on all staff.

Other comments It would be ideal if managers, some of them, of schools would go on a management course to find out how to manage people. Some of them have done that. Some, for the last twenty years, have not been on such a course. It is difficult to suggest that they attend.

RECORD OF INTERVIEW

SCHOOL No. ..6 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..HEAD OF YEAR 5
(Interview Recorded by .NOTES.)

Question	Response
Q.1.	To push for better results. In the 5th. year you aim to get rid of the apathy of pupils. Communications are important.
Q.2.	Middle management is the Heads of year. Top management consists of the Head, two Deputies and the senior staff (Heads of Faculties and Senior Teachers). These are possibly just financial positions.
Q.3.	The Headmaster and Deputy Head, the Senior Mistress, Head of year 1, myself, Head of year 3 and his deputy, Head of Maths and Head of C.D.T. Faculty.
Q.4.	Headmaster makes the bulk of the decisions. Leaders also make decisions without having to be told.
Q.5.	Deputy or the Head.
Q.6.	Head of Humanities (scale 3)
Q.7.	Communication and feedback, time to do the job: never have a free minute. No newsletter can cover what has to be communicated.
Q.8.	Yes.
Q.9.	Ability to do the job they're paid to do, and double that on top, and still have time to do things on top of that - out of their area. Organise and see it through and to be approachable.
Q.10.	Yes! It is difficult to find out what is needed in your group. .. difficult to get social activities organised. Rewards are important for the hard work. I do far more than the job description.
Other comments	*** no response ***

RECORD OF INTERVIEW

SCHOOL No. ..6 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..HEAD OF SCHOOL (SENIOR TEACHER)....
(Interview Recorded by .NOTES.)

Question	Response
Q.1.	Organisation and day-to-day management of the curriculum, general discipline, assemblies (all of which we do), extra curricular parents' open days.
Q.2.	Top management is Year Heads, Heads of Faculties and the Headmaster. There is no middle management! You can only have top management. Top management must make decisions and ensure they are carried out.
Q.3.	Myself. The Art Faculty leads in Drama, Open days etc. Art is involved in managing all these activities. Strong people taking trips abroad, some Directors of Faculty.
Q.4.	The Headmaster! Other meetings make decisions but the Head ratifies them.
Q.5.	Director of faculty, Headmaster, that's all.
Q.6.	There are three people: Director of Art, myself and the Senior Master.
Q.7.	Communication.
Q.8.	There weren't, but under the new Head there is more equal opportunity.
Q.9.	Strength of character, able to make independent decisions and the ability to act upon them when necessary rather than pandering to the existing system. Having the courage to say when a decision has failed.
Q.10.	Yes! To the letter!
Other comments	Age should not come into the consideration of capability to manage. There is no need for long servitude or grey hairs before one is thought capable. Now if you have ability there is opportunity to advance. Extra-curricular activities should take place and the managers should set the example of leading here.

RECORD OF INTERVIEW

SCHOOL No. ..6 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..HEAD OF FACULTY (SCALE 4).....
(Interview Recorded by .NOTES.)

Question	Response
Q.1.	Policy and day-to-day overseer of school policies.
Q.2.	Middle management are the pastoral heads. They are the service department for the school. Top management is the Head and two Deputies and the Heads of Departments. Educational standards are important provided that the parental needs are academic.
Q.3.	Some Heads of Faculty! Others, no! Some Heads of Years! Others, no! Headmaster, yes! From others there is no potential shown or not shown yet.
Q.4.	People with imagination and zest. It is not always people at the top. In school all decisions, in idea form are taken to the Head, he will decide.
Q.5.	Head only.
Q.6.	Myself and my wife; we do the public image of the school.
Q.7.	The paperwork involved. I'm a doer rather than a paperworker. The physical element of getting things done is most important.
Q.8.	No! Women are a lot more conscientious than men. They can do as well, if not better than men. The reason for their current position is 'history' but people are becoming more enlightened.
Q.9.	You have to be ruthless as a manager, not relate personally to people at all, you need not be separate but there must be an area of 'no-go' between manager and staff. You must not let people see under the facade of management. Gaining respect does not come from consideration but from being a policymaker. You can accept opinion but you have to make the decisions.
Q.10.	Yes very conscious. I try to fulfill it to the point of frustration.
Other comments	The overall job in broad management is creating loyalty.

RECORD OF INTERVIEW

SCHOOL No. ..6 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..DIRECTOR OF RELATED STUD. (S.T.).....
(Interview Recorded by .NOTES.)

Question	Response
Q.1.	Day-to-day running and long term planning; both academic and pastoral.
Q.2.	Top management is the Head, two Deputies and the Senior Teachers: one in charge of exams, one in charge of time table.
Q.3.	The Headmaster.
Q.4.	The Headmaster and Senior management.
Q.5.	No-one! They all ask the Head for permission.
Q.6.	Me!
Q.7.	Fitting everything into 32 out of 40 periods per week.
Q.8.	Yes!
Q.9.	Effort, experience, involvement, knowledge of the system, and being perceived to get things done by staff and pupils.
Q.10.	Yes! Over and above job requirements.
Other comments	*** no response ***

RECORD OF INTERVIEW

SCHOOL No. ..7 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 2
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | The every-day running of the place. Overall decisions in school policy and general syllabus. The principles of the school, if you like. |
| Q.2. | Top is the Head, Head of Middle school and Head of Lower School. Middle management is the Heads of Year and Heads of Department. |
| Q.3. | The Head, Head of Middle School, the Head of Lower School and some Heads of Department. |
| Q.4. | Who doesn't? I don't think they're made by one person but a team, or the Head bringing in the people he relies on: Heads of Year, Department and Heads of Site. .. Mutual decisions! |
| Q.5. | Heads of Year, Heads of Site and Head of Department. |
| Q.6. | Head of Middle School and Head of Lower School. |
| Q.7. | Trying to tread the line between the people you have to work with, from Heads of School right down to kids. Trying to please far too many people. Having a difficult job trying to carry out what people above them have told them to do, but also coming down to practicalities of doing things in the classroom situation. |
| Q.8. | CERTAINLY NOT! There is no prejudice now but many years ago it was a boys' Grammar School. There are a lot of females teaching who would not want to be managers. One or two would make good managers but are not interested in that side of it. So, there is no policy against it. I know that for the job of Head of Year, no females put in for it. |
| Q.9. | Managers have proved themselves, initially, in the classroom. It is their skill in handling children and staff. |
| Q.10. | Not aware! I have never looked at a job description. I have only looked at that of Senior Mistress and was quite surprised to see what was on it. I don't think they were being closely adhered to. |
| Other comments | There ought to be a positive drive to get some more females into jobs of responsibility in the school. It has repercussions all the way down to what the girls see as their role and the job that they might choose go into. They get too used to seeing that it is the men that have got the power and wield the whip. They assume that that is the way it should be. |

RECORD OF INTERVIEW

SCHOOL No. ..7 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 2
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|---|
| Q.1. | To keep the school running smoothly. I don't know really. |
| Q.2. | Top is Headmaster, two Deputies, Head of Lower School and Head of Upper School. Middle Management is the Heads of Year and Heads of Departments. |
| Q.3. | Head of Middle School and Head of Department (mine). |
| Q.4. | The Head would like to think it was him but ... we all should think it is him, he acts on the advice of others. At the end of the day he will make decisions on others' advice. |
| Q.5. | Anyone in the department for maths. Pastoral, to the Head of Department before the Head of Year, then the Head of Year. I could even see the Head of Middle School before the Head of Year. |
| Q.6. | In order, Head of Middle School, Head of Sixth., Head of Lower School then Heads of Year. |
| Q.7. | Cooperation from others both above and below. Not having enough time to do things. They should be on a lot less time-table than they are. |
| Q.8. | NO! As far as the top positions. There should be an assistant who is a female. |
| Q.9. | Experience, you follow their advice purely because of the position they are in. The implication is; because they have got to that position they know what they are doing. |
| Q.10. | Not sure of job description. |
| Other comments | I suppose when it gets down to it I know very little about management. In my case, I haven't been teaching very long. I am still more interested in what I am teaching than in the management side of things. |

