

# Evaluation of the National Aspiring Principals Project Pilot (NAPP)

**2008-2009  
REPORT**

**“Inspired to Aspire!”**

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**N Z Action Research and Review**

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# **EXECUTIVE SUMMARY**

## **Background and Methodology**

The National Aspiring Principals Pilot (NAPP) programme was designed to strengthen professional leadership in schools. The results of the evaluation of the pilot programme were intended to inform future work aimed at developing aspiring principals.

The Ministry of Education developed three key research questions that guided the evaluation. These were:

1. Is the NAPP programme effective professional development for aspirant principals?
2. At the conclusion of the programme are the aspirants confident and do they have the skills and knowledge required for first time principalship?
3. At the conclusion of the programme are the aspirants prepared for recruitment?

The key outcomes intended from the evaluation were the production of:

- A report on the quality of the aspiring pilot curriculum and its delivery;
- A report on the effectiveness of the recruitment to, and retention in, the aspiring principals' programme;
- A report on the readiness and success of aspirants in gaining principalships in a variety of school contexts; and
- Recommendations for the establishment of further effective national aspiring principal programmes.

A mixed method approach design was employed in the evaluation of the NAPP programme where both qualitative and quantitative data were collected almost simultaneously, and compared and contrasted. Broad scale electronic questionnaires, focus groups, one-to-one phone interviews, documentary analysis, and observation were used as data collection tools.

## **The Findings Summarised**

The findings are summarised under subheadings derived from statements of intent outlined in the original plan for the NAPP programme.

### **Governance/Overview**

Regional Steering Groups (SGs) were a successful approach to engaging local communities and enhancing ownership of the programme. The national co-ordination and regional interpretation approach was also considered to have been a success.

## **Recruitment and Selection**

Good recruitment and selection approaches were adopted by SGs. However, considerable dissatisfaction was evident over the speed with which this occurred. The importance of engaging support from principals (and indirectly the Board) was underestimated in the pilot. A significant relationship between 'success' of the aspirant on the programme and their principal's support was revealed in the research (including host principal feedback), highlighting the importance of principal engagement and involvement early on.

## **Early Communication**

The importance of extensive early communication to successful aspirants, host principals and Boards about the programme and its expectations cannot be underestimated. Given the timeframe for implementation for the pilot, this was done as well as possible but such haste cannot be replicated for future programmes.

## **Self Analysis/Needs Analysis**

This was poorly utilised (possibly due to time constraints again) but potentially could have enabled planning to provide for valuable extension learning for many individuals.

## **Design of Programme**

All but the last curriculum strand (the management role of the principal) were considered to have been highly relevant. Excellent feedback on the 'residential' format and the overall design was provided (eg 68 Mid-Point questionnaire qualitative comments were positive about the design: 9 were negative and mainly about not enough time). There was an increase in the mean response (3.35 to 3.80 from continuum responses where 1 is negative and 5 positive) from participants completing the Mid and End-Point questionnaires with respect to the relevance of the curriculum as preparation for principalship. This reflected an overall satisfaction with the content. Any recommendations therefore are offered as improvements to a good design, rather than criticisms.

## **Facilitation**

Extensive appreciation of the quality of facilitation (catering for learning styles, variation of teaching techniques, quality of presenters etc.) was provided by aspirants. There is

evidence to suggest that the delivery of the curriculum significantly improved based on a comparison of aspirant mean responses. For example, the mean for delivery in a wide variety of formats increased from 3.19 to 3.64 between the Mid and End-Point questionnaires, from 3.26 to 3.55 for learning styles being catered for, and from 3.14 to 3.57 for delivery of the curriculum in a logical and linked manner.

By far the majority of qualitative comments in the questionnaires were also positive. For example, 24 Mid-Point questionnaire qualitative comments were positive about the facilitation: 7 were negative, with 2 of those noting that too many facilitators were sometimes present. Short workshops covering the management (Role of the Principal) strand of the curriculum were successful in some areas, as were sessions involving group interactions, and facilitation and/or input from existing principals. Once again any recommendations are linked to 'making better best'.

### **Support and Networking Between Aspirants**

An environment was created where excellent support and networking was achieved. The Professional Learning Group (PLG), Professional Learning Community (PLC), element of the curriculum design and the mentor/coach support was strongly appreciated.

### **Attendance Rates**

Excellent attendance rates were recorded throughout the programme.

### **Leadership Projects**

A mixed response to projects was evident. Some aspirants appreciated the worth of them: some did not. Regardless of perception of relevancy, clearer expectations and outcomes associated with projects needed to be articulated.

### **Shadowing**

This element of the programme was rarely mentioned by aspirants but where conducted, shadowing was seen positively. Host principals also commented on this experience favourably.

### **On-line Learning**

This was the most negatively reported upon element of the programme (eg 7 Mid-Point questionnaire qualitative comments were positive: 47 were negative). It is not, however,



recommended that this element is eliminated. Rather, the recommendations suggest ways to improve its utilisation.

### **Reflective Journals**

This area was not strongly referred to in aspirant feedback probably because it was an optional component of the programme. Of interest, however, was the fact that aspirants rated 'reflection' as the area they had made the most transformation in during the programme.

### **Retention of Aspirants**

Excellent retention rates were recorded for the programme and exemplify its worth to busy aspirants.

### **Aspirant Confidence and Preparation for Principalship**

Aspirant growing confidence in the curriculum content and its application to principalship occurred throughout the programme, as did confidence in conducting the role of principal itself. The increase for the mean rating (3.29 to 3.95) for the area of the programme enabling aspirants to apply new knowledge to their practice was the largest significant difference evident in the data generated between the Q1 Mid and End-Point questionnaires. This suggests that in the latter half of the year participants were more able to apply knowledge accumulated from NAPP to their practice.

The NAPP significantly enhanced aspirants' likelihood of entering into a career of principalship (at the 0.05 level of significance). In July the group provided a mean rating of 3.58: four months later, this mean rating had increased to 4.21.

### **Aspirant Preparation/Readiness for Principal Recruitment**

Overall, the programme was seen as good preparation for principal recruitment, but a stronger emphasis needed to be placed on the 'management' roles of the principal in the curriculum.

### **Success of Aspirants in Gaining Principalship**

A steady stream of principal appointments was reported throughout the programme (eight by July, 20 by December, 26 by March 2009).

## Recommendations

As noted earlier, the programme overall was considered by aspirants, facilitators, and Regional Co-ordinators to have been largely successful. Therefore, many of the following are suggestions for improvements to this programme.

- Retain structure of local SGs and national co-ordination – that latter to ensure a level of consistency and networked interactions.
- A national moderating body (that must have Māori and Pasifika representation) is set up to ensure overall national consistency in the programme whilst allowing regional variation.
- Consideration be given to paying SG members for attendance at meetings.
- For future iterations of NAPP, applications should be sought and received in sufficient time to allow for thorough, unpressured, consideration by SG members.
- A consistent selection rating process should be developed across the country for future iterations of NAPP in order to provide equity in the selection process.
- Greater engagement of the aspirant principal's (and Board) support needs to be secured and maintained throughout the programme.
- For future residential courses, if possible, regions should provide relevant material in advance to assist: (a) shared travel and local connections; and (b) perusal and comprehension of materials in advance. This specific material should also include a detailed outline of the curriculum and programme expectations (on-line, PLGs, projects etc.).
- Extensive, early communication should include the host principal (and indirectly the Board Chair) in order to engage their support for the aspirant.
- An initial meeting with aspirants should include host principals to promote the development of a shared understanding of the programme, expectations and roles. Host principals should be invited to attend at least one residential session.
- The needs and self-analysis material should be issued and returned to facilitators prior to Residential 1 workshops so that planning can be mapped around the results, particularly informing the level to pitch content at, areas for extension, and focusing of projects.
- A question could be included in the needs analysis to check aspirants' experience of Māori protocol, and if common deficiencies are evident, arrange an optional session on this during Residential 1.
- On-going reference needs to be made to the objectives and activities outlined in regional plans to ensure alignment between the plan and workshops in residential courses. A national plan developed in co-operation with Regional Co-ordinators could form the template for regional variation.
- Future iterations of the NAPP programme should build in more input on the specifics of 'Managing Change' (specifically dealing with resistance) and coverage of the management and compliance areas of the 'Role of the Principal' strand. As novices, the aspirants strongly suggest they need some practical skills in management roles in order to feel confidently prepared for principalship. Wider coverage of the latter could be achieved via self-selection workshops.

- Emphasis could be given to a 'Leading People' thread/underpinning that runs through the entire curriculum. In the pilot, issues such as tackling problems, working in non-defensive ways with people (including Boards), and the resultant trust development, were barely addressed and yet such facets of organisational learning are considered by many to be at the core of effectiveness.
- External facilitators should be briefed to link content strongly to the school principalship context. This is a tight programme in terms of time so there is a need to ensure that context specific material is presented.
- Regional Co-ordinators and facilitators could use their sound knowledge of the FTP programme to make links to NAPP.
- Regional 'experts', or guest facilitators, who have expertise in the one or two specific areas could contribute across all regions, rather than just one. One 'expert' could provide a keynote per curriculum strand and the Regional Co-ordinators and facilitators could link sessions to that.
- Greater use of short workshop sessions should be considered (on a participant selection basis) to cover multiple aspects of the curriculum (particularly noted for the 'Role of the Principal' strand of the curriculum).
- Facilitators should draw together the key themes at the end of each session/day in order to show aspirants the connections between messages (eg links between the BES findings on Leading Learning and Emotional Intelligence) and to aid their own summary reflections.
- If articles/readings are discussed, that some drawing together of conclusions from discussion occurs to ensure that both the aspirant opinions are shared and links to the curriculum are made.
- Where the needs analysis reveals that there is considerable understanding on a topic, facilitators should feel comfortable in taking the courage to challenge the aspirants with some of the deeper, research-based, material.
- Close attention should be paid to the sequencing of sessions so that aspirants have a cohesive perception of the links between topics under the strands of the curriculum.
- NAPP designers/facilitators across the country could swap suggestions of presenters who have really 'hit the spot' in residential, with a view to sharing expertise.
- Early information should be provided on the nature and extent of project work, and a first meeting between coach/mentor, principal and aspirant on the project should occur prior to the first residential. Sending out a list of project topics explored satisfactorily in the pilot could help new aspirants to get a grasp of the size of topic expected.
- Clearer expectations and outcomes associated with projects need to be articulated. Participants also suggested that the projects should not be made to sound too complicated at the beginning, models of projects should be provided as a guide, and robust check points and accountability should be included along the way from the coach.
- Aspirants should be encouraged to advise programme organisers if they have changed school, or if their principal has changed while the programme is running in case liaison with the new school or principal about aspirant participation or the research project is needed.

- A consistent 'evaluative process' should be considered for the leadership projects, so that aspirants are clear about how their work should be presented and evaluated.
- An outline, or 'case studies' of successful leadership projects from this pilot could be made available on-line to assist future aspirants to determine accurately the size of the task and the benefits that can be gained from this aspect of the programme.
- Continuation of choice over who might be shadowed continues.
- If possible, in a future iteration of the programme, build in day release time to enable shadowing of principals in aspirants' own or other schools.
- Consider the construction and maintenance of a 'register' of highly competent principals in various sectors who are prepared to be shadowed as part of aspirants' developmental processes.
- That the on-line component is sufficiently tailored to meet aspirant individual needs and used as the basis of extending learning for those aspirants who had considerable existing NAPP content knowledge.
- A clear purpose for on-line usage needs to be made evident to aspirants and guided activities/questions developed to ensure that the purpose is maintained.
- That investigation be undertaken to determine whether 'small group' (rather than whole-group) participation in the on-line exchange aspect of the programme would be beneficial. An on-line leader should be appointed for both aspirant PLGs and the facilitator group.
- Ensure that the formal 'capturing' of reflection, if that is a required part of the programme, includes tools that suit different learning styles (such as use of digital voice recorders for those who prefer to talk, or email dialogue, or use of blog contributions).
- Engage facilitators in deeper understanding of approaches to reflective journaling, reflection at a double-loop-learning level, and dialogue processes associated with reflection.
- Provide an extensive outline of the programme to Boards so that they have awareness of the curriculum when interviewing potential principal candidates.
- Continuation of the programme.

# 1. INTRODUCTION and BACKGROUND

## Rationale, Purposes, Design of Programme

The National Aspiring Principals Pilot (NAPP) was announced by the Minister of Education, the Hon Steve Maharey, in May 2007. The pilot was part of the strengthening professional leadership government priority, and the results of the pilot were to be used to plan recruiting of and career development for principals. The rationale for the pilot was based on demographic studies which showed an aging principal pool and low numbers currently aspiring to the role of principalship. The NAPP was designed to give information to help address both issues.

The following 'Project Statement' prefaced the original plan for the NAPP programme:

*The Aspiring Principals Pilot will provide professional learning for aspirant principals in an endeavour to prepare them for principalship.*

The purposes of the programme were to:

- pilot and evaluate professional learning for aspirant principals which improves their preparedness for recruitment to all types of NZ schools; and
- provide recommendations on a delivery model for preparing aspirant principals.

The design of the programme delivery was to ensure national consistency through regional delivery within five regions of New Zealand (NZ). These regions were Auckland/Northland, Waikato, Taranaki/Manawatu (Massey), Wellington (Victoria), and the South Island (Southern).

The focus of the programme was two-fold:

- a. providing professional learning that best prepares aspirants for recruitment; and
- b. tailoring that professional learning to meet the needs of different schooling contexts, such as:
  - i. small rural schools
  - ii. kura, Māori and Pasifika aspirants.

The NAPP core curriculum was based on the Kiwi Leadership for Principals (KLP) which was developed in consultation with the sectors as a 'touchstone' document to inform policy and strategy for initiatives for principals and school leaders (see Appendix 1). The NAPP programme was a future-focused initiative and in addition to the core curriculum it was designed to deliver a personalised programme tailored to the contexts and needs of each aspirant.

Considered links between the NAPP and the existing First Time Principals (FTP) programme were also made. The learning from the FTP programme was very important to the planning of the NAPP. FTP personnel were part of the design team and the director of the programme made a presentation to the group regarding the entry point of participants in FTP. The linkage was designed to be ongoing due to the impact of the growing knowledge, skills and abilities of new principals who had been through the NAPP programme.

Maintenance of links between the NAPP and FTP initiatives was considered to be important so that there was alignment based on the KLP model. There were also intended strong links to be made between the NAPP and LeadSpace through the involvement of the LeadSpace facilitators in the regional steering groups and the provision of the online element of the NAPP programme.

Planning for the pilot was reported by the NAPP programme developer to have been based on the key points from the following three literature sources on preparation of school leaders:

*1. Developing aspiring and potential principals - A literature review (Strachan, Couch, Ho, Ford & Pettigrew, 2003)*

- *Both the nature of the work and the personal motivations of the individual impact on someone's decision about whether to apply for promotion to a principal position.*
- *The need for achievement, affiliation and power are all powerful motivators in individuals applying for principal positions.*
- *However, systemic factors such as a lack of career development in teaching may also motivate some to apply for principalship.*
- *Factors influencing those who do not apply include the high workload and associated long hours spent working, a focus on administration and management rather than leadership in the way the job has evolved, and especially to models of principalship that are not congruent with an aspiring and potential principal's own preferred style. These factors seem to apply to women and Māori potential aspirants.*

*2. Leadership development: Evidence and beliefs - Summary Report, Spring 2004 (Bush & Glover, 2004)*

- *The literature suggests there is considerable similarity in the nature and content of leadership preparation programmes around the world.*
- *An initial needs analysis is widely regarded as an important means of determining the leadership development needs of aspirant school leaders as they enter any formal preparation programme.*
- *'Blended' learning that mixes a range of types of learning opportunity is valuable for heterogeneous groups of learners.*

- *Key features of effective programmes include a mix of work-based learning, action learning, job rotation, mentoring, coaching, shadowing, peer support and networking, academic content coverage and action research.*
- *A content-rich curriculum should be augmented by school-based activity so that aspiring principals can practise their skills in context.*
- *Within education there is increasing emphasis on the leadership of learning and distributing leadership as key themes.*
- *Outside education there is increasing emphasis on process-rich approaches*
- *Leadership development should also recognise the national and local contexts within which any leader operates.*

### *3. Leaders' professional learning experiences (Leithwood, Louis, Anderson & Wahlstrom, 2004)*

- *Fundamental criticisms of university-based programmes for the preparation of school leaders have led to extensive revisions of these programmes in the last 15 years.*
- *One review of current programmes lists the following features of effective programmes - they should be long term rather than episodic, job-embedded rather than detached, carefully planned with a coherent curriculum, and focussed on fostering student achievement. Most also feature reflective practice, provide opportunities for peers to discuss and solve problems of practice and provide a context for coaching and mentoring. Many also link to state certification and have an emphasis on the use of ICT technologies. (Source: NAPP Programme Developer Summary Notes, October 2007)*

Note that these three reviews are also considered in the literature review recorded in the following section by the authors of this report.

As stated earlier, the approach to the pilot was one of national design and regional co-ordination and facilitation. Oversight of the national design was provided by a group including representatives of national principal organisations, School Support regions, Ministry regional offices and the New Zealand School Trustees Association (NZSTA), with input from academics and others involved in Ministry leadership initiatives. The role of this design group was:

- to critique and monitor planning for the pilot;
- to provide input and raise issues from their sector that might have impacted on the pilot;
- to provide support to the programme through their expertise and experience; and
- to act as a 'sounding board' for ideas and plans.

Each region had a steering group consisting of a regional coordinator, representatives of the local Leading and Managing (L&M) teams, Ministry and principal organisations, and others that might have contributed. It was expected that key aspects of the role of these groups would be:

- policy development and governance of the regional programme;

- quality assurance processes around entry and exit;
- design and monitoring of the regional plan; and
- monitoring the alignment between the national consistencies and regional delivery.

A regional coordinator was drawn from the local L&M group. Each coordinator convened the steering group and had responsibility for the delivery of the programme.

### **Recruitment and Selection of NAPP Aspirant Principal Participants**

Entry of participants to the pilot programme was determined by the steering groups in each region. Groups used their demographic information to determine their regional policy about tailoring the professional learning to meet the needs of different schooling contexts. Selection was based on receipt of an application form (Appendix 2) with the following criteria:

- evidence of successful teaching practice;
- experience in leading or being part of a team;
- relationships with students, colleagues or community;
- statement of key professional learning; and
- personal statement regarding motivation and vision for leadership.

The application form also sought demographic information for the collection of baseline data for statistical purposes.

Applicants were asked to nominate at least one referee. The application package included a letter to the aspirant's principal with a recommendation form and a commitment to support the aspirants throughout the programme. Over 400 applications were received. 180 aspirants were selected.

### **The NAPP Core Curriculum**

As noted earlier, the NAPP core curriculum was based on the KLP model. It had the following dimensions that were designated as components of the curriculum:

- Developing self;
- Leading Learning;
- Managing change;
- Future-focused schooling; and
- Understanding the role of the principal.



### *a) Developing Self*

The following concepts were incorporated into the core programme for aspirants:

- self-awareness: personal beliefs and values;
- emotional intelligence: understanding own strengths and weaknesses; and
- personal goal setting and a professional development (PD) plan.

### *b) Leading Learning*

This was a key role for aspirants to understand, as it is the core business of the school.

The following concepts were planned to be integral to the programme:

- the nature of pedagogy and learning (what does successful classroom practice look like?);
- the nature of pedagogical leadership;
- the principal leadership practices that best enhance student achievement (from the Leadership Best Evidence Synthesis, BES);
- developing and communicating a moral purpose; and
- application to the individual leadership projects.

### *c) Managing Change*

The elements of this strand that were determined as crucial included:

- understanding the culture of the school;
- distributing leadership;
- developing the school as a learning community
  - having shared norms and values
  - engaging in reflective dialogue
  - having a collective learning focus
  - gathering and analysing data, and de-privatising practice
  - having a whole-school collaborative focus;
- managing resistance; and
- application to the individual leadership projects.

### *d) Future-focused Schooling*

This strand of the programme was designed to be largely discussion-based and the goal was to heighten awareness of change. The following concepts were to be considered for the programme:

- preparing students for a future that is uncertain;
- an awareness of the future-focused themes that will impact on schools:
  - sustainability
  - citizenship
  - enterprise
  - globalisation; and

- involvement of all stakeholders in the future focus of the school.

#### e) *Understanding the Role of the Principal*

In addition to leading learning and managing change, the principal has a multi-faceted role with many elements and demands that the programme designers decided aspirants needed to be aware of, including:

- the principal as a manager of systems:
  - finance
  - personnel
  - property
  - legal;
- the principal as manager of resources (for learning);
- understanding the NZ context - diversity and self-management – and its impact on the principal's role; and
- understanding the variety of NZ contexts for principalship.

#### **Programme Delivery**

In order to engage aspirants in a diverse learning experience, a variety of approaches to learning were stipulated to be adopted including:

- coursework – delivered locally and online;
- a leadership project in the aspirant's school;
- on-line learning and collaboration;
- optional mentoring by and shadowing of an experienced principal/aspirants' own principal; and
- academic readings.

#### *Coursework*

The five core curriculum strands were considered to be essential learning for all aspirants and were to be covered in the initial workshops of the programme. Other issues that arose for individuals and groups through the self assessment/needs analysis (Appendix 3) were to be covered in later workshop sessions in the programme.

Given the variation in the contexts of the aspirants, some differentiation of the curriculum in the pilot was seen as essential. Consequently, at the outset of the programme aspirants completed a needs analysis which had the dual purpose of providing information for those involved in the delivery of the programme, and also to provide a benchmark for individuals to measure their progress throughout the programme. Completion of the needs analysis for each aspirant was to be either co-constructed with a visiting L&M adviser, or completed as part of the first residential. The needs analysis was designed to enable programme

delivery to be tailored to the needs of the aspirants and their level of readiness, and to allow for grouping of aspirants for particular pieces of professional learning.

### *Leadership project*

Each aspirant was expected to engage in a leadership project which ideally was to be in a curriculum-related field that involved leadership of other staff, demonstrated theory to practice, and was part of the school's strategic direction. The aspirant's principal was to provide support for the project and there was an expectation that an L&M adviser or other suitable professional would be the coach for the project. The project needed to be written up in some agreed form so that an evaluation was possible at the end of the programme.

The project was to be a major piece of work and would require preparation at courses early in the year, especially in the strands of 'Leading Learning' and 'Managing Change'. Planning for the project was to be carried out in Term 1 with a start in Term 2, 2008. The project was designed to continue for the rest of the year, but there needed to be an agreed timeline for reporting on the learning that had taken place.

As part of the project, the aspirants were also going to be encouraged to undertake shadowing of principals in two other schools to focus on the role of leading learning, establishing relationships and managing the change process.

### *On-line participation*

The on-line aspect of the pilot was to be a compulsory part of the programme. There were two sections:

1. Using on-line resources to manage their own learning – using the key collection of leadership resources on LeadSpace, as well as the knowledge and tools areas for strand 5 of the core curriculum.
2. On-line interaction with colleagues - there were four forums to be planned for aspirants to contribute to:
  - introduction – a social contact to learn how to make a contribution;
  - provision of information – getting alongside the principal to get information about one aspect in strand 5 and sharing the finding with colleagues;
  - theory to practice – sharing with colleagues how the learning from the programme had been used in the leadership project; and
  - scenario – responding to a specific scenario – perhaps a dilemma or something that had arisen during the programme.

## **End Point Procedures and Requirements**

In the planning for the pilot it was decided that at the end of the programme there would be four procedures that were considered to be useful for evaluation of the engagement of the aspirants in the key areas of professional learning in the programme. They were:

- the presentation of the learning from their leadership project;
- reflection on personal learning;
- an exit interview; and
- documentation for application.

### *a) Leadership project presentation*

As reported earlier, the project was the major piece of leadership work that aspirants were to be involved in. Through it, aspirants were to demonstrate a practical application of the learning that had taken place in the coursework, the readings, shadowing of principals and the on-line interaction with colleagues. The presentation was designed to provide an opportunity to summarise and share this learning. It was decided that the structure of the presentation might differ according to decisions made by each region, but there were some elements that it was considered should be common to all, including:

- the focus on the leadership learning that had taken place. There should not be detailed descriptions of what was done, except to show what was learned, particularly where there were instances of practice that had been informed by leadership theory or change management research. The KLP and Best Evidence Synthesis (BES) documents were seen as key resources that should have been used for planning and reporting purposes; and
- the presentations were to be to a small group of other aspirants, with an understanding that the audience would take an active role in questioning and probing for understanding.

### *b) Reflection on Personal Learning*

Aspirants were to be encouraged to keep a reflective journal. This might include reflections on key readings and activities. It might also be a vehicle to show the learning that had taken place, particularly regarding the issues identified in their self assessment and the leadership project. The journal was to be personal to the aspirant, but it was considered that it might be useful for aspirants to be able to articulate their reflections and demonstrate their learning to others at their presentation and exit interview.

c) *Exit interview*

This was designed to be carried out at the end of the programme between the aspirant and the L&M adviser who acted as coach for the programme. Discussion at the interview was to be about:

- the project presentation;
- aspects of personal learning focusing on the degree of shift;
- on-line interaction; and
- commitment to and involvement in the programme.

The exit interview was designed to be associated with discussion about career options and choices, leading to the writing of a career development plan.

d) *Documentation for application*

As an outcome of the pilot programme, aspirants were to receive a transcript of the course that they had undertaken including notification of the core curriculum, the differentiated topics they studied, a brief description of the leadership project, and an outline of the online interaction and readings. It was intended that this transcript could be used as part of an application for a principal's position. It was not envisaged that it would include any qualitative assessment, but when submitting documentation to support an application for a principal's position, aspirants could include aspects of their project or reflective journal as documentary evidence of learning and achievement.

## **2. LITERATURE/RESEARCH SUPPORT FOR THE PROGRAMME**

An important initial question associated with any principal development programme is: why develop principals? A key response to this question is that growing evidence points to the crucial role of leadership in schools and the importance of developing leaders. The effects of this leadership have been described by Hallinger and Heck (1999) as “direct”, “indirect” (the most common because leaders work through others to impact on student learning) and “reciprocal” (leaders affect teachers and teachers affect leaders) (p. 4-5). As Southworth (2004) suggests, leadership is concerned with ‘influence’ and he says “effective school leaders work directly on their indirect influence” (p.102). As early as 1993 Teddlie and Stringfield articulated that the pivotal importance of the school leader in school effectiveness was well established, as was their role as a change agent (Leithwood & Jantzi, 1990). In a review of leadership by Leithwood and Riehl (2003) a decade later, the assertion that leadership makes a difference was confirmed. In particular, as Hallinger and Heck (1999) have noted, the ultimate difference they make is to student learning, even if indirect and mediated through others.

Given the importance of the role, it is vital that principals are prepared and developed for the complex role that they play. Principal and leadership development in schools is a “relatively recent phenomenon” (Cardno & Fitzgerald, 2005, p. 316). Lashway (2002) describes principal development as moving from the traditional front-loaded, intensive classroom study, approach to one which is extended throughout a principal’s career. As Ribbins (2008) highlights, the “quality of leadership training and development is likely to be a significant factor in ensuring the provision of school leaders in sufficient numbers and quality” (p.76). A further reason for focusing on the development of school leaders is therefore linked to ‘supply’. The 2008 Organisation for Economic Co-operation and Development (OECD) comparative report highlights the importance of strengthening investment in leadership development because the workforce is ageing in most countries with large number of principals due to retire. The average age of the school leader in 2006-07 was 51 years old (OECD, 2008). There is also evidence that principalship is an increasingly unattractive role and this, in turn, impacts on recruitment and supply. The 2008 OECD report records that 15 out of the 22 countries participating in their study reported difficulties in finding enough suitable candidates for principalship. The authors draw the conclusion that principalship does not attract high quality applicants due to

negative images of the job, overburdened roles leading to stress, extensive scope ie the feeling that principals are required to do more of everything (Southworth, 1999), lack of preparation and training, and inadequate rewards. Browne-Ferrigno (2003) provides a summary of the research associated with the reasons for the shrinking pool of principal candidates, which describes as “confounding” (p. 469) and she concludes that whatever the reasons, replacement of “exiting educational leaders requires concerted efforts...to train quality applicants to the field” (p. 469).

Central to the evaluation of the NAPP was an essential understanding by the researchers of: principal development in the international context; the way that leadership development is situated within the more specific professional development concept; curricula for leadership development; the role and tasks of the principal and links to the NAPP curriculum; and the evaluation of effective professional development generally alongside the more specific leadership development. The latter particularly needed to be elaborated for establishment of evaluation criteria for the NAPP programme. Key literature associated with each of these areas is addressed in the following sections.

### **Approaches to Leadership Development Internationally**

Little importance was placed on development programmes for principals outside the United States (US) prior to the mid-1990's (Hallinger, 2003) but subsequently there has been a rapid rise in numbers of programmes. A wide range of approaches to development of principals now exists internationally - some are formalised as accredited qualifications: some are less formal. The following examples illustrate the range. In the US a pre-appointment masters level degree in educational administration is a common requirement in most states to apply for leadership positions. In Hong Kong prospective principals require a Certificate for Principalship (CFP) and in Ontario aspirants attend a Principal Qualification Program (PQP). In the United Kingdom (UK), a National Professional Qualification for Headship (NPQH) is delivered under the National College for School Leadership (NCSL). The latter programmes are not usually associated with a political agenda but in other parts of the world (especially in Eastern Europe) some programmes are considered to be strongly focused on democratising social processes as a backlash to communist ideology. Despite the proliferation of programmes available, there is little uniformity in definition or practice around the world. One thing that is internationally recognised is that learning to be a school leader is not a one off event but a career-long process (Earley & Weindling, 2004).

As well as programmes designed for existing and aspirant principals, there is also recognition internationally of wider development of other leaders in schools as a form of succession planning or development of a 'leadership pipeline'. As Crow, Lumby and Pashiardis (2008) note:

...head teachers and other senior leaders may play a central role in the creation of a culture which fosters leadership development by interlinking these overlapping spheres of person, school and training packages (p.17)...developing a leadership pipeline. (p. 18)

### **Professional Development Generally**

The elements of effective professional development have been substantively summarised in the BES on teacher professional development by Timperley, Wilson, Barrar & Fung (2007). Overall, the BES findings outline that the approach to delivery of professional learning is less significant than the new knowledge and thinking processes that are generated alongside the ability to inquire in evidence-based ways on the impact of this new knowledge on teaching. In summary, the findings suggest that the contexts for teacher professional learning opportunities that had an impact on students include:

- Chances to take part in a community of practice;
- Approaches consistent with wider trends in policy and research;
- School leaders active in supporting learning;
- Practice and theory integrated;
- Teachers having strong understanding of theory and skills of inquiry to judge impacts and decide next steps; and
- Maintaining the student perspective.

Multiple other authors have contributed to the debate on effective professional development generally. Most importantly, this literature suggests that if professional development is effective it should involve improvement or promote changed practice (Fletcher, 2003), and meet both context specific and individual needs because, as Honold (2003) indicates, there is no 'one-size-fits-all solution' to development. The latter author suggests an approach that accounts for variables of: developmental stage of participants; learning style; outcomes sought; and the appropriate learning context. Effective professional development is influenced by other contextual factors in an organisation including existing organisational issues (these are less impacting on the national NAPP), programme design and implementation features, and facilitation skills.



As noted in Piggot-Irvine (2008), the design and implementation of effective professional development programmes are both influenced by multiple, intersecting, features associated with the principles of adult learning/andragogy, as well as programme components themselves. Adult learners are self-directing, have accumulated experience, prefer this experience to be integrated with their learning, and for the learning to be problem-centred and focused on practical, relevant, issues (Knowles, Holton & Swanson, 1998; Rudman, 1999). Learning, observing and networking with peers (collaborating), sharing best practice, translating theory into practice, keeping up to date with professional reading, monitoring, reviewing and evaluating outcomes are also features of effective development described by Hill, Hawk & Taylor (2002). These features overlap with Darling-Hammond's (2000) perception that professional development programmes should demonstrate collaborative, active, connected and on-going features; and the situated, work embedded, notion that is a theme emphasised in the works of Guskey (2002), Peterson (2002), and Woodall and Winstanley (1998).

A frequent emphasis in current perceptions of design of development is that of the value of experiential learning, as inferred by several of the previously noted authors. McKenna (2004), however, offers a caution with such an emphasis. He reminds us that there is an over-estimation that learning experientially is transferable to varying organisations and is controllable, and an under-estimation of the importance of the influence of context and personal predisposition on the way in which leaders respond. Essentially, his message is that context strongly determines response: "competence is context specific" (p.671). The implication from this is that leadership development programme designers should avoid including too strong an emphasis on developing competence and skills through participant engagement in simulation type learning exercises.

The importance of inclusion of an on-line, internet-based, instructional component is recommended by Peterson (2002). He suggests that these can provide "an extremely important addition to the programme" (p.216) but fails to elaborate how this addition can be managed.

High quality facilitation is a key ingredient of effective professional development with essential features including the need for: good organisation and planning; facilitator responsiveness, sensitivity, support and empathy; a strong knowledge base and skills to

impart this; and the tenacity to hold high expectations of learners that are linked to rigorous outcomes (Piggot-Irvine, 2006b).

### **The More Specific Leadership Development Concept**

Leadership and principal development (note the use of the term leadership as one which encompasses management) come under the umbrella of generic professional development (McMahon & Bolam, 1990), but the concept of leadership development has a much more specific focus. In its most simple form it is: “The process by which you and others gain the skills and abilities to manage yourself and others” (Margerison, 1991:3). Such development is therefore both “a personal responsibility but also an institutional obligation” (Cardno & Fitzgerald, 2005, p. 318).

Generally, the *curricula* of leadership development programmes for principals frequently mirrors the content outlined for NAPP. For example, the Master in Educational Leadership and Management (MEdLM) at Unitec’s School of Education almost identically aligns with that content. In terms of the type of *activity* associated with leadership development, there is reasonably consistent thinking about a diversity of approaches that should be considered that is in keeping with the previously reported trends in the more generic professional development. The inclusion in the NAPP of needs analysis, benchmarking, theoretical and experiential workshops, seminars, projects, optional shadowing, reflective journaling, and individualised on-line learning demonstrate congruency with this thinking. Because management and leadership roles are changing rapidly, many authors recommend that leadership development equally needs to be dynamic, changing and adaptable. Crowther et al., (2002) infer this diversity when they argue that; “leadership is cultivated or nurtured primarily through experience, and that reflection and dialogue with others help people to learn to lead”(p. 74). They also contend that leadership development is most effectively undertaken when reflection-in-action (reflecting during practice rather than retrospectively) is employed as the means to formulate new mental constructs.

In addition to the former, Coles and Southworth (2005) cite the Centre for Organisation Research (2001) report which identified the characteristics of high impact leadership development systems as including:

- action and experiential learning to make the learning process ‘real’;
- encouraging leaders to take responsibility for planning and implementing their own learning;
- encouraging development of self, team and organisation;

- experiences that involve innovation, creativity, strategising and thinking outside the box;
- building a culture that is supportive of leadership development at all levels; and
- formal mentoring. (p. 166)

Peterson (2002) reminds us also that such programmes need to be job embedded, support reflective practice, provide opportunities for dialogue with peers, and be focused on student achievement. Almost all of these descriptors for leadership development were present in the NAPP design.

Aspiring principal development is essentially a further subset of leadership development. As Cardno (2003) notes, preparation programmes for principalship fall into two broad categories: (1) pre-employment preparation encompassing selection, formal qualification programmes and/or training; and (2) post-employment preparation which comprises induction into the role. Within both the pre-and post-employment categories there are directed and self-directed forms of preparation and formal and informal aspects of elements of education, training, development and mentoring. Table 1 illustrates the scope of preparation activity.

**Table 1: Scope of Principalship Preparation Activity**

<b>PRE-EMPLOYMENT PREPARATION</b>	<b>POST-EMPLOYMENT PREPARATION</b>
<b><i>DIRECTED</i></b>	<b><i>DIRECTED</i></b>
Directed assessment of potential for entry to system training/education programmes	
Directed engagement in formal educational management qualification programme	
Directed formal training provided by the system	Directed participation in induction programmes provided by the system
Directed formal mentoring schemes provided by the system	Directed engagement in mentoring as a form of induction
<b><i>SELF-DIRECTED</i></b>	<b><i>SELF-DIRECTED</i></b>
Self-directed engagement in formal educational management qualification programmes	
Self-directed engagement in professional development activities	Self-directed participation in induction training
Self-directed engagement in mentoring	Self-directed engagement in mentoring

The NAPP programme design conformed to the pre-employment component of this activity described in Table 1. Both these pre-employment components and the aforementioned approaches to leadership development were considered in the establishment of the evaluation criteria for the programme.

## **Curriculum for Leadership Development**

In 2002 Bush and Jackson concluded that leadership development programmes in many countries were remarkably similar. They stated that this led to their hypothesis that: "...there is an international curriculum for school leadership preparation" (p. 420). Beatty (2008), however, offers a differing view. He has summarised the theories of learning that underpin leadership preparation and has concluded that: "International understandings of leadership and leadership preparation and development represent a truly moveable feast." (p.136). He states that there is no standardised curriculum but Leithwood, Jantzi and Steinbach (1999) suggest six categories or models of leadership that could be covered in a programme – instructional, transformational, moral, participative, managerial and contingent.

Although there is debate about whether there is international uniformity in curriculum, there are signs of trends. Davis et al (2005) suggest that the content of principal preparation programmes should be research-based (knowledge of instruction, organisational development, change management, and instructional leadership) and have curricular coherence (have clear vision, purposes, and goals, and internal and external coherence). Huber (2008) studied leadership development models across 15 countries and has noted a number of international patterns or trends in curriculum, including moves from: training to personal development (communication, cooperation and change personal development instead of training for a role); administration and maintenance to leadership, change and continuous improvement; knowledge acquisition to creation and development of knowledge; didactic teaching to an experience and application orientation (experiential methods and collegial learning, Problem Based Learning, projects, authentic workplace internships, learning from colleagues, mentoring as opposed to shadowing where mentoring involves being active in the workplace); looseness to adjusting the programme to explicit aims and objectives; a management focus to orienting programmes to new paradigms/approaches to leadership; and generalised goals to orienting to the school's core purpose (i.e. children's learning). Huber suggests that a key aim is to overcome the:

... classic divide between management and leadership .... internationally, some programs provide a model that quite clearly relates to a new conception of school: a changeable and adaptable organization, developing as a learning community and learner-centred school. (p.166)

Other shifts in curricula that Huber (2008) notes include attending to an increased emphasis on teams in schools in order to enhance horizontal and vertical collaboration.

Greater emphasis is placed on collegial learning and problem solving and the distributed leadership capacity.

The trends that Huber notes are confirmation of those reported by West-Burnham and O'Sullivan (1998) who indicated a movement from fragmented in-service training to a more "balanced and co-ordinated" (p.5) approach to development. Further, Taylor, De Guerre, Gavin & Kass (2002) recommend that in order for a curriculum to meet global changes profound shifts need to occur in terms of the following priorities:

- from theory to practice
- from parts to systems
- from states and roles to processes
- from knowledge to learning
- from individual action to partnerships
- from detached analysis to reflexive understanding. (p.353)

Begley (2008) extends the argument of need for flexibility in curriculum by stating that we are beyond the prescriptive guides/models for school leadership development. Begley believes that the processes of leadership are much too context bound to permit this kind of quick fix and recommends curricula that engages leaders in learning for personal transformation (see the following 'Roles and Tasks' section). Elmuti (2004) further extends suggestions for flexibility by noting that management and leadership *can* be taught and summarises many of the ideas suggested by others in this literature review. He recommends emphasising developing the 'soft' skills (inter and intrapersonal) rather than the 'hard' systems and analytical skills, and exposing leaders to international and cross-cultural experiences.

A further suggestion for inclusion in the curriculum for principal development is that of political awareness. Berg (2006) notes that development programmes underestimate the area of preparation of aspiring principals for the political (micro and macro) acuity and astuteness required for the role. Stone (2002, p. 34, cited in Berg, 2006) states that "Political fights are conducted...above all with words and ideas" which leads Berg to question where and how aspiring principals and principals learn these words and ideas. She urges that principal preparation programme curricula should include a strand of 'political leadership' that focuses on how a political course of action is formulated and implemented: how influence is co-ordinated and directed.

## **Role and Tasks of Principal and Links to the NAPP curriculum**

A plethora of literature exists on the roles, tasks and effectiveness of leaders and the complexity and changing nature of the role has led to considerable confusion. As Davis, Darling-Hammond, LaPointe and Meyerson (2005) state "...the role of the principal has swelled to include a staggering array of professional tasks and competencies" (p.4). In the same vein, Catano and Stronge (2006) report "Today, principals are performing balancing acts in order to respond effectively to the numerous demands of multiple constituencies" (p.224). The consequence, as Leithwood, Seashore Louis, Anderson, and Wahlsstrom (2004) suggest in terms of the role itself is that "it is easy to become confused by the current evidence about what that really means" (p.4). The latter authors describe a multitude of 'adjectives' (e.g. 'participative', 'transformational') used to distinguish different forms of leadership but they warn to be sceptical about such "leadership by adjective" (p.4). They outline some "basics of effective leadership" as "setting directions, developing people and redesigning the organization" (p.6) and they also note the importance of understanding the context (organisation, student population, policy). We have chosen just a few covering additional descriptions of the roles and qualities as key overviews. Knapp, Copeland, Ford and Markholt (2003), summarise much of this leadership material when they suggest that instructional (pedagogical) leaders:

- make learning central to their own work (of themselves, staff and students);
- consistently communicate the centrality of student learning;
- articulate core values that support the focus on powerful, equitable learning; and
- pay public attention to efforts to support learning (observe, support and interact with teachers about practice).

The 2008 OECD comparative report reiterates Southworth's (2004) point that leadership is concerned with influence through the three related strategies of 'Modelling, Monitoring, and Dialogue' but the report adds that leadership is also intentional. 'Intentional' refers to "articulated goals or outcomes to which the process of influence is expected to lead" (p.7).

Lambert (2002) notes that, in fact, leadership can be performed by everyone, as long as they have the following *qualities*:

- a sense of purpose and ethics, because honesty and trust are fundamental to relationships;
- facilitation skills;
- an understanding of constructivist learning;
- a deep understanding of change;
- an understanding of contexts;
- an intention to redistribute power and authority; and
- a personal ego that allows for courage and risk, low ego needs and sense of possibilities.

There is a close match between current literature and research on the roles and tasks of a principal, the KLP (2008), the Educational Leadership BES, and the five strands of the NAPP core curriculum that was implemented, that is, Developing Self, Leading Learning, Managing Change, Future Focused Schooling, and Understanding the Role of the Principal. Prior to discussing each strand of the curriculum, it is important to summarise the KLP and Leadership BES findings.

The KLP educational leadership model (2008) encourages an approach founded on qualities of:

- Manaakitanga (leading with moral purpose);
- Ako (being a learner);
- Pono (having self-belief); and
- Awhinatanga (guiding and supporting).

The central element within the model is that of educational leaders who lead learning. Building trusting and learning-focused relationships underpins such leadership. Situated within the model are other key elements linked to:

- Problem solving;
- Understanding pedagogy;
- Leading change;
- Understanding school context and future focused schooling;
- Understanding culture, pedagogy, systems, partnerships and networks.

In terms of the leadership BES, Robinson, Lloyd and Rowe (2008) note five leadership dimensions that have a powerful impact on learning:

- Establishing clear academic goals and expectations;
- Strategic resourcing;
- Planning, co-ordinating and monitoring/evaluating teaching;
- Promoting and participating in teacher learning and development; and
- Ensuring an orderly and supportive environment.

The predominant feature of these roles is that of 'instructional leadership'. Robinson et al (2008) are clear that school leaders need high quality opportunities to update and deepen their knowledge of curriculum, assessment and pedagogy and to integrate that knowledge into all leadership activities.

The first strand of the NAPP curriculum, Developing Self, had links to recent research from authors such as Goleman (2000) and Landy (2005) that underscores the importance of the emotional intelligence of leaders. This recent research is, in fact, tangentially derived from the seminal work on organisational learning from Argyris (1996, 2003) and other authors

such as Cardno (2001), Dick and Dalmau (1999), Piggot-Irvine (2005), Senge, Cambron-McCabe, Lucas, Smith, Dutton and Kleiner (2000), Robinson and Lai (2006), and Robinson (1990). Organisational learning theory specifically pinpoints the importance of interpersonal effectiveness, dealing with dilemmas, tackling problems, creating dialogue and productive interactions. An important aspect of the Developing Self strand of the NAPP curriculum involved the use of self-analysis inventories to determine the type of style of learning or approach preference of a leader. Such inventories of style/preference have often been derived from the works of Bolton and Bolton (1984), and Mintzberg (1975).

Aligned to the Developing Self strand of the curriculum is the growing emphasis of self-awareness for leaders which has overlaps with understanding moral purpose. Begley (2008) suggests that leaders must become “reflective practitioners and authentic towards local needs in their leadership practices” (p.30). This authenticity involves the need to have the sensitivity to understand the value orientations of others so that leaders can best influence the practice of others. Authentic leadership includes consideration of the intentional and moral aspects of leadership. Begley states that this type of leadership has an “outcome of self-knowledge, sensitivity to the orientations of others, and a technical sophistication that leads to a synergy of leadership action” (p.33). He considers that the third component combines both leadership and management functions. He further states that understanding one’s own and others’ ethics (especially in situations of moral dilemma) and values is important because leadership is “essentially focused on people and relationships” (p.35). Such thinking is in keeping with a shift of emphasis to learning for personal transformation: a shift that requires emotional honesty and self-acceptance (Brill, 2000). As Beatty (2008) states: “Leaders who know themselves, are far more likely to be able to know others in a non-defensive, non-aggressive way” (p.152).

The second strand of the core curriculum, that is, the importance of the principal as a Leading Learner, involved wide engagement in development associated with enhanced learning. The broader concept of pedagogical/curriculum/instructional leadership and the development of professional learning communities (PLCs) or groups (PLGs) were two key elements of the Leading Learning strand that are located within a strong international research base.



The literature base associated with instructional leadership (for example, Blasé & Blasé, 1999; Cardno & Collett, 2003; Southworth, 2004) emphasises the key role that the principal and leaders play as leaders of learning or learning centred leadership. Until recently there has been little clarity of definition of the term 'instructional leader' (Leithwood et al, 2004) but this has been somewhat determined in the Robinson et al (2008) leadership BES and the professional development BES (Timperley et al., 2007). The latter authors analysed 97 studies to determine the link between student outcomes and teacher professional learning and development. Timperley et al. (2007) have drawn multiple conclusions about effective professional development that will be referred to later in this literature review, but in terms of the principal as a Leading Learner they highlight the importance of the leader being active in supporting learning. The BES on leadership (Robinson et al, 2008) is also important to this topic because it reiterates that one of the five leadership dimensions having a powerful impact is that of promoting and participating in teacher learning and development. As a note of caution, however, although the clarity emerging from this recent research on instruction leadership might assist principals to focus on key aspects of the role, Davis et al (2005) remind us that this may also be problematic. They suggest that as the impact of leadership on student learning has become more evident, policy makers have "placed greater pressures on principals" (p.4).

PLCs/PLGs are frequently associated with effective instructional leadership. In King's (2002) terms, a PLC is usually perceived as a group of professionals learning and developing together to improve their practice associated with teaching, learning, and/or management. Blackmore (2008) designates a wider impact when she states:

There is now significant evidence that school and leadership redesign is necessary in order to achieve more socially just educational futures.....fundamental shifts in how schools work: engagement with and through learning communities based on systematic critical inquiry... (p.18)

Louis and Marks (1998) distinguish five variables associated with what Timperley (2004) interprets as 'strong' PLCs. The latter are seen to have members with shared values and expectations linked to teaching, learning, and the teacher role; a focus on promoting improvement in student achievement; sharing of expertise through collaboration; sharing of practice through observation and coaching; and reflection that is based on dialogue and examination of assumptions around quality practice. Elements of effectiveness of PLCs are also referred to from a variety of additional authors including Ball and Cohen (1999), Barth (1990), Bryk, Camburn, and Louis (1999), Dinham (2007), Fullan and Hargreaves (1996), Little (1990), and Piggot-Irvine (2006a).

The element of Managing Change and the attendant concept of distributed leadership was the third strand of the core curriculum. Fullan (2001) reminds us that change is:

- non-linear (*multi-dimensional*);
- unpredictable (*changes and surprises can occur*);
- requires interaction (*it involves people*);
- catalytic (*requires a reaction from action*); and
- sits on the edge of order.

Blackmore (2008) also states that the rate of change is so great now that schools need to provide 'education for instability', or as Reid (2004) notes: "...education for creativity, innovativeness, adaptability, and ease with difference and change" (p. 3). Such an environment requires significant leadership skills. Fullan's work, for example, has emphasised the importance of a leader essentially having high emotional intelligence in 'reading' (sensing and interpreting) responses to change. Blackmore (2008) identifies the importance of 'inclusive' leadership in such a rapidly changing environment, with 'inclusive' drawing on notions associated with creating a culture where valuing diversity, respect, trust, participation etc. Change is therefore intimately linked to culture.

Of critical importance for leaders is an understanding that change is extremely complex and requires caution, as noted in the following quote from Hanson (2001):

By mimicking the apparent changes going on in the field, educational leaders establish the reputation of being reformers even if there is a new change every year and ultimately nothing of significance changes. The safe route for job protection and even advancement in the profession is to project the image of change even if meaningful change does not result. The almost routine pursuit of each hot innovation on a yearly basis, whether in curriculum development, in-service training, motivation methods, or whatever, runs the real risk of becoming largely ceremonial. (p.653)

Distributed leadership is closely linked to management of change because ownership and delegation are key facets of effectiveness. Southworth cites that leadership is distributed because "we are increasingly thinking about *leadership* rather than just the leader...today there are fewer places where and when lone leadership works well" (p.77). Once again a wide range of authors/researchers have contributed to the debate on this topic (as summaries see Woods, Bennett, Harvey & Wise, 2004; Gronn, 2003; Lashway, 2002) and as Leithwood et al (2004) suggest, we should be conservative about the topic "until more evidence is developed to move the term beyond the obvious and provide a clear understanding of its actual impact on schools and students" (p.5).

Understanding the culture of a school was another component of the third, Managing Change, NAPP curriculum strand. The seminal works of Schein (2004) and Busher (2006) are key references on culture because they adeptly unpack the concepts associated with making sense of organisations. Lumby and Foskett (2008) note that leaders interact with culture both at the organisational level (when multiple cultures are present) and also to “sustain, adapt or change the dominant culture” (p.56). ‘Reculturing’ (Fullan, 2001) in change, according to Lumby and Foskett, “is perhaps the biggest challenge to school leaders” (p.56). They further state that the development of ‘intercultural fluency’ requires leaders to have process, content, intrapersonal and cognitive competency that engages both theory and practice. Lumby and Foskett believe that the latter is relatively rare in leadership development programmes. Note also, returning to the area of organisational learning, that the work of Argyris (2003) and others previously referred to on organisational defensiveness and organisational learning is linked to the topic of culture.

The fourth strand of the NAPP core curriculum, Leading Staff and Students with a Future Focus in an Uncertain and Challenging World, was also supported by a strong international research base. Two important articles on this Future Focus are those of Foskett and Lumby (2003) on the impact of globalisation on leadership, and that of Crowther, Kaagan, Ferguson and Hahn (2002) on the challenges of the twenty first century educational leadership and the need for capacity building to respond quickly, knowledgeably, and responsibly in such a context.

The need for understanding and attending to the nuts and bolts (‘management’) tasks of principalship was a component of the fifth strand of the NAPP curriculum i.e. the Role of the Principal. The importance of such management knowledge and skills is emphasised by authors such as Cardno (2003), Crowther et al. (2002), Margerison (1991), the OECD (2008), and Southworth (2004). The 2008 OECD report statement that “...successful schools need leadership, management and administration” (p.8) underscores the significance of the ‘nuts and bolts’ element, as does Southworth (2004) when he states that “Good management matters as much as good leadership”. Similarly, support is provided in the leadership BES findings (Robinson, 2007) that indicate that internal instructional learning time can be protected by reducing internal disruptions.

Within the wide scope of this fifth strand of the NAPP curriculum is also the complex notion of appreciation of diversity (political, social and cultural etc.) within the NZ context. The works of Ritchie (1992), Snedden (2005), and Bishop (2003) on the importance of bicultural understanding are key articles of relevance to NZ school leaders. Waitere-Ang (2005) also looks at the implications of politics of difference on educational achievement in our NZ context, and ‘cultural leadership’ (Waitere, 2008) where potential, purpose and praxis are considered. On a wider international scale, Elmuti (2004) recommends that curricula for leadership development need to include a profound understanding of globalisation, for example through cross-cultural experience.

### **Development and Gaining Confidence in Becoming a Principal**

One of the core reasons for conducting programmes for principal development is to assist participants to gain confidence in both applying for principalship and conducting the role. Browne-Ferrigno (2003) notes the struggles that aspirants have in letting go of “their teacher self-perceptions” in order to adopt the new leadership identity that is an “essential component of successful principal making” (p. 495). The letting go that she describes involves grief associated with identity loss (Sigford, 1998 in Browne-Ferrigno, 2003). The identity shift constraint is compounded by factors such as: confusion that some aspirants feel about the role of principalship itself because of changing definitions of the tasks involved; challenges associated with the complex pressures (time, stress, community, political etc) of the role; aspirant confidence in their perceived disposition for the role; and the isolation that is often associated with being the one that the ‘buck stops with’. As Catano and Stronge (2006) conclude: “Bombarded with multiple theories of leadership and management, school principals are likely to experience a significant amount of role conflict and role overload...” (p. 224).

### **Evaluation of Principal Professional Development and NAPP**

We now have a significant understanding of the roles of a principal, and what professional development (including leadership development) entails. In the earlier section on professional development the elements associated with effectiveness were also noted. In this section we begin by briefly summarising the latter followed by a review of current literature on the evaluation of leadership programmes.

The elements of effective development provide guidance for the establishment of criteria for evaluating effectiveness. In summary, as discussed earlier, the elements include:

establishment of a supportive learning context (in both the programme and the participant's school); promotion of improved or changed practice; meeting both context specific and individual development needs; flexibility in order to meet varying developmental stages of participants and diverse learning styles; programme design based on relevant research on leadership; and high quality programme implementation and facilitation underpinned by features associated with effectiveness in adult learning where collaborative, experiential and inquiry oriented approaches. Piggot-Irvine (2006b, 2008) has provided a detailed summary of these elements.

Although the literature on professional development generally suggests criteria for evaluation, it is clear that there is not such a significant field of knowledge about the evaluation of educational leadership programmes and where this does exist, the results are variable with a question mark over the quality of evaluation. Lashway (2003), for example, notes that the evidence of adequacy of programmes is "scant" (p.1) and "research this far has found no correlation between leadership programmes and leadership effectiveness" (p.2). Such a conclusion is confirmed by Davis et al (2005) and Browne-Ferrigno (2003) who reports in the US that "few national studies show value added – the programmes actually make a difference" (p.469). In the UK, Brundrett (2008) considers that there is:

...ample evidence that national programmes of development do have an impact on leadership capacity and confidence but the best evidence we have suggests that this positive impact is mixed with some serious inadequacies that have yet to be addressed. (p.15)

Ofsted (2002, in Brundrett, 2008) have confirmed that good quality programmes exist in the UK, but raise concerns about selection of appropriate candidates and the capacity of training to respond to a wide range of needs. Ribbins (2008) is more negative and cites the work of Levine (2005) who in reviewing preparation programmes for principals in the US, described the majority as inadequate or poor.

Lumby et al. (2008) suggest that evaluation should begin prior to programmes by considering, at the precursor stage to development, such questions as:

- Preparation for what?
- What type of leadership model (e.g. distributed, sustainable etc)? and
- Preparation for what type of school (e.g. challenging, mainstream etc)?

In evaluating the NAPP programme, determining the alignment between precursor intent, planning and philosophy and the outcomes was a design feature.

Overall, Crow et al. (2008) summarise that evaluations of leadership development programmes have been largely been descriptive and based on participant feedback/satisfaction. Murphy and Vriesenga (2004) offer support for this summary by noting that there is a dearth of rigorous, empirical, research on preparation and development delivery modes and outcomes. An exception is the work of Orr (2005) as an example of rigorous research documenting the implementation and effects of leadership development over time. Guskey (2000), in particular, calls for more depth in evaluation. He says:

To be truly useful, evaluations must probe deeper. We need better information about the effects of professional development at various levels, the conditions and processes that lead to success, as well as information about possible unanticipated outcomes. We cannot be satisfied with tapping only participants' initial reactions to a professional development experience or activity. (p. 9)

Lethwood and Levin (2008) confirm the need for depth in evaluation and reiterate the need to show the impact on student learning and change in the programme participant's school. The authors suggest that as well as participant satisfaction, the evaluation needs to focus on Guskey's third level of evaluation i.e. the capacity of the programme to change actual practices of aspirants, and the longitudinal impact (Guskey's fifth and sixth levels of evaluation). The proceeding sections of this report attempt to demonstrate that Guskey's third level was attempted in the NAPP evaluation. The longitudinal impact will need to be addressed in on-going research.

### **3. AIMS/OBJECTIVES/OUTCOMES FOR THE EVALUATION OF NAPP**

The NAPP was part of the wider government and Ministry of Education policy priority to strengthen professional leadership in schools. It was intended that the results of the evaluation of the pilot programme would be used to inform future work aimed at developing aspiring principals.

Three key research questions guided the evaluation. These were:

1. Is the NAPP programme effective professional development for aspirant principals?
2. At the conclusion of the programme are the aspirants confident and do they have the skills and knowledge required for first time principalship?
3. At the conclusion of the programme are the aspirants prepared for recruitment?

The key outcomes intended from the evaluation were the production of:

- A report on the quality of the aspiring pilot curriculum and its delivery;
- A report on the effectiveness of the recruitment to, and retention in, the aspiring principals' programme;
- A report on the readiness and success of aspirants in gaining principalships in a variety of school contexts; and
- Recommendations for the establishment of further effective national aspiring principal programmes.

The works of Guskey (1995), Piggot-Irvine (2006b) and the BES report from Timperley et al. (2007) were also drawn upon to establish draft criteria for effective development as the elements for evaluation. The draft criteria were utilised as a starting point for co-construction of finalised criteria with key stakeholders such as the L&M advisers who were co-ordinating the programme facilitation in each regional area. Guskey (1995) cautions against a search for “one right answer” in an effort to identify or evaluate the “critical elements in successful professional development programmes” (p. 116). At best, he suggests that we can frame a set of guidelines drawn from research about professional development and the change process generally. In light of this, the criteria provided a focus for evaluation that was goal-based requiring information to be generated in both formative and summative dimensions (Scriven, 1991). Such information was used to judge the merit and worth of the NAPP programme both during and at the end point of experience via the data collection tools that are mentioned in the methodology section of this report. In keeping with Guskey's (2000) suggestion, we were mindful of evaluating the programme in depth.

In the subsequent reporting on the NAPP, close attention is paid to the extent to which the planned processes and outcomes described earlier for the programme have been met.



## 4. RESEARCH METHODOLOGY

Because evaluating professional development, and specifically leadership professional development, is multidimensional, a range of stakeholders was focused upon in data collection, including those who had funded the professional development, those who designed and delivered it, those who participated in it, and those affected by the results of the NAPP programme. The data collection tools, analysis, sampling, and ethics associated with the methodology for this evaluation are outlined in the following sections.

### Design

A mixed method design was employed for the evaluation of the NAPP. Ivanakova, Creswell and Stick (2006) describe the mixed method design as “Integrating both quantitative and qualitative data...within a single study” (p.3). The rationale for using such an approach varies but is often based on an argument that quantitative and qualitative data complement each other, and the combination allows for more robust analysis. Qualitative data collection following quantitative might also offer opportunities for detailed exploration of quantitative data (Bryman, 2008). The combination, however, is not without controversy with a ‘paradigm purist’ argument contesting that ontological and epistemological assumptions associated with quantitative and qualitative research should not be mixed. Further concern is raised also about the extensive time/resources involved in data collection and analysis when extensive multiple methods are utilised (Bryman, 2008:603-604).

Johnson and Onwuegbuzie (2004) note that the mixed method, or varied approach, involves methodological pluralism. The Johnson and Onwuegbuzie (2004) model positions the evaluator to:

- 1 collect data using quantitative methods (for example the background data on recruitment and retention of aspirants on the NAPP);
- 2 collect data in naturalistic settings (the questionnaires, interviews, observations and focus groups were conducted either during facilitation of the NAPP or in the schools of aspirants);
- 3 be responsive to local situations, conditions and stakeholders’ needs (all data collection was associated with gathering stakeholder views); and
- 4 collect data in words and categories to explore how and why phenomena occur (this occurred for all data collection methods).

Within these methodological considerations there are also decisions to be made about:

- deciding weighting to be given to quantitative and qualitative data (*prioritising*);
- deciding the sequence of data collection and analysis (*implementation*); and
- deciding stages at which the quantitative and qualitative data are integrated (*integration*). (Bryman, 2008)

The approach adopted for the NAPP evaluation fell into the category of ‘convergence model’ of a triangulation design in mixed methods (Creswell, Plano Clark, Gutmann & Hanson, 2003) where both qualitative and quantitative data are collected almost simultaneously, and compared and contrasted, rather than the quantitative preceding qualitative (a ‘sequential’ design approach). A visual model for the design is shown in Figure 1.

**Figure 1: Visual Model for Mixed Methods Design in NAPP**

<u>Research Milestone</u>	<u>Procedure</u>	<u>Product</u>
<p><i>Initial</i></p> <p>Qualitative Data Collection</p> <p>Qualitative Data Analysis</p>	<p>Documentary analysis of Regional Plans</p> <p>Initial stakeholder interviews</p> <p>Stakeholder focus groups</p> <p>Observation of ‘Residential’ sessions</p> <p>Thematic coding and analysis of qualitative data</p>	<p>Thematic analysis of data to determine regional differences, regional plan fit with programme aims.</p> <p>Interview and focus group transcript (text data) thematic analysis for stakeholder perceptions of programme</p> <p>Thematic analysis of observation data using programme aims</p>
<p><i>Programme Mid-Point</i></p> <p>Connecting Quantitative &amp; Qualitative Data Collection</p> <p>Quantitative Data Analysis</p> <p>Qualitative Data Analysis</p>	<p>Electronic survey to all programme participants</p> <p>Mid-Point stakeholder interviews and focus groups, and observation of ‘Residential’ sessions</p>	<p>Numeric data</p> <p>Descriptive data</p> <p>Descriptive statistics reported on quantitative data using Means, Medians, Spearman’s Analysis, Kruskal-Wallis test. Tabulation and graphing of results</p> <p>Thematic analysis of qualitative survey data</p> <p>Interview and focus group transcript (text data) thematic</p>

		analysis for stakeholder perceptions of programme  Thematic analysis of observation data using programme aims
<p><i>Programme End-Point</i></p> <p>Connecting Quantitative &amp; Qualitative Data Collection</p> <p>Quantitative Data Analysis</p> <p>Qualitative Data Analysis</p>	<p>Electronic survey to all programme participants on readiness for principalship and recruitment</p> <p>Mid-Point stakeholder interviews and focus groups on readiness for principalship and recruitment</p>	<p>Numeric and descriptive data</p> <p>Descriptive data</p> <p>Descriptive statistics reported on quantitative data using Means, Medians, Spearman's Analysis, Kruskal-Wallis test. Tabulation and graphing of results</p> <p>Thematic analysis of qualitative survey data</p> <p>Interview and focus group transcript (text data) thematic analysis for stakeholder perceptions aspirant readiness for principalship</p>

(Adapted from Ivanakova, Creswell & Stick, 2006, p.16)

The multiple data collection tools employed in the mixed methods design were aimed primarily at providing cross-checked, or triangulated, data from which more rigorous and valid conclusions could be drawn (Denzin, 1997). Each of the data collection tools (broad scale electronic questionnaire, focus groups, one-to-one phone interviews, documentary analysis, and observation) is elaborated in the following sections.