RECORD OF INTERVIEW

SCHOOL No. ..7 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..HEAD OF YEAR 2 (SCALE 3).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | To run the school, make decisions, iron out problems, to be the people in charge and helping other people. |
| Q.2. | Middle management are the Heads of Year. Top management is Head of Lower School, Head of Middle School Head of Sixth, the Deputies and the Head. Heads of Department don't come into management. I don't think they see their job in the same light. I have put things onto Heads of Department, about things in their department, but they are not keen to take that responsibility. They want to teach, deal with problems in the subject and syllabus. I do not think they act in a middle management position but perhaps they should. They look on the job as academic and everything else is a nuisance. |
| Q.3. | I think the Head is a leader. He is guided by a chosen few; Head of Lower School, Head of Middle School. He comes up with other ideas of his own. |
| Q.4. | From Deputy Head down your hands are tied. He (the Head) has to make decisions. |
| Q.5. | Never the Head, only the Head of Lower School. |
| Q.6. | Head of Lower School and Head of Middle School. Neither of the two Deputies seem to have any influence. |
| Q.7. | Getting cooperation of form tutors. Motivating form tutors. I only have two good form tutors out of eight. Kids' parents are no problem but... (tutors) only want to be register markers. |
| Q.8. | Definitely not! Because women have children. If I had gone out of teaching and come back, I would not have been in this "elevated" position. People still have a bias. A quote from the staffroom, this week, "We can't have a woman doing careers in the school. A woman doesn't know about lads' jobs. Girls' jobs aren't important. It's the lads who need the jobs."
It's very bad for the girls if they don't see a woman in a management position. They're as good as men, so long as they're not going off for six months at a time to have children. I don't think that's fair to the school. |
| Q.9. | If they do things, have organisation then you can respect them as people. When you see them doing their job properly it is only then can you respect their decisions and what they ask you to do. Personality and respect. |
| Q.10. | Very interesting. I did not know that 'X' was supposed to be in charge of 'pastoral'. It was a great surprise. I am not aware of the jobs that senior management have to do. |
| Other comments | It was easier in the old days. |

RECORD OF INTERVIEW

SCHOOL No. ..7 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..SCALE 2 (DRAMA).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------|--|
| Q.1. | To enable it to run as it needs to. Embracing staff and pupils to enable everyone to be carrying out the jobs they need to be doing. |
| Q.2. | Middle management? Never heard of it! It could be described as Head of Department managing staff and subject. It must also include Heads of Year. I suppose Top management must be everyone else, that includes the Headmaster. The difference must be "The buck stops here". I don't know what they are but there are some decisions which only the Head can take; school policy, how the school relates to law outside etc. Middle management are mediating those decisions through to the school. Who those people are ...? |
| Q.3. | Some are management people. Not all of them. Head of Middle School, some Heads of Year. They do their jobs well and inspire others to do the same. They effect the children and the atmosphere of the school. There are some Heads of Department who, by their position and character, set standards which prevail across the sixth form eg. Geography, I'm sure has that sort of influence. The Head of Sixth himself. Any teacher who is involved with extra curricular steps. |
| Q.4. | Very interesting isn't it? the Head makes decisions and encourages a kind of democracy which is not genuine. The rest of the time the management team makes more decisions than the Headmaster. That is probably democratic but open to the influence of strong members of that group. |
| Q.5. | Advice? At present not many people; colleagues, in the past to the Head of Department, also to pastoral Heads. |
| Q.6. | Those I have identified as leaders. Some Heads of Department make decisions to defend their departments against anything else. Certain people must have had a lot of clout because certain things (examples given) took place which only they wanted. |
| Q.7. | It depends who they are. They may find administration difficult or difficulty organising things. Theoretically if they're in that position they shouldn't have those problems. Dealing with kids who have been passed on to them by other people; pastoral Heads and Heads of Departments as well. Personnel management whether it be children or staff personnel it is the most difficult thing to do sensitively and get it right. It is often in the public gaze and with little time to think. |
| Q.8. | No, is the short answer to that. It is all about many women having children and coming back and their career structure isn't so mobile. It's a general problem. There is a general dearth of female applicants for high positions as it were. May be that being a manager .. no, that's rather a sexist remark .. calls for a hard, go-getting kind of attitude which many women don't actually display. |
| Q.9. | To be classed as managers .. It's the job they get. They are given this job which fulfills a useful purpose. We don't think about managers until something goes wrong then we say 'X' is not very good. We need management training of course. They have worked their way up from being teachers and there must be skills here which they don't have.
We think of them as being managers because we are increasingly being told that they are managers. Because of their position, everyone begins to respond to that position. |

SCHOOL No. ..7 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..SCALE 2 (DRAMA).....(CONT.)

Q.10. Mainly, no. I'm not aware of posts around the school except for Head of Department that I applied for. Generally I don't tend to think about that. I don't know the briefing for the Pastoral Heads therefore I don't know how well it is kept.

Other comments Thinking about it is interesting. I tend to get on with the day-to-day task in hand. I hadn't thought about it in the abstract except when you want to see someone and they are in a management meeting.

RECORD OF INTERVIEW

SCHOOL No. ..8 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 3 (LEADING ENGLISH).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | Coordinating subjects and pastoral care. |
| Q.2. | Heads of Department and Heads of Year are Middle Management. The Head and two Deputies are Top Management. The Middle Management take their direction from the Head and the two Deputies, who will decide what is policy, after consultation with Middle Management. |
| Q.3. | The three tops, Head of Maths, Head of P.E., the Coordinator, Head of History and myself and that's about it. |
| Q.4. | The Head ultimately, but with consultation. |
| Q.5. | The Head. He used to run the English Department. |
| Q.6. | The Deputy Head. |
| Q.7. | Time! Lack of time and too much to do. There are a lot of things that we want to get done. The school has a reputation for innovation; we're at the forefront of education, but there is a lack of time. |
| Q.8. | No, definitely not! There are more Heads of Department male than female usually in stereotyped positions. Except for Physics. That's unusual. There have always been men at the top and they wish to perpetuate this. A lot of women are of childbearing age; a young staff with young children. They are held back or hold themselves back because their children are equally important to them and perhaps they don't want high positions. |
| Q.9. | Ability to get things done. Some think, others go ahead and do it. Good results in exams gains power. Pastoral care gives people power. |
| Q.10. | Not very aware. We are very fluid in a small school. |
| Other comments | I'm not in favour of positive discrimination to fill the role. But when children look around they see the Head, a man, the Deputy, a man, the Senior Mistress, a woman. One out of three. Look around the Heads of Department; 2/3 are men 1/3 women. Look at the caretaker, a man, the cleaning staff are all women. Generally they see more men in power. This perpetuates the system. |

RECORD OF INTERVIEW

SCHOOL No. ..8 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..H.O.D. MATHS (SCALE 4 but ST.duties)
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | To ensure the smooth running of the school, updated in method, facilities are provided, to control, to work with others, to motivate, encourage and facilitate, to look after people in the next strata down. |
| Q.2. | 'Middle' is the Heads of Department and Heads of Year. There is an intermix here. 'Top' is Head, Deputy and Senior Mistress. I could be called upon to deputise for the Head. |
| Q.3. | The top three, Head of History, Head of Maths, Head of P.E. and Head of Geography. |
| Q.4. | The Deputy. |
| Q.5. | I bounce ideas off the second in Department, the Head of History, people I can rely on or relate to. The Head. |
| Q.6. | The Head. There are many decisions made by other people. The Head is quite dominant in terms of policy. It tends to be meetings of Heads of Year, they have a deal of influence. I would like more dealings with Heads of Department. There is a need for more regular meetings; 'ad hoc' meetings, task meetings. These could include people from all levels. |
| Q.7. | Staff decisions that might be unpopular, management of people, if someone refuses to be pointed in the right direction. Some work is time consuming but not difficult. |
| Q.8. | Yes. The leaders I identified were all men. There are female managers in the school. You should go for balance. It is wise for the sake of the children that you have a balanced staff as against an all female staff. |
| Q.9. | Skill identified, successful in subject area, to get job done and ensure it's done well; quality, a good standing with others, not unpopular but a firmness, identify them as being workers. |
| Q.10. | There are no job descriptions. We wrote our own job descriptions with an eye to assessment, our areas of responsibility. If you create things too rigid people will hold you to it. One ought to be flexible. |
| Other comments | There are some things I would change, each person has their own ideas of how things should be. A quote from a Head I know, "Middle Management, their free time was not for admin., that was to be done at home, it was for seeing people." This as well as having a teaching load. |