### **Data Collection Tools and Phases**

As noted in the previous section, the evaluation of the NAPP was a multifaceted, mixed method, design. Such a design comprises a variety of data collection tools and the tools were linked to the phases outlined in the action plan/timeline shown in Table 2.

**Table 2: Key Data Collection and Activities by Phase**

<b>Key Outcomes</b>	<b>Activities</b>
<b>Preparation</b>	
Development of criteria for evaluation  Development of data collection tools based on criteria	<ul style="list-style-type: none"> <li>- Construct criteria for evaluation for:               <ol style="list-style-type: none"> <li>1. Effective programmes and professional development (PD); and</li> <li>2. Preparation for role of principal.</li> </ol> </li> <li>- Seek Steering Group/facilitator Critique and input on criteria.</li> <li>- Design data collection tools and test with a group of 3 aspiring principals who are not on the NAPP programme. Incorporate improvements if required.</li> </ul>
<b>Phase One: Quality of Curriculum</b>	
Report on quality of pilot curriculum and recruitment	<ul style="list-style-type: none"> <li>- Documentary analysis of programme content/plans/materials and recruitment data against criteria for effective programmes/PD.</li> <li>- Phone interview (with 6 randomly sampled programme designers and facilitators) to determine perspective on programme quality and recruitment.</li> </ul>
<b>Phase Two: Delivery Quality and Retention</b>	
Report on quality of delivery  Report on retention of participants	<ul style="list-style-type: none"> <li>- Questionnaire to all programme participants (mid and end- point)</li> <li>- Focus groups (8 people) in 2 regions (1 group per region with randomly sampled programme participants, both at programme mid and end-point)</li> <li>- Phone interviews (6 randomly sampled facilitators, mid and end-point)</li> <li>- Observation of programme delivery in two regions (mid and end-point).</li> <li>- Documentary analysis of participation records for all regions (mid and end-point) in order to get regional comparison.</li> </ul>
<b>Phase Three</b>	
Report on readiness of aspirants for principalship	<ul style="list-style-type: none"> <li>- Readiness element to be incorporated in end-point questionnaire and focus groups conducted in the two regions.</li> </ul>
<b>Phase Four</b>	
Report on success of aspirants in gaining principalships  Draw regional comparisons in success	<ul style="list-style-type: none"> <li>- Questionnaire to all participants and host principals, 4 months after programme (regional comparison is important)</li> <li>- Phone interviews (random sample of 6 successful aspirants, 4 months after programme)</li> <li>- Phone interviews (6 randomly sampled facilitators, 4 months after programme).</li> </ul>

## **Electronic Questionnaires**

Questionnaire content was derived from the synthesis of current research/writing on effective professional development programmes that led to establishment of evaluation criteria. As noted earlier, the criteria were critiqued by NAPP programme coordinators prior to the development of two questionnaires. Questionnaire 1 (Q1) was issued mid and end-point in the programme (see Preparation Phase in Table 2), and Questionnaire 2 (Q2) was issued four months after programme completion to determine success of aspirants in gaining principalship (Phase 4 in Table 2). The use of combined closed, rating-scale, and open-ended questions provided both quantitative and qualitative responses. The quantitative rating scales were designed to provide a measurement of people's objective responses. Open-ended questions were designed to add value to other quantitative answers from respondents (Cohen, Manion & Morrison, 2003).

The electronic questionnaires were used to gain responses from all programme participants associated with the NAPP. The Q1 and Q2 questionnaires are attached as Appendix 4.

## **Focus Groups**

A focus group is "a small gathering of individuals who have a common interest or characteristic, assembled by a moderator, who uses the group and its interactions as a way to gain information about a particular issue" (Williams & Katz, 2001, p.1). Hakim (2000) believes that eight is the optimum number for a focus group. Hakim (2000) considers that focus groups "produce less information on individual motivations and views than in-depth interviews can achieve, but they can yield additional information as people react to views they disagree with, or the group as a whole develops a perspective on the subject" (p.35). Both dissenting ideas and group perspectives were deliberately sought in the NAPP evaluation focus groups.

Focus groups were conducted to extend and probe questionnaire responses about the quality of programme delivery (Phase 2). The eight members of each focus group were randomly selected programme participants in two case study regions. These regions were labelled Case Study 1 (SC1) and Case Study 2 (SC2). An outline of the focus group questions was sent to the participants prior to meeting. The focus group questions were derived from the evaluation criteria (see Appendix 5 focus group schedules).

### **Individual Phone Interviews**

One-to-one individual phone interviews were conducted at several points in the evaluation (see Phase 1, Phase 2, Phase 4 in Table 2). The interviews were used to probe programme designer, facilitator, Regional Co-ordinator, and aspirant responses. The semi-structured format of interviewing employed guided the direction of the interview with the researcher using primarily open-ended questions to encourage participants to discuss their experiences (Cohen et al., 2000), as opposed to a more structured interview format that might have constrained responses (Opie, 2003). The interviews were conducted over a period of approximately one hour.

The interviews (see Appendix 6 interview schedules appropriate for each stage of the research) provided a form of triangulation, or cross-checking, of the questionnaire and focus group data. An outline of the interview questions was sent to interviewees prior to the interview. The interview questions were designed to explore more deeply the focus group responses.

### **Observations**

Observation of the programme and facilitators was conducted in CS1 and CS2 workshops at the mid and end-points of programme delivery (see Phase 2 in Table 2) in order to provide additional triangulated data to that gathered in the questionnaire, focus groups and one-to-one interviews. This observation was very specific and non-participant observation was employed, that is a detached observer records and identifies aspects of behaviour – ‘a fly on the wall’ technique (Harker, 1993). Generally this is a structured approach, with the observer deciding on the focus and establishing a pre-determined set of categories for observation.

### **Documentary Analysis**

Documentary analysis was undertaken in Phases 1 and 2 in order to examine documents and records associated with the programme (plans, programme outline, communications with participants, and retention rates) in CS1 and CS2. A list of possible examples of documents to be examined was shared with programme coordinators prior to analysis. Where examples of relevant communication and/or records are reported in the research findings, pseudonyms have been used in order to enhance anonymity.

The following list is not exhaustive but includes some categories of documentation that were utilised:

- regional programme plans;
- recruitment documents;
- attendance records;
- programme design documents;
- action plans;
- participant note taking;
- teaching materials;
- reflections on practice; and
- session evaluations.

### **Data Analysis**

Data analysis requires active comprehension, synthesizing, theorising, and recontextualising (Irvine & Gaffikin, 2006). In order for this to occur for qualitative data, all focus groups and interviews were taped and transcribed for analysis. The transcripts were verified by the participants and then thematically coded in a way which derived increasingly specific categories within each theme. A similar thematic analysis occurred for all other qualitative data collected in the questionnaires.

SPSS v.16.0 was employed to analyse the numerical, quantitative, data generated through the questionnaires. Due to the data not fitting a normal distribution, non-parametric, rather than parametric tests were employed for the analysis. Consequently Spearman's Rank-order Correlation rather than Pearson's Correlation Coefficient, the Mann-Whitney U Test rather than t-tests for independent samples, and the Kruskal-Wallis Test rather than ANOVAs were used. The Mann-Whitney U Test and the Kruskal-Wallis Test were both used at the  $\alpha=0.05$  level of significance; Spearman's Rank-order Correlation,  $r_s$ , was used at the  $\alpha=0.01$  level of significance. All tests for significance were 2-tailed. Please note that the Mann-Whitney U Test and the Kruskal-Wallis Test rely on ranks to check for statistical significant differences in the data sample groups, rather than comparing means. Even though the Kruskal-Wallis Test can reveal that a difference may occur amongst multiple sample groups (for instance NAPP regions), it was not able to reveal in more detail where exactly the differences were situated due to computer processor limitations.

A six point scale (from 0 through to 5) was used for respondent perception questions (see questions 15-21, 23-31, 33-44, 46-51, 53-58 and 61 of the Q1 Mid-Point questionnaire). If a scale question was unanswered, no value was assigned and the no answer was ignored in any statistical analysis. The scale used throughout the questionnaires appears to have

a high degree of reliability; good internal consistency of the scales appears evident with a Cronbach's alpha coefficient of 0.968.

Spearman's Rank-order Correlation,  $r_s$ , was used at the  $\alpha=0.01$  level of significance to determine if there were significant relationships between the question sets of data. It is important to note that Spearman's Rank-order Correlation only identifies if a relationship is possibly present between two variables; it does not indicate if one variable causes the other variable to generate certain results. The relationships between pairs of variables identified are limited to suggesting (at the  $\alpha=0.01$  level of significance) that:

- if a participant rated highly on one variable, then they were likely to have rated highly on the other variable; and,
- if a participant rated lowly on one variable, then they were likely to have also rated lowly on the other variable.

The strongest relationship that can be observed using Spearman's rank-order co-efficient (i.e. a linear one) is represented by  $r_s= 1$  or  $-1$ . A value of  $r_s= 0$  indicates that there is no linear relationship evident at all between two variables.

## **Sampling**

Table 2 outlines the participants in the research at each data collection phase, as well as sample size. All programme participants in NAPP were issued the Q1 Mid and End-Point questionnaires. Participants and their principals were issued with the Q2 questionnaire. No sampling was conducted with the questionnaires. Both the focus groups and phone interviews required random sampling with simple drawing of names (for example, every fifth name). For focus groups, a random sample of eight NAPP participants was drawn from each of the CS1 and CS2 regions. For the phone interviews, random sampling of facilitators and Regional Co-ordinators from all regions was used. A purposive approach to sampling (Denzin & Lincoln, 2000) was conducted for the Phase 4 focus group where those aspirants who had gained principalship positions in a range of school contexts (primary, secondary, Māori, rural, urban, variable size) were selected as well as their principals.

## **Ethics and Consent**

Carefully constructed informed consent processes were enacted. Each research participant received detailed information about the research project, the contribution that the individual would make to the research, and the nature and extent of their involvement



(see the Appendix 7 Information sheet). Potential conflicts of interest were managed by ensuring that participation was voluntary. Participants were assured that neither their schools, nor themselves, would be identified. Where required, a pseudonym was adopted for each participant in order to preserve anonymity (see Appendix 8 Consent Form). The participants were able to withdraw their participation or any information they had provided within one month of completion of the data collection without penalty of any sort. There was no harm associated or anticipated with the research. It was hoped that the findings would create an opportunity for further learning for the programme designers and the Ministry of Education.

## 5. RESULTS

### Demographic Information

Specific demographic data for the two case studies (CS1 and CS2) is provided initially in this section of the report, followed by demographic data linked to the questionnaires issued to all aspirants nationally. The CS1 successful applicant data is outlined in Table 3. A total of 40 applicants were accepted into the programme across the region which had three sub-areas (designated as A, B, and C).

**Table 3: CS1 Successful Applicant Data**

Sub Areas	Primary	Secondary	%
A	18	7	62.5
B	9	4	32.5
C	1	1	5.0
Totals	28 (70%)	12 (30%)	100
<b>Current positions</b>	<b>Number</b>		<b>%</b>
Scale A Teacher	2		5
Syndicate Leader/HOD	2		5
Assistant Principal	10		25
Deputy Principal	24		60
Act. Principal	2		5
<b>Gender</b>	<b>Number</b>		<b>%</b>
Male	19		47.5
Female	21		52.5
<b>Ethnicity</b>	<b>Number</b>		<b>%</b>
European	32		80
Maori	6		15
Other	2		5
<b>Age</b>	<b>Number</b>		<b>%</b>
25-30	1		2.5
31-35	6		15
36-40	6		15
41-45	13		32.5
46-50	11		27.5
51-55	3		7.5
<b>Years of Service</b>	<b>Number</b>		<b>%</b>
5-10	7		17.5
11-15	9		22.5
16-20	10		25
21+	10		25
Not Given	4		10
<b>Qualifications</b>	<b>Number</b>		<b>%</b>
Diploma	5		12.5
Degree	10		25
Post Grad	25		62.5

The demographics indicate that the majority of selected aspirants were in the primary sector, of European ethnicity, between 41 and 50 years old, had 16+ years of experience in teaching, and had postgraduate degrees.

The CS2 successful applicant data is outlined in Table 4. A total of 41 applicants were accepted into the programme across the region which had two sub-areas (designated as A and B).

**Table 4: CS2 Successful Applicant Data**

<b>Sub Areas</b>	<b>Primary</b>	<b>Secondary</b>	<b>%</b>
A	18 (72%)	7 (28%)	61
B	13 (81%)	3 (19%)	39
Totals	31 (76%)	10 (24%)	100
<b>Current positions</b>	<b>Number</b>		<b>%</b>
Teacher	3		8%
TS Facilitator	1		2%
Assistant Principal	1		2%
Deputy Principal	36		88%
<b>Gender</b>	<b>Number</b>		<b>%</b>
Male	9		22%
Female	32		78%
<b>Ethnicity</b>	<b>Number</b>		<b>%</b>
European	28		68%
Maori	8		20%
European/Maori	2		5%
Pasifika	2		5%
Other	1		2%
<b>Age</b>	<b>Number</b>		<b>%</b>
31-35	5		12%
36-40	6		15%
41-45	12		29%
46-50	8		20%
51-55	6		15%
56 – 60	1		2%
Not given	3		7%
<b>Years of Service</b>	<b>Number</b>		<b>%</b>
5-10	4		10%
11-15	12		29%
16-20	6		15%
21+	17		41%
Not Given	2		5%
<b>Qualifications</b>	<b>Number</b>		<b>%</b>
Diploma	9		22%
Degree	21		51%
Post Grad	11		27%

The demographics for CS2, once again, indicate that the majority of selected aspirants were in the primary sector, were overwhelmingly already deputy principals, mainly European and female, between 41 and 55 years old, had 11+ years of experience in teaching, and had first or post-graduate degrees.

Further extensive demographic data was collected for the overall aspirant population who responded to the electronic questionnaire conducted in July 2008 (the Mid-point questionnaire 1, or Q1-Mid) and that in November 2008 (Q1-End).

A total of 120 NAPP participants out of the 175 active at the time of the Q1-Mid in the pilot programme provided evaluative feedback; this equated to a response rate of 68.6%. Participants were expected to only answer questions that were relevant to what they had experienced so far in the programme resulting in a varied number of individual responses, ranging from 92 (52.6%) through to all 120 respondents.

It was planned and anticipated that participants from the first questionnaire would identify themselves in the second questionnaire using a self-selected code. Overall 105 participants completed the second questionnaire (a return rate of 60%), though only 44 clearly identified themselves as having also completed the first questionnaire. It is likely that this figure is higher due to a number participants appearing to generate new self-selected codes. Because of this factor, and due to the extensive data extracted and analysed from the first questionnaire, most of the questionnaire data discussed in this report is from the first questionnaire (Q1-Mid). The respondents affiliated with each of the regions are shown in Table 5.

**Table 5: Questionnaire Respondents per Region**

Region	Number of questionnaire participant respondents			Total number of participants in region	Percentage who participated in the questionnaire		
	Q1mid July 08	Q1end Nov 08	Q2 Mar 09		Q1mid July 08	Q1end Nov 08	Q2 Mar 09
Auckland	22	22	13	38	58%	58%	34%
Waikato	29	22	14	39	74%	56%	36%
Massey	25	18	16	38	66%	47%	42%
Victoria	13	11	6	20	65%	55%	30%
Southern	31	32	22	40	78%	80%	55%
<b>Totals</b>	<b>120</b>	<b>105</b>	<b>71</b>	<b>175</b>	<b>68.6%</b>	<b>60%</b>	<b>41%</b>

The 120 respondents from the first (Q1 Mid-Point) questionnaire had the following demographics:

- 81 (67.5%) were female, 39 (32.5%) were male;
- 106 (88.3%) classified their ethnicity as European/Pakeha/NZ European, 19 (15.8%) Māori and 4 (3.3%) as other. There were no Pacific Island respondents;
- The number of years teaching experience ranged from 5 through to 46. The median number of years experience was 15;
- The number of years of management responsibility ranged from 0 through to 20. The median number of years experience with management responsibility was just under 7 with approximately half of the respondents having between (and including) 5 to 9 years management experience;

- 80% of the respondents had worked in 5 schools or less, with the highest number of schools being 14;
- 49 out 120 (40.8%) respondents stated they had (or credit towards) a specifically related leadership/management qualification;
- 95 (79.2%) stated that they had participated in some type of leadership/management professional development (including qualifications), of which 84 had undertaken this within the last two years;
- The majority of respondents, 96 (80%) were from State schools, 15 (12.5%) stated they were from State Integrated schools. Two specifically stated they were from Area Schools, another two from Kura and another one from a Special School;
- 20 out 52 respondents stated that they were from a “rural” school, the other 32 classified their school as urban; and
- 78 (65%) of the respondents described their school as being Year 0/1 through to Year 6, 7 or 8, whereas 30 (25%) described their school as Year 7 or 9 through to Year 13. For the sake of analysis these two broad groups were labelled as “primary” and “secondary” respectively.

The respondents worked in schools with sizes shown in Table 6. The majority of aspirants were in schools with roll sizes between 151 and 500.

**Table 6: Q1 Mid-Point Questionnaire Respondent School Size**

Roll	Number	%
1 – 150	16	13.3
151 – 300	27	22.5
301 – 500	35	29.2
501 – 800	19	15.8
801 – 1200	12	10.0
1201 +	11	9.2

In the Q2 (final, March 2009) questionnaire, both aspirants and principals were surveyed. Table 5 outlines the aspirant numbers responding. 39 principals completed the questionnaire. Nine of these were from the Auckland/Northland region, six from Waikato, eight from Massey, one from Victoria, and 15 from the Southern region. The number of years experience held by the sample of principals ranged from one through to 33 years, with a mean of 13.41 years experience. A principal had known the participant for between one and 15 years (mean = 5.82 years). Out of the 39 who responded, six of their NAPP participants had been successful in gaining their first principalship.

## **The Quality of the Programme as Effective Professional Development**

### **Governance**

The project planning statements stipulated that the Steering Group (SG) would have a role in:

- policy development and governance of the regional programme;
- quality assurance processes around entry and exit;
- design and monitoring of the regional plan; and
- monitoring the alignment between the national consistencies and regional delivery.

Documentary analysis of CS1 SG minutes revealed that committee members had considerable input and discussion on the issues of: the programme philosophy and purpose; the planning overview document; entry/application criteria; recruiting aspirants; the regional plan approval; NAPP curriculum; and budget issues.

There is no doubt from this documentary analysis that the SG had a strong influence on quality assurance around entry of aspirants to the programme. Meeting minutes show that the selection criteria were discussed at length with consideration given to regional needs, hard to staff areas, readiness for principalship, and the need for a range of aspirants from diverse origins (school type, culture, geographic, decile, gender). A subcommittee was formed for the selection process itself.

The regional plan for CS1 (Appendix 9) provided a comprehensive coverage of the purpose and scope of the programme, the regional description, SG members, linkages to other initiatives, aspirant selection procedures, programme content (with specific objectives and learning activities), the leadership project, on-line participation, exit procedures, evaluation, and the budget. The quality of the detailed description of programme objectives and activities was excellent with close alignment to the curriculum strands evident (a copy of those objectives and activities is attached in Appendix 9). A very clear theory/research based underpinning was indicated and attention to varied approaches outlined.

Phone interviews with two members of the CS1 SG committee indicated that the group felt very satisfied with the way that they operated to ensure that the programme and recruitment went well. Dissatisfaction was raised about the rushed nature of the

introduction of the programme and the limited information that was initially provided by the Ministry over programme design and selection processes.

In CS2, documentary analysis of SG minutes perused revealed that while the number of attendees fluctuated over time, those present had good opportunities for discussion. When numbers were large, at times the group split into sub-groups to facilitate this input and discussion. Issues included: philosophy (e.g. linkages to other programmes/initiatives operating); design of the programme; selection of aspirants; tailoring of the programme to meet needs of diverse schools and aspirants; selection and approval criteria for aspirants; NAPP curriculum; and budget issues. A robust discussion was minuted about whether mentoring or coaching would be the emphasis, with the latter being chosen because some of those intending to work with aspirants would not be principals.

Quality assurance was an important part of the CS2 SG considerations. For example, there was reference in documentation to the importance of quality relationships and the importance of formative assessment. Quality assurance was also considered with an early decision made to not accept aspirants who did not meet desired criteria even if this left places unfilled (in the event, there were many turned down, with the places being filled by under a quarter of the large number of applications). A parallel Area B steering group was formed in this region to represent interests in the entire CS2 area. The Area B SG operated under the same protocols as the Area A SG. These efforts were obviously successful, as the Regional Co-ordinator provided a quote by an Area B L&M facilitator, who commented that: "This is the first time we've worked in a truly inclusive model." (There were four or five face-to-face meetings between the Area A and Area B planners).

The previous Regional Co-ordinator for the CS2 area indicated that, because of large numbers of applications in the region, SG members had felt very pressured. He recommended, for future iterations, a longer timeframe for consideration of applications, and possibly also payment for SG members who had to give up large chunks of time to read and prioritise applications. He commented that the SG, being representative of diverse interests in education, made excellent promoters of the NAPP to their respective sectors.

Telephone interviews were conducted with SG chairs in July 2008. Two respondents spoke at length about the SG being consulted by designers/facilitators about the proposed programme and the SG agreeing with the design. Two had no issues around governance, while one said their group had no input into the programme which s/he said: "was

surprising but it had just arrived and conversation seemed inhibited by the need to create it urgently.” Another said their SG never actually met face to face, but a core group did the initial work and confirmation for this was received from the other members by teleconference.

Asked about how the SGs maintained consistency in the programme across the country, one respondent said it was through the Regional Co-ordinator and Geoff Lane’s (the Ministry programme director) moderating influence; one through the regional advisors; one that consistency was driven by the designers and facilitators rather than the SG (who were ‘more like a Board of Trustees’); one that their group’s ability to input into the programme had been limited; and the fifth that they hadn’t tinkered much with the initial programme so consistency was not an issue. A recommendation for future iterations of NAPP therefore could be that there is a national moderating body set up to ensure consistency (with the ability to also include regional variation) overall in the programme.

When Chairs were asked whether the balance between prescription in the curriculum and the ability to include regional issues was about right, all agreed that it was, with two strongly resisting more prescription. One noted: “No, the framework is important but regional needs must be considered.” Another was concerned that the certificate provided at the end of the programme might not show a true account of what had actually been covered, when regional variations were taken into consideration, and concluded that: “I like the flexibility, but it does seem crazy for every region to be including their own.” Interestingly, this comment came from a large city area, whereas the previous one was from a more rural area. These comments would support the need for consideration of regional variations to be continued, although the issue around validity of what shows on the certificate may need attention.

The Chairs were also asked to comment on the value of the role of the SG in a process such as this programme, its development and governance. Some interesting comments were made, with all five Chairs reinforcing the value of the group. One said:

*This is a strength of the project, that the FTP programme doesn't have. There's a lot of ownership of these aspirants in these local regions, because of the SGs and the number involved in the programme. The local ownership of the programme is very strong, and it will encourage principals to be a little more active in supporting their DPs and APs into leadership positions. I think some don't; they get a good person and hang onto them because it makes life easy, but this programme promotes that responsibility. All of the SG members go back to their organisations and report on the NAPP and I think that's quite powerful lobbying.*



This comment demonstrates a possibly unexpected value of the NAPP, i.e. that it encourages a form of 'buy in' at micro and regional level for aspiring principals. Another Chair commented that the SG was a good way to ensure that the programme was 'regionally relevant' even though, given the huge geographical region their group covered, a lot of the conversations had needed to be via Skype or teleconference. One mentioned patchy attendance in their region, with some group members 'being a bit bewildered' about why they were on the group, with resultant poor attendance. Overall, despite the latter comment, on the basis of the SG Chairs' feedback, the use of such groups is worth continuing.

## **Recruitment, Selection, Early Communication**

### *Recruitment and selection*

The application form for the NAPP programme is included in Appendix 2. It covers all of the key points that were determined as selection criteria i.e. evidence of successful teaching practice, experience in leading or being part of a team, relationships with students and colleagues or community, statement of key professional learning, and a personal statement regarding motivation and vision for leadership. Some aspirants in CS1 suggested that they would have preferred to have known the expectations and curriculum of the programme prior to the application process.

Detailed documentary analysis was conducted of seven randomly selected application forms for successful aspirants in CS1 and eight for CS2 in order to determine the extent to which the selection criteria were adhered to. In CS1 all seven applications showed that the aspirants were clear about their strengths in terms of teaching practice, leadership, relationships and professional learning. In every application the personal statements were honest and optimistic about why the aspirant wanted to be a principal, their qualities and strengths, and next steps for development. The testimonials from each principal confirmed the aspirant statements.

CS2 aspirants likewise demonstrated honesty and clarity with regard to strengths and areas for improvement. In the self-analysis sheets appended to the applications, the main area recorded was for improvement of knowledge in 'understanding pedagogical leadership'. Some aspirants noted inadequacies in terms of 'emotional intelligence', and there was considerable lack of knowledge in the area of 'role of the principal.' In general,

aspirants were harder on themselves in their self-analysis than their principals, all of whom provided sound to warm support for the application.

The CS1 and CS2 unsuccessful applications were also examined. In CS1, in three applications the reasons for non-acceptance were evident. Lack of self-awareness and people skills were obvious in the principal comments of one unsuccessful applicant. Two others had no principal statement attached – a key factor associated with their rejection. In the six remaining unsuccessful applications it was not always so evident why they had been declined because both the applicant information and support from the principal were strong. Discussion with the Regional Co-ordinator revealed that the rejection of these applications was primarily based on decisions associated with ensuring equity and diversity of aspirants.

In the eight unsuccessful CS2 applications, some reasons for non-acceptance were evident. For example, one aspirant seemed quite arrogant and was not self-aware; two others seemed to prioritise their own vision for a school without evidence of sound consultation; the principal of another was rather equivocal in his/her comments. In the case of another application scrutinised (an aspirant who taught in a kura) the principal's comments, while supportive, were brief and it is possible that this worked against the applicant (though her total score was only 16.5 out of 25). The fourth person may have been rather blunt in her dealings with people, from the principal's comment (total score 15.5). However there were two aspirants (one male, one female) where it was hard to discern the reasons for decline on the basis of application forms and principal support, as the applications looked strong (total scores of 22 and 20 respectively out of a possible 25). In keeping with the comment from CS1 Regional Co-ordinator, the Regional Co-ordinator CS2 noted that the Ministry's requirement to consider applicants from rural and hard to staff schools, plus the inclusion of Māori and Pasifika applicants, formed part of decision-making. In focus group 1 (CS2) this conclusion was eventually also reached by participants. Few applicants were accepted whose scores were below 20. Because of the large number of applicants in this region, any applications that lacked information, or that had weak support from principals, were rejected. The Regional Co-ordinator agreed that this might disadvantage applicants whose principals were less than effusive in their comments (which may have been because of time pressures) but hard decisions had to be made to weed out the numbers.

One highly idiosyncratic but potentially very significant comment was made by a respondent from the organiser/facilitator group who participated in the July 2008 phone interview round. This person said that their group was aware of a regional school where there were significant leadership defects, and had consciously targeted a potential aspirant in that school and encouraged him/her to apply for the NAPP. Obviously, the applicant had to get through on their own merit, and had done so, but the impact of the NAPP involvement midway through the programme had, according to the respondent, had a powerful effect in improving the leadership problems that had been evident. The respondent cited this as a potential way of reducing costs to the Ministry which might otherwise have had to intervene in a more active way to resolve leadership problems. It is worth considering this type of 'shoulder-tapping' as an early intervention device, when considering possible future iterations of the programme.

In the July 2008 phone interviews conducted with Chairs of the SGs across the country, a range of ways of deciding on aspirant selection was discussed. Attention to issues of sector representation, local needs, cultural mix and experience were noted by three of the respondents, although one commented that in the end their SG had decided that since principals were being employed for across the country, potentially, they would just go for the best candidates rather than focus too narrowly on local needs. One said that the guiding issue for them, given a large pool of potential candidates, was to select those whose application showed understanding of the notion of pedagogical leadership (which weeded out many candidates who had no idea of the term). Another referred to a recent and very useful survey of DPs and principals that already existed, and helped them with their selection processes. They decided on those who were already DPs and APs in secondary schools, plus those in primary schools who had management units. They broke that pattern only once, as one noted: "We took one primary teacher of under five years experience, based on quality of application and principal support." One Chair said they looked at those who had genuinely shown interest in or potential for principalship, either through professional development (PD) done already, or interest and capability.

Two principals who responded to the Q2 questionnaire in March 2009 raised questions about the transparency of the selection criteria. They had a view that some excellent candidates missed out whereas some others who had shown little interest in principalship were accepted onto the programme.

### *Early communication with aspirants and principals*

Documentary analysis of all Regional Co-ordinator communication associated with recruitment, selection and preparation with aspirants in CS1 indicated a strong positive and supportive tone. Formal notifications regarding details such as residential arrangements were often preceded by a less formal, warm, personal note. Just one example illustrates this: “That’s great. Welcome aboard. The following is a brief outline....” (Regional Co-ordinator to a successful aspirant). The formal component of the message reiterated the purpose of the programme, group composition, funding, key dates and activities. Focus group 1 aspirants in CS1 confirmed that this good communication had occurred (and continued). They noted particularly the quick response from the Regional Co-ordinator when there were concerns about travel arrangements for Residential 1. These aspirants also suggested that the area for improvement in communication was that of earlier provision of specific details and expectations for the project. An example of good communication was evident in the file box that aspirants received on their first day of Residential 1 that contained all administrative material connected with the NAPP programme as well as an information booklet for aspirants and for principals. Content of the aspirant booklet included the purpose of NAPP, a regional description, SG membership, linkages to other work, coursework and curriculum, an outline of the leadership project, online participation, portfolios, solution-focused counselling, exit procedures, evaluation, costs and support.

In terms of co-ordinator communication with aspirants in CS2, warmth and support was also evident in initial communications, as shown in the following quote: “Congratulations on your successful selection...We thank you for your willingness to participate in, and contribute towards, the NAPP and look forward to working with you...all the very best” (Regional Co-ordinator to a successful aspirant). The letter also spelt out the range of modes of learning that would be employed throughout the programme, such as shadowing, project work and on-line learning. On the first day of Residential 1 aspirants in CS2 were given a very substantial ringbinder containing considerable resource material, details of the forthcoming residential course and names/contact details of other successful aspirants. The folder included a set of Power Point slides making clear the nature of the pilot, background information such as links to KLP and Leading Learning, school contexts, leadership qualities, and the Ministry’s expectations. Further Power Point sets included covered session content and handouts. Information on Professional Learning Groups (PLGs) was provided as was information on shadowing a principal, guidelines for the

leadership project (complete with practical examples) and a section on Coaching Leadership. Aspirants interviewed during focus group 1 for CS2 said that, while they wished the material could have been made available earlier, there had been time during the first residential to work through and clarify material provided in the folders. One aspirant noted that if the information had been available in advance (this time around it was not) it would have facilitated shared travel arrangements between aspirants where practicable. There were also three comments received in the formal evaluation for CS2 Residential 2 to the effect that insufficient advance information about the content and start time of the programme had been received.