RECORD OF INTERVIEW

SCHOOL No. .8 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..HEAD OF P.E. & PERS. and SOCL. EDUC.
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | Smooth running of the school, implementing whatever curriculum policy we have in the school, decision making, leadership, see to the day-to-day running of the school. |
| Q.2. | Top is the Head, Deputy and Senior Mistress. Middle management is the Year Tutors and some Heads of Department. Some do not have the qualities. They are lacking in leadership skills. |
| Q.3. | Head, Deputy and Senior Mistress. The Head of Maths, Coordinator, some Year Tutors, myself. I would stop there. Many do display leadership qualities. |
| Q.4. | Ultimately we only have the 'Boss'. At some levels Middle Management make their own decisions about the day-to-day running of their own department, but major decisions affecting the school as a whole are made by the Head and Deputy, ultimately the Head. A very strong Head here. |
| Q.5. | The Deputy, but often the Head. I have no reservations in contacting both of them. |
| Q.6. | Deputy Head. |
| Q.7. | For myself, it is difficult to pull people to the way of thinking of the way things ought to go. I get a little frustrated at times with colleagues who still see their job as it was 10 to 15 years ago. There are unnecessary divisions from influences from County Hall. All those things require time. A lot of developments have been shelved, a lot of paperwork to write up, getting everyone to pull together as a team. |
| Q.8. | Yes there is imbalance in the school staff on the whole. Two thirds of the staff are women. A lot are taught entirely by women. This should have been corrected over the years. The staff room is like a W.I. |
| Q.9. | Outstanding leadership, skill in relationship with people, decision making skill, personality. |
| Q.10. | We never had job descriptions. Only recently have we been asked to write out what we do. I'm not aware of the job descriptions of Top Management. It's something new in education. This school rotates at certain responsibility levels. This gives fresh motivation. |
| Other comments | The Authority is totally lacking in any provision for management training. I think there should be in-service work available to train middle and upper managers. It's criminal the number of Heads and Deputies appointed who have never done a management course, or Heads of Departments who have never done a management course. Somewhere, somebody assumes that people naturally possess management skills and they seem to forget that there are definable skills that can be taught to others. It is typical of this Authority. |

RECORD OF INTERVIEW

SCHOOL No. ..8 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..COORDINATOR (SCALE 4).....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | Dissemination of information to the classroom teacher from one end to another. |
| Q.2. | Top Management is the Head, Deputy and the Senior Mistress: the policy makers. Middle management is myself and the Heads of Department. |
| Q.3. | People significant in the school? I'll come back to that. I've not really thought about it before. There are influential people within the staff room, which is not related to position in the school, formulating staff opinion. |
| Q.4. | The top three make policy decisions. Anything anyone, Heads of Department etc., would want to instigate would go through one of those and ultimately the Head. |
| Q.5. | Any one of the top three. The Deputy Head. He has done similar work and I would obtain practical advice. |
| Q.6. | The Deputy, myself and the Heads of Year, more than the Heads of Department. New policy tends to go through Heads of Year rather than Heads of Department. |
| Q.7. | The difficulty is being the 'middle man', trying to keep the peace between the 'powers that be' and those further down. "See to that!" I get the feedback in both directions. "Why do I have to do it?" Trying to balance the two things. On the other hand it's a good position to be in because I feel as if I know what's happening all over the place. I'm party to a lot of confidential information at this end. |
| Q.8. | Yes; three female Heads of Year and the Senior Mistress, 4 out of 9 senior posts. |
| Q.9. | Being in the right place at the right time. Some seek positions, others don't. I don't know. Some are prepared to willingly do what some ask them to do, others grudgingly do what they are asked to do. It must be personal relationships. |
| Q.10. | Yes, very clear of my own. (Lists it from memory) There are all sorts of other things to do as they crop up. I can be, basically, given anything to do. |
| Other comments | I'm content with how things operate here. There are others who are not. It tends to be people who are not in a position of responsibility who are not too happy with it. |

RECORD OF INTERVIEW

SCHOOL No. ..9 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 1 ...P.E.
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | Coordination, leadership, communication, development and to guide. |
| Q.2. | Top are the Senior Teachers, the Deputies and the Headmaster. Middle Management are the Heads of Department and the Heads of Year. I would put a question mark next to the Heads of Year. The difference lies in the power. The Senior Teachers have more say. Heads of Department can have a very strong position also, particularly on curricular matters. |
| Q.3. | I don't think that at the moment, in this school, there are any natural leaders in top management. In fact the reason that they are there is because they are not natural leaders. One Union rep. is a leader. |
| Q.4. | Deputy Head mostly, the Second Master. They are in competition. |
| Q.5. | No-one in this school. |
| Q.6. | The Second Master. |
| Q.7. | Managing people, making them feel part of the process within the school. It is so easy for them to tell you to do something and you find it can't be done with the resources and staff time and equipment. Later they will rebuke you for not doing what they said. They have forgotten what it is like. They are just unaware of some of the long term problems of their decisions and it stores up problems. |
| Q.8. | No! When you look at the senior management, there is only one woman Senior Teacher and she is not given a place on the top management committee. |
| Q.9. | The position that they hold. You carry out instructions because they are the ones responsible. |
| Q.10. | No! I'm not aware of the job descriptions. Therefore I don't know how closely they stick to them. |
| Other comments | I believe every person, who aspires to a management position, should be made to go on a management training course and not be permitted to take on the post until they have passed that course. Too many are taken from the classroom and they are expected to be able to deal with all manner of things. |

RECORD OF INTERVIEW

SCHOOL No. ..9 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..SCALE 2 ..HEAD OF P.E.
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | Senior management would come from the Headmaster, Deputy Head, Second Master and Senior Teachers. We look to them to give the school a direction in it's major functions of organisation in general. |
| Q.2. | Top management consists of the Head and the two Second Masters, the Head of Lower School and the lady Senior Teacher. Middle is the Heads of Department in the responsibility for directing within their subjects, not necessarily leading the way, but organising volunteers in extra curricular. |
| Q.3. | The leaders in the school are not necessarily the top management or Heads of Department etc.. It's those who get up and say let's do something. Wanting to get on with things. The positions in the school is very difficult to answer. |
| Q.4. | Within departments it is, obviously, the Head of Department who carries the casting vote. Ideally all will take part, but if it comes to stalemate, the Head of Department will have to make the decision. With regard to the general direction of the school, I would think it would be, definitely, the Deputy Head and Second Master. In the lower school it is the Head of Lower School. |
| Q.5. | I would go to anybody. As Head of Department, I don't expect to know all the answers myself. Whoever I feel is well equipped to help me. |
| Q.6. | Deputy Head and Second Master. They have most influence for they can implement, quite easily, their ideas via the school policy. They have one advantage which would stem from timetable knowledge, where others do not. |
| Q.7. | Creating a situation which is acceptable to everyone, to use people to the best of their ability, making sure it's 'horses for courses'. |
| Q.8. | Yes I would. I think those women in managerial positons are the most capable. It is difficult to say if they would want to go a step higher or if they would wish to stay where they are. It's difficult to say in the present situation. |
| Q.9. | The individual involved, the drive and determination of the individual. Certainly the best managers are the ones who have wanted to get all the way to the top. |
| Q.10. | Not all of them. There are some I've never seen. If I'm not concerned about a certain post I would not be interested. Some jobs take so long that the other parts slide. |
| Other comments | If you've got a good department one of the things that ties you up is the forward planning and commitments. |

RECORD OF INTERVIEW

SCHOOL No. .9 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SENIOR TEACHER (HOY 5 CURRIC.DEV +TT)
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | To direct the way the school is going, provide the long-term aim. |
| Q.2. | You could go on scale but not now. Top is the Head, Deputies and Senior Teachers. Middle Management are the major Heads of Departments (Maths and English) and Heads of Year. There is a great emphasis on pastoral. We're getting Coordinators of subjects. It's going away from heads of smaller departments, going towards the Coordinators. |
| Q.3. | Head of English is a leader, a strong character. The two Deputies are. It tends to be in the senior management here. There is a lot of apathy elsewhere. |
| Q.4. | It's supposed to be the senior management team, but I think it's the two Deputies that make the decisions and the Head agrees. |
| Q.5. | I don't go to the Head. Mostly the Second Master because I've known him longer, now more to the Deputy. |
| Q.6. | Deputy Head, but the N.A.S. rep. has been allowed to have influence in things; a negative influence. |
| Q.7. | (In) my job I have so many bits. There is not enough hours in the day. I'm a Senior Teacher, curriculum development and timetabling. I'm also head of the 5th year. They are very big jobs and completely different areas, and time consuming. The present work is nowadays constant and you don't get the lulls like you used to do. |
| Q.8. | No! I don't think there are as many women who look for jobs in the side of management. If you're going to look for a career in management then your family have to take second place. You're not going to take time out. The system has been run by men for many years and they don't want to lose that, consciously. I feel that! They're (females) not there when the decisions are made. I've had this argument with them. When the Deputy Head post was advertised there were few women applied and only one short-listed, who was under redeployment. |
| Q.9. | Most managers are leaders by example. Staff will follow people who will help them and support them. It is not salary scale. They like managers to be successful in their actions. |
| Q.10. | Yes I am aware. They do tend to stick to the job descriptions for the administration has to be done. They, often, cooperate and support each other on global issues outside their job descriptions. |
| Other comments | It is important that managers do not isolate themselves from the rest of the school. They must relay information and enable participation. |

RECORD OF INTERVIEW

SCHOOL No. .9 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..HEADMASTER.....
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------|--|
| Q.1. | Management is important to ensure the way the school is run and organised in the best interests of the pupils who come to work there and the staff also, for the maximum benefit of everybody. That's it in a nutshell. Organising in many ways , pastoral, curricular ways, in financial terms, teaching staff, non-teaching staff, in such a way to get the best out of everyone. |
| Q.2. | Top management I would regard as the 'big 4'; Head, two Deputies and the Senior Teacher of the lower school. Middle; a large number of people, 16-20, in charge of subjects, some very large subjects. I think that Top management has evolved. Middle management could be anyone with a responsibility 2, 3, or Senior Teacher. |
| Q.3. | There are leaders and leaders. Those like myself, the two deputies and Head of Lower School, who people look to for leadership. The people mentioned know that and operate in that way. People look to them for that, so they put themselves out to give it to them. I suppose there are other leaders in the school in a minor sense, but it would be rather narrow and perhaps a leader in a subject area showing the way in their department and the pupils too. |
| Q.4. | It's a wide term. I suppose at the end of the major decisions, in the sense of school policy and organisation, I have to make them. But I think I rarely make any sort of decision without appropriate consultation. Consultation may be wide or narrow depending upon the circumstances. I really can't remember the last time I took a decision outright, without reference to at least one other person. If you're talking of the major decisions, on how the school operates, on formal planning and so on, there is consultation. We have departmental meetings independently. From time to time we have full staff meetings and Top management meet once a week. As time goes by we get to know one another and you get a gut feeling on how we operate and staff can make their own decisions, only coming to me to ensure there is no clash in organisation and so on. |
| Q.5. | Anybody and everybody. I'm the first to admit that in many areas I am not at all expert. I respect the training and qualifications of those who have been trained in that way. |
| Q.6. | The Top management team. They are expected to be and they are happy to be. To some extent we have got the right people in the right place. If we're talking about influence it could well be, if we like it or not, that for a long time, the Professional Associations are having rather more influence in the way things occur at school. |
| Q.7. | The most difficult part is finding time to do things which need to be done. It's happening more and more now that all these new initiatives; TVEI, GCSE, etc. is the most difficult thing. Not so much in terms 'we can't cope with it', we have the expertise and skills. None of us find the work difficult in that sense, but we're always crying out for time. |
| Q.8. | Answer must be: No! Whilst I welcome ...(We're talking top management now?).. the move to have equality. It used to be we used to have a Head, Deputy Head and a recognised feature of any school used to be a Senior Mistress. Now the top management team can be, as it is in this school, all male. We can go down a peg to Senior Teacher who is a female. I would welcome an extension of the top management team with the provision that one must be a female, because of the need for the welfare of girls' well-being and welfare and lady staff well-being and welfare. I may be old fashioned but males relate to men's problems and ladies to ladies' problems and girls' problems. Often the right sort of person does not come forward. Particularly if it means extra work and taking on extra responsibility. |

RECORD OF INTERVIEW

SCHOOL No. ..9 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..HEADMASTER.....(CONT)..

- Q.9. It's tied up with ability. The people I see carrying out the management tasks are people who have proven, over a long period of their teaching and non-teaching tasks, that they are able people, that they've got drive and leadership qualities, a lot tied up with people too, sympathetic, firm but kind. General, overall, fine professional qualities.
- Q.10. The lower staff may not be aware of the job descriptions of others. Written job descriptions do exist but they may only be known to those people who were successful in getting the post, or applied for the post. They may be aware of what the job requirements are by seeing them carrying out the duties. Job descriptions, in the school, tend to be on the long side and some reasonable people may find them onerous. They have to establish priorities, but we get there in the end. Perhaps all this will be put right in time. However, in recent times, much of the job descriptions have been undermined by industrial actions. The meetings with parents suffer from time to time.

Other comments ** no response **

RECORD OF INTERVIEW

SCHOOL No. .10 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..SCALE 1
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | To help along the process of education in the school ... no other function that I can see than that. |
| Q.2. | Top is the Head only. The Deputy has no way of making decisions. He does the day-to-day routine. Appointments are the Head and Governors. Middle Management is the pastoral responsibilities area, curriculum development group consisting of the Heads of Department and Heads of Subjects, (an ad hoc body), controlling exam procedures etc. I don't believe the Head has the right to make decisions on curriculum development! The Head has the responsibility of staffing and resources. |
| Q.3. | Head of Year 4, the two Deputies, Headmaster is a negative leader. His ability to manage people is poor, full of indecision. |
| Q.4. | Heads, with which staff disagree. Often children, positive and negative influence. Head of Lower School, (I make) subject decisions in my area in various ways. |
| Q.5. | Head of Science, Head of Physics, the Headmaster and Pastoral for help with children. |
| Q.6. | Union Reps. have stopped the Head doing some foolish things. |
| Q.7. | Personal relations with children, by the Head. He misses opportunities to pass on his values. |
| Q.8. | No! Through a mistake in legislation. One Deputy Head should be female. |
| Q.9. | Technical skills at the job are important. To be seen to be open and fair. (I would require a bidding system for finance.) Communication, empathy is often lacking, ability to manipulate people. |
| Q.10. | Job description! We have no redress in it. If the Head is going to force a job description on me and I don't agree with it, I may try to avoid it. |
| Other comments | It's no good having a management structure if there is no checking. There is a need for a proper check system on management systems. This could be computerised. |

RECORD OF INTERVIEW

SCHOOL No. .10 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 1
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|---|
| Q.1. | To run the school in it's pastoral and academic development. |
| Q.2. | I was once told that Scale 3 and above is Middle management. Top Management is those above Scale 4. I was told by my last Headmaster. |
| Q.3. | The Headmaster's attitude takes away the function of other leaders. Therefore it's difficult to say who are the other leaders. The staff are totally united against the Head. It is the best thing about him that the staff are united against him. |
| Q.4. | The Headmaster in this school. |
| Q.5. | In a formal sense I don't go to anyone for advice. Just let off steam in the staffroom. I have sufficient experience to be able to analyse things that have gone wrong. |
| Q.6. | Very difficult under the current circumstances. I would not like to say. |
| Q.7. | Finding ways to get around the Headmaster to get things done. That's how I see it. I feel that the Deputy Head and the senior scale post holders spend a lot of time trying to circumvent what he has said. The problem is upward rather than downward. |
| Q.8. | NO! There are three women above scale 2, all on scale 3. We had a Senior Mistress/Deputy who took retirement and was replaced by a man. The Head of Sixth was replaced by a man. Although we have no axe to grind about the men who filled the posts ... we feel it's wrong, in respect to girls in the school, there is no-one there to see as a role model or to help with their situations. (... further scenarios offered ...) It appears that, since the present Head came to the school, when a woman has left a man has taken over and when a woman has taken a post it has been reduced by a point. It looks, without any direct evidence, that there is discrimination. In fact 'The Gentleman' has been heard to say, " It's nice to know that the ladies realise that the men have to 'get on'." |
| Q.9. | The ability to see a problem and do something about it. Managers are those people with posts of responsibility. |
| Q.10. | I'm not aware of others' job description unless advertised in the last few years. I don't think they stick to them. In general they are prepared to do more. Others fall short. |
| Other comments | I don't want it to be thought that managers do nothing. It's difficult. He says, "I'm the Boss. ... You do as I say." |