Triangulation of the above comments on clarity of early communication was received in the March 2008 phone interviews for designers/facilitators across the country. These interviewees suggested that overall, communication was clear and constructive. However, reservations were expressed in one or two regions about difficulties in communicating with aspirants over the summer holiday period. In keeping with the earlier comment referred to in CS1, the main concerns were around the limited understandings of aspirants about the projects, with one stating that:

*Would recommend that a pre-residential workshop be held if possible, in the previous year (in an ideal world) so when schools are looking at the strategic plan, the role that aspirants will be taking, there's time for aspirants' needs for project work to be taken into consideration.*

Of the six regional designers/facilitators interviewed in July 2008, all agreed communication with aspirants had continued to be 'good' to 'fantastic' overall, although there were two comments indicating reservation. One suggested that much information was made available on-line (with regard to regional residentials) and if aspirants had not accessed the on-line information, they may have felt out of touch. The other indicated that a change of administration staff in their area had led to some people not being clear about where they were booked to stay in their second residential.

A clearly laid out and comprehensive letter from Geoff Lane, the Ministry director, to principals informed them of their role in development and their commitment to the support of the aspirant. Note was made that the project should be part of the school's strategic direction and, ideally, be curriculum related. The principal was asked to assist the aspirant in an understanding of the management and administration roles of the principal in the particular areas of finance, personnel, property, administration systems, legal requirements, and general compliance.

During the focus group 1 for CS1 three out of the seven aspirants noted that they believed their principal was kept well informed about their role in development but two stated that they thought their principal had “no clue”. The group concluded that in the primary sector all of the principals seemed to be well informed, but in the secondary this was not the case. The group members suggested that the mentor was the key to this communication and that the differences between the sectors might be attributed to the varying ways that mentors and principals were meeting. In the final focus group for CS1 all six aspirants noted that their principal had continued to be informed about NAPP, however each also suggested that this was largely because they, as aspirants, had kept the principal up to date. A suggestion was made that the principals should be invited to a residential session at some stage in order to make them more familiar with the programme.

In the focus group 1 for CS2 also, some aspirants commented on whether or not their principals had been well informed about requirements of the programme. One participant commented:

*My principal hadn't had any contact from anyone in project to explain about project. Personal contact between principal, aspirant and L&M person would have been helpful. I agree, right at the start.*

However, the group recognised that aspirant communication with their principal was also important. Comments about whether the principal had been kept well informed were also offered in the final focus group for CS2. Three primary aspirants noted that their principal had been kept well informed – although one stated that despite this: “They were not very involved. I did it on my own largely. I haven't sought help though”. Another noted:

*Yes, they were well informed and involved. They were supportive of development and sought feedback.*

A comment was made in the CS2 final focus group that his/her principal had stated that emails received from the NAPP organisers should go directly to the aspirant not the principal (the aspirant felt that their principal was confused).

A host principal focus group conducted by the Ministry during the contract also offered strong support for the need for enhanced communication with both the principal and the Board Chair.

Overall support for the comments on early communication offered by aspirants in CS1 and CS2 was also more widely provided by other aspirants responding to the national Q1 Mid-Point questionnaire. Aspirants were asked to rate (0=low; 5=high) and comment on the

quality of communication relating to them entering into NAPP. A summary of the results is presented in Table 7. The responses to the rating scale questions are ranked from highest to lowest based on the overall mean score for each question. The shaded regions in the \* column denote a statistically significant difference ( $\alpha = 0.05$ ) between the regions, though the Kruskal-Wallis Test carried out does not determine which region or regions is significantly different from the others. Note that these tables are based on the July 08, Q1-Mid questionnaire; a comparison with the November 08, Q1-End data where collected is identified in brackets in the 'Overall' column.

**Table 7: Questionnaire Responses for Communication on NAPP Entry**

Question		Auck	Waik	Mass	Vict	Sthn	*	Overall
								I
Part One - Expectations and communication	15. Communication related to my selection process was clear and unambiguous	4.00	3.86	4.16	3.77	3.32		<b>3.80</b>
	16. Communication in relation to the first Regional Programme workshop was clear and unambiguous	3.82	3.48	4.28	4.15	3.52		<b>3.79</b> (3.61)
	19. I clearly understand the role my Principal is expected to take while I participate in the programme	3.23	3.41	3.72	3.77	3.48		<b>3.50</b> (3.54)
	17. I clearly understand what is expected of me in the NAPP programme	3.45	2.79	3.96	3.38	3.19		<b>3.32</b> (3.37)
	18. My Principal clearly understands what is expected of me in the programme	3.05	2.82	3.48	2.85	3.03		<b>3.06</b> (3.00)
	20. My Principal clearly understands the role they are expected to take while I participate in the programme	3.09	3.10	3.08	2.83	2.97		<b>3.03</b> (3.11)
	<b>Part One overall mean scores</b>	<b>3.44</b>	<b>3.24</b>	<b>3.78</b>	<b>3.46</b>	<b>3.25</b>		<b>3.43</b>

The data presented in Table 7 reveals a high degree of satisfaction on the quality of communication received both for the selection process and prior to the first regional workshop. The Kruskal-Wallis Test shows some statistically significant variation (see shaded blocks in the \* column) between regions in terms of ratings for the clarity of communication provided by the regional providers. The highest rating region for Q16 (communication about the regional workshops) was Massey. There was variation in responses related to communication with the participant's principal, a point that is discussed in more depth in the 'Summary of the Programme' and 'Role of Host Principal' sections later in this report.

In the Q1-End questionnaire participants were also asked whether or not their principal had been supportive of their development in the programme. A mean response rating of 3.96 strongly suggests that principals were, in most cases, supportive despite the findings in the table above suggesting that principals were possibly not always clear about their expected role alongside the NAPP participant.

A number of aspirants in the Q1 End-Point questionnaire reported in qualitative comments a laissez-faire relationship with their principal during the course of their participation in the programme. Many responded suggesting that had their principal been better informed of their role and expectations, they could have contributed more actively to an aspirant's development.

The latter comments were compared with those from principals who responded to the Q2 questionnaire in March 2009. In their written responses there were 16 statements made in reference to ways that communication with principals could be improved. It was acknowledged that the communication with principals at the start was satisfactory but this was not maintained. 16 principals requested that ongoing communication in relation to future NAPP programmes be improved either through regular area meetings with other principals and participants, regular email updates and more contact with facilitators/mentors who visited their schools.

### **Self-analysis/Needs analysis**

A leadership self/needs-analysis tool (Appendix 3) was issued to aspirants prior to participation in the first workshops. Along with the demographic information, these tools should have enabled programme delivery to be tailored to the needs of the aspirants and their level of readiness, and allowed for grouping of aspirants for particular pieces of professional learning.

In CS1 the needs analysis was collected at the end of the first day during the Residential 1 workshop indicating that tailoring of this first residential was not based on the needs of the aspirants. It is important to note that facilitators stated they would have preferred the needs analysis to be completed well before the programme start-up date, and would ensure this happened if the programme was to be repeated. CS1 Residential 1 aspirant formative evaluation comment confirmed dissatisfaction that the self-analysis or needs analysis material had not been utilised in planning for the workshops. One aspirant said that there was: "Lack of knowledge by facilitators about where people at in terms of



knowledge skills, etc.” There was also acknowledgement, however, that it would be impossible to meet every person’s needs: there could never be a ‘one size fits all’. Despite this, in the CS1 focus group three aspirants suggested that although use of the self-analysis was not so evident in residentials, they felt that facilitators and mentors appeared to have taken notice of these self-analysis results. In particular, one aspirant stated that their mentor had: “definitely read their self-analysis and was constantly using this”. This comment led to a consensus that the mentor role in utilising the self-analysis was exceptionally important.

For CS2, the needs and self-analysis were made available to the team planning Residential 1 in advance, allowing for some adjustments to be made to the planned programme. During focus group 1 in CS2, aspirants gave mixed feedback about this. One said that ‘tailoring’ in response to the self-analysis had not been done, in her/his opinion:

*No. I think that actually concerns me, because if I’m going to spend time filling out a self-analysis form, I expect to see some differentiation of where people are at – as we do in our classrooms.*

The focus group members did, however, in the main agree that the self-analysis was helpful. A comment made was: “it was [helpful], on reflection, and I felt it was very worthwhile.” However the group wished that a wider range of ‘scale’ replies had been available, rather than confident/not confident, when self-rating. At least one had been an acting principal, and felt that his/her replies were affected by that experience:

*I must admit I filled it out about three times. Because I’d been an acting principal, it was hard to know where to rate yourself. An L&M gave me advice – recognise that you’re part of a very wide group, some of which has had no experience.*

Following this advice, the aspirant had felt better able to make realistic responses to the confident/not confident dichotomy.

By the time of the final focus group for CS1 and CS2 (September), feedback on the self-analysis usage had crystallised. In CS2, for example, two other aspirants felt that the self-analysis completion had not produced the degree of ‘individual tailoring’ they felt the programme had led them to believe would be the case. One said: “When we enrolled we were told would be a personalised programme, but in reality it’s been one size fits all.” Another commented:

*I think it's important to be very professional and upfront about what they're covering. My coach spoke with my principal and said this is what we're not covering; how can we help X address these needs? So it's perhaps the intention of the programme, but the problem is in the way those things are addressed.*

Two of the eight aspirants in this CS2 focus group present felt that their coach, either individually or in the PLGs, had endeavoured to 'tailor' this work to the needs of the individual.

The SG Chairs also commented on usage of the self-analysis forms stating that some made significant use of them (along with principal support) in their selection decisions and the forms were also seen to have helped with the design of the programme. One indicated that the combined factors of use of the self-analysis and principal support had enabled group members, individually, to achieve a 70% agreement on who to definitely include in the programme.

The Q1 Mid-Point questionnaire result for Q.21 shown in Table 8 confirmed many of the comments recorded in this section of the report about missed potential with the self-analysis material. The continuum mean ratings (0=strongly disagree; 5=strongly agree) are relatively low.

**Table 8: Questionnaire Mean Results on Use of Self-Analysis**

Question	Auck	Waik	Mass	Vict	Sthn	Overall
21. An effective analysis of my leadership and management development needs has taken place as part of the programme	2.45	2.21	3.12	2.67	2.97	<b>2.69</b>

These relatively low mean results indicate a perception from aspirants that an effective analysis (and use) of their leadership and management development needs had not taken place by early July when the questionnaire was completed.

### **Design of programme**

Prior to discussion of the individual core curriculum strands, it is important to note that not all residential workshop sessions were either observed or reported upon. We have chosen specific sessions to illustrate trends. Evaluator observation and aspirant formative evaluations completed at the end of the residentials for CS1 and CS2 have been drawn upon strongly in reporting in this section, as have the designer/facilitator one-to-one interviews, and questionnaire responses. Data for each strand are reported upon first

followed by that of the overall design. Bracketed elaborations following the title for each strand refer to statements derived from the original planning document for the programme.

- *Developing self* (self-awareness: personal beliefs and values; emotional intelligence: understanding own strengths and weaknesses/leadership style; and personal goal setting and a professional development plan)

In CS1 the first residential workshop session focused on developing self and the need for knowing one's self as a key component of successful principalship. Senge's work was very briefly referred to and a link made to KLP. Aspirants were provided with a reading by Goleman on Emotional Intelligence (EI) with a group task to discuss the implications of the reading followed by a further task to reflect upon the five components of EI. Evaluator/researcher observation indicated that aspirants engaged in the group discussion with varying levels of awareness of EI. Some had extensive understanding: some little, but no-one observed had no understanding. Aspirant comment to the researcher following the session indicated that those who knew little were very happy with the level of the content and the group discussion process (this process was facilitated in an excellent way). However, several aspirants who had previous knowledge of EI said that they would have preferred a deeper analysis of the topic. The observation confirmed that the needs analysis data might have highlighted the necessity for provision of some more challenging material for aspirants who had previous understanding of this topic. Interestingly, documentary analysis of the CS1 regional plan showed an intention for considerably stronger research links and varied activity for the developing self topic that was not extensively observed.

In CS2 very effective keynote presentations were observed in the self-management areas such as identifying and managing stress. There was also time built into the programme of this residential for self care, 'reflection walks' (coaches were available as walking partners), and feedback or one-to-one coaching sessions. These activities were designed to enable aspirants to focus on their own personal and developmental needs while absent from their schools. A session on identifying and managing stress was commented on favourably, with 32 respondents (of a possible 33 returns in the formative evaluation) rating it 6.8 (7 = consistently excellent). Nine aspirants wrote additional comments praising the session, with one summarising it as: "stress free for a better me." In CS2 also aspirant formative feedback indicated that the material presented in the 'Developing Self' strand was strongly research-related, as the following comment shows:

*...want to hear more of what research shows and have more from X's BES work; [residential was] very professionally designed with theory underpinning all aspects.*

This strand of the NAPP programme was referred to in designer/facilitator March 2008 interviews. One interviewee mentioned the great importance of this strand and another noted that there was encouragement of in-depth self-analysis using the 'developing self' strand to build skills.

- *Leading learning* (the nature of pedagogy and learning - what does successful classroom practice look like?; the nature of pedagogical leadership; the principal leadership practices that best enhance student achievement - from the Leadership Best Evidence Synthesis, BES, including developing an orderly and supportive learning environment; developing and communicating a moral purpose; and application to the individual leadership projects).

In CS1 the 'Leading Learning' residential workshop sessions covered a range of key materials (eg BES, recent international papers, KLP etc.) and approaches to learning. The latter included a principal's perspective on what it takes to be a good principal, an excellent interactive group task on key leadership features, and an in-depth analysis of a case study of a failing school with group discussion of actions to resolve. The interactive group task requiring members to quickly read a collection of summaries of research on leadership was an exciting task in its design because it was associated with rolling the dice to distribute readings. However, once the excitement had passed and aspirants read the summaries, little synthesising of the conclusions was conducted either at the small or whole group level. It seemed that an opportunity to distil the raft of summaries was missed, as was an opportunity to draw links between these summaries and any research or literature base (for example the BES summary). However, in another session exceptional links were made to the research base through a case study analysis. Small groups were engaged in quite deep discussion about the issues and were asked to compare their conclusions with those drawn by researchers. This activity illustrated well an approach that was both interactive and strongly underpinned by research/literature.

In CS2 a main focus in Residential 1 was also on the 'Leading Learning' strand. A session entitled 'Educational Leadership in the Service of Students' which involved sharing the results of BES work, was the highest-rated session of Residential 1 (6.6/7 rating) and strong research and theory links were obvious. Aspirant formative feedback indicated that several wanted more input from this speaker (both in terms of length of her presentation, and bringing her back for a future session) and, as one aspirant said: "Just felt we had got started; needed more from X; helped refocus on effectiveness and evidence in leading the

learning.” Aspirants noted in the formative evaluation: “I need to up skill with respect to NZC (New Zealand Curriculum)”; “...valuing of Y’s ‘parallel document presentation’ on marautanga in the curriculum – NZC discussion, especially marautanga”; and “hearing from Z and wanted much more of Z and the NZC”. One aspirant commented on the: “links to research in the NZC presentation” and others mentioned that it was “good to get current research findings presented” and “good to see new research-based information.”

In CS2 Residential 2 a further ‘Leading Learning’ session on linking the NAPP to the KLP framework attracted strong appreciation from the group (formative evaluation average rating of 6.2/7, between ‘very good’ and ‘excellent’, and the third highest rated session). One participant indicated that: “KLP motivated me to find out more available info online”; and another that “the KLP framework is very exciting.” A multi-presenter session on the new NZC likewise was also popular with an averaged formative evaluation rating of 6.3 (second highest) and respondents requesting a copy of the slides.

In the designer/facilitator interviews conducted in March 2008, there was a strong feeling that the NAPP curriculum was focused well on ‘Leading Learning’, with one interviewee suggesting: “FTP, KLP framework, design fits very well with where leadership is going over next ten years.” Another interviewee, concerned about the theory and practice links, mentioned:

*Also would like to see more INSTEP material included, in terms of inquiry learning as [we may be] in danger of just presenting theory and not relating it to practice (where INSTEP is needed).*

An interesting workshop offered in one region’s Residential 1 was described by one interviewee:

*We did a good session on moral imperative in leadership. We brought in a principal who spoke of his values and ethics as a principal. These are not always articulated but with the focus on vision and values in the new curriculum, we wanted people to focus on their own beliefs and philosophy.*

A good point was raised by one speaker in focus group 1, CS2. His/her message revolved around the positive aspects of leadership that were being conveyed and reinforced in this strand of the programme, and whether this approach was necessarily the best.

*A: It’s not espoused enough in this programme, the negative aspects of being a bad leader. There needs to be an explanation to people about why they want to be a leader.*

*B: For me, that’s been a strong message – this is about moral purpose.*

Participant B seemed to have taken the moral purpose aspect of the programme as a warning against inadequate or harmful leadership; for Participant A, this aspect needed more emphasis.

All six designers/facilitators, interviewed in July 2008 rated the topic of ‘the nature of leadership, and leadership that best enhances students’ achievement’ as well done. Four of the six felt that moral leadership had been well covered, with the other two rating it ‘somewhat’.

In the Q1 Mid-Point questionnaire the highest rating aspects of the content (see Table 9 later in this section of the report) were associated with the ‘Leading Learning’ strand of the curriculum (which included moral purpose at a mean of 4.02/5). These ratings were higher than those rated in the focus group summary feedback in CS1 and CS2 (see Table 10 later).

- *Managing change* (understanding the culture of the school; distributing leadership; developing the school as a learning community; having shared norms and values; engaging in reflective dialogue; having a collective learning focus; gathering and analysing data, and de-privatising practice; having a whole-school collaborative focus; managing resistance; and application to the individual leadership projects)

In the designer/facilitator interviews conducted in March 2008 one interviewee noted the importance of the focus on leading and managing change (rather than just ‘managing change’ alone). During the July 2008 phone interviews with designers/facilitators, the topic of managing change was specifically probed again. It is evident through these interviews that the designers/facilitators were, overall, confident that most aspects of managing change had been well covered. Table 9 summarises their responses.

**Table 9: Designer/Facilitator July 2008 Rating of ‘Change’ Strand Content**

Strand Content	Well Covered	Somewhat Covered	Not Covered
Understanding Culture of School	3	3	
Distributing Leadership	3	3	
Developing School as a Learning Community	4	2	
Shared Values and Norms	3	2	1
Engaging in Reflective Dialogue	5	1	
Having a Collective Learning Focus	4	2	
Gathering and Analysing Data	3	2	1
Having a Whole School Collaborative Focus	4	2	
Managing Resistance	2	4	
Application of Managing Themes to Leadership Projects	4	2	

In Residential 2 in CS1, an exceptional precursor session led into change. Aspirants were welcomed to a café breakfast during which they brainstormed the 'what's hot' and 'what's not' in terms of the role of principalship. A process of strategically refining the brainstormed ideas followed, then aspirants chose specific issues of interest for improvement and, within smaller groups, discussed ways of addressing these issues. Issues included maintaining a work-life balance, building relationships, implementing the revised curriculum, having a vision, employment concerns, administrivia, picky parents and teachers, Ministry initiatives, and connecting with the community. In the second session aspirants were guided through the works of Zenger and Folkman, and Waters, on change. The summary table (Table 10) on feedback from focus group 1 aspirants suggests that these change sessions might also have more tightly attended to other specific aspects of the curriculum such as distributed leadership.

During Residential 2 in CS2, a key approach to addressing the 'Change' strand was via a speaker who had led a large health agency for many years. He encouraged the group to reflect on the norms and values of their school, and their role as principals-to-be in helping to develop that. His searching question (posed to him by a junior staff member when he was first introduced to the staff) was: Why would I want to be led by you? This speaker caused some of those present (from informal, overhead comments made) to reflect on whether they were really ready to take on the change management role. Table 10 reveals that focus group 1 CS2 aspirants gave the aspect of 'Managing Change' relatively low ratings. Similarly, the national Q1 Mid-Point Questionnaire mean ratings for the 'Change' strand were also quite low at 3.08/5.

- *Future-focused schooling* (preparing students for a future that is uncertain; an awareness of the future-focused themes that will impact on schools – sustainability, citizenship, enterprise, globalisation; and involvement of all stakeholders in the future focus of school strategic management)

The session conducted in CS1 Residential 1 by the Secondary Futures group was a stunning example of a highly interactive, creative session. The external facilitator utilised multiple tools to allow aspirants to dream about the future context that we will exist in. Stronger links to the school and leadership context would have lifted this session to one of the most exciting and relevant in the programme. The ratings (see Table 10) focus group 1, CS1, aspirants awarded to this strand of the curriculum were high due almost exclusively to the single session that the Futures group facilitated. Similarly, a presentation by a practising principal on the future of educational leadership was

exceptionally well received and highly relevant for aspirants. The presenter of the latter session combined personal experience, literature and reflective pauses in a superb presentation.

A 'Future Focused' session was run at Residential 2, CS2, was equally dynamic, interactive and visual. It was rated 6 (out of a possible 7 rating) by the 32 aspirants who completed formative evaluation forms. However, the evaluator sat in on sector group discussion following this presentation, at which there was mixed feedback, with some feeling that it was not immediately relevant to them ("what are we learning by doing this?"). The presenters *had* worked to help participants to unpack the relevance of the session to the kinds of social situations and student populations they may have to work with in the future. Others, however, felt that looking at the broader issues had been vital. "We did the same sort of thing when developing Charters, but society's expectations have changed since then."

Designers/facilitators interviewed in July 2008 rated the 'preparing students for a future that is uncertain' section as 'well covered' (3), 'well/somewhat covered' (1), and 'somewhat covered' (2). They rated the 'awareness of the future-focused themes that will impact on schools' as 'well covered' (2), 'well/somewhat covered'(1), and 'somewhat covered' (3). Compared with the 'Leading Learning' and 'Managing Change' strands, this theme was rated rather more equivocally by the designers/facilitators than others providing feedback.

- *Understanding the role of the principal* (the principal as a manager of systems – finance, personnel, property, legal; the principal as manager of resources (for learning); understanding the NZ context - diversity and self-management – and its impact on the principal's role; and understanding the variety of NZ contexts for principalship

For the 'Role of the Principal' strand of the curriculum, the designers/facilitators interviewed in March 2008 recorded the importance of employing very practical experience for this topic. One stated: "Also got them to do mini-tasks that principals need to develop, such as offering votes of thanks." Another mentioned tensions in the principal's role, and expectations of aspirants:

*There's always tension – as with the FTP programme – between the leading learning emphasis which we all accept that principals must accept, and the fact that first time principals are deluged with day-to-day 'management' issues, rapid response work that doesn't elevate leadership and denigrate management. What's causing people to give up or not apply for principals, is perceptions of workload.*



In the formative evaluations conducted in CS1 after Residential 1 five aspirants noted content gaps that were linked to the 'management' component of this strand of the curriculum. For example, three aspirants suggested that staff appraisal needed to be covered; another that understanding of management systems in the school was needed; and another that working with the Board, procedures and financial understanding was important. Although it was noted that almost all of these suggestions were attended to in Residential 2, CS1 focus group 1 members in July 2008 requested provision of *more* of the very specifically focused self-selection 'management' sessions (e.g. CV development, appraisal, governance). This was an exceptionally focused way of ensuring that multiple topics were covered. In CS1 a series of workshops in Residential 2 were designed as selected topics for some of the 'management' areas and these were strongly appreciated by aspirants. In the formative evaluations following the residential, five comments were linked to the value of this practical knowledge, but a further five suggested that the short time (45 minutes) allocated to the workshops was insufficient. In Residential 3, one session slot was devoted to a practical exercise for preparation for a principal interview. Aspirants formed groups which set up a mock interview followed by structured feedback to the applicant. This was an excellent session.

Considerable debate existed throughout the programme about how to cover these 'management' roles of the principal (legal and financial issues etc) or whether to cover such administrative functions at all. One Regional Co-ordinator, for example, noted in July 2008 that principals could pick up much of this knowledge from specific organisations once in the job. The feedback from aspirants rarely concurred with this viewpoint. Extensive negative feedback on the omission of the management roles of the principal was provided in the Q1 Mid-Point questionnaire and this area of the curriculum had the lowest ratings (e.g. a mean of 1.36/5 for the topic of property management. Debate was still occurring at the time of the September focus group for CS2. One aspirant said:

*Personally, I think it could have been made clearer what was going to be in the course – knew it was going to be about leading learning, but a few of us thought there would be more about property and finances and the administrative side of the principal. So if that had been made clearer in the beginning it would have helped.*

Three others in the group, however, indicated that they had actively sought positions within their school, or timely advice, to assist them to develop these skills, once they realised that specific content on these issues would not be provided by the programme.

By the Q1 End-Point questionnaire in November, eight aspirants reported dissatisfaction with the lack of focus on management aspects in the NAPP curriculum and cited particular areas such as strategic management, property management and financial planning as skills they needed to develop. In phone interviews conducted with successful aspirants across the country in March 2009, three of the six aspirants interviewed still felt they would have liked more 'nuts and bolts' input on such issues as managing budgets, stand-downs and suspensions. One had gained a principalship after the first residential so did not comment, one of the others felt that more was needed on educational leadership and change management, and the last believed that 'just in time' rather than 'just in case' input on the 'nuts and bolts' issues was what was needed. Two of the six organisers/developers interviewed at this time noted that aspirants had wanted more of the practical input, but in their opinion this was not what they needed at that point.

The negative response to 'management' strand of the curriculum continued beyond programme completion. Data provided in the March 2009 Q2 questionnaire supported the earlier findings that not enough emphasis had been placed on school management and the day to day administrative tasks of principalship. This issue was also noticed by aspirants' principals. Their feedback in relation to how the NAPP curriculum could be improved acknowledged the importance of emphasising the leading of learning but highlighted that this cannot be done without also covering the educational management aspects of principalship. Eight principals responding in the Q2 End-Point questionnaire specifically commented that the day to day aspects of principalship needed to have a higher profile. Specific mention was made of staffing, finance, property, and compliance.

In terms of 'understanding culturally diverse needs' as a role of the principal, in CS1 two key sessions in the programme in Residential 2 were focused on catering for diversity (particularly Māori students) and Ministry initiatives with Māori students. Although an entertaining and informative historical presentation, the former did not connect so strongly to the education context until specific aspirant questions requested such alignment. The Ministry presentation, however, consistently addressed this context and was well received because of its practicality. The following formative evaluation comment from one of the aspirants at the end of Residential 2, challenged all of us to extend our commitment to the issue of equity:

*The normalising of Māori and things Māori that echo do not echo in our schools. To take this challenge on for everyone, so that we all own it and deal with it. I look*

*forward to the day when we ALL Māori and non Māori share the burden of adjusting the imbalance and we ALL do the work to CHANGE.*

During Residential 2 for CS2, very strong presentations on this topic were given by keynote presenters from the Ministry (from X a session on “Leading in a Culturally Diverse Context”) and a Māori principal (Y, on “Leading with Integrity: Power sharing and Partnership – encouraging voice”). As one aspirant said: [X reminded us that] “our responsibilities are huge, whether or not we take on the role of principal.” Another thoughtful aspirant mentioned: “Moral and social responsibility clearly coming through – what it is for Principals (pakeha) to form relationships with Māori.” These two presenters received ratings of 6.3 and 6.0/7 respectively from 32 aspirants. One respondent wrote: “The inspiration of the speakers, i.e. X and Y, who challenge the status quo and challenge the system.” In Residential 2, also, speakers were selected from a Māori immersion unit and a Fanau Pasifika unit, and schools that were being newly established. They were able to speak of specific strengths and challenges for their schools. This was appreciated by aspirants on the programme, with one noting improvement in Māori-related input from Residential 1: “Good to hear the Māori perspective loud and clear this time.” Specific positive comments about the Māori aspects of this residential were made by nine of the aspirants on their formative evaluation forms.

### *Design of the Programme Overall*

Some general comments on the programme design were made by designers/facilitators in the March 2008 interviews. All interviewees commented favourably on the linkage to the KLP framework which provided consistency, yet allowed for local variation. One respondent stated: “We liked everybody having a consistent national curriculum, but with flexibility to build in preferred delivery.” Further interviews in July 2008 showed continuing satisfaction with overall design. One felt that the full curriculum put pressure on providers; another said that it was not foolproof, given the speed with which it was required to be implemented. However there were extensive positive comments about the programme from this group, including:

*A: I'm really pleased – I think there's a lot gone into it, worked around the Kiwi Leadership framework quite strongly. I'm confident it's been well designed to highlight the key leadership areas that may not have been obvious to someone who was thinking about applying for a principalship, because their experience may have been different.*

*B: It's the most exciting thing I've been involved in for 30 years. The people had to apply, were selected and feel valued. They're such enthusiasts, considering the*

*negativity around no-one wants to be a principal, but that's because people don't know what's involved.*

SG Chairs interviewed in July 2008 made a range of comments about the design of the programme that were predominantly positive. One said: "I think they've got a nice balance." Another commented that: "I think the programme gives very good coverage to the role of the principal." A further respondent was not sure, but thought the programme was well designed, based on research, and aimed to promote enthusiasm for principalship in both primary and secondary aspirants. The Chairs were asked also whether anything should have been left out of the programme. One commented: "You didn't want to bring in the negative aspects of it, the paperwork and bureaucracy. Those aspects appear in every job." There was no feeling from SG Chairs that any aspect of the curriculum should be deleted.

CS1 focus group 1 aspirants in July 2008 confirmed that the programme design appeared to be well formulated. They noted that there was flexibility for responsiveness to feedback, but the underpinning design was seen as good.

During focus group 1 interviews conducted at Residential 2 for CS1 and CS2, aspirants were asked to comment on whether the various streams of the programme had been covered well, somewhat or not at all. The results are summarised in Table 10 (in CS1, seven attended; in CS2 six people completed ratings). CS1 results are in bold.

**Table 10: Focus Group 1 Responses to Programme Content**

<b>Content</b>	<b>Well</b>	<b>Somewhat</b>	<b>Not</b>
<i>Developing self:</i>			
- self awareness	<b>4</b> 2	<b>3</b> 3	1
- emotional intelligence	<b>1</b> 1	<b>6</b> 2	3
- own strengths/weaknesses	<b>1</b> 3	<b>5</b> 1	<b>1</b> 2
- personal goal setting	2	<b>6</b> 3	<b>1</b> 1
- developing a PD plan	<b>2</b> 1	<b>3</b> 3	<b>2</b> 2

<i>Leading learning:</i>			
- the nature of pedagogy	2	4	7
- the nature of pedagogical leadership	4 4	3 1	1
- leadership practices that best enhance student achievement	3 2	4 4	
- developing and communicating a moral purpose	2 4	5 2	
- application to the individual leadership projects)	1	4 4	3 1
<i>Managing change:</i>			
- understanding the school culture	3 3	2 1	2 2
- distributing leadership	1	4	7 1
- developing the school as a learning community	2	4 3	3 1
- having shared norms and values	2 2	4 3	1 1
- engaging in reflective dialogue	3	2	1
- having a collective learning focus	1 3	4 2	2 1
- gathering and analysing data, and de-privatising practice		4 4	3 2
- having a whole-school collaborative focus	3 3	3 1	1 2
- managing resistance		3 3	4 3
- application to the individual leadership projects	1	2 4	4 1
<i>Future-focused schooling:</i>			
- preparing students for a future that is uncertain	5 2	2 3	1
- an awareness of the future-focused themes that will impact on schools	7 4	7 1	1
- involvement of all stakeholders in the future focus of school strategic management	7 3	7 1	2

<i>Understanding the role of the principal:</i>			
- the principal as a manager of systems – finance, personnel, property, legal	4 1	3 3	2
- the principal as manager of resources (for learning)		4 4	3 2
- understanding the NZ context - diversity and self-management – and its impact on the principal's role	3	4 3	3
- understanding the variety of NZ contexts for principalship	3	7 3	

*Note:* One CS1 secondary respondent ticked most boxes in the third (not well covered) column, with some in the second (somewhat covered) and none in the first (well covered). This is atypical when compared against the remaining five respondents, although there was a tendency for secondary attendees to rate the streams more critically than their primary counterparts.

Table 10 shows that the 'Future Focused Schooling' aspect of the curriculum was rated most highly by CS1 and CS2 aspirants, with variable ratings across most other strands.