RECORD OF INTERVIEW

SCHOOL No. .10 (COMPREHENSIVE.) SEX .FEMALE POSITION HELD ..SCALE 2
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------------|--|
| Q.1. | The running of the school in terms of administration, timetable, resources and requisition. Sharing it out not deciding what is bought. Generally the administration outside of teaching. No direct link with the teaching. |
| Q.2. | Middle Management is the Heads of Department and Heads of faculty. They work closer with staff. Top is the Head, two Deputies and the Senior Teachers. |
| Q.3. | It's not the position that makes them leaders, more their personality. 'X' used to be, but not so much now. We have a very strong Female Group. There are only two women on scale 3. |
| Q.4. | The 'Boss' in as much that he has the say. I've heard that at meetings, if people do not agree with him, he just shelves the idea and it comes out later as a decision. In the day-to-day activities decisions are taken by the two deputies. |
| Q.5. | Staff would not dream of going to a Head of School. We got the group together and held a meeting. We have no leader as such. So no-one can be targetted. |
| Q.6. | The Deputy Heads and the staff, as a whole. We are 'Union minded' but we don't get very far. |
| Q.7. | Keeping everyone happy, the 'status quo', not favouring one department or set of staff. When discontented we're so full of anger. A sense of fair play, that if you do your job well there is an opening up the career ladder. To make people feel valued. This is what I do in my department. They all participate in syllabus preparation. |
| Q.8. | We need equality, not just for the girls in the school, but for the boys. Because if their perception is that men are the bosses and women are the workers, that is the wrong way. They will go out into society and mistreat women. |
| Q.9. | The status. They are put in charge of you. It is inherent in the title, but if they don't live up to the title then they can forget it, because with a position you automatically get respect, but you can lose the respect and the ability to manage if you can't do the job. |
| Q.10. | Very aware. Since the Senior Mistress situation, just who is responsible for what came under scrutiny. We are looking very closely at this. Closeness? Some not at all, some to the letter and some far more. Some of those who don't, it is because they are just incapable. |
| Other comments | The atmosphere amongst the staff is very strong which makes it a happy place to work in. We would like to improve the school. That's why we complain, because we want to make things better. |

RECORD OF INTERVIEW

SCHOOL No. .10 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..SCALE 2
(Interview Recorded by ..TAPE.)

- | Question | Response |
|----------|---|
| Q.1. | I divide it into two functions; very important functions. One is to manage the day-to-day affairs of the school and the other is to make policies, curricular and pastoral care, and disseminate this information to the rest of the staff. Probably the third function is to evaluate what they are doing. |
| Q.2. | The top three are the Head and the two Deputies. Middle management are the rest. They are the Senior Teachers. Perhaps it's just at this school, I feel that, because they come into the staffroom. The Head of Year. I don't think I consider Heads of Department to be. Perhaps it's this school, due to reorganisation. The school is getting smaller. It's more 'them' and 'us' now. Role has a lot to do with management. In my last school the Pastoral system was a very important job ... you were a big cog in a machine. If you were a Head of Area you were a big cog in the machine. Here it's played down so much. It's played down from the top. |
| Q.3. | That's a tough one! I consider this school to be different. Obviously the Headmaster is the leader, but it depends what credance you put on his word. The Head of N.U.T. is a very clever person. You can go to him and get good sense. There are a lot of chiefs. For me it is a problem because no-one will accept the word of anyone else. ... I know I'm being vague. |
| Q.4. | The Headmaster. |
| Q.5. | Who do I depend upon in a time of crisis? That's who my leader would be, and I suppose I would go to those who were the most sympathetic, who would be objective. There are a few people I suppose, N.U.T. rep.. I might even go to the Headmaster, he might be objective. It depends what sort of advice. The Head is unpopular, but you can go to him for professional advice. Unfortunately the Headmaster has to make the decisions on resources and every time these involve people there is going to be a clash. So if you want advice because your job is at stake, he is the last person to go to because all you do is fight him. |
| Q.6. | For me? I don't know to tell the truth. Head of the Unions, he's influential because politics is beginning to hold a large sway and he will always be able to influence all over the place. In school, the Deputy Head, because he is closest to the Head. |
| Q.7. | If I was to put myself in the Headmaster's place I would not like it, because he has got a lot of people who do not like working with him, and he has got to make decisions regarding their jobs; how much money they get and curriculum - departmental things like that. Where it comes to contentious issues he comes down like that! (Fist gesture) There is no discussion. As everyone knows, to be a good manager, you have to understand people. It is very difficult to deal with people who think they know what's right. The Head might think(!) "I don't want to work for them and they don't want to work for me." My constraints are money, resources and timetable. I know I could produce a really good course but I need more money and more time. Cuts are causing a big division in staff. |
| Q.8. | In this school females are up in arms about this. They have been taking things to the Unions. There is a big argument going on. I'm a male but there are areas in the school where we need female managers, and there are insufficient female managers. There are certain areas where female managers are needed such as looking after girls with problems. Many men think that they can do that and that girls are not slow to come forward to talk about some problems. I think think they are. Girls are far more compatible with female staff. When a female left as a senior member of staff, we now have a man doing the job and the girls won't go to him. |

RECORD OF INTERVIEW

SCHOOL No. .10 (COMPREHENSIVE.) SEX ...MALE POSITION HELD ..SCALE 2(CONT.)

Q.9. Managers manage resources. He must be very skillful managing human relations, in getting his own way, to manage. That is what you are being paid to do. Part of the job is to make sure people get together as well as making sure the school functions properly. To me power is money, money is power. It gives status and a feeling of influence over people. The Headmaster has influence by the nature of his job. People don't have to like it. There are some people in the school who are as powerful as the Headmaster, just by virtue of their personality.

Q.10. I know my job description. He gives you a great list. I assume others have the same as mine. I don't know the Headmaster's. Closeness, boils down to my contentment in the classroom.

Other comments The way the Headmaster runs the school affects the atmosphere in the rest of the school. The school is split into pastoral and academic. People are arguing about general matters rather than specifics. When this happens something must be wrong. Information is not travelling and people are not feeling included. It is essential that no matter who you are, you should be included. If you feel included you gladly do whatever you can.

Appendix III
SURVEY AND RESULTS OF
WHARRIER, KELLY AND DODD (1985)



Newcastle upon Tyne Polytechnic

Dear Sir/Madam,

We are at present attending the O.T.T.O. Inservice Course on Education Management and are following a project study exploring 'In School Staff Development'. In order for us to progress with this study it would be invaluable if you, along with your Deputy Head, Head of Year Groups/Subject Heads of Departments, were to agree to take part in an 'Expectations Analysis' we are conducting in all Middle Schools in the Northumberland, North Tyneside and Newcastle upon Tyne Education Authorities.

Please find enclosed six analysis sheets. May we ask you, plus those named above, to each complete one of these sets of forms and seal them in the enclosed envelopes. These envelopes can then be forwarded to us in the enclosed stamped addressed envelope, as one.

All returns will be viewed in complete confidence and it is hoped that feedback from our analysis will be forwarded to all schools who agree to take part as soon as is possible.

The analysis sheets have been kept as simple as possible to reduce the amount of time one could spend on them to a minimum.

In anticipation of you and your staffs co-operation with this venture may we sincerely thank all who willingly take part.

Yours faithfully,

J. Wharrier
C. Kelly
E. Dodd

J. Wharrier (Headteacher-Tynedale Middle, Blyth)
C. Kelly (D. Headteacher-High Farm Middle, Wallsend)
E. Dodd (D. Headteacher-Chapel Park Middle, Newcastle)

YOU ARE REQUESTED NOT TO VIEW OR PROGRESS ON TO PAGES
TWO AND THREE UNTIL YOU HAVE FULLY COMPLETED PAGE ONE.

Role Analysis Questionnaire

In writing the questionnaire we were interested in two things:

- a) who are the most 'significant others' in a particular teacher's role set?
- b) what are the demands/expectations made of teachers in their different roles and what do they demand/expect of others?

We investigated (a) by using Page 2 of the questionnaire (see enclosed questionnaire.) A simple rank order was sought. However, (b) was investigated in TWO ways, what we called 'The Restricted Choice Response' and 'The Free Choice Response'. The reasons for this were that we had originally intended to issue only Page 3 of the questionnaire, where teachers were asked to give priority to six demands/expectations but, this we felt, was very restricting and so we included Page 1, the free choice response, to try to obtain more accurate results.

Page 3 was achieved in two ways - each of the six responses for the five different roles was arrived at by 'brainstorming' on our part initially. We then went to O.T.T.O. 3 course members and asked them to list demands/expectations. The final Page 3 being a combination of our 'brainstorming' and their responses.

In our final questionnaire format we were advised to include a sheet requesting that teachers complete Page 1 before viewing Pages 2 and 3. The reason for this was that we did not want teachers to simply copy our six items. We hoped they would think for themselves.

The analysis of results which follows represents a 70% return on the questionnaires sent out to Middle Schools (9 - 13 years).

ROLE EXPECTATIONS SURVEY - O.T.T.O. 3.

IMPORTANT: Please complete Page 1. without reference to any other pages in the survey first.

.....

Step 1.

What role do you occupy in your school?
(eg. Head, Deputy Head, Head of Subject etc.)

Step 2.

List, IN ORDER OF IMPORTANCE, the demands/expectations made of you in your role and who makes these.

<u>Demands/expectations made of me</u>	<u>By whom</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Step 3.

List, IN ORDER OF IMPORTANCE, the demands/expectations YOU make of others, stating their role.

<u>My demands/expectations of them</u>	<u>Their role</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Step 4.

Role Set Diagrams

Figure 1 is a role set diagram for a Head of Department in a school. Arranged around the centre circle are four 'significant others' in the head of departments role network.

Study the network and complete Figure 2, putting yourself (your role) in the centre circle.

Arrange around the circle, IN ORDER OF PRIORITY, the 'significant others' in your role network: eg. if as Headteacher (centre circle) you feel the Deputy Head makes the greatest demands on you, in your role as Head, place D.H. in circle 1.

Figure 1.

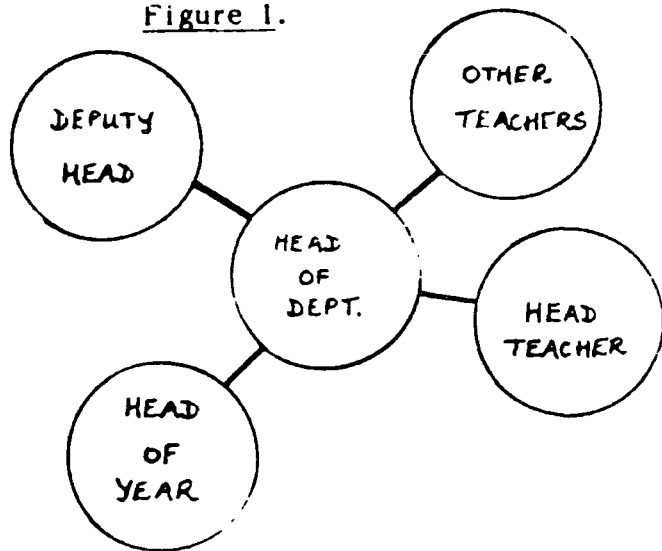
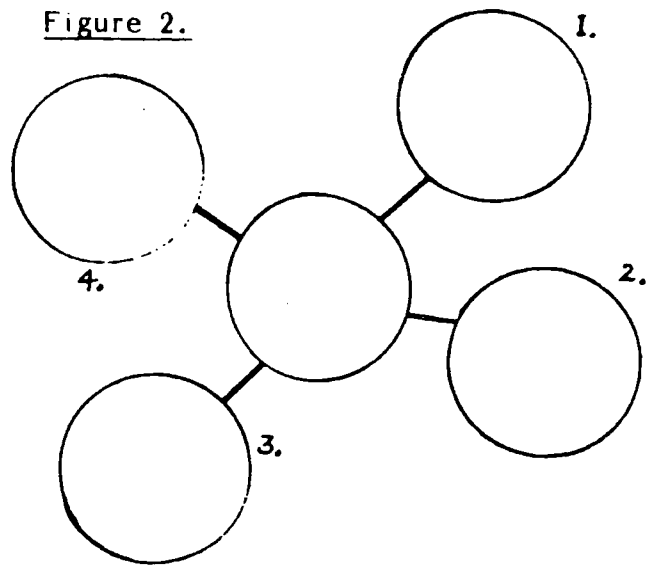


Figure 2.



Step 5.

The following table lists various demands/expectations you might associate with the five roles given in Fig. 1 - Step 4. In the left hand column of the table, circle the role you occupy in your school. To complete the table, give priority scores to each of the six stated demands in the various sections.

- Scoring:
- 0 - Of no importance
 - 1 - Of limited importance
 - 2 - Fairly important
 - 3 - Significantly important
 - 4 - A high priority
 - 5 - A very high priority

It is appreciated that some teachers will want to rate all six of the demands/expectations as important to some extent. However, you are asked to use the six varying scores on the table since the research is trying to establish the areas of highest priority in middle school and the people who select these.

Note - TO BE COMPLETED BY

ROLE	Demands/Expectations made of me	Score
HEAD	Be Innovative Be responsive to needs of all staff Display leadership Provide clear communication Be a disciplinarian Provide adequate resources	
DEPUTY HEAD	Be accessible to staff and parents Be supportive of Headteacher Have professional knowledge & expertise in teaching Be a disciplinarian Have an awareness of the schools ethos Be a good administrator/communicator	
HEAD OF YEAR	Be aware of the importance of liaison with various organisations Be a good organiser Be aware of the pastoral needs of children Be a disciplinarian Be able to communicate successfully Be perceptive to the needs of other staff	
HEAD OF SUBJECT	Have professional knowledge & expertise in teaching Be a good team leader/motivator/co-ordinator Be able to teach the full age/ability range Able to assess/evaluate the subjects development Be a provider of resources Be able to resolve departmental conflict	
OTHER TEACHERS	Be able to impart factual knowledge Provide a stimulating learning environment Be able to respond to curriculum innovation Be able to assess the individual needs of children Show willingness to participate in extra-curricula activities Be accessible to parents	

HEADTEACHER RESPONSES

*Free Choice Response

Demands/Expectations Made of Me (Those most highly rated)	By Whom (In order)
1. Display leadership	1. Staff 2. L.E.A
2. Be responsive to the needs of all staff and pupils	1. Staff and Pupils 2. L.E.A/Parents/Govenors

* Free Choice Response

The Most Important Demands/Expectations as Headteacher, I Make of Others (most rated)	Their Role
Professionalism	All Staff

*Restricted Choice Response

The Most Significant Others In My Role Set

	Dep. Hd.	Hd. of Year	Hd. of Dept.	Cl. Teacher
Median	1	2	3	4
Mean	1.9	2.46	2.53	3.07
Percentage Value	30.2	25.8	24.8	19.2

*Restricted Choice Response

<u>Demands/Expectations Made Of Me</u> (Headteachers own priority)	<u>Percentage Value</u>
1. Display Leadership	30.8
2. Be responsive to the needs of all staff	26.3
3. Provide Clear Communication	16.9
4. Provide Adequate Resources	13.3
5. Be Innovative	7.6
6. Be a disciplinarian	5.1

Interpretation of Data

There appears to be a very strong correlation throughout that Headteachers need to display leadership and be aware of the needs of all staff. Any courses structured for Headteachers should perhaps be centred around these, and as the Headteachers see the Deputy Head as being the most important 'significant other' in their role set, perhaps staff development training programmes for Deputy Headteachers preparing them for Headship should be initiated. The use of the word 'professionalism' was most rated in the demands/expectations a Headteacher makes of all staff, the reader may put their own definition to this.

DEPUTY HEADTEACHER RESPONSES

*Free Choice Response

Demands/Expectations made of me (Those most highly rated)	By Whom (in order)
1. Be supportive of the Headteacher	1. Headteacher 2. Staff
2. Support Staff	1. Staff 2. Headteacher

*Free Choice Response

The Most Important Demands/Expectations as Deputy Head, I make of others (most rated) Be a good communicator	Their Role Headteacher/Hds. Yr.
--	--

*Restricted Choice Response

The Most Significant Others In My Role Set

	Head	Hd. of Year	Hd. of Dept.	Cl. Teacher
Median	1	2	3	3
Mean	1.46	2.6	2.9	2.9
Percentage Value	35.4	23.4	20.6	20.6

*Restricted Choice Response

<u>Demands/Expectations Made Of Me (Deputy Heads own priority)</u>	Percentage Value
1. Be a good administrator/communicator	24.7
2. Be supportive of the Headteacher	24.2
3. Be accessible to staff and parents	19.0
4. Have professional knowledge & expertise in teaching .. .	13.8
5. Be a disciplinarian.	10.0
6. Have an awareness of the schools ethos.	8.0

Interpretation of Data

Supporting the Headteacher and Staff while being a good communicator seems of primary concern in the role of the Deputy Headteacher. There are strong indications that the Deputy must act as a 'go between' on many an occasion and from the returns one notes the heirarchical nature of schools reinforcing a Role Culture within the organisations.