By the time of the final CS2 focus group in the programme the recurring issue of a wish for more input on finances and administration aspects of the principal's role was cited strongly by all members. There was also some discussion in the group about 'just in time' provision of information on such 'management' issues, with one member who had participated in the FTP project when s/he was an Acting Principal, feeling that information had been received on that programme could have been included in NAPP. Despite the gap in the management aspect of the programme, the following focus group member noted the importance of the bigger picture view:

*An issue is that principals who have been in the job are focused on the management stuff, so the leadership and pedagogy has been really refreshing, getting that real depth of leadership.*

The Q1-Mid questionnaire provided clearer feedback from aspirants about the content and nature of the curriculum overall as shown in Table 11. Three of the questions were asked again for the Q1-End questionnaire. The means from the latter questionnaire are listed in brackets in the 'Overall' column.

**Table 11: Questionnaire Overall Feedback on Content and Nature of the Curriculum**

Question		Auck	Waik	Mass	Vict	Sthn	*	Overall
Part Two – The NAPP Curriculum	29. Emphasised the importance of developing & communicating a moral purpose	4.10	4.36	4.29	3.67	3.57		<b>4.02</b>
	28. Emphasised the importance of pedagogical leadership	4.32	3.89	3.91	3.42	4.21		<b>4.01</b>
	36. Emphasised the importance of school leaders being involved in promoting & participating in teacher learning & development	4.23	3.85	4.05	3.58	4.12		<b>4.00</b>
	26. The importance of self-awareness and emotional intelligence	3.40	3.74	4.50	3.00	4.00		<b>3.83</b>
	25. Richly informed by recent & relevant research & theory linked to practice	3.91	3.50	4.05	3.83	3.61		<b>3.75</b> (3.98)
	30. Emphasised the importance of preparing students for a future that is uncertain	3.95	3.78	3.52	3.17	3.76		<b>3.69</b>
	37. Emphasised the importance of school leaders ensuring that an orderly and supportive environment for teaching and learning exists in a school	3.27	3.60	3.90	3.33	3.60		<b>3.57</b>
	23. Highly relevant in relation to my personal leadership and management development	3.45	3.46	4.14	3.33	3.21		<b>3.52</b> (3.91)
	27. The importance of personal goal setting and developing a professional development plan	3.15	3.58	3.53	3.27	3.83		<b>3.52</b>
	33. Emphasised the importance of establishing goals & expectations in schools	3.27	3.48	3.50	2.90	3.73		<b>3.45</b>
	24. Highly relevant in relation to preparing me for Principalship	3.23	3.30	3.77	3.00	3.30		<b>3.35</b> (3.80)
	35. Emphasised the importance of planning, coordinating & evaluating teaching & the curriculum in schools	3.43	3.57	3.10	2.90	3.48		<b>3.35</b>
	31. Richly informed by recent & relevant case studies of principal practice	3.48	3.15	3.48	3.09	3.27		<b>3.31</b>
	34. Emphasised the importance of school strategic management	3.19	3.33	3.40	2.60	3.60		<b>3.31</b>
	41. Covered a range of principles that inform effective & inclusive change management	2.59	3.00	3.41	3.45	3.16		<b>3.08</b>
	44. It has helped you identify your preferred leadership style(s) across a range of contexts relevant to principalship	2.29	2.92	3.24	3.36	3.07		<b>2.94</b>
	42. Covered a range of strategies for dealing with interpersonal conflict situations	1.81	2.87	3.40	3.50	3.00		<b>2.87</b>
43. Covered self-management and stress management strategies that are relevant for principals	3.73	2.19	2.72	1.86	2.38		<b>2.68</b>	
38. Covered the legal knowledge	1.30	2.35	1.58	0.75	1.83		<b>1.70</b>	

that Principals should have							
39. Covered the role of the principal in relation to financial management	1.30	1.90	2.00	0.75	1.63		<b>1.62</b>
40. Covered the role of the principal in relation to property management	1.15	1.52	1.53	0.75	1.46		<b>1.36</b>
<b>Part Two overall mean scores</b>	<b>3.10</b>	<b>3.26</b>	<b>3.41</b>	<b>2.95</b>	<b>3.26</b>		<b>3.20</b>

Using the 6-point scale of strongly disagree (=0) to strongly agree (=5), participants rated the overall curriculum at the mid-point stage of NAPP as 3.20, with a range of overall means from 4.02 (Q29) through to 1.36 (Q40). Although the mean results revealed a wide variation in relation to the content covered to July 2008, participants rated the overall relevancy to principalship of what they had covered (see Q24) as 3.35, reflecting an overall satisfaction with the content, but also signalling that there were still some aspects of principalship that needed more in-depth coverage. For the 44 participants who also completed the Q1-End questionnaire in November as well as the Q1-Mid in July, their mean rating for Q24 had significantly (at the 0.05 level of confidence using the Wilcoxon Signed Ranks Test) increased from 3.25 to 3.80. A similar statistically significant finding was also evident for Q23 where the group's mean had increased from 3.32 to 3.91. These results show positive shift in the perception of this group.

The Q1 End-Point questionnaire attracted the highest number (49) of positive qualitative comments in relation to the NAPP curriculum. In their comments, respondents were able to identify one or more aspects of the programme which they felt had significantly contributed to their learning.

As noted earlier, the highest rating aspects of the content were associated with the 'Leading Learning' strand of the curriculum (which included moral purpose). These ratings were higher than those rated in the focus group feedback in CS1 and CS2 (see Table 10). The lowest ratings in the Q1 Mid-Point questionnaire were reserved for some of the management and compliance aspects of principalship that fell under the 'Understanding the Role of the Principal' strand of the curriculum. The latter low ratings were lower than those provided in the CS1 and CS2 focus group feedback as shown in Table 10.

The high and low ratings provided in the Q1 Mid-Point questionnaire were also validated by the open-ended, qualitative, responses that participants provided. Excellent feedback on the 'residential' format and the overall design was offered (68 Mid-Point questionnaire qualitative comments were positive about the design: 9 were negative and mainly about



not enough time). In this qualitative feedback, the legal literacy, property and financial management were the most common statements noted for 'development needs that had not been met'. The low ratings of these areas across all regions suggest that this was likely to have been a NAPP curriculum issue, rather than a regional one.

Still low in terms of mean ratings, but ranked directly above the ratings related to legal literacy, property and financial management were a group of five questions that linked in some way to the 'Developing Self' and 'Managing Change' strands of the curriculum that are either indirectly or directly linked to decision-making, whether it be at an organisational level (Q34 and 41), an interpersonal level (Q42), or an intrapersonal level (Q44 and 43). Other aspects of the 'Developing Self' and 'Managing Change' strands were rated relatively high, including the importance of self-awareness (Q26), personal goal-setting (Q27) and school goal-setting (Q33), however, there appears to be a need to develop aspects of the curriculum in a deeper way so that the importance of strategic management, inclusive change management (including dealing with resistance), conflict management (and non-defensive ways of working with people), stress management and self-awareness of leadership styles have a higher profile.

In the final interviews conducted with programme organisers and facilitators in March 2009, three responding felt that the programme overall was well balanced, with one saying more input on the in-school project could have been needed, and another more mentoring could have been provided. The last said that the programme was flexible enough to enable his area to provide the input on 'awareness of self as leader' that the organisers had believed was important. The other three had commented on aspirant perception that they needed more 'nuts and bolts' input but that this perception was largely misplaced.

The successful aspirants interviewed in March 2009 were generally very positive about the balance in the programme, although three of the six had noted their wish for more practical input on finances, budgeting and managing disciplinary issues while another wanted more input on educational leadership. Five of the six rated the programme overall as highly relevant (5, the highest rating on a 6-point Likert scale question) with the other rating it 4. Of the developers/organisers, two of the six rated the programme as a 5, and the remaining four gave it a 4. There was therefore close cohesion in perceptions of the relevance of the programme across the country, between the aspirants and those who designed and led the programme.

The Kruskal-Wallis Test applied to the overall curriculum results in the Q1 quantitative data revealed some statistically significant variation (see shaded blocks in the \* column) between regions and how their participants rated the following components of the curriculum:

- Q28. Emphasised the importance of pedagogical leadership (Auckland and Southern regions highest);
- Q26. The importance of self-awareness and emotional intelligence (Massey highest);
- Q23. Highly relevant in relation to my personal leadership and management development (Massey highest);
- Q42. Covered a range of strategies for dealing with interpersonal conflict situations (Massey and Victoria highest);
- Q43. Covered self-management and stress management strategies that are relevant for principals (Auckland highest); and,
- Q38. Covered the legal knowledge that principals should have (Waikato highest).

Apart from the Massey region receiving higher ratings in three of these areas, there is a range of regional 'highest' rating across regions for differing aspects of the curriculum suggesting that there are curriculum strengths in localised areas. Based on this finding, it is suggested that consideration be given to having a pool of facilitators, or guest facilitators, who have expertise in the one or two specific areas who would contribute across all regions, rather than just one.

In summary, the key finding from the quantitative data is that more in-depth coverage of legal literacy, property and financial management and the complexities of decision-making is required. This finding was strongly supported by qualitative comments on the topic of development needs that had not been met. In all regions, the predominant comments from aspirants were linked to this 'Role of the Principal' strand of the curriculum. Another area which was referred to in recurring feedback in the Q1 Mid-Point questionnaire was that of dealing with conflict. The following comment is reflective of many others:

*Management issues as opposed to leadership. I would like to be prepared rather than learn 'on the job' legal, financial, staffing, dealing with difficult people - students, staff and parents.*

A similar comment was provided in the Q1 End-Point questionnaire:

*I found the content of the NAPP programme lacking in some of the more "mundane" aspects of principalship: things such as –employment law, personnel management, finances etc. When I mentioned this I was told that I could learn this on the job. However, this is not the way I like to learn. I would much rather be informed and have some knowledge.*

## Facilitation

Multiple elements of effectiveness were evaluated in order to draw conclusions about the quality of facilitation for the NAPP programme. These included whether facilitators: employed varied teaching approaches; catered for varying learning styles; delivered the programme in a logical and linked manner; enabled construction of new mental models; encouraged reflection on practice; and were knowledgeable. The first component of this section of the report examines overall perceptions of the facilitation and this is followed by more detailed material linked to the itemised multiple elements noted.

### *Overall perceptions*

As a general comment, the designer/facilitator interviewees were asked about the overall effectiveness of facilitation during the first residential. Most were very positive about this, while recognising that they had been involved themselves in the process as facilitators. However, they also cited feedback in the formative evaluations from aspirants, who seemed pleased overall with the range of facilitation techniques, speakers etc that had been used in Residential 1.

The CS1 formative evaluations following Residential 1 certainly confirmed that aspirants felt positive about the facilitation overall, with 98% rating the presentations as 4 or 5 (5 = excellent) on a 1-5 scale. 93% also rated the administration and organisation as 4 or 5. The CS1 focus group responses confirmed the high quality facilitation in this region. The diversity of facilitators (both internal and external) was particularly appreciated.

Designers and facilitators were again interviewed by phone in July 2008, halfway through the programme, to gauge if any shift in perceptions had occurred. All six interviewees felt that facilitation had continued to go well, with an emphasis from two respondents that the feedback from Residential 1 had been taken into consideration, as the following comments note:

*A: We feel we've been responsive to people's needs. Some aspirants have been much more proactive in seeking help [than others].*

*B: Facilitators have been reasonably flexible about being able to meet needs while still delivering a relevant curriculum.*

Similarly, in the CS1 Residential 2 aspirant formative feedback six comments were made specifically about good facilitation and guest speakers. One aspirant noted: “Thank you for your hard work, and slick organisation and it is very obvious that you all work together and facilitate as a team – you model this well.” Conversely, two aspirants in this feedback expressed concern about how many facilitators were present, as shown in the following comment:

*Wasting money – Day 1 – 11 advisors – 36 aspiring principals. Value for money? Best use of resource, considering travel and associated costs. I think you have wasted a lot of money organising this course. There were advisors that didn't present, so why were they there? And some presented for less than 45 minutes!! Many sessions had outside presenters!!*

The following CS1 Residential 2 formative evaluation ratings recorded in Table 12 provide strong support for the programme, facilitation and organisation in this region.

**Table 12: CS1 Residential Two Ratings**

Low 1	2	3	4	High 5
<b>Overall rating of the Residential Two content</b>				
			21	17
<b>Overall rating of the Residential Two presentations</b>				
		3	20	15
<b>Overall rating of the Residential Two administration/organisation</b>				
		1	11	22

The Q1 Mid-Point questionnaire issued in July 2008 strongly confirmed the interview and focus group comments about how the programme was delivered and facilitated. Overall the residential courses were considered by aspirants to have been delivered by knowledgeable facilitators who appeared to regularly apply the curriculum content to the aspiring principal context (the highest rated element). There were no statistically significant differences in this perception evident amongst the regions (highest Massy at 3.86, lowest Waikato at 3.26). The delivery of the curriculum content generally appeared to cater for a range of learning styles though the participants perceived that there was still some opportunity to broaden the range of the delivery formats used and further enhance the links that could be made within the curriculum content. The July Q1 Mid-point

questionnaire rating means are summarised for each region in Table 13a with the Q1 November End-Point questionnaire means bracketed in the 'Overall' column.

**Table 13a: Questionnaire Mean Ratings for Facilitation**

Question		Auck	Waik	Mass	Vict	Sthn	Overall
Part Three – Programme Delivery and Facilitation	49. The teaching on the residential courses has been delivered by knowledgeable facilitators	4.14	3.90	4.23	3.83	3.67	<b>3.94</b> (3.94)
	50. Facilitators have effectively applied the content to the aspiring principal context	3.73	3.48	3.91	3.42	3.72	<b>3.67</b> (3.93)
	47. My preferred range of learning styles has so far been catered for	3.23	2.97	3.73	3.25	3.37	<b>3.30</b> (3.53)
	46. Overall it has been delivered in a wide variety of formats	3.23	3.00	3.77	3.17	3.28	<b>3.28</b> (3.56)
	48. The curriculum has been delivered in a logical and linked manner	3.09	2.93	3.68	3.25	3.03	<b>3.17</b> (3.53)
	<b>Part Three overall mean scores</b>	<b>3.48</b>	<b>3.26</b>	<b>3.86</b>	<b>3.38</b>	<b>3.41</b>	<b>3.48</b>

The qualitative comments provided in the Q1 Mid-Point questionnaire confirm the quantitative data and echo comments made in the interviews and focus groups. Extensive appreciation of the quality of facilitation (catering for learning styles, variation of teaching techniques, quality of presenters etc.) has been provided by aspirants (24 Mid-Point questionnaire qualitative comments were positive about the facilitation: seven were negative, with two of those noting that too many facilitators were sometimes present). One aspirant noted: “The energy, enthusiasm and excellent organisational skills of the facilitators has been out-standing...”

There is some evidence to suggest that the delivery of the curriculum had also improved based on a comparison of participant perceptions in July and November. The data from the sample of the 44 participants who completed both the Q1-Mid and Q1-End questionnaires showed statistically significant increases in mean ratings for questions 46, 47 and 48 using the Wilcoxon Signed Ranks Test at the 0.05 level of significance. These are summarised in Table 13b.

**Table 13b: Mean Rating Improvements for Facilitation (n=44)**

Question	July	November
46. Overall it has been delivered in a wide variety of formats	3.19	3.64
47. My preferred range of learning styles has so far been catered for	3.26	3.55
48. The curriculum has been delivered in a logical and linked manner	3.14	3.57

During the March 2009 phone interviews with successful aspirants across the country, one from CS1 supported the evidence that the curriculum had improved as the programme progressed, saying:

*It was a barrier in the first residential having dissatisfaction about the quality of presentation in some cases, and the depth of what we were being delivered. People went away grumpy, and that was a barrier, but the second residential was excellent.*

Overall the programme was seen to be an exceptionally positive experience for both facilitators and aspirants, and the following CS2 aspirant comment sums up this sentiment:

*AWESOME, Uplifting. Thank you for the exposure to so many inspirational people – both organisers, facilitators and fellow aspirants 😊*

#### *Variation of teaching approaches*

In Residential 1 for CS1 a rich variety of teaching approaches was employed with almost all learning styles catered for via case studies, group discussion, Power Point presentations, interactive tasks, etc. In one session, the facilitator combined group work on a case study, reflections and critique against a set of criteria based on research and then conducted further discussion and reflection. After the session, one of the aspirants spontaneously gave exceptionally positive feedback to the evaluator about this sequence of approach and the rigour it offered participants. Overall, in Residential 1 for CS1, by far the majority of comments provided by aspirants in the formative evaluation confirmed satisfaction with the high level of diversity of teaching approaches employed. One aspirant commented:

*Practical application and input from co-ordinators. Preferred sessions where acknowledged prior knowledge of theory and then had a chance to look at situations in context. Very flexible and open – enable participants to engage as they wanted. Variety of presenters and approaches used.*

Another stated:

*Many things! The overview for the residential was well planned and organised. It included a varied mix of topics. Each session was enjoyable and interesting. Sessions were inspirational! There was been much food for thought so that we can build on the things that have been introduced. Speakers have been interesting and never dull. We have had the opportunity to connect with a great bunch of colleagues. This has been both enjoyable and most worthwhile. I am inspired and know I will continue to be. Thank you all.*

In particular, in CS1 formative evaluation feedback aspirants noted that the extensive use of group work and collaboration was a beneficial component of the variation of approaches. Twenty comments in the feedback made reference to collaboration, sharing, and opportunities for discussion. One referred to the importance of: “The talking with others, hearing their ideas.” The comments indicated that not just a variety of approaches, but also a variety of presenters was appreciated. One comment sums up those of four other aspirants: “Variety of speakers – kept us fresh and thinking.” The variation of teaching approaches in the residential was also referred to by CS1 focus group 1 members in July 2008. Although the members applauded the variety provided, they also particularly noted that they would like to see a greater exchange of ideas and varied groupings.

In CS1 Residential 2, variety in facilitation was shown in a case study approach to dealing with a dilemma (a similar approach had been developed in Residential 1). Aspirants were scaffolded through the process and used group brainstorming to determine resolution points for the dilemma. This was a well facilitated session with excellent drawing together of the key points from groups. Because the resolutions were somewhat predictable, there may have been opportunity for the facilitator to introduce some theory/research links in the conclusion component of the session.

The positivity about the continuing variety of teaching approaches in CS1 was also strongly confirmed in the formative evaluation comments from aspirants completed at the end of Residential 2. Twelve comments were made in appreciation of this variety and the following is representative of these views. “An excellent mix of research, practical skills and opportunities to reflect on my own leading, growth, ability to manage lead change etc.” Three aspirants also specifically noted their appreciation of the time for discussion, with a further three suggesting that even more time needed to be allocated for this. One stated: “Time to share more with each other – maximise learning from each other!” A factor that contributed to greater satisfaction with the extent of discussion in Residential 2 was a much improved venue that had more space for breakout groups for discussion. The improved venue was noted by 12 aspirants in the formative evaluation.

In terms of varied teaching approaches employed in CS2, specific comment was made by aspirants formatively evaluating Residential 1 about appreciation of sector groups (where participants worked in secondary, primary or intermediate-related groups) and PLGs being utilised when completing group tasks. It is interesting to note, however, that by the final

CS2 focus group two members felt the mix of primary and secondary aspirants had been great, and should have continued in the presentations (where the organisers, responding to previous critical feedback on the mix, had separated out the two sectors).

Four CS2 aspirants formatively evaluating Residential 1 requested fewer people at one table and fewer groups in the room at break-out times. This had been attended to in the second CS2 residential, with one commenting: “Great room”; another “Much better sized room” while a third felt the tables were a little too close together when sector discussion groups were held at times, as it hindered hearing.

As mentioned previously, one particular presenter’s session in CS2 was noted as needing a longer timeslot. The Regional Co-ordinator indicated that this presenter had ‘held them spellbound’ as she spoke. During Residential 2’s focus group, another reason for the longer timeslot needed was given, with a respondent expressing frustration when keynote speakers have a short time slot and then leave, allowing no time for questions or feedback. Positive comment was made about the behaviour of a Ministry keynote speaker at this residential, who not only answered questions immediately following the keynote, but also visited the discussion groups occurring in sector-related areas after this, enabling further discussion of the points raised and when, in the words of one respondent, “You can build relationships and discuss issues.” An aspect of Residential 2 that was commended during the focus group was that:

*Time to talk after speakers has been excellent today, it gives you a chance to discuss and digest instead of just having a break and then the next speaker [as had occurred in the first residential.]*

Aspirant formative evaluation comment in CS2 also confirmed that facilitators used different styles of presentation, were considered to be well paced and organised, used a professional approach and focused on adult learning principles. One aspirant wrote in the evaluation: “Thank you for treating us as professionals.”

Feedback received from the July 2008 round of designer/facilitator phone interviews supported the points made above. One mentioned: “a range of facilitation styles – guest speakers, in-house people, aspirants themselves, cafe-style”, while three commented on the experience their groups had in offering a range of skilled and varied presentations. Presentations by principals were a feature of most residentials, with another interviewee noting that: “A principal who had had some challenges went down well too, still very enthusiastic and was appreciated.”



In both CS1 and CS2 principal panels were a feature of residential and these were greatly appreciated by aspirants. In the formative evaluations for Residential 1 CS2, for example, one aspirant said it gave them: “priorities for being a principal”; “insight into the true job of the principal”; and awareness of “the difficulties of the principal’s job.” Others noted that they: “particularly enjoyed the principals’ panel”; and that “this has really clarified my thinking about the ‘role’ of the principal.” Similar responses were received for principal input during Residential 2 and from CS2 focus group comments, which included:

*A: The discussion panels are great, listening to the principals.*

*B: It would be great to spend 15 – 20 minutes with each one of them, because I felt torn about who to go to. Being able to choose at least two would have been good.*

Several aspirants from CS2 reported that the principals’ input was ‘more relevant’ than some of the keynote or facilitator input. In the Mid-Point and End-Point questionnaires also mention was made of the value of principals as facilitators, as one aspirant in the Mid-Point questionnaire reported:

*Personally the best part for me is listening and talking with people who are in the principal role now or who have recently finished in the role. (Less than 3 years ago) Nothing more annoying for me is listening to people who are that far removed from reality, in other words have been advisers for too long, preaching best evidence, when they have never walked the talk themselves.*

In CS1 Residential 3 an outstanding practising principal’s presentation resulted in 14 exceptionally positive comments in the formative evaluation. As one aspirant noted: “X was inspirational – once again the message was to be to who you are – true to yourself and use your life lessons.”

A request for keynotes to be videoed was made by an aspirant in the focus group 1 for CS2 and in interviews of designers/facilitators. This would enable expertise to be shared across the country, and possibly reduce costs for travel and payment of speakers.

During the phone interviews conducted in March 2009, one of the successful aspirants commented that:

*The PLGs and the residential brought similar-minded people of similar age and stage around the table. Even though the groups were quite diverse, it was good to hear what others were saying, under skilled facilitation. Some of the keynotes were really good – Steve Maharey, Graham Stoop from ERO, that made it a bit better. It’s not always easy to get those people.*

This aspirant’s comment about the benefits of diverse PLGs was contradicted, however, by another of the aspirants. One commented that “[being] put with people that you didn’t

necessarily have things in common with or rapport with” had been a disadvantage, but that they had re-organised themselves into groups with more common interests. This person suggested that aspirants should be able to select their own PLGs. The designers and organisers were generally more positive about the cross-sector PLGs, with one stating that “small groups (PLGs) sharing happened and was huge, helped them to relate across schools and provided a network of support. They were most effective.”

#### *Catered for varying learning styles*

The overall results section earlier for the Q1 Mid-Point questionnaire provided evidence that most aspirants believed that their learning style was catered for (mean 3.30/5). There are many elements of this topic and although not a learning style per se, one of the participants in the CS2 Residential 1 formative evaluation queried: “Why the karakia so often? For sake of process? Or to honour God? Cultural heritage?” However, another aspirant also requested “a session in Māori protocol/etiquette.” It was always going to be difficult to fully meet bicultural needs and these conflicting comments highlight this.

In the CS2 focus group 1, aspirants noted that a variety of approaches were used to cater for learning style – “small groups, large groups...opportunities to discuss...sector-related groups.” The only criticisms advanced in CS2’s focus group 1 around learning style were made by people who felt that the self-analysis they had completed, had not resulted in sufficient ‘tailoring’ of the programme to their needs (comment made by two of the eight respondents; however one subsequently said s/he’d resolved issues through the L&M facilitator).

Considerable effort had been taken by designers/facilitators to cater for the learning styles of aspirants, according to their feedback in the July 2008 phone interviews. Four of the six mentioned either one-to-one methods, or the use of the PLGs, to facilitate support and discussion. They were also cognisant of the need for stimulating keynote speakers, although there was a warning expressed by one about this, reflecting on their most recent residential:

*We do find that you have to be really careful when inviting outsiders to facilitate sessions, because our group has very high expectations of participation, and they do not like being lectured to for an hour and a half. Our lot are ripping to get into everything that’s happening.*

This perspective was backed up by another respondent:

*I think there have been times when there's been a straightforward information dump, almost; not too excessive. There have been lots of opportunities for people, either in a workshop or a presentation, to make sense of what's been presented. Materials have been used that encourage different ways of reflection and more co-operative activities.*

The five SG Chairs interviewed in the July 2008 round of interviews also all spoke warmly of the wide range of facilitation styles used in their areas, from keynote speakers (some of whom were encouraged to stay and join in discussion informally over morning tea or lunch); workshops; small groups eg PLGs, individual coaching etc. According to these chairs, a wide range of learning styles should have been accommodated by these diverse methods of input.

#### *Delivery of the programme in a logical and linked manner*

The evaluator observation of the CS1 Residential 1 workshops indicated that a reasonable attempt had been made to provide a logical and linked delivery. Although one aspirant stated in the formative evaluation there was a “structured focus and approach”, as noted earlier in this report, the observation led to a conclusion that there was little drawing together of diverse sessions or connections made between key themes at the end of the day. This feedback was provided to facilitators at the end of Residential 1 and observers noted in Residential 2 that some improvement had been made. Confirmation of this was evident in the formative evaluation where six aspirants noted that the programme was well structured, with one specifically stating that there was: “much better alignment to the curriculum objective of the programme.” However, one other aspirant was less positive in suggesting: “Still need more coherence in the programme. As being people we need to be able to plan a structure for our year but we need to know what is expected.”

One aspect of the logical linking of the programme appreciated by two participants in CS2 was “the documents from the Ministry all weaving together” and “speakers from the Ministry assisting us to see the weave between policy documents and practice”. The relevance of the linked coherence between the NAPP programme and other Ministry initiatives was clear to these aspirants.

#### *Encouraged reflection on practice*

A strength observed in the CS1 Residential 1 workshops was the emphasis that each facilitator placed on encouraging reflection. This observation was confirmed by six

aspirants in their formative evaluations. One aspirant highlighted that this was not easy and that they needed: “Lots of thinking through time. I have to get better at the reflection. Need to find a critical friend.” In CS1 Residential 2 a superb presentation covered the useful development of an ‘education platform’ as a way of reflecting on philosophy, values and practices. It not only succinctly guided aspirants through a series of questions to frame the platform but also backed this with a theory paper. Ideally, aspirants should have had time to begin to write their platform in the session, but nonetheless they had clear strategies for doing this in their own time. At least one aspirant felt the impact of this session when they stated in their formative evaluation: “I have been challenged to ‘nail down’ my vision.”

One designer/facilitator interviewed in March 2008 mentioned the use of videoed presentations by aspirants, with the video taken away by aspirants to further aid reflection and confidence building. Another stated that they encouraged ‘deep’ reflection by using techniques such as the Johari window. Three designer/facilitators interviewed in July 2008 mentioned ensuring that participants had “significant time for reflection”; that they “encourage different ways of reflecting”; and having “groups that come together to bounce ideas off each other. It’s learning by doing.” This perspective was backed by the SG Chairs, interviewed in July 2008. Three had actually sighted reflective journals; two had not seen them but believed they were being used. One, commenting on the role of mentors/coaches in requiring evidence of reflection, said:

*We all get busy and you can find an excuse, but having someone walking alongside you and saying, “show me” is a benefit.*

During the CS2 focus group 1, a lengthy comment on the importance of reflection on practice was made by an aspirant who surveyed her staff on her leadership as part of her research project. The results had been beneficial:

*It gave me some good insight, gave me some goals. But the other side of it, from getting feedback, it has increased my acceptance that I have the ability. I was doing a facilitation job at the school, and led, but didn’t always accept that I was doing a good job. It was good to get that feedback and that, yes, I was doing a good job.*

Hearing how other principals reflect on their practice was helpful to aspirants. The following feedback from an aspirant to a first-time principal presenter in CS2 Residential 2 highlights this, “You were remarkably clear in describing what you’re doing and why – very deliberate.”

In the post-programme interviews conducted in March 2009, there was strong support across both the successful aspirant and designer/facilitator groups for the notion that the programme had made aspirants more reflective on their practice. With the highest rating on the six-point Likert scale being 5, four of the six successful aspirants rated this aspect 5 and two 4; three of the designers/facilitators rated it 5 and three rated it 4.

### *Knowledgeable facilitators*

The area of facilitator knowledge was rated the highest by aspirants (mean 3.94/5) for this section in the Q1 Mid-Point questionnaire and confirmed other data. The observations of the CS1 Residentials 1 and 2 sessions indicated that this was a highly competent, very experienced, group of facilitators. The aspirant formative evaluation comments strongly supported these observations with the following comment reflective of this perception: “The level of dialogue (both formal and informal) was really rewarding and this was coupled with really excellent sessions run by people who ‘know’.”

During the CS2 focus group 1, aspirants generally agreed that their facilitators were knowledgeable. However, one was disappointed: “Mine said..‘I’ve been so busy with FTPs that I haven’t had time to read up on this.’...It’s become a joke with me and another aspirant.”

The March 2008 designer/facilitator interviews elaborated that new and experienced principals were used as co-facilitators to ensure credibility and relevance of material presented to aspirants. During the July 2008 round of designer/facilitator interviews, their own skills were also mentioned by two respondents:

*A: I think it’s drawn on the expertise of the L&M advisors, and we have a lot of experience in our group in X, and we’ve all had experience of ‘Developing Leadership’ under different headings, so we had a fairly good grasp of where to go.*

*B: We’ve run a programme for two years before this – 2 of us – this year we have 7 staff so our ability to meet the needs of aspirants and manage the programme is a lot better.*

### *Support and challenge from facilitators*

The evaluator observations of the CS1 Residential 1 workshops indicated that an enormous amount of support was offered to aspirants, with moderate challenge of aspirants’ ideas. One aspirant stated in the formative evaluation that they had: “Opportunities to challenge thinking and ideas.”

Greater challenge was evident in CS2 and one of the facilitators mentioned the deliberate intention to disrupt possible existing ideas on principalship by saying: “We ‘rattled their cages’ a bit but we set out to do that, as well as affirming what they’re doing.” The aspirants reiterated this in focus group 1, where three of the eight participants specifically cited ways in which their facilitators were supporting them and encouraging them to extend themselves. One aspirant said:

*I think it’s evident in the questions that people ask in discussions, there are very thought-provoking and challenging questions that query the stance we’ve taken.*

One of the successful aspirants, interviewed in March 2009, had very positive comments to make about the challenges received from the facilitator:

*I had a great mentor who challenged me to do things I was less comfortable with. In hindsight, I think I was further down the track in terms of my own preparedness for principalship, but my mentor did challenge me to deal with situations that I wouldn’t have developed otherwise.*

## Support and Networking Between Aspirants

An overwhelming positive component of feedback about the residentials was linked to the opportunities that these meetings offered for relationships, networking and support to be developed between aspirants. In CS1, for example, the growth of the relationships was mentioned in some way in 16 comments from aspirants in the end of Residential 2 formative feedback. The following aspirant comment reflects many others: “It has enabled building relationships and resulting support networks”. A way of extending relationships was also referred to with several aspirants requesting a desire to extend PLGs beyond the life of the NAPP programme.

In the Mid-Point questionnaire qualitative comments 15 aspirants noted the positive impact of networking, as the following comment indicates:

*The best part is getting together with the people in my region, talking about our job, school, family and project. Getting to know them and realising that although we are in different schools and different sectors (primary/ secondary), we all have similar stories and issues.*

Positive comments were recorded from the CS2 final focus group on the benefits of networking (particularly when done ‘after hours’ or over meals). One mentioned that s/he had met three other aspirants from her/his area who had never met before, and this had been really valuable.

In CS1 a considerable number of comments were received in the final residential evaluation that reiterated the benefits gained from networking with other aspirants. Eight statements in total echoed the sentiments of the following comment: “The inter-relationships between people....it is about people and learning from each other”.

The latter attitude was supported by successful aspirants interviewed in March 2009. Five of the six interviewed made positive comments about the benefits of networking and group support, including: “The networking aspect was fantastic, where we worked together. [X area] was particularly cohesive; we contacted each other outside of NAPP to support each other;” while another said: “The scenarios and problem-solving type stuff where you worked with others to nut out a solution were the most effective.”

## Attendance Rates for Residentials

A summary of overall attendance rates is provided in Table 14, with identification of region and reason for absence.

**Table 14: Residential Attendance**

Region	Res. 1 Absence	Res. 1 Reasons	Res. 2 Absence	Res. 2 Reasons	Res. 3 Absence	Res. 3 Reasons
Auck/North	0/40		0/38		1/38	No reason given
Waikato	0/40		1/39	Sick child		
Massey	2/39	Withdrawal; child born	4/37	Hospital; transferring to another region; medical; family bereavement	0/37	
Wellington	0/20		1/19	Father's death	1/18	Two withdrawals from programme
Southern	0/40		1/37	Unexplained absence	4/36	Bereavement; school camp; illness; gained principalship, left programme

Overall there were excellent attendance rates at each of the residential courses.



## Leadership Projects

In the documents outlining the intent of NAPP, the following multiple statements of intent of the leadership projects were noted:

- ideally curriculum-related and involving leadership of other staff;
- demonstrate theory to practice;
- part of the school's strategic direction;
- preparation for projects occurred early in the year;
- aspirant's principal provided effective support for the project;
- as part of the project, the aspirants undertook shadowing of principals in two other schools to focus on the role of leading learning, establishing relationships and managing the change process;
- an L&M adviser or other suitable professional effectively coached the project; and
- projects were written up in some agreed form and were evaluated at the end of the programme

A designer/facilitator interviewee in March 2008 felt that the leadership project was a 'microcosm' of leading a school: "How do I lead this project, is the same microcosm of how do I learn to lead this school? As a learning culture." For many aspirants, this element of the curriculum was the most challenging. Reasons for the challenge were linked to lack of initial clarity about the project and expectations, difficulties in narrowing the size and focus of the project, lack of time to conduct it, issues of principal support, and perceived lack of relevance.

The March 2008 designer/facilitator interview feedback suggested that aspirants needed considerably more information than they had received in advance of Residential 1 in order to design a leadership project that was relevant and workable. One interviewee stated:

*Feedback before Residential 1 indicated that grasp on the task was limited. In the Residential 1, we had a short session in PLG groups, did peer thinking and refining. In the context of what was done in that meeting, we looked at 'Leading Learning' to link projects to that (rather than initial thoughts about managing an administrative project).*

This feedback was reinforced by focus group 1 aspirants in both CS1 and CS2, as well as comments from Regional Co-ordinators. In CS1 two aspirants noted a need for much greater specificity in terms of requirements (format and presentation) for the projects. Another two said that they were finding the project easy, so the requirements were fine. CS2 focus group 1 members significantly noted the size of the task, alongside the specificity issues, as reported in the following comments:

*A: I don't think they were prepared very well, but don't know how better they could have been prepared. It sounds simple, but they came up with these enormously huge topics that were completely impossible. Hard to see how this could be avoided, though by end of first session they were much better prepared. They could see the complexities of really having to manage a project. It's tricky, it's very tricky.*

*B: It's taken me three months to get my head around it; I didn't know what the outcome was going to look like, what the chapter headings were going to look like. [Didn't have a framework?] Yes, but it didn't make sense.*

*C: I came away from the residential feeling that I had to write a thesis. Then we came back last week and they said you don't even have to be finished. The parameters were not set clearly.*

Overall also there was an expressed wish for more time and guidance on projects in both CS1 and CS2. One aspirant commented:

*More set-up time for the project. This is a major concern as I am still 'shaping' a project and would have liked some guidance...would have liked this discussion (L&Ms, principal, me) to have taken place before this residential.*

Preparation and prior information about presentation requirements was also commented on by one designer/facilitator as not having been well done:

*We found out at this residential that there is a little bit of uncertainty with some people about their projects. They weren't too clear about how they were going to present, where, when, to whom. I don't think we'd communicated that clearly enough.*

The issue of the short timeframe for projects was expressed by Regional Co-ordinators in their Milestone 2 reports, and reiterated by CS1 focus group 1 members. One person in the latter group mentioned another aspirant having designed what was effectively a five-year project, The aspirant needed to build in succession planning in the event of his achieving a principalship while the project was still under way. There was concern that projects had to be manageable in terms of their workload, as well as being relevant to their schools.

In the CS2 focus group 1 the emphasis on action research was also criticised by two aspirants in the group:

*A: We got a whole presentation on action research and how it should be done – it doesn't have to be action research.*

*B: The focus on that model is actually limiting in terms of what could be done.*

However one successful aspirant in the post-programme phone interviews specifically commented on the benefits of the action research programme, saying, “The action research project was really very beneficial; it benefited the school as well as the individual.”

Criticism was also advanced in the CS2 focus group 1 about the logic and weighting of the research project as part of the programme. Two respondents said:

*A: The weighting of it, compared with critically helping people to develop. [Have you been able to explore that with your person who's helping you?] Only in the cracks...there's a bit of a time constraint.*

*B: I had the same issues; this has to mean something – I could have done another university paper but I haven't, I've done this... Some of us have done a lot of research in our studies, so doing a research project is not new learning.*

A further challenge in the projects was linked to failure by principals to provide good support. As one aspirant noted in the Mid-Point questionnaire qualitative comments: “If you don't have an effective principal in your school the leadership project is near impossible”. It is interesting that four of the six designer/facilitators interviewed in July 2008 mentioned ‘mixed’ or ‘variable’ support from principals, with one saying: “There are very good principals out there, and also those who aren't being particularly helpful.” This perspective was also advanced by two of the designers/facilitators interviewed in March 2009, with one saying that some aspirants “were completely stymied by principals stopping them from practising what they wanted at all.” One designer/facilitator offered another perspective:

*...at the opposite end, the principal was a wee bit doubtful about the project that the DP had put up, but agreed to go with it, and is now the biggest supporter of the project.*

An issue arose where there was a change of principal, or the aspirant changed schools themselves, during the year. One aspirant in the former situation felt the change affected their ability either to discuss the project with their principal, or to feel that their new principal was supportive. They said: “I wouldn't even go and speak to him about the project.”

Mentor/coach support and guidance in overcoming some of the aforementioned challenges was critical, especially in clarifying expectations. Three CS2 focus group 1 members admitted that they had initially felt the size of the project was ‘scary’ or their

understanding of it 'too broad' but had had good support from their coaches to come to grips with the size of the task, and good advice about focusing it down. One of the designer/facilitators triangulated this comment by noting positively the support they had provided to aspirants on their projects, and believed that despite the difficulties with 'getting off the ground' and 'size of task', aspirants were being encouraged to extend themselves, and to use research work such as that of Fullan to help them in their endeavours. Others interviewed in July 2008 were quite vocal that the topics that aspirants had selected were often unlikely to be completed in the timeframe, no matter how hard facilitator/coaches had worked to make these realistic. For example, two said:

*A: I wonder if there's a sense of 'I don't know what I don't know'. Most of them had incredibly broad, 'change the world' kinds of ideas, which had to be narrowed down quite considerably.*

*B: I've worked hard to make sure their focus is not on WHAT THEY DO, it's on their ACTS OF LEADERSHIP, why they do what they do, what they'll do next.*

A strength of the projects was seen by Regional Co-ordinators (noted in their Milestone 2 reports) as transferring theory into practice. Reports were noted of aspirants stating that their projects were having a positive effect on the whole school. In the March 2009 phone interviews there was also very positive feedback on the ability of the in-school projects to help the aspirants to apply the programme to their school context. Four of the successful aspirants rated this a 5, the highest positive score available, while two rated it 4. Of the designer/facilitators interviewed, four rated it 4 and two a 3. Two of these people commented on the variable nature of the projects, with one saying that principals had been able to restrict what aspirants wanted to achieve.

The Chairs of SGs were asked, during the July 2008 interviews, what plans they had in place for evaluating the leadership projects. This question produced a mixed range of responses. Two Chairs specifically mentioned aspirants presenting their work in front of the group, including the SG members (while this was not mentioned by the others, the omission does not mean this would not happen in their regions). One of the two said:

*We need to think a little more about what we're going to do on evaluating the project. We might need to talk a little more about that.*

Across the country there did not appear to be a consistent or well-thought-out process for evaluating the leadership projects, whether still incomplete, or complete. Given the speed with which the programme was put in place, this was not surprising, but was an issue that needed much earlier attention than it was awarded.

The Q1 Mid-Point questionnaire conducted in July 2008 provided an overall perception from aspirants about the project. As can be seen in Table 15 the mean ratings indicated that in all regions the project was considered to enable aspirants to apply the curriculum to their school context, despite the challenges that were associated with it. A comparison with the Q1 End-Point questionnaire from November is in brackets.

**Table 15: Questionnaire Mean Ratings for Projects**

Question	Auck	Waik	Mass	Vict	Sthn	Overall
58. The school based project has enabled you to effectively apply the NAPP curriculum to your school context	3.23	3.50	4.09	3.00	3.34	<b>3.47</b> (3.71)

Aspirant qualitative comment provided a continuing picture of variable appreciation of the projects, though the data from the second questionnaire revealed that participants on the whole felt supported by both their principal (mean rating = 3.83) and coach/mentor (mean rating = 3.87). At the mid-point in the programme some aspirants realised the worth of the projects: some did not. The following two quotes illustrate the polarised views:

*Positive: The project is one that has been an excellent opportunity and experience that I am very grateful for.*

*Negative: I see the project is an artificial compliance requirement rather than a useful tool for use in my school.*

While the early reflections of aspirants on the leadership project were mixed, by the time of the final focus groups in CS1 aspirants had seen value in the projects. One member of the group was quite clear that the project had: “to have a clear purpose and context and being matched to the strategic direction of the school”. Another stated that the matrix for planning the project, issued in Residential 1 had been invaluable in setting the focus. All aspirants in the group strongly concurred that clear criteria for projects and the evaluation of these were essential.

In the final focus group for CS2 although aspirants felt the project had been ‘loose’, it was seen by all but one member to have been valuable. In the case of the latter, s/he had learned little from involvement in the project, having already been in an administrative position in the school. An interesting range of reasons for the overall positivity stated by the focus group members were cited, including:

- *It’s made me reflect on my leadership style and pick up a project that would strengthen that – if I’d done something else, I might ‘talk it but not walk it.’*

- *It made me do things that I wouldn't normally have done, or done more ad hoc and less thoroughly, if I hadn't known I had to report on it so thoroughly [accountability is a wonderful thing!] It is, and it really made me do it and it was just fantastic, so is the others' work.*
- *It gave you the excuse in your job to do it. It's often difficult to bring in new stuff in a school, but it sanctioned me to introduce new stuff and say, it's part of my NAPP work.*
- *I enjoyed doing it. I probably would have done the work anyway but it gave me a chance to look at the leadership side.*

The focus group members offered several suggestions for improvement, including:

- Don't make it sound too complicated at the beginning.
- Provide more models of projects as a guide.
- Include more robust check points and accountability along the way from the coach.

The overall feeling of benefit received from involvement with the leadership projects was well summed up by the following comment:

*The research projects – initially it seemed to be such a loose framework, but seeing the presentations today, it's just mind-blowing where they've all gone. We've all done something completely different, and all learned heaps.*

Unfortunately observation of project presentations could not happen in CS1 where aspirants had a choice of audience appropriate to their project (staff, Board, parent group etc.). In CS1 informal feedback was provided by L&M staff at the end of the presentation. Part of the feedback included the aspirant reflections on their progress with projects. A further presentation reflection opportunity was timetabled at Residential 3 with a structured set of questions guiding the aspirant reflection to two peers. Questions covered the context, what was learnt, and implications for the future. At the completion of the reflection, the peers provided further feedback to the aspirant. Excellent formative feedback was recorded by 11 aspirants on this approach, as reflected in the following comment:

*The sharing of aspirants about their learning was honest and clarified my own learning and ultimately led to more reflections from me about particular issues. Openness, sharing, honestly, respect and collegiality.*

The final project presentations were observed for CS2. In CS2, an excellent system of distribution/allocation of timeslots for presentations was conducted by drawing from a hat. One nominated evaluator was selected per presentation (again drawn from hat). An evaluation form (template) issued to evaluators showed a particular focus of feedback on the linking of projects back to pedagogical leadership, leading learning, and whether there was a shift in managing change in the school. The subheadings under these broad areas

were equally extensive and, as evaluators, we had difficulty reconciling how any aspirant could possibly show that they had attended to all or even most of the subheading content. Further, an outline of the approach to be adopted in the projects at Residential 1 in CS2 was substantially different to the broad areas and subheadings shown on the feedback form. Considerable tidying up and alignment of the initial project guidelines and feedback schedule is required.

Requirements for sticking to time were given clearly to presenters in CS2, with the Regional Co-ordinator stating: “We will stop you mid-sentence”. Although this did not actually happen quite so clearly in practice when one presenter considerably exceeded the time.

In CS2 the projects were varied and most fitted loose criteria for an account of an evidence based investigation or inquiry. Because of distance and time considerations, CS2 split into two groups with one being mainly primary school, and the other mainly secondary. Two different researchers from the team attended the groups. A meta-analysis of the projects (summarised in Table 16) has been conducted against just the following three criteria which would be anticipated outcomes from any investigatory project:

1. Use of evidence/data in decision making;
2. Theoretical underpinning (linked to material offered in the NAPP programme or other research/theory); and
3. Clear understanding of principles associated with effective change.

**Table 16: Meta Analysis of Projects in CS2**

Project Case No.	Evidence	Theory Base	Change Principles
CS2: A	√	-	√
B	√	√	√
C	√	√	√
D	√ (but not by aspirant)	-	√ (but not by aspirant)
E	√ (but not clear what was done)	√	√ (but not clear what was done)
F	√	√	√
G	√ (but not by aspirant)	√ (but not by aspirant)	√ (but not by aspirant)
H	√	√	√
I	-	-	-
J	√	√	√
K	√	-	√
CS2:1	√	√	Slight understanding
2	√ (mainly anecdotal)	√	√
3	√	-	√
4	√	√	√
5	√	√	√
6	√	√	-
7	√	√	Unclear

8	Some – needed strengthening	Little theory given	Unclear
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The meta-analysis reveals that approximately 68% (over two thirds) of the aspirants presented projects that were based on clear evidence and theoretical underpinning and 58% showed a clear understanding of the principles of change. Overall, the majority of projects observed matched the essential criteria for an investigatory project. Considering the trepidation expressed by aspirants earlier in the year, the research team felt that the aspirants' eventual engagement with these leadership projects, their willingness to be advised by facilitators/coaches, the relevance of the topics they chose to investigate and (in general) their collaboration with peers and relevant experts to carry out these projects, was most heartening.

The facilitators in CS2 noted that they thought the project presentations were: "Great presentations that showed variety, impressive." One said that they were: "Blown away with these." The facilitators reflected that it was a shame that the presentations were not done in together so that everyone could see the quality. As researchers, we agree that the presentations deserved a wider audience and we suggested that a possible monograph could be put together by the organiser/facilitator group. In the final phone interviews (March 2009), one successful aspirant regretted that their area's 'splitting' of the group had meant that they had not been able to see the final presentations of all those whom they had worked with throughout the programme.

Several aspirants in CS2 commented at the end of their presentation that they felt they had learned a huge amount about their topic, their school and/or themselves and their leadership abilities from engagement with the projects. One reflected on his/her distress when the project which had been going well, was effectively derailed by the engagement of a new principal whom the aspirant felt did not have the necessary empathy with the school's bilingual nature. But overall, from what the research team observed and heard, the continued use of leadership projects should be a vital part of NAPP in the future, albeit with some tighter direction at the outset.

Certification of aspirants occurred in CS2 at the end of the presentation sessions. A list of NAPP content was on the reverse of each certificate. Certificates were presented by the coach of each PLG with a very detailed personalised comment given to each aspirant. This was a very touching way to end the programme.



Further feedback was sought on the value of project presentations via the Q1 End-Point questionnaire. It would seem that the good perceptions aspirants had increasingly expressed up until and at the time of presentation were somewhat reversed in the qualitative comments. Ten aspirants reported dissatisfaction with the quality and timeliness of the expectations for presenting their project. As one aspirant stated:

*The expectation of the “presentation” was stated from the outset, however it was not until 10 days prior to the last on-site that the information for what the presentation was to include [was given]. This continued to cause course participants much angst and therefore the requirements for the presentation should have been clearly laid out from the beginning.*

## Shadowing

The Ministry project director commented that shadowing did not happen extensively on the NAPP, but because this was optional that was understandable. Where shadowing did occur this was reported to be popular and it was particular noted in Milestone 2 by Regional Co-ordinators that many principals were generous with their time and also positive about involvement. Host principal comment also strongly offered support for this aspect of the programme.

In the CS2 group, shadowing was promoted to the aspirants. The Regional Co-ordinator recommended flexibility so that aspirants could choose the principal to be shadowed. During the CS2 focus group 1, two aspirants in the focus group commented on the variable value of the shadowing process:

*A: We're not funded to do that, and it's hard to get away.*

*B: I've done that in two different countries, and it's really valuable.*

One aspirant in the group noted why they had chosen to shadow a principal other than their own:

*I prefer to shadow principals other than my own. It's partly because I don't get on that well with my principal although he signed my form, and partly to get a broader range of models...I feel my principal might be threatened by my shadowing him.*

Another aspirant, successful early in the programme, mentioned the benefits that s/he would have liked to achieve through shadowing, when interviewed in March 2009.

*I did not get to that stage, but going into other schools and shadowing other principals would be great. I'd been with one of the best principals in the world, worked with her for 13 years. But that would have been really powerful.*

Regardless of who was shadowed, it was important that this principal was an expert, or at least highly competent. In the CS2 focus group, one participant said:

*That shadowing of people outside [is helpful]...but we need to have a critical eye on who is able to suggest exceptional leaders to shadow, not just ordinary – anybody can do ordinary.*

Six respondents in the Q1 End-Point questionnaire made particular reference to shadowing. As one stated:

*Shadowing component excellent. Perhaps this might be compulsory and require even two for comparisons.*

Finally, a designer/facilitator from one area spoke of shadowing as a way of picking up skills needed, that were not covered sufficiently in the programme (this person admitted that a couple more sessions on 'nuts and bolts' would have been useful). S/he said:

*People wanted more nuts and bolts stuff rather than leadership stuff at the start, but as the course went on they realised this was not the case, and they could pick that up by shadowing.*

The quote implies that shadowing was a 'normal' part of the programme in this particular area, and a possible useful way for aspirants to pick up skills that were relevant 'on the spot.'

## On-line learning

In the introductory documents for NAPP, the following intentions for the on-line component of the programme were noted:

- aspirants use on-line resources to manage own learning (using the key collection of leadership resources on LeadSpace, the knowledge and tools areas for strand 5 of the core curriculum, and the just-in-time documents in 'Managing your School'); and
- aspirants use on-line interaction with colleagues (introductions, provision of information, sharing with colleagues how the learning from the programme had been used in the leadership project, and responding to a specific scenario).

Accessing the on-line LeadSpace site was a compulsory component of the NAPP. In the introductory page on the NAPP website (Appendix 10) the Ministry project director indicated that there was an expectation that aspirants would take an "active on-line role" and would visit the site regularly. The site enabled aspirants to set up their own blog, as well as connecting them to national and regional (including Kura) information. As evaluators, with the same access information as the aspirants, we found it extremely easy to access the site. The site was exceptionally clear in terms of layout, instructions, and links. One particularly useful link was to on-line resources in the form of a reference list of articles and other key resources that were grouped under the core curriculum strands.

A presentation to Regional Co-ordinators in July 2008 outlined the benefits of collaboration and access to a professional learning community through on-line access. Note was made of the importance of leaders needing to be "empowered by the same tools that their students are embedding in their lives." A booklet outlining the purpose, role of facilitation, samples of resources and dialogues, and site data for the NAPP project was provided in this presentation. This information was clearly useful to Regional Co-ordinators and helped to bring facilitators on board with the on-line component of the programme. Some discussion of the site data led to the identification of the short time frames that aspirants were on-line. For example, the South Island aspirants spent an average of 1.54 minutes on the section linked to projects from June 16 to July 16 2008. Concern was raised about the depth of understanding of material that could be gained in such a short time. One Regional Co-ordinator in 2008 emphasised that the on-line component felt like a top-down imposition and offered that greater aspirant uptake might be gained from them being given more autonomy to "grow their own worth" with this aspect of the programme. Another stated that it was most important that aspirants had a strong reason to use the on-line

component of the NAPP programme. This point had also been raised from multiple other respondent sources.

In CSI Residential 1 one of the regional on-line co-ordinators provided a comprehensive introduction to on-line resources. She offered an exceptionally clear outline of resources including accessing web based resources, key sites (LeadSpace, Ministry generally, googlescholar etc), chatrooms, blogging, and Skype.

A review of the CS1 regional site occurred intermittently as part of the evaluation and a brief outline of selected usage is provided as a summary. On April 21, 08, the general blog site had 81 blogs by aspirants and facilitators. Most of this was general introductory chat and questions about the NAPP programme. Almost all aspirants had introduced themselves on the site by this date. Sharing of project topics (3 posts) occurred, and curriculum development was discussed (12 posts) associated with the following three questions:

- Where are schools at?
- What should leaders be doing about this?
- Other curriculum comment?

By July 14 the postings associated with projects (39) had significantly increased. There were also 25 blog postings associated with a change management dilemma that included extensive conversation about the difficulties of dealing with reluctant staff. By that date several other resources were available to aspirants on-line, including articles, session Power Points, and photo essays of residential. By October 10 there were 41 postings on projects (only two more than four months earlier) and 26 blog postings on change management.

An interview conducted in July 2008 with one of the CS1 on-line facilitators explored his specific perceptions of aspects of on-line use with this case. He believed that there was considerable variation in aspirant use and roughly described three main groups: a top group who were IT literate and regular users (37.5%); a middle group who just did what was required (37.5%); and a bottom group who were largely non-users (25%). He felt that the latter group may have had difficulties, or fears about IT, or no time to go on-line. He also noted, however, that every aspirant had gone on-line at least once. He believed that aspirants needed a specific purpose for going on-line, and said: "If they think it is helpful they will make it a priority. The project could create that priority." The latter is perhaps

illustrated well with an 80% use of the on-line site for description of projects in CS1. He suggested that the use of smaller on-line aspirant project communities could be enhanced as a way of increasing usage. He noted that there was precedence for the success of this approach in other contracts where one group member was appointed the leader of a learning community and they subsequently ensured that there was a focus for on-line contribution and regular updating of material.

As a way of triangulating the on-line facilitator statement, the CS1 focus group 1 members were asked about on-line usage. Feedback indicated reasonably pragmatic use with one aspirant suggesting: "If it wasn't compulsory, no-one would go on." Two other aspirants said that they were "lurkers" – not really interested in engaging in it, but just looking in. Six out of the seven aspirants in this group said that they did not enjoy going on-line and that they did not prioritise this as an activity. They saw it as a compliance that did not support learning. The latter was particularly so for the blogs. Two group members suggested that if there were more articles loaded onto the site, they would log on more often.

In CS2, the on-line facilitator had attended L&M sessions and coached facilitators in on-line usage prior to Residential 1. There was some anecdotal evidence that aspirants responded to facilitator encouragement to use blogs, both before and during the residential. The on-line facilitator followed up non-participants to check if they were having problems in accessing the on-line systems and offered one-to-one or small-group coaching where needed. Little feedback on on-line useage was provided in the formative evaluations from Residential 1, apart from one person commenting that "on-line access to readings" was appreciated.

A review of the CS2 regional site in February 2008 showed five facilitator posts (mainly welcome and information in advance of the Residential 1 workshop) with 12 introductions by aspirants. Facilitator input in March numbered three comments, while aspirant comment greatly increased (to 30 comments). By April there were eight aspirant and three facilitator comments and aspirants were starting to use the site as a resource for each other, as well as finding the articles posted there by organisers/facilitators. Typical on-line comments included:

*I would love to hear from anyone who has implemented a successful appraisal system that focuses on teacher development rather than a tick box approach. This is a key focus for my AR project.*

*I have changed the focus for my project from assessment to extending our Literacy focus into reading.*

By October 10 2008 seven specific blogs linked to projects, nine posts linked to reflections on Residential 2, and 86 general blogs. The latter is a significant increase from April.

CS2 focus group 1 comment revealed 'hit and miss' usage. Three members had made some contribution (slight) and two nothing. One, despite having made no contribution, said it would be good if there was more contributed by aspirants, while another said sector-related discussion sites within LeadSpace would be good. One said more "specific structured questions" would facilitate his/her response, as the general nature of discussion was not inviting. Two expressed feelings that usage was a 'generational' thing with it requiring you to 'open yourself up to others" in a way that people could feel uncomfortable with. Two said it needed to be purposeful: "There has to be a purpose to what we're doing, we're busy people." Selective access to other parts of the LeadSpace site was commented on strongly by one focus group member who had been an acting principal with access to really relevant parts of the LeadSpace site, which were not available to 'ordinary' aspirants. This person said:

*There's some great information on there, I've been an acting principal, and you can go there and trust it. The stuff that the principals are getting is relevant to us. It is good to have access to that, though there are some places we don't have access to. I think when I was an acting principal, some of that stuff I had access to, was really valuable. At any time we could become a principal, and to have been kept up to date and informed about what's going on. I think LeadSpace is a great site, in terms of what the Ministry offers.*

Comparatively little was said in the designer/facilitator March 2008 interviews about on-line usage. One interviewee said their group had: "Used on-line blog to sort out any queries such as providing maps and information" in advance of the residential. In the July 2008 designer/facilitator interviews more awareness of the on-line component was evident. A comment by one is worth reporting in full, as it was the most positive statement from the group of six, and contains reference that supports the CS1 on-line facilitator suggestion of leadership for the on-line component - in this case leadership of the programme facilitators themselves:

*[They are using it] better and better. When we started, most of the facilitators didn't rate on-line learning very highly, so didn't put much store by it. But we realised we had to get our act together during the year so assigned the e-learning stuff to one person and it's now going really well. [Researcher: how to make better in future?] Assigning a staff member is a critical factor. She's put in place a process that*

*ensures that everyone contributes, that's been the benefit of it. The aspirants are very busy and have to see the benefits of participations.*

Aspirant 'busyness' was commented on as a deterrent to on-line usage by the following respondent (backed by less direct comments from two others):

*What they're saying is, when do we do this? Sometimes I think that's more a reason not to do it. I think it's an educative process that we're going to have to go through with principals, that all this material is available and on-line.*

Others mentioned other blockages to on-line use including: "lack of confidence with technology in the first place"; "teething problems with passwords": and "not putting it highly on the priority list". The latter person, however, also had ways of encouraging aspirants to go on-line:

*Prior to the programme, none of my aspirants knew that they could get into LeadSpace for knowledge and experience and resources. I won't send my aspirants an article, I give them the URL to encourage them to find it themselves, whether LeadSpace, TKI or wherever, to help them find out what is there.*

Four of the five designer/facilitator respondents (a sixth did not know whether aspirants were using on-line processes) were supportive of its inclusion, with one saying: "I think it's a really good idea to have that component there, but it hasn't been used as effectively as it could be by aspirants."

When interviewed in March 2009, few of the six successful aspirants mentioned the online component when asked what constituted effective learning activities or barriers to learning. One commented that "Online learning through Leadspace was very beneficial" but another said that:

*A barrier was the idea of keeping in touch through online forum – I didn't find that very helpful, one reason being we have issues with Skype, and it doesn't work well for us here. I'm involved a lot in ICT, but I didn't feel the online forum was very effective. It became a bit of a chore, for me it didn't work very well.*

The SG Chairs, interviewed in July 2008, indicated their view of patchy usage of the on-line aspect of the programme. All five stated that participation was uneven, with one relating lack of involvement to the age of some aspirants and another to fear of technology. All had positive comments to make about the LeadSpace facilitators' presence at residentials and availability to provide advice. The full comment of one SG Chair best summarised the general tenor of responses:



*This is slow, I think. It's been a challenge to get the aspirants' heads around working in an electronic medium. LeadSpace have been working with us quite carefully to make sure they have a profile, and things set up for them to work on, and they've attended the residentials to talk about the environment. You just have to make sure that the activities on-line are useful.*

The Milestone 2 reports completed by Regional Co-ordinators in June 2008 revealed that, despite the variable perceptions of the on-line component reported above, there was a growth in usage by aspirants and the majority were perceived to be using it well. Aspirants were also seen to be taking control of blogs by asking and responding to questions as well as recommending readings. Appreciation of the LeadSpace facilitators was noted and in one region where an L&M had been delegated the role of on-line facilitator the response rate had increased. Active involvement (eg monitoring pages etc) of the L&Ms on-line was seen as important.

The Q1 Mid-Point questionnaire issued in July 2008 confirmed the interview and focus group results from aspirants up to that point, but not the more enthusiastic tone referred to in the Regional Co-ordinator Milestone 2 reports. As Table 17 shows the mean rating for on-line facilitation was low at 2.34, in fact the lowest of all mean ratings in the questionnaire and did not improve considerably (2.41) by the time of the second questionnaire in November as shown in the bracketed mean overall in the final column.

**Table 17: Questionnaire Mean Ratings for On-Line Facilitation**

Question	Auck	Waik	Mass	Vict	Sthn	Overall
51. The facilitation of the on-line component has been tailored to meet your individual development needs	2.41	2.59	1.77	2.08	2.57	<b>2.34</b> (2.41)

Qualitative comments from aspirants in this Mid-Point questionnaire were also substantially mixed. This was the most negatively reported upon element of the programme (7 Mid-Point questionnaire qualitative comments were positive: 47 were negative). An example comment illustrates the trend:

*I have found the on-line component to not have any real relevance to what we are doing at a face to face level and has not been meaningful but rather a requirement.*

By the end of the programme a movement from 'mixed' to more negative responses was noted. The qualitative comments from the End-Point questionnaire were almost all

negative. Only one End-Point questionnaire qualitative comment was positive and the rest (33) were negative.

By the end of the year also, aspirants in CS1's final focus group were quite clear about the worth of the on-line component squarely lying in the aspirant's domain. One stated: "It's your choice how well you use it and how much you get involved". CS2's final focus group members were still somewhat negative about the on-line aspect of the programme. Comments made included:

- *I think it's been really poor. I expected it to be like uni on-line study, where they post an article and you have to respond to it. I engaged with it to start with, but then lost faith with it and dropped right out.*
- *Pose questions and then get NAPPERS to respond to them. Then pose further questions to keep it going.*
- *It's a general time thing though too isn't it? Hard to make the time.*
- *It would be good had there been like the breakout groups we had, where people had their own little bit, you don't know everybody and don't want to bare your soul to the whole group.*
- *The readings were good.*

However, two others in the final focus group for CS2 were more positive. One said that he/she had made it their home page so that "it was always in my face". Another said that he/she went on-line regularly and checked out other region activity as well.

The on-line component attracted the highest number of negative qualitative comments (33) in the November Q1 mid-Point questionnaire. Only one comment was positive. Five respondents suggested that they found the on-line component difficult to navigate and a further four indicated that their personal preference was to avoid on-line discussion as it lacked immediacy. Nine commented that the pressures of their own workplace and the lack of a specific focus for the on-line component meant that had insufficient reason to set aside dedicated time.