HEAD OF YEAR RESPONSES

*Free Choice Response

Demands/Expectations made of Me (Those most highly rated)	By Whom (In order)
1. Be aware of the pastoral needs of children	1. Headteacher 2. Staff 3. Pupils/Parents
2. Be perceptive to staff needs	1. Headteacher 2. Staff

*Free Choice Response

The Most Important Demands/Expectations as Head of Year, I make of others (most rated)	Their Role
Be aware of the pastoral needs of all children	All Staff

*Restricted Choice Response

The Most Significant Others In My Role Set

	Head	Dep. Hd.	Hd. of Dept.	Cl. Teacher
Median	1	3	3	2
Mean	1.4	3.05	3.05	2.5
Percentage Value	35.2	19.5	20.6	24.7

*Restricted Choice Response

<u>Demands/Expectations Made Of Me (Head of Years own priority)</u>	Percentage Value
1. Be aware of the pastoral needs of children	24.2
2. Be able to communicate successfully	21.1
3. Be perceptive to the needs of other staff	19.5
4. Be a good organiser.. . . .	17.0
5. Be a disciplinarian.. . . .	12.9
6. Be aware of the importance of liaison with other organisations.	5.0

Interpretation of Data

Throughout the returns there is the over-riding concern for awareness of the pastoral needs of children - perhaps an indication that there is a need for inservice staff development courses concerned with pastoral needs of children.

CLASS TEACHER'S RESPONSE

* Free Choice Response

Demands/Expectations made of me (Those most highly rated)	By Whom (in order)
1. Provide a stimulating learning environment	1. Headteacher 2. Self and Pupils
2= Maintain high standards	1. Headteacher
2= Be a good classroom organiser	1. Headteacher 2. Head of Year

* Free Choice Response

The Most Important Demands/Expectations as Class Teacher, I make of others (most rated)	Their Role
Be a good communicator and be accessible	Headteacher/Hds. of Year

The Most Significant Ohters in My Role Set

* Restricted Choice Response

	Head	Dep. Hd.	Hd. of Year	Hd. of Dept.
Median	2	4	2	3
Mean	1.8	3.4	2.0	2.6
Percentage Value	31.8	15.4	30.1	22.7

* Restricted Choice Response

<u>Demands/Expectations made of Me (Class Teacher's own priority)</u>		Percentage Value
1. Provide a stimulating learning environment .. . . .	..	29.6
2. Be able to assess the individual needs of children		26.6
3. Be able to impart factual knowledge .. . . .	..	18.1
4. Be able to respond to curriculum innovation . . . . .	..	15.1
5. Be accessible to parents .. . . .	..	6.0
6. Show willingness to participate in extra-curricula activities .. . . .	..	4.2

Interpretation of Data

The term 'high standard' was a frequent response - no clear definition of this was given however. The Class Teachers were the only group of responses who stated that 'they' demanded/expected particular aspects from themselves. In demanding/expecting good communication and accessibility, senior management may provide an 'open door' policy, however for management techniques it could prove to be a 'nuisance' - perhaps 'the best management is invisible'. Highest priority was always given to creating a stimulating learning environment.

There was an indication that Class Teachers regarded Deputy Heads and Heads of Departments as being primarily concerned with management/administration.

Problems Related to the Questionnaire

Having analysed the returns, noted written comments and spoken to several staff involved in the questionnaires completion, the reader's attention is drawn to the following associated problems/concerns experienced by all:-

- there is no guarantee that staff did not study Page 3 before completing Page 1.
- from the returns it would seem our instructions were not always as clear as we thought they were.
- some teachers failed to use the 0 to 5 priority rating, choosing instead to rate three 4's, two 5's and one 3 (for example).
- in a small number of returns, staff went beyond the school to complete their role set diagram and introduced governors, L.E.A., society, pupils, etc. into their circles.
- speaking to teachers who completed the questionnaire it seems it was one of the most difficult documents they have ever completed, and quite time consuming.
- on some returns staff wrote that they were most unhappy about using the 0 to 5 ratings given on Page 3.
- staff wrote that they disliked Page 2 because it restricted them to staff within the school.
- staff said that they found it difficult to state who made demands on them (it was often three or four groups of people).
- perhaps the role/demands/expectations of parents should have been given more importance/inclusion within the questionnaire?

The questionnaire possibly/probably needs re-working because of the comments listed above. We accept these positively and constructively, however, the questionnaire was not designed as a major piece of research.

It was introduced as a very small part of a much larger project on appraisal and staff development. Perhaps too careful a statistical analysis of the results is unnecessary and certainly ill-advised.

Appendix IV
OPEN LETTER FROM
PARENTS INITIATIVE

AN OPEN LETTER TO ALL PARENT GOVERNORS IN
ENGLAND AND WALES FROM
PARENTS INITIATIVE

January 1988

Dear Parent Governor,

Many parent governors are unaware of the details of the Education Reform Bill. As it will bring dramatic changes in school life we are writing to you so that you will know of our anxieties. Please show this leaflet to all the parent governors in your school.

The PARENTS INITIATIVE is a group that was formed in 1986 in response to the growing crisis in the resourcing of schools. It is made up of parent and teacher organisations which share a deep concern for the education of all children today.

We share the Government's wish to interest parents more directly in their children's education, and to see standards rise. However, some of the proposals in the Bill have caused unprecedented concern amongst a wide cross-section of those involved and interested in education. We therefore hope that you will read on and share our concern, and at the end of the leaflet we suggest some action you might feel able to take.

We believe that comments from individual parents and governors can influence the Bill as it goes through Parliament. Doubts about it are widespread across the House of Commons and in the Lords. The views of parents, and especially parent governors could play a crucial role.

This briefing is intended to help you approach your MP and others with influence.

from

Parents Initiative

OPTING OUT (GRANT MAINTAINED SCHOOLS)

All schools with more than 300 pupils will be eligible to opt out of local education authority control. If

the governors wish to apply for grant maintained status, or are requested to do so by the parents of at least 20% of pupils, they must hold a ballot of all parents in the school. A *simple majority* of those voting in favour will be enough to oblige the governors to apply to the Secretary of State for a school to become grant maintained. These schools will receive funding through the government but the

money will come from the local education authority though it will have no further control or responsibility.

● The proposal that a simple majority of voting parents could take a school out of the state system is wrong. It ignores the danger of a low poll producing an unrepresentative result, and the rights of parents whose children will enter the school at a later

date. There are no arrangements for a school to revise its opting out decision.

- The creation of grant maintained schools will establish two clearly-defined types of school. In order to ensure its success a grant maintained school will be under pressure to select its pupils on the basis of ability or home background and there will be little incentive to admit children with special educational needs.
- Uncertainty over schools opting out will complicate the job of local education authorities which will still have to plan and run a coherent and effective service.
- Whilst opting out may satisfy the short-term interests of parents with children at a particular school, we doubt it will raise standards for *all* children. Church authorities have also emphasised this point.
- The government reserves the right to close any grant-maintained school it regards as unsatisfactory, which may be against the wishes of governors and parents.
- Repeated debate within a school over opting out could be divisive, and distract from discussions vital to the progress of the school.

■ *The principle of opting out is the most widely condemned aspect of the Bill.*

OPEN ENROLMENT

Schools could be forced to admit pupils up to a "standard number" based on their 1979 intake, a peak year. This is designed to increase parental choice.

- There will be a small gain in parental choice but the most "popular" schools may become overcrowded and still have to turn children away.
- Other schools will have fewer pupils and may be forced to close, which will reduce choice in the long run. In the meantime,

children in these schools will not get the quality of schooling which is their right.

- The PARENTS INITIATIVE takes the view that parents should have a choice of school but only up to the point where this does not damage the quality of educational provision available to all.
- Open enrolment could encourage class and racial divisions.