*[It was] difficult to fit in what felt like an 'artificial' component: the on-line tasks. Busy enough doing day-to-day and medium-term on-line work for day job, so lots of real learning going on there, but got little out of the NAPP on-line (although admittedly I only did what was necessary).*

The largest number of comments (13) referred to the blogging system and participants stated that the topics for discussion were contrived, and of questionable relevance. It was suggested that the rewards of the on-line component did not equate to the effort needed to navigate a platform which was perceived to be "frustrating and cumbersome [with] long lists of blogs to look through." One respondent compared their NAPP on-line experience

with their prior experience of on-line discussion through previous professional development.

*[In my prior learning] we were able to hold discussions in threads which was easy to follow and topics were kept together to avoid disjointed conversations. I feel that with this on-line programme [NAPP] we were given pressure to hold discussion in a format that was confusing and disjointed. It was very difficult to respond to a discussion that was mixed in with all the other conversations happening.*

Overall, most comments suggested that aspirants were not averse to working on-line but that they would have liked a more streamlined operating system and a specific purpose linked to their individual learning needs for visiting the NAPP site.

Despite the widespread negative comments about the on-line component, we do not, however, recommend that this element is eliminated. Rather, the recommendations provided at the beginning of this report suggest ways to improve its utilisation.

## Reflective journals

Reflection as a key learning activity was definitely emphasised in the NAPP programme. In the March 2008 designer/facilitator interviews it became evident that in two regions particularly, strong encouragement was given to aspirants around reflection and journaling. One respondent said:

*Our programme is strongly reflective. We stress critical reflection, they already reflect on their current leadership and now they talk about it and look at what affirms and challenges them. We use the Johari window to help them see what they need to know, they've said that's a very powerful way to feed back to them.*

Another interviewee commented that:

*We suggested a particular way of keeping a reflective journal in the workshop, and some of them are doing that. Not sure if all are doing it on paper or online; most on paper I think. Some have told me they're tweaking their project, which is evidence of reflection.*

Several other interviewees mentioned aspects of reflection including coming to grips with the challenges of principalship and all that might entail. The importance of reflection to aspirants achieving realism in the way forward was mentioned by one facilitator, who said: "There was quite an intense level of reflection, perhaps needing to go back before you go forwards, perhaps some undermining of confidence, but recognition that it's a long process."

Similarly, in the July 2008 interviews of designers/facilitators, stories were told by all six respondents of ways in which their aspirants were using and benefiting from reflective journaling, although the ways they used these varied in frequency, type of input and focus, with some being more focused on them for capturing readings used, while others looked more at their own experiences, feelings and future professional development needs. One said:

*Where they have the most value is when they come together for residentials and we provide space to talk about what's gone well, that's when they bring forward their journals and share or write.*

For another, the aspirants' ability to use their journals to reflect on the appropriateness of their projects was a benefit, as indicated in the following comment:

*Another person is very sketchy and was very apprehensive about showing me the journal. They'd had to change their project halfway through, as the rest of the staff weren't on board with it. By changing the focus they'd got much better support, and they felt that was not good, but I said that is wonderful, that's what principalship is about. I think it's a wonderful thing that they're doing and I wish it had been pushed in my career. We didn't have that emphasis on reflecting on your practice.*

In the CS1 Residential 1 reflection was observed as a focus from the outset. Time was taken at the end of most sessions and then again at the end of each day for making journal entries as well as the completion of a reflection and review summary. This did not necessarily imply that aspirants felt positive about journaling or reflection as a task. Six of the seven CS1 focus group 1 respondents stated that they did not enjoy filling out the reflective journal but one loved it. There was also a mixed response, in keeping with the latter, in terms of whether the journal was helpful. One of the members who was negative about the journal, suggested that he preferred blogging on-line to journaling.

In CS2 little emphasis was placed on reflection in Residential 2 but an excellent session was held on how to write effective reflective journals. Comment was made by one facilitator in CS2 that this session should have occurred earlier. The session was applauded by a focus group 1 CS2 member who also indicated that this had been needed in Residential 1.

*X's presentation today should have been at the first one. We tended to think it was more complicated – last time (residential) some things were made more complicated.*

Asked about the usefulness of reflective journaling, one CS2 focus group 1 aspirant said it was less useful than talking with someone, and another that if you were blogging anyway, you were trying to achieve the same purpose using two different tools (by implication, that journaling was redundant). However two others felt that aspects of journaling, including emailing, were helpful as noted in the following comments:

*A: One of the things I'm finding useful is an ongoing email conversation with my L & M. His questions require me to have a response. It's not self-scrutiny per se, but the dialogue is really helpful.*

*B: That's a really important part of it, for me.*

## Summary of the Programme

The following multiple elements of evaluation were requested as a summary of the evaluation:

- evidence of relationship between variables from the questionnaire data
- evidence of impact of the principal
- evidence of impact of school type on responses
- evidence of impact of professional learning and how aspirants found out about NAPP on questionnaire responses
- national consistency of curriculum across regions
- tailoring of programme to meet diverse needs including small rural schools, kura, Māori and Pasifika aspirants
- recognition of national and local focus in principalship
- relevancy as preparation for principalship
- informed by recent and relevant research
- links made between research and practice
- informed by recent and relevant theory (content rich)
- explicit links between theory and practice (school-based activity so that aspiring principals can practise their skills in context)
- use of case studies linked to aspirant learning
- inclusion of a mix of learning approaches (e.g. work-based learning, action learning, job rotation, mentoring, coaching, shadowing, peer support and networking, academic content coverage, action research, online learning....).

Each of these multiple summary elements is discussed in this section of the report following a general overall summary that includes analysis to show significant relationships between variables in the programme.

### *Overall summary*

In the Q1 Mid-Point questionnaire issued in July 2008 and then November 2008, aspirants were asked how they had perceived the degree of learning and application that had taken place for them personally. Aspirants noted that they had generally been able to apply what they had learnt to that point to their practice and the programme had assisted them in developing a higher degree of reflection on their practice, irrespective of what region they participated in (there were no statistically significant differences between regions at the  $\alpha=0.05$  level). Despite the areas of the curriculum discussed earlier in this report that could have been covered in more depth, aspirants did not see this as an issue that hindered their increased knowledge of principalship; the content that had been covered to that point appeared to have helped the participants gain new applied knowledge. A comparison of the July and November ratings provided by the sample of 44 participants suggests that the programme had increased the knowledge of these participants. These

overall perceptions are reported as mean ratings in Table 18. Note that the November means provided in brackets are based on all questionnaires completed, not just the 44 who completed both.

**Table 18: Questionnaire Mean Ratings for Overall Learning and Application**

Question	Auck	Waik	Mass	Vict	Sthn	*	Overall
53. The NAPP Programme has enabled you to create new ways of thinking for leadership	3.68	3.64	4.05	3.45	3.59		<b>3.70</b> (3.90)
54. The Programme has enabled you to apply new knowledge to your practice	3.36	3.43	4.23	3.09	3.55		<b>3.57</b> (3.93)
55. The Programme has increased your knowledge of Principalship	3.68	3.50	4.09	3.18	3.87		<b>3.72</b> (3.98)
57. The Programme has helped you become more reflective on your practice	3.82	3.68	4.41	3.55	3.73		<b>3.85</b> (3.99)

The mean ratings for this section of the questionnaire were higher than all the other sub-sections of the questionnaire, suggesting that overall the curriculum had achieved the learning outcomes from the participants' perception.

The increase for the Q54 mean rating (3.57 to 3.93) is the largest significant difference evident in the data generated from the sample of 44 participants. It suggests that in the latter half of the year participants have been more able to apply knowledge accumulated from NAPP to their practice.

Comments from the final focus groups in CS1 and CS2 confirmed this positive overall perception of the programme, as the following comment illustrates: "I found it inspiring. I found it really refreshing, it's been great". In CS1, all six aspirants rated the overall programme as 4 out of 5 (5 = excellent). One noted that the programme had: "moved me from thinking as a manager to thinking as a leader". Another said that testimony of the programme's worth was in the value it had added when noted on her application for a job – she had recently won a principalship. The general feeling in the CS2 final focus group was that, despite occasional 'niggles' about what aspirants felt they had been led to believe would be in the programme and was not, or being provided with information that they felt they already knew, they had appreciated involvement and, in the main, benefited considerably from participation.

The CS1 final residential formative evaluations triangulated the strong positive perceptions shown in focus groups and the questionnaires. Twenty comments suggested in varied ways that the programme had been a most rewarding experience, as reflected in the following comment:

*Thanks so much for the time and the opportunity. I have grown in my thinking, learning and leading, and my involvement has placed me firmly back on my leadership journey. What path will I take? Exciting times await .....*

#### *Possible relationship between variables*

Spearman's Rank-order Correlation,  $r_s$ , was used at the  $\alpha=0.01$  level of significance to determine if there were significant relationships between the question sets of data in the national surveys issued to aspirants. It is important to note that Spearman's Rank-order Correlation only identifies if a relationship is possibly present between two variables; it does not indicate if one variable causes the other variable to generate certain results. The relationships between pairs of variables identified in this section are limited to suggesting (at the  $\alpha=0.01$  level of significance) that:

- if a participant rated highly on one variable, then they were likely to have rated highly on the other variable; and,
- if a participant rated lowly on one variable, then they were likely to have also rated lowly on the other variable.

The strongest relationship that can be observed using Spearman's rank-order co-efficient (i.e. a linear one) is represented by  $r_s=1$  or  $-1$ . A value of  $r_s=0$  indicates that there is no linear relationship evident at all between two variables.

A high number of statistically significant relationships were evident in the Q1 Mid-Point questionnaire data. However, due to this high number of statistically significant relationships, we have only singled out those variables that had a  $r_s$  value of 0.6 or higher for reporting and discussion. An overall diagrammatic summary of the full results can be found in Appendix 11 and the predominant significant relationships are discussed next.

A comparison of the number of relationships above 0.6 for each variable revealed that the question pertaining to NAPP being highly relevant for principal development (Q24) had the highest number of relationships with other variables. This can be viewed in Figure 2 and next to the **B** on the Possible Relationship Diagram (see Appendix 11). Figure 2 shows that there was a very strong relationship between NAPP being highly relevant for principal development (Q24) and also relevant to aspirants' own leadership and management



development (Q23) ( $r_s=0.836$ ). The link between these two variables further raises the importance of ensuring that:

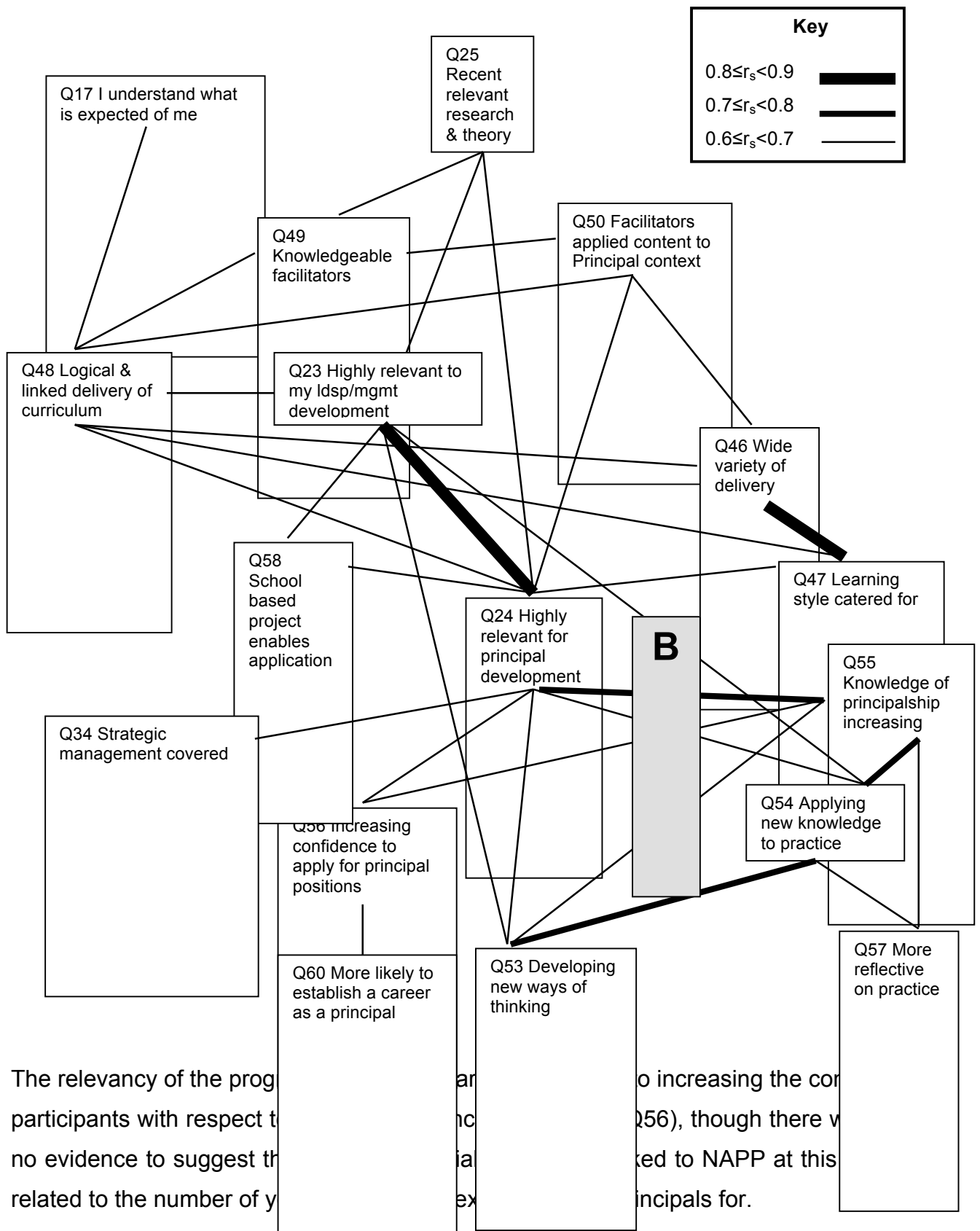
- Q21. An effective analysis of the participant's leadership and management development needs has taken place as part of the programme (overall mean = 2.69); and
- Q51. The facilitation of the on-line component has been tailored to meet the participant's individual development needs (overall mean = 2.34).

The relevancy of the programme was also linked to the participant's increasing knowledge of principalship (Q55) and being able to apply this new knowledge (Q54), which for the NAPP participants appeared to be related to developing new ways of thinking (Q53) and becoming more reflective on practice (Q57). Relevancy appears to also be linked to:

- the curriculum being delivered in a logical and linked manner (Q48);
- the curriculum being richly informed by recent and relevant research and theory that is linked to practice (Q25);
- facilitators who have effectively applied the content to the aspiring principal context (Q50);
- catering for participants' preferred range of learning styles (Q47); and,
- using the school based project to effectively apply the NAPP curriculum to the school context (Q58).

A complete overview of the variables associated with this relevancy is shown in Figure 2.

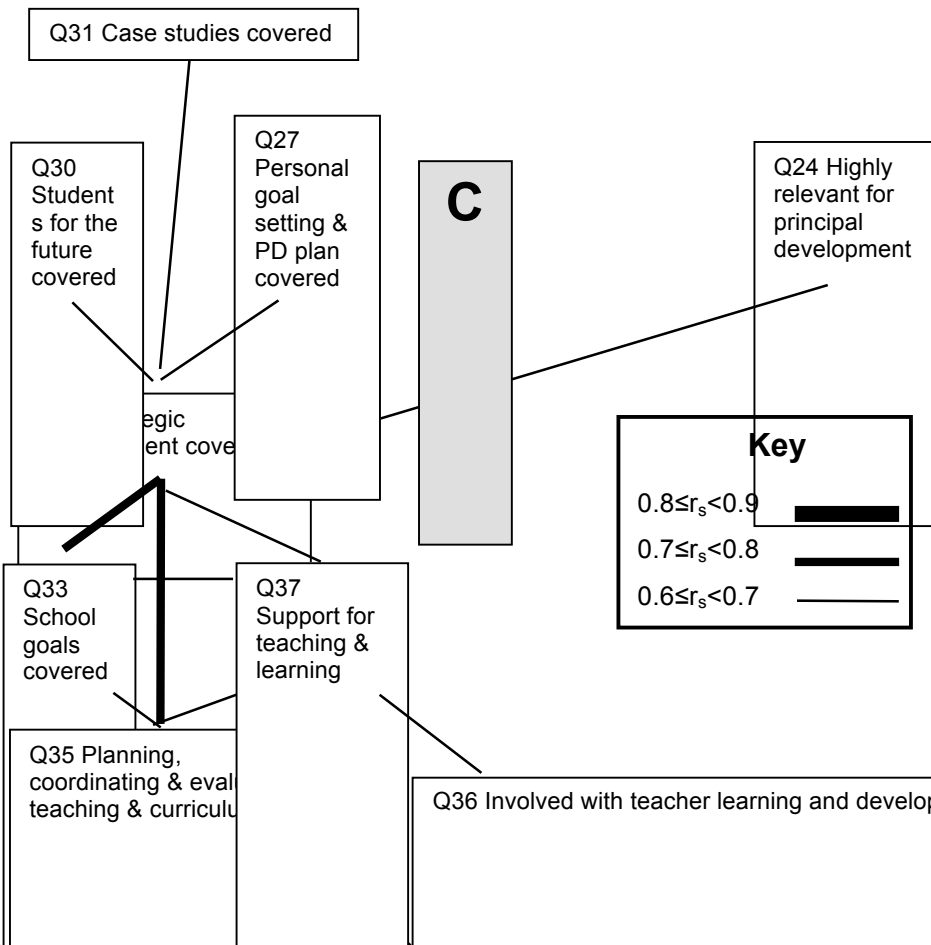
**Figure 2: Overview of Variables Associated with Relevancy of the NAPP**



In terms of relationships between aspects of the curriculum content, these can be viewed on the two diagrams that follow (Figures 3 and 4) and the areas next to the **C** and **D** on the

Possible Relationship Diagram (see Appendix 11). Figure 3 suggests that moderate to strong relationships existed between how the participants rated the emphasis of the variables shown. Each of these variables are linked to managing change in some way and yet the variable related to 'a range of principles that inform effective and inclusive change management' (Q41) did not figure highly when compared to the variables below.

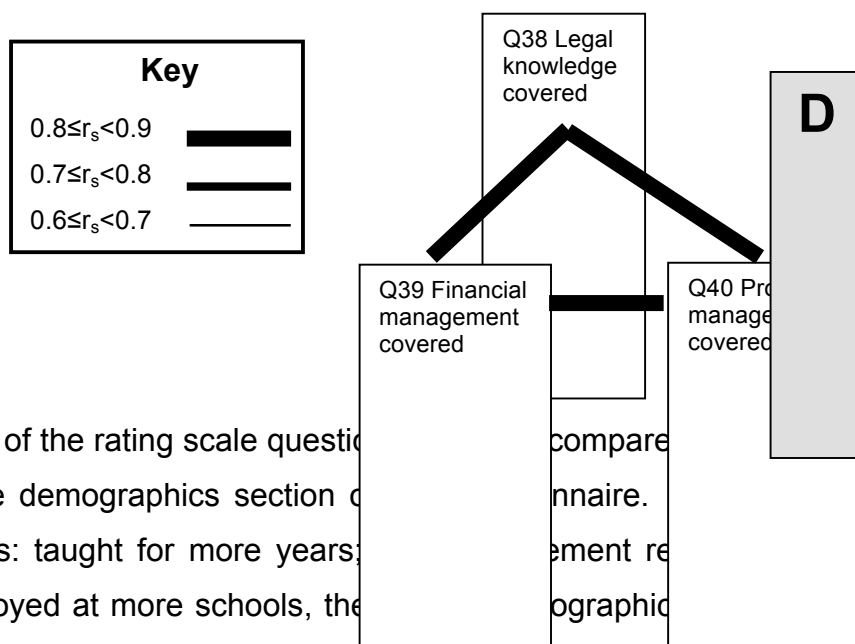
**Figure 3: Overview of Variables Linked to Curriculum Content**



In the organizational sector, further research appears to substantiate this, as do evident between change management (Q41) and conflict management (Q42) ( $r_s=0.656$ ). We therefore suggest that a deeper study of change that includes a micro-political perspective, take place - particularly in relation to the curriculum content areas displayed in Figure 4.

Sitting outside of the general positive perception of the curriculum held by participants were lower ratings for legal literacy, property and financial management. The Spearman's rank-order co-efficients between these three variables were very strong as displayed in Figure 4 and further substantiate the need to address these areas of the curriculum.

**Figure 4: Overview of Variables Associated with the 'Role of the Principal' Component of the Curriculum**



Each of the rating scale questions were compared to quantitative data generated in the demographics section of the questionnaire. Participants had, in comparison to others: taught for more years; been employed for more years; or, been employed at more schools, the demographic variables appear to also increase the ratings that participants gave to each of the scale questions. The variables that did have an impact (school type, aspirants previous professional learning, and how aspirants found out about NAPP) on how participants rated each scale question are, however, discussed next using the findings from the Mann-Whitney U Test and the Kruskal-Wallis Test that were both used at the  $\alpha=0.05$  level of significance.

*Impact of school type (sector, size, number of schools taught in) on responses*

The most common type of school factor that contributed to differences between how aspirants responded to the questions in the Q1 Mid-Point questionnaire was whether the school was classified as Primary (Y0-6 or 8) or Secondary (Y7 or 9 to Y13). This division of the aspirants into two groups produced 11 statistically significant differences at the 0.05 level of significance.

Table 19 provides an overview of how school factors may have affected aspirants' responses. The primary aspirants rated the three questions related to residential course facilitation and on-line facilitation (see Q49, 50 and 51) higher than the secondary type participants, suggesting that the facilitation of NAPP at that point may have been more

suitable to primary based participants, rather than secondary based participants. Primary type participants also rated some questions linked to relevancy higher than secondary type participants (see Q23, 24, 31, 44 and 58). Given the extremely strong statistically significant relationship between personal relevancy (Q23) and relevancy for principal development (Q24) as discussed in the previous section on relationships between variables, we recommended in July 2008 that the apparent perceived privileging of primary contexts at the mid-point stage of the programme needed to be addressed so that any unintentional potential issues of exclusion did not emerge amongst secondary type participants.

An element of continuing discrepancy between primary and secondary existed at the end of the programme and was evident in some November 2008 questionnaire comments. There were six qualitative comments which suggested that the needs of secondary aspirants had not been catered for adequately and, as can be seen from the following quotes, there appeared to be a strong element of school size effect as much as a primary and secondary distinction. One aspirant suggested that this was the reason why their web-based discussion group “never got going”. They stated:

*The issues between primary and secondary were very big and impossible to dialogue with each other about. For example, how do I meaningfully comment on a primary school's change management project in a two-teacher school when I am in a 110 teacher school?*

Another aspirant noted:

*Once again there was a difference between primary and secondary that was not always recognised. Although many aspects of principalship may be the same, implementation varies quite markedly between a two teacher school and a school with 65+ staff. This was not always acknowledged.*

The size of the school, however, did not appear to be a factor that influenced how aspirants responded. Even though three different types of grouping were used to analyse the affect school roll has, only three differences were apparent, and all generated from splitting school size into two groups (1-500 and 501+). These and other school related factors are displayed in Table 19.

**Table 19: Impact of the School Type Variables on Aspirant Responses**

Question		Overall	Y0-6 or 8 vs Y9+	Roll 1-500 vs 501+	**Rural or urban	1-3 schools vs 4+
Part One	19. I clearly understand the role my Principal is expected to take while I participate in the programme	3.50		Roll 1-500 rated higher		
	20. My Principal clearly understands the role they are expected to take while I participate in the programme	3.03		Roll 1-500 rated higher	Rural rated higher	
	21. An effective analysis of my leadership and management development needs has taken place as part of the programme	2.69		Roll 1-500 rated higher		
Part Two	23. Highly relevant in relation to my personal leadership and management development	3.52	Y0-6/8 rated higher			
	24. Highly relevant in relation to preparing me for Principalship	3.35	Y0-6/8 rated higher			
	28. Emphasised the importance of pedagogical leadership	4.01			Urban rated higher	
	31. Informed by recent and relevant case studies of principal practice	3.31	Y0-6/8 rated higher			
	34. Emphasised the importance of school strategic management	3.31	Y0-6/8 rated higher			
	38. Covered the legal knowledge that Principals should have	1.70	Y0-6/8 rated higher			
	44. It has helped you identify your preferred leadership style(s) across a range of contexts relevant to principalship	2.94	Y0-6/8 rated higher			
Part Three	49. The teaching on the residential courses has been delivered by knowledgeable facilitators	3.94	Y0-6/8 rated higher			
	50. Facilitators have effectively applied the content to the aspiring principal context	3.67	Y0-6/8 rated higher			
	51. The facilitation of the on-line component has been tailored to meet your individual development needs	2.34	Y0-6/8 rated higher			
Part Four	56. The Programme has increased your confidence with applying for a principal's position	3.47				1-3 schools rated higher
	58. The school based project has enabled you to effectively apply the NAPP curriculum to your school context	3.47	Y0-6/8 rated higher		Rural rated higher	
ence of NAPP	60. Since starting NAPP you are more likely to establish a career as a principal	3.57				

61. How many years do you ideally see yourself as a principal for?	12.19	Y0-6/8 rated higher			
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Aspirants who were from a school with a roll less than 501, rated higher the questions on understanding the role of their principal in NAPP and their principal understanding that role as well. The findings in relation to school size, tentatively suggest that access to the principal in smaller schools (i.e. 1-500) may contribute more to what happens in the period directly prior to application.

Aspirants who had taught in 1-3 schools responded with a higher rating than those who taught in 4 or more schools in relation to how NAPP had increased their confidence with applying for a principal’s position. However, in relation to how many years participants saw themselves as principals for (Q61), the longer an aspirant had been teaching the less likely they wanted to stay in principalship for a longer period of time. NAPP participants from the primary sector were more likely to see themselves in a principal’s position for longer than the NAPP participants who were from the secondary sector.

*Impact of professional learning and how aspirants found out about NAPP on responses*

Two key factors appear to have had an influence on the ratings that aspirants provided in the Q1 Mid-Point questionnaire: the amount of formal professional learning they had experienced and how they found out about NAPP. Combined, these factors attributed towards 31 statistically significant differences at the  $\alpha=0.05$  level of significance and appear to have a greater influence overall than school related factors.

49 aspirants specifically stated in the Q1 Mid-Point questionnaire that they had completed, or partially completed, a relevant post-graduate qualification in educational leadership/management/administration, or business/management studies. These aspirants rated eight aspects of NAPP lower than those who did not indicate they had further qualifications relevant to educational leadership and management. The areas they rated NAPP lower in are identified in Table 20. Of note are the lower ratings attributed to:

- NAPP being relevant to their personal leadership and management development;
- The facilitation of the on-line component tailored to suit their development needs;
- Being able to apply new knowledge to their practice;
- Increasing their knowledge of principalship; and,
- Being able to apply the NAPP curriculum through the school-based project.

It appears that the development needs of NAPP aspirants with further qualifications related to educational leadership and management were not being met as well as those participants who had yet to undertake these types of qualifications.

**Table 20: Impact of Previous Learning and How Aspirants Found Out About NAPP on Responses**

	Question	Overall	Relevant Quals	Other PD last 2 years	Found out via Principal	Found out via Gazette
Part One	15. Communication related to my selection process was clear and unambiguous	3.80				Rated lower via Gazette
	17. I clearly understand what is expected of me in the NAPP programme	3.32			Rated higher via Principal	Rated lower via Gazette
	18. My Principal clearly understands what is expected of me in NAPP	3.06			Rated higher via Principal	
	20. My Principal clearly understands the role they are expected to take while I participate in the programme	3.03			Rated higher via Principal	
Part Two	23. Relevant in relation to my personal leadership & management development	3.52	Rated lower with quals		Rated higher via Principal	Rated lower via Gazette
	24. Relevant in relation to preparing me for Principalship	3.35			Rated higher via Principal	Rated lower via Gazette
	25. Informed by recent & relevant research & theory that is linked to practice	3.75				Rated lower via Gazette
	26. Emphasised the importance of self-awareness and emotional intelligence	3.83	Rated lower with quals			Rated lower via Gazette
	28. Emphasised the importance of pedagogical leadership	4.01	Rated lower with quals			
	31. Informed by recent and relevant case studies of principal practice	3.31	Rated lower with quals		Rated higher via Principal	Rated lower via Gazette
	40. Covered the role of the principal in relation to property management	1.36				Rated lower via Gazette
Part Three	42. Covered a range of strategies for dealing with interpersonal conflict situations	2.87		Rated lower with PD		Rated lower via Gazette
	48. The curriculum has been delivered in a logical and linked manner	3.17				Rated lower via Gazette
	49. The teaching on the residential courses has been delivered by knowledgeable facilitators	3.94		Rated lower with PD	Rated higher via Principal	Rated lower via Gazette
	50. Facilitators have effectively applied the content to the aspiring principal context	3.67		Rated lower with PD		
	51. The facilitation of the on-line component has been tailored to meet your individual development	2.34	Rated lower with quals			



	needs					
Part Four	54. The Programme has enabled you to apply new knowledge to your practice	3.57	Rated lower with quals			
	55. The Programme has increased your knowledge of Principalship	3.72	Rated lower with quals			Rated lower via Gazette
	58. The school based project has enabled you to effectively apply the NAPP curriculum to your school context	3.47	Rated lower with quals		Rated higher via Principal	Rated lower via Gazette

The 95 aspirants who had undertaken any further professional development (PD) linked to leadership and management (not including relevant qualifications) rated three questions lower than the 23 aspirants who indicated they had not. Two of these questions related to the regional facilitators, who overall were rated highly.

Perhaps one of the most influential factors that affected how aspirants rated the NAPP is related to how they found out about the programme. Several listed multiple responses to how they found out. A region by region overview of how aspirants found out about NAPP is displayed Table 21 including additional data from first time respondents who completed the Q1 End-Point questionnaire, but not the Q1 Mid-Point questionnaire.

**Table 21: How Aspirants Found Out About NAPP**

Source of information	Auckland	Waikato	Massey	Victoria	South	Total
Gazette	12	8	3	7	14	44
Principal	8	10	11	3	12	54
School email or flyer	4		6	1	1	12
Another principal	2			1	2	5
DP/AP network	1	2	2		3	8
Colleague		3	6	4	3	16
Regional provider or advisor or prof dev facilitator	4	5	4		9	22
Unspecified advertisement	1	2	2		2	6
LeadSpace		2		1		3
PPTA	1			1		2
Eduvac advertisement			1			1

Note that some aspirants provided more than one response. The two most frequent sources of information were tested to see if they contributed in any way to how participants responded in the questionnaire. Table 21 indicates that how aspirants sourced information

prior to applying to be accepted for the NAPP is a factor that should be considered for how NAPP can be promoted, both to potential participants and to their principals in the future.

Aspirants who were approached and encouraged by their principal to apply for NAPP were more likely to understand both of their roles in NAPP, were more likely to find NAPP relevant, and were more likely to effectively apply the NAPP curriculum to their school. It appears that the role of the principal before and during NAPP may be a factor. A closer analysis of the type of aspirants who listed their principal down as a source of information and possible encouragement revealed that these aspirants were more likely to come from schools with rolls between 1-500 and less likely to come from secondary schools. It appears the larger the school, the less likely it was that the principal was the person of influence in relation to NAPP. However, the issue here is perhaps not with whether the principal was directly involved, particularly for large schools, but rather a senior more experienced formal leader in the school had taken an active interest and responsibility for encouraging the potential NAPP applicant and participant.