■ *Governors and local authorities should determine the capacity of a school, in the light of space requirements for the present-day curriculum.*

LOCAL FINANCIAL MANAGEMENT (FINANCIAL DELEGATION)

Local financial management will give most schools control of their own budgets, and will make public the details of local education authority budgeting.

- We are concerned that governors and staff will spend too much time on finance and not enough on educational matters.
- The PARENTS INITIATIVE believes that local financial management could be good for schools. Making it work will demand careful preparation and training and the provision of sympathetic expert help.
- The responsibility of being a governor could become so onerous that few will volunteer their time and skills. As well as being responsible for budget planning, governors will hire and fire staff, even though, in county schools, the local authority will still be the employer.
- Delegation of budgets will work only if basic resourcing is adequate. If not, it becomes a mechanism for off-loading onto you and your fellow governors

difficult decisions about inadequate resourcing.

■ *There must be proper training for governors and heads, availability of appropriate expertise, and sufficient resources. Local financial management is not in itself a guarantee of resources.*

NATIONAL CURRICULUM

This lays down what children must study — the three core subjects are maths, English and science; the foundation subjects are history, geography, technology, music, art and physical education and (for secondary schools) a modern foreign language. Religious education will continue to be compulsory, but does not have the status of a core or foundation subject.

- The assumption of central control over the subjects taught in schools, and what is taught within those subjects, has profound constitutional implications in Britain. It is a break with our whole history of protecting education from direct interference by politicians.
- We query the view that schools will have time to teach other subjects not covered by the national curriculum. These include home economics, classics, extra modern languages, life skills, careers and health education.
- Questions that need to be asked include: what are the costs of a national curriculum? Will it be properly funded? How can it apply to primary schools and the needs of very young children? Is there proper provision for children with special needs? How does it address the needs of our multicultural society. Will compulsory study for rigidly specified subjects lead to increased boredom and frustration amongst our teenagers? How can curriculum development continue? What will become of the new Technical and

Vocational Education Initiative and similar schemes?

- The national curriculum does not apply to independent schools. Why not?

■ *The introduction of a national curriculum for all children up to the age of 16 must be accompanied by a guarantee of sufficient books, equipment and teachers. Compulsory science, technology and a modern foreign language up to 16 should become mandatory only when sufficient qualified staff are available.*

NATIONAL TESTING

The Government intends to set tests for children at 7 or 8, 11, 14 and 16 years. These tests will be designed to show parents, government and governors how each child, class and school is performing, and how successfully each teacher is teaching; parents will be able to compare the apparent performance of teachers and schools.

- The PARENTS INITIATIVE is conscious of parents' need to keep track of their children's progress. We believe this is best achieved with diagnostic testing and assessment, rather than testing to benchmarks.
- Testing to benchmarks as the Bill proposes, implies passing and failing. We believe it is positively harmful for children to fail tests at the age of 7 or even 11.
- Taken alongside opting out and open enrolment, these tests will encourage parents to make direct comparisons between schools, as the Government intends they should. The PARENTS INITIATIVE believes these comparisons could be misleading, because we know that educational achievement is influenced by many factors outside the control of schools, and consists of much more than test results.
- If teachers' performance is to be assessed to some extent by the published results in these national tests, there will be

pressure to teach only to the test. Other educational objectives and measures of achievement and success might be set aside.

- If, as is claimed, the purpose of the tests is to identify those children who need extra help, we would expect the Government to undertake to provide this help.

■ *Testing should be used only to help teachers improve the education offered to pupils. There should be formal procedures for parental consultations. Parents should have access to the results of all testing, and have a say in who else should have access to these results.*

CHARGING FOR SCHOOL ACTIVITIES

There are proposals for schools to be allowed to levy charges for activities outside the National Curriculum. This would change the principle of the 1944 Education Act, that any activity which appears in the school timetable must be free of charge.

- There will be a divide between those who can and cannot pay. Some subjects could become 'cheap' options, while others, such as geography and languages and music could be part of the 'expensive' curriculum.
- Schools whose parents are unable to provide voluntary contributions on a significant scale are already less well equipped than the rest, to the detriment of the education they provide. We estimate that parents already contribute £70,000,000 per year to school budgets.
- There will be pressure for schools to charge for more and more of their normal activities.

■ *The PARENTS INITIATIVE believe that there should be a further period of genuine consultation on this issue.*

For more details

of responses to and comments on the Bill please write to any of the following, enclosing a large stamped addressed envelope:

Parent groups

CASE (Campaign for the Advancement of State Education), The Grove, 110 High Street, Sawston, Cambridge CB2 4HJ.

NCPTA (National Confederation of Parent Teacher Associations), 43 Stonebridge Road, Northfleet, Gravesend, Kent DA11 9DS.

NAPE (National Association for Primary Education), 4 Chequers Place, Headington Quarry, Oxford OX3 2EX.

ALPAG (All London Parents Action Group), 23 Alverstone Road, London NW2 5JS.

Inner London Branch of NAGM (National Association of Governors and Managers), 22 Croftdown Road, London NW5 1EH.

ADPAG (All Dorset Parents Action Group), Worgret Manor Hotel, Wareham, Dorset BH20 6AB.

Inter-Cambridge PTAs, 201 Chesterton Road, Cambridge CB4 1AH.

Warwickshire Combined PTAs, 12 Fisher Road, Bishop Itchington, Warwickshire CV33 0RE.

PTAW (Parent Teacher Associations of Wales), Sheila Naybour, Tal Goed, Pen y Lon, Mynydd Isa, Mold, Clwyd CH7 6YG.

Teachers' organisations

AMMA (Assistant Masters and Mistresses Association), 7 Northumberland Street, London WC2N 5VBS.

NAHT (National Association of Head Teachers), Holly House, 6 Paddockhall Road, Haywards Heath, West Sussex RH16 1RG.

NAS/UWT (National Association of Schoolmasters/Union of Women Teachers), Hills Court Education Centre, Rosehill, Rednal, Birmingham E45 8RS.

NUT (National Union of Teachers), Hamilton House, Mableton Place, London WC2H 9BD.

PAT (Professional Association of Teachers), 99 Friar Gate, Derby DE1 1EZ.

SHA (Secondary Heads Association), Chancery House, 107 St Paul's Road, London N1 2NB.

General information

ACE (Advisory Centre for Education), 18 Victoria Park Square, London E2 9PB.

CEA (Council for Educational Advance), 79 Ellerton Road, London SW18 3NH.

CLEA (Council of Local Education Authorities), Eaton House, 66a Eaton Square, London SW1W 9BH.

DES (Department of Education and Science), Elizabeth House, York Road, London SE1.

Times Educational Supplements (Anta Coe), Priory House, St Johns Lane, London EC1M 4BX — send 40p for 4-page summary of Bill.

What you can do...

- Copy this leaflet and circulate it as widely as possible.
- Discuss it with other governors, and get the Bill on the agenda of your next governors' meeting.
- Arrange a meeting at your school for parents and others interested.
- Ask your school's teachers to join in your discussions; they have serious reservations.
- Encourage parents to write to Kenneth Baker — Secretary of State for Education, Jack Straw — Labour spokesman on education, and Paddy Ashdown, Liberal spokesman, at the House of Commons, Westminster, London SW1A 0AA.
- Lobby your MP as soon as possible at the local surgery (your library will give you the address) or at Westminster.
- Contact members of the House of Lords. Send a stamped addressed envelope for details to Martin Redston, ALPAG, 23 Alverstone Road, London NW2 5JS.
- Write to your local councillors, particularly your education committee members.
- Tell them of specific examples of what could happen to your school and your children.
- Use local radio and press to raise local concern.
- Act NOW — time for action is short. The Government intends that the Bill will be law by summer 1988. February/March will be the crucial months when there is the best chance of amending the most contentious clauses of the Bill.
- Send details of what you are doing to the PARENTS INITIATIVE. Write to Penny Wild, at 9 Lyndhurst Road, London NW3 so that we can publicise what is happening all over the country. But please, ACT QUICKLY, the beginning of March is soon.
- Watch the national press for details of national events.

Remember

that the combined efforts of ordinary parents could reverse or modify these plans. But even if some of them go through, decisions still have to be made by parents and governors, raising awareness will continue to be a top priority.

Contact for PARENTS INITIATIVE for queries on this leaflet: Liz Williams 01-450-1193 or Sheila Naybour 0352-4652.