The latter point was further strengthened by analysing responses from those aspirants who found out about NAPP through its profiling in the Gazette. These aspirants were less likely to have found out about NAPP through their principal or within-school networks. The findings indicated that those participants who found out about NAPP primarily through the Gazette were more likely to provide lower ratings for 12 questions in the Q1 Mid-Point questionnaire. This is not a reflection of profiling NAPP in the Gazette, but rather highlights a possible issue when applicants do not find out about NAPP directly through their own schools. As a result it appears that aspects of the NAPP become less relevant to the aspirant. Perhaps the possible absence of direct encouragement to initially apply for NAPP from within their school at the beginning was also carried over to reduced school-based support when aspirants were involved in NAPP.

#### *National consistency across regions*

Absolute consistency across regions was not a requirement of this programme. In fact regional flexibility was both encouraged and applauded. It was interesting, however, to note some regional differences in aspects of programme delivery that were apparent in the quantitative questionnaire data collected in the Q1 Mid-Point questionnaire.

Although the data presented earlier in this report in Table 7 revealed a high degree of satisfaction from the aspirants in relation to how they perceived the quality of

communication they received both for the selection process and prior to their first regional workshop, there were statistically significant variations between regions (see shaded blocks in the \* column). The Kruskal-Wallis Test showed that the highest rating region for the clarity of communication (Q.16) was Massey with a mean of 3.78 and Waikato was the lowest with 3.24.

In terms of the overall curriculum significant variation was shown in means for the following components:

- Q28. The importance of pedagogical leadership (Auckland, 4.32, and Southern, 4.21, regions were highest; Victoria lowest, 3.42);
- Q26. The importance of self-awareness and emotional intelligence (Massey, 4.50, highest; Victoria lowest, 3.00);
- Q23. Highly relevant in relation to my personal leadership and management development (Massey, 4.14, highest; Southern lowest, 3.21);
- Q42. Covered a range of strategies for dealing with interpersonal conflict situations (Victoria, 3.50, and Massey, 3.40, highest; Auckland lowest, 1.81);
- Q43. Covered self-management and stress management strategies that are relevant for principals (Auckland, 3.73, highest; Victoria lowest, 1.86); and,
- Q38. Covered the legal knowledge that principals should have (Waikato, 2.35, highest; Victoria lowest, 0.75).

In the area of how the programme was delivered and facilitated, there were no statistically significant differences in aspirant perception evident amongst the regions (highest Massey at 3.86, lowest Waikato at 3.26).

Qualitative comments derived from the questionnaires showed no distinctive regional differences in terms of aspirant perceptions of the programme overall.

#### *Tailored to meet diverse needs*

An important part of the programme evaluation involved investigating whether it was relevant to the wide range of sector groups, geographical areas and experience levels from which the aspirants were drawn. SG Chairs interviewed throughout the programme stressed the importance of the diversity. Reflecting on the SGs' attempts to include a good range of aspirants, a facilitator/designer said: "They made sure that the various ethnicities were represented, and were worthy applicants." Another commented on attempts to ensure that representatives from different decile schools and cultures were included in facilitation of the programme, and stated:

*In the second residential four primary principals came and spoke, from a range of types of schools, from small, rural, predominantly Māori schools to large urban ones. I believe there were varied principals from the secondary sector also.*

As noted, in an earlier section of this report, sector differences were highlighted in the way that aspirants quantitatively rated aspects of the NAPP programme (with secondary sector ratings lower) in the Q1 Mid-Point questionnaire. Mixed feedback emerged as early as March 2008 when programme designers/facilitators interviewed provided varied perspectives about how effectively they had been able to tailor the programme to the diverse needs of aspirants. Some mentioned how they did, or in one case did not, cater for different sector needs. The latter interviewee said:

*As far as sectors are concerned, 'regardless of shoe size', leading learning makes no difference. We haven't separated them at all and there were no complaints.*

This same interviewee commented further that experience was a more significant factor than sectorial interests. However other interviewees mentioned requests from aspirants to do more or less work in sector-related groups (as did the formative evaluation responses for Residential 1 from CS2). One interviewee noted that:

*Responses on the blog suggest that people have found their space in the programme; kura, small rural schools, bigger 'lucky' schools and 'less lucky' schools. People are reaching across differences quite nicely, because the work itself provided a bridge. It helps them come down to a level where everybody can see themselves, whoever they are.*

An interesting attempt to cater for diversity in the wider schooling sector was mentioned by one interviewee:

*We are brokering visits by them to different schools – secondary teachers, for instance, might gain a position in an area school and it will be quite different from a single sex school where they might have been before.*

This is a very practical, and potentially vital, technique to help aspiring principals to be realistic about the needs and practices of schools to which they may apply for principalship.

By the July 2008 round of designer/facilitator interviews, the focus of the 'diverse needs' question was solidly oriented to the primary/secondary balance, with five of the six respondents mentioning this when asked how they tailored their programme to meet diverse needs. Probed about whether there was resistance to working together in his/her area, one respondent made an interesting comment:

*The main cause of division is that there are two unions that don't work together. In other parts of the world this doesn't happen. We've said "We're all in this together" and in PLGs we meet collectively together.*

Three of the other respondents mentioned having to 'encourage' the primary and secondary sector aspirants to work together, with one saying that:

*Initial workshops have thrown up some resistance to working together, but they've moved to understanding of each other's perspectives and understanding where the students have come from or are going to.*

Having cross-sectorial links was appreciated by several aspirants. In the formative evaluation for Residential 1 in CS1, for example, one aspirant thought that the primary/secondary mix was great. Another noted that it led to "shared knowledge, especially the combination between secondary and primary." In the CS1 focus group 1 there was a perception that both primary and secondary sector transferability was evident. In the Residential 2 formative evaluation comments from CS1 two aspirants particularly noted that the primary/secondary mix was excellent and one of these noted:

*Again this has been an opportunity to grow and learn but also it has been an opportunity to form and build relationship with primary and secondary colleagues that can only help to strengthen further educational progress.*

In Residential 3 also, in CS1, the continuing appreciation of the cross sector groupings was raised again, with one aspirant stating to the group: "It is a strength of the programme having the sectors together, not separate". A loud round of affirmation followed this comment.

However, the cross-sectoral approach was not appreciated by all, and this was particularly evident in CS2. In focus group 1, CS2, a respondent from the secondary sector said:

*I think it should have been run twice over three days, instead of three times with two days, and concentrating on sector area so you're not spending time on issues that aren't your issues.*

Moving on from sector factors associated with tailoring the NAPP programme, the responsiveness to cultural needs also emerged as an issue. In the March 2008 designer/facilitator interviews one respondent noted that they had deliberately ensured a range of culturally appropriate practices in their region to facilitate inclusion and comfort in a bicultural group. The overall diversity represented by aspirants across the country was presented as a strength of the programme by members of the CS1 focus group 1 and they noted that increasingly cultural diversity was better attended to as the programme progressed. In the CS1 Residential 1, the voice of the Māori participants was not so

strongly heard, and participant evaluations at the end of this residential made that omission abundantly clear. In Residential 2 this concern was addressed well, with the Māori aspirants leading regular insertions of mihi and karakia. One of the Māori aspirants spoke warmly at the end of this residential about his perception of a “joining of the cultures” that he perceived to be occurring on the programme. The cultural diversity emphasis was also noted by a CS2 aspirant, who said:

*The networking has been really good. I have learned heaps from being exposed to aspirants from kura, I've never encountered those before. I am also learning to appreciate the trial of 'remote school' principals and those from small schools.*

In CS2 there was also a shift discerned in addressing diverse cultural needs of aspirants. Responding to formative evaluation feedback on the Residential 1 programme in CS2, in Residential 2 there were two specific keynote speakers who focused specifically on the needs of, and practice as, leaders of Māori schools and students. In addition, questions used by the facilitators of the Secondary Futures session required participants to reflect on changing cultural and demographic needs of students in future schools, whether primary or secondary.

One CS2 aspirant, however, presented a more cynical view of how the programme design met the needs of the diverse aspirants:

*That whole design – I'm thinking of those in a Māori medium setting, I'm wondering how relevant some of this stuff is for them – our input has been mainly mainstream.*

In the CS1 Residential 2 formative feedback also, although two comments were made in appreciation of the way that attention to Māori protocol had been increased since Residential 1, one aspirant challenged that this was a beginning ripe for extension in stating:

*We need to take the next step where we all share the task of Karakia and opening and closing the day. I know not all have Te Reo Māori but what if we made that mandatory that everyone teams their own Pepeha (who they are) simple Karakia to start and finish day and waiata himene (Hymns). It would be nice to have an expectation that anyone could be chosen to bless our food, start/finish the day. Not too far in the future I hope.*

### *Recognition of national and local focus in principalship*

Throughout the NAPP programme links were made in residential to the importance of other national initiatives and policies associated with principalship. One CS2 aspirant in Residential 2 praised: “the combination of my current study, NAPP and my own

experience in helping me to see how KLP, the new curriculum and other initiatives fit together.”

The importance of aspirants gaining an understanding of all principal contexts is also a facet of national and local focus. Comments have been made earlier in this report about the feedback from July 2008 designer/facilitator interviews indicating the importance of recruitment of aspirants covering *all* decile schools, not just those who are used to, and want to be principals of, the higher decile ones.

A further comment was made by one of the respondents about the need for the programme to be responsive to local needs. He said:

*The biggest difficulty with any nationally designed programme will be its ability to meet the local needs, and we have a significantly different demography to the rest of the country in terms of principal vacancies, high turnover in specific areas, so I think the programme has to be flexible enough to allow for regional diversity, and it has this.*

#### *Relevancy for preparation for principalship*

Overall, the NAPP programme was perceived to be highly relevant as preparation for principalship. The quantitative data from the Q1 Mid-Point and End-Point questionnaires strongly supported this statement, as did other interview and formative feedback data. In the July 2008 designer/facilitator interviews five of the six respondents felt that it was highly relevant preparation, with one saying:

*Particularly [for] people who've come from quite large schools, they haven't necessarily had leadership of learning as a model of principalship. I'm confident that we've brought that to the fore.*

Another commented on the exposure of the aspirants to leadership models and theories, resulting in some change in perception about these aspects amongst the aspirants. Two commented on the need for aspirants to move beyond just wanting the 'nuts and bolts' aspects of principalship. For example:

*We've had quite a strong focus on KLP, looking at leadership and management overall. At the first residential some secondary participants were looking for more management, rather than leading learning stuff, but following Residential 2 it's been a lot more towards leading learning.*

All seven CS1 focus group 1 members believed that the programme was preparing them well for principalship. One said: “I have a deeper understanding of principalship.” Two

others mentioned that they were practising the learning already. Another said that they now had: “informed practice.”

CS2 focus group 1 members similarly praised the NAPP scope and relevancy. One said:

*The design of this, I feel, is actually more giving us the chance to think ‘big picture, visionary stuff’ so therefore it is worth a lot. It doesn’t let you just get focused into the nuts and bolts of being a principal, it encourages you to look at those big issues. It’s better than a piece of paper that covers nuts and bolts stuff. This is real leadership, visionary, strategic thinking. This needs to be recognised as something worthwhile.*

These focus group participants were asked to rate the programme in terms of its relevance to their aims of becoming principals. Seven of the eight rated it as relevant, with one rating it ‘partially relevant’ (a secondary sector aspirant). Another secondary aspirant thought that the programme tried to cover too many bases:

*I feel it’s been designed by a committee – it’s trying to be too many things to too many people. It’s talking about leadership, strategy, nuts and bolts...[Do you think there’s anything in there that’s not important to the principal’s role?] Probably not, but I sometimes feel steamrollered. [Would it work better in a longer time frame?] Yes, and without the project.*

A further focus group member was critical of the failure of the system (*not* the programme) in letting inadequately prepared aspirants apply for and gain principalship. They said:

*[Because of self-managing schools] a year 2 teacher can apply for and get a principal’s job. It needs to be a long-term project that you work towards. Sitting in a one hour lecture on pedagogy and process, if you haven’t had that background, it’s really hard to take in.*

The comment supported feedback from another participant that s/he felt a couple of the aspirants accepted onto the programme had struggled with some of the reading and research required, not having had extensive prior academic experience.

In terms of relevancy overall, the programme could be seen to pass an ultimate test of benefit when aspirants who actually gained principalships while attending, chose to stay in the programme.

#### *Informed by recent and relevant theory and research*

In the March 2008 interviews with designers/facilitators, it was evident that strenuous attempts had been made to encourage aspirants to engage with recent and relevant research and theory. One interviewee reported on how depth was provided in their region



using a group critique of research articles which was designed to help develop understanding of research. Here, articles were selected by 'diceross', read and summarised, and then reported back on to the whole group. Several regions made use of the work of Michael Fullan on leadership, and there was frequent mention of the BES work on the topics of both teacher PD and leadership. One interviewee spoke of how, in Residential 1:

*We used some really dense readings with them in threes. They had to report back to the group using Power Point, linking readings to their practice. It was rated the second highest session that day.*

This comment was reinforced by more specific observation and formative evaluation data from the case studies which showed that aspirants had a real thirst for research and theory and appreciated the high standard of research presenters. This was reflected in comments such as: "Could we have more of X" (a local high-profile researcher); "good to get current research findings presented"; and "learned the importance of keeping up with research." Earlier in this report note has already been made of the suggestion for facilitators to take courage to include more challenging research-based material. An excellent example of this occurred when one of the facilitators in CS1 directly quoted a BES statistic associated with the degree of impact of leading pedagogical learning. This research-based comment sent aspirants grabbing for their pens and paper to record what was obviously a key message.

By the July 2008 designer/facilitator interviews, similar positive comments were reiterated. Statements included: "right up to date"; "extremely well informed"; "worked very hard to include research"; "BES on PD, KLP stuff, coaching model from x, input from y". A typical comment was:

*It's been informed by X's and other research about leadership of learning being fundamental to the principal's role. Not one aspect of the programme has been prepared on anything other than recent and relevant research, even down to the action learning model being used.*

However, caution was raised by one interviewee about the need for local research to predominate.

*But we have to ensure that we keep it NZ-based, not some overseas model. We have to develop our own unique way of operating. [Researcher: how might that work?] You pick out the bits of research that you want. We need our own research, and there are good people in NZ working on that. You take note of what's working overseas, but what's happening here is what we need to develop.*

Despite the above support, evaluator observations noted earlier in this report for CS1 did not extensively confirm the theoretical strength in sessions in Residential 1 and this was backed by aspirant formative feedback and focus group 1 comment. Six aspirants echoed the comment of one aspirant in the formative feedback who said that s/he wanted “in-depth workshops”, and another stated that the majority of the content had been “shallow”. In the focus group 1 respondents also suggested strongly that they wanted theory and research support/references for material covered. One aspirant summed this up in reiterating an earlier point by saying: “I want to be stretched.” This person also acknowledged, however, that they would be stretched more in their project.

A credible shift occurred in CS1 in Residential 2, however, where it was observed that research/theory support had been strengthened and a session specifically on ‘Readings’ was provided. With the latter, two readings were issued with attendant discussion protocols (the ‘final word’ and the ‘3,2,1’ strategies). Excellent discussion resulted from this, but unfortunately a whole group collation of discussion points did not occur. Reference is made earlier in this report (under the curriculum topic areas) of the need for facilitators to draw links to the theoretical/research support after group discussions. Other distinctive attempts to strengthen research/theory support were made also in the ‘Change Management’, ‘Reflection on an Education Platform’ sessions. This was obviously appreciated because it was interesting to note that only one comment alluding to ‘more depth’ was recorded in the aspirant formative evaluations at the end of Residential 2.

Being theoretically informed was a strongly practised feature of CS2. In both residential, keynote speakers had been invited to address the aspirants who presented either their own, or nationally-focussed, recent research and theory. This, in turn, became part of the dialogue of the aspirants, with frequent references being made to researchers’ names and work, to the BES, and to other relevant programmes currently under way or being evaluated. One aspirant felt that the ‘academic’ aspect of Residential 2 was: “harder hitting, more academic, I enjoyed it much more than Residential 1.”

The Q1 Mid-Point questionnaire provided a good summary of the overall way that the programme was informed by recent and relevant research. The means for the regions varied from 3.50 to 4.05 indicating that this feature was reasonably strong in all regions. A similar trend was evident in the Q1 End-Point questionnaire data four months later.

### *Links made between research and practice*

During the evaluator observations and interviewing, close attention was paid to the extent to which the programme richly linked the recent research and theory to practice. A variety of techniques were described that were designed to ensure that aspirants engaged effectively with the practical application of research, as reflected in a comment by one designer/facilitator that: “in ‘Leading Learning’, we used Fullan’s work and brought in a practising principal to work with them. He used Fullan and the BES to show how he works in his school.” This was an obvious attempt not only to introduce research and theory, but to show how they are currently being applied by principals, thus increasing take-up of the research.

In the July 2008 designer/facilitator interviews, respondents were probed for further examples of how links between research and practice were occurring. The conscious linking was spelled out in the following comment by one respondent:

*It was deliberately linked to the kinds or practices that a person would demonstrate if they were working in a way that should be successful. We used the word ‘demonstrable’ to ensure they knew it needed to be applied and evident.*

One CS1 aspirant reported in the Residential 1 formative evaluation that the connection between “literature, theory and practice” had been made. CS2 focus group 1 members also provided general agreement that theory and practice links were a strength of the programme. Three CS2 focus group 1 participants mentioned the relevance of ‘case study’ material they had received:

*A: The last one on quality of school leadership, I’ve spoken in the school about it, and found it pretty relevant.*

*B: I used it in the job interview process, found it pretty relevant, but didn’t get the job!*

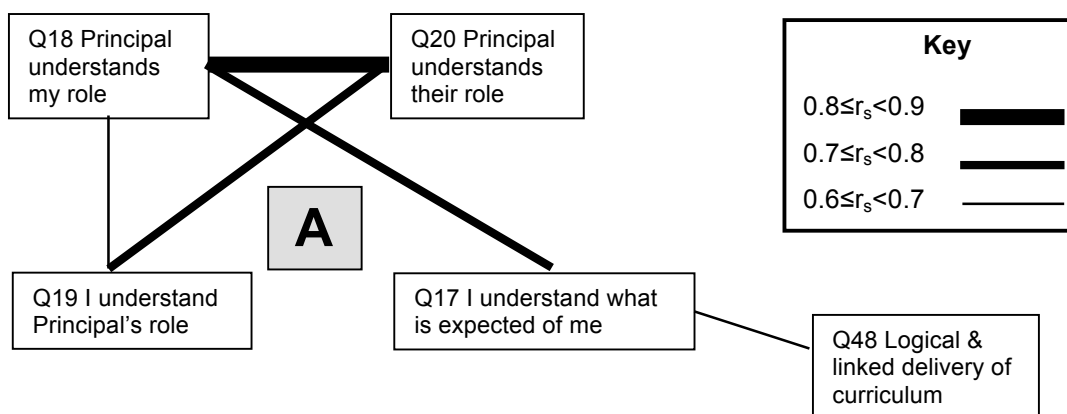
*C: X’s research, the 5 factors of leaders, I’ve used that really strongly in my work.*

## Support and Role of the Host Principal

The role of the principal in the NAPP was found to be significant. As earlier noted in a previous section of the report, aspirants (most frequently in schools with rolls 1-500) who were approached and encouraged by their principal to apply for NAPP were more likely to understand both of their roles in NAPP, were more likely to find NAPP relevant, and were more likely to effectively apply the NAPP curriculum to their school. We concluded that it appeared that the role of the principal before and during NAPP influenced the impact of the programme. In larger schools, particularly secondary, other senior leaders may have replaced the principal in this role.

Each aspirant's principal had an important role to play alongside the residential, project (as noted earlier in the 'project' section) and on-line based components of NAPP. Their role was key at both the application stage of the prospective aspirant and supporting them during the programme and significant relationships linked to the role of the principal were evident. The diagram (Figure 5) below derived from the Q1 Mid-Point questionnaire results reveals that principals who clearly understood their role in NAPP also understood the participant's role.

**Figure 5: Questionnaire Results for Role of Principal**



Interpretation of the figure shows that the relationship between Q18 and Q20 (the principal understanding both their own and the aspirant roles) was extremely strong ( $r_s=0.816$ ). The relationships between Q18 and Q17 ( $r_s=0.718$ ) (both the principal and aspirant understanding what was expected of the aspirant), and Q20 and Q19 ( $r_s=0.742$ ) (both the principal and aspirant understanding the principal role) are strong, whereas there was a moderately strong relationship between Q18 and Q19 ( $r_s=0.645$ ) (both the principal and

aspirant understanding each others' roles). Understanding what was expected by the aspirant was also linked to the extent to which the curriculum was delivered in a logical and linked manner. Where this was linked to other variables beyond the focus of the principal can be found in the 'Possible Relationship Diagram' (see Appendix 11) which displays the findings from Figure 5 as section A.

This emergent theme of the role of the principal led to the insertion of a key question in the final focus group for aspirants that investigated how supportive the host principal had been. In CS1, all six of the final focus group aspirants stated that their principal had been supportive. One noted that they had weekly meetings with their principal and had also incorporated their project goal as an appraisal goal. In CS2, three aspirants in the final focus group stated that their principal had not been supportive: five stated that they had. An aspirant reported that their principal had been actively involved and following progress. A suggestion was made that the principals should all be invited to a residential session at some stage in order to make them more familiar with the programme.

In the Q1 End-Point questionnaire participants were also asked how supportive their principal had been in relation to their development while in NAPP. A mean response rating of 3.96 indicated that the majority of participants had found their principals to be supportive. The qualitative comments from this End-Point questionnaire substantially confirmed other data. Six respondents added comments stating their principals were actively supportive and only two comments indicated that principals were actively unsupportive. However, a further six comments referred to a laissez-faire relationship with their principal during their participation in the NAPP programme. Another eleven respondents commented that insufficient information and guidance had been given to both principals and coaches as to the expectations of their role in support of aspirants. The tone of many aspirants' comments indicated a degree of frustration with the inadequacy of communication, which suggests that principals could have played a more vital role in the professional development of their colleagues. A suggestion was made by one aspirant that a combined session with principals and NAPP participants would have provided the opportunity to establish clear expectations of the principal's role.

The 39 principals who completed the Q2 questionnaire in March 2009 provided a triangulated perspective on the support they offered throughout the programme. It should be noted that those who responded tended to be principals who took an active role in supporting the NAPP participant because nearly all strongly agreed (mean = 4.74) that

they had taken an active role in supporting their colleague's application onto the programme.

## Support from Mentors/Coaches

Mentors and coaches (primarily L&Ms) played a vital role in the success of NAPP. These included on-going support and communication with aspirants, communication with host principals, facilitation of the residentials, and guidance with projects.

Multiple examples of support offered to aspirants were evident. One aspirant said: “Collegial relationships with coaches have been empowering.” A sense of feeling “a huge sense of being valued” was mentioned by another participant. During the second round of designer/facilitator phone interviews in July 2008, these statements were confirmed in a range of comments made by respondents indicating different ways that coaches were working to support aspirants.

In the final focus group with CS2, strong positive feedback on coaching in particular was provided by three of the participants, with one saying: “I was challenged and coached really well” and another that the coach had helped clarify their thinking. One aspirant commented on the ability of his/her coach to work effectively with the principal, and a third commenting on the benefits of PLG interaction under the coach’s facilitation. One mentioned a need for aspirants and coaches to be better matched and another that his/her coach had changed early in the programme and that the PLG hadn’t really started to function until Term 2.

Comments on the role of the L&M coach/mentor in projects were also made in the final focus groups. In the CS1 focus group overwhelming support for the mentor was provided by all six aspirants. One noted that their mentor:

*...had given great feedback and guided me to the next steps. I think I have a great relationship with this person now that extends way beyond the programme.*

In the CS1 Residential 3 Poroporoaki (final verbal feedback) session strong support was reiterated for this key group and specific note was made of the fact that they not only coached but also challenged when needed. One aspirant said that they had:

*...made a lifelong friend of the mentor. The relationship has gone a long way beyond the mentor role. I know I will be able to call on them in the future.*

The positive input of the coach in relation to the project was also evident in the Q1 End-Point questionnaire. Participants rated the ongoing support of their coach/mentor with an overall mean of 3.87 on the 0 to 5 scale.

The qualitative comments from this End-Point questionnaire also noted that there was a high number of written comments from respondents (31) stating that coaches had contributed an enormous amount through the sharing of their knowledge and experience with aspirants. However, a further six responded stating that they had less than positive experiences of the mentor/coach relationship.

*[My outside mentor principal] did not know what was expected of her at all in the role, nor I of her. When I asked the NAPP staff about this we were told to “suit my needs.” I think there needed to be more direction and guidance –at least from which we could start.*

In most cases where aspirants reported a less than positive relationship with a mentor, this was linked to a lack of communication and unclear expectations.



## Retention of Aspirants on Programme

Retention data was collected at mid and end points in the programme. This is summarised in Table 22.

**Table 22: Retention Data for Aspirants**

Region	Sector	Gender	Ethnicity	Years of Service	Quals.	Exit Date	Reason(s) for Exiting Programme
Auckland	Primary	F	European	16-20 yrs	B Ed	T1 08	Principalship
Auckland	Secondary	M	European	21+ yrs	PGDipSM	T1 08	Principalship
Wanganui (Massey)	Primary	F	European	16-20 yrs	B Ed	T2 08	Personal reasons Left teaching
Taranaki (Massey)	Primary	F	European	21+ yrs	Post grad	Feb 08	Did not start. Appointed as Advisor, Massey.
Hawkes Bay (Massey) GY	Secondary	M	European	5-10 yrs	B.A, Dip Tchg	T3 08	Appointed Associate Principal
Waikato	Primary	F	Pasifika	5	Bach. Degree	Apr. 08	Wanted to focus on her teaching. Not ready for Principalship.
Waikato	Primary	F	Maori	<5	BTch	Sept. 08	Ill health.
Waikato	Primary	F	European	11-15 yrs	Bach. Degree	Sept. 08	Care of family member.
Waikato	Primary	F	Maori	16-20	TTC	Aug. 08	Ill health.
Wellington (Victoria)	Primary	M	European	16-20	B Ed	June 08	Principalship. Transferred to the FTP programme
Southland (Southern)	Primary	F	European	21+	Dip. Tchg.	May 08	Work load and other commitments
Canterbury (Southern)	Primary	F	European	21+	Dip. Tchg.	Mar 08	Principalship

Overall, there was a high retention of aspirants on the programme. Five of the nine who had exited by July 08 had gained promotion to either principalship or associate principalship (four of those from the primary sector). In the Auckland region the only two aspirants who did not complete the programme left because they gained principalships. In the Massey region three aspirants left the programme, one for personal reasons and two because of promotion. In the Waikato region four aspirants left the programme prior to completion: three of these were for personal reasons. In the Wellington region only one person left the programme early and that was to transfer to FTP after gaining principalship. In the Southern region only two people left the programme: due to gaining a principalship and the other due to workload commitments.

## **Aspirant Confidence and Preparation for Principalship**

In the March 2008 interviews with designers/facilitators, it was evident that across the country many aspirants were still anxious or lacking in confidence that they had the skills necessary to become principals. One interviewee said:

*They can feel anxious about having put themselves forward, but are, in the residential, 'seeing other aspirant principals' and find others like themselves. Nobody on their own can quite see what an aspiring principal might look like, and they imagine they are much more confident than the aspirant.*

It was also obvious from these interviews that some aspirants did not yet have a sound grasp of exactly what the principal's role required. Comments supporting this claim included: "[Our most] significant feature was to focus participants' thinking towards leading learning, rather than initial feelings they came in with re management and administrative role concerns"; and "We're learning to differentiate on readiness as some are practically co-principals already, whereas others can flounder, out of their depth." One interviewee had commented that:

*We're dealing mainly with DPs who have more to do with day to day management than they do with leading learning...need balance between practicalities of the role, and principles and precepts of it.*

Another interviewee said that their region was encouraging aspirants who may have been feeling tentative about having put themselves forward, to focus on 'making the good great' rather than worrying excessively about weaknesses. Yet another noted that lack of confidence was not universal, commenting that: "They put their names up, so that shows confidence. I think they're reasonably confident already." In one region, conscious work was done to help aspirants both build and capture the skills they were developing on the programme, so that they could gain the confidence to promote themselves effectively. The interviewee from this region said: "They're doing 'homework' that will help them to prepare a CV when they want to apply for a principal's job."

Aspirants themselves reported on their growing confidence. In the CS1 formative evaluations following Residential 1 one aspirant referred to a hesitancy around confidence by stating: "Confidence to 'step up' permanently into a principalship (can I do it rather than follow someone else?)." By July 2008 focus group 1 feedback all members had gained confidence and were already using new skills gained in the programme. One said that they had: "gained gems from the programme including how to write a CV." Another noted that they arrived on the programme feeling out of their depth, but now were "feeling great".

The aspirants in this group all agreed that hearing real principals talking about their role had helped them feel that this was not beyond them. The focus group 1 feedback was confirmed in Residential 2 formative evaluations with only one aspirant alluding to their own self confidence when stating: “See-sawing of feelings about personal confidence and ability to undertake the multi-faceted job of a principal”. One poignant comment from a CS1 aspirant attending Residential 2 encapsulates the progressive sense of confidence that had been gained by many others. After completing an exercise associated with dealing with a dilemma (a case study approach that had also been used in Residential 1), she said:

*This was a bit of a shift in my thinking compared with how I reacted to our first dilemma in the first residential. Basically I said then I would like to run away. This time I saw ways of dealing with this.*

Growing confidence was also apparent in CS2 some feedback from Residential 1 highlighted considerable ‘tentativeness’. Aspirants commented that “it is very scary taking the next step and that is ok!”; “Nice to hear that others are still undecided and have common fears regarding making that leap.”; and “Insight to the daunting tasks of a principal; self-reflection of my weaknesses and strengths.” However, other comments from this formative evaluation revealed the confidence that had been gained to that point: “I can do this with a moral purpose – be an active principal.”; “These two days have made me a little less uncertain about where I want to head.”; and “The growing self-belief that I can do it!”

A sign of increased confidence was also evident nationally between July 2008 in the Q1 Mid-Point questionnaire (mean 3.57) and the Q1 End-Point questionnaire (November 2008, mean 4.11) which revealed (Q.60) that overall NAPP participants were more likely to apply for principal positions due to the positive effects of the NAPP. However the mean for this confidence overall dropped slightly in the post-programme Q2 questionnaire issued in March 2009 (mean 3.84) as shown in Table 23.

Aspirants responding to the Q1 Mid-Point questionnaire saw themselves on average as taking on principalship for approximately 12 years (see Q61 in Table 23), and this dropped slightly in the Q1 End-Point (11.48), and Q2 (11.55) questionnaires.

Even though the Auckland region participants generated a higher mean than the other regions for Q.60, the Kruskal-Wallis Test (that compares ranked data rather than means) revealed that there was no statistically significant difference (at the  $\alpha = 0.05$  level of

significance) between the data from each region. However there was, for Q60, a statistically significant difference (at the 0.05 level of significance using the Wilcoxon Signed Ranks Test) for the sample of 44 participants who completed both the Q1 Mid and End-Point questionnaires. In the July Q1 Mid-Point questionnaire the group provided a mean rating of 3.58; four months later, this mean rating had increased to 4.21. This suggests that NAPP had met its goal of increasing the likelihood of education professionals establishing a career as a principal for most of the 44 participants who completed questionnaires in July and November.

Results for the three questionnaires are provided in Table 23. The overall means for the Q1 End-Point questionnaire are in brackets, and for the Q2 questionnaire in italics.

**Table 23: Influence of NAPP on Aspirants Likelihood of Becoming Principals**

	Question	Auck	Waik	Mass	Vict	Sthn	Overall
Influence of NAPP	60. Since starting NAPP you are more likely to establish a career as a principal	3.95 3.84	3.37 4.00	3.68 3.66	3.36 4.16	3.50 3.67	3.57 (4.11) 3.84
	61. How many years do you ideally see yourself as a principal for?	12.40 11.55	11.08 12.73	13.30 10.19	13.09 14.13	11.92 10.18	12.19 (11.48) 11.55

The Q1 Mid-Point and End-Point questionnaires also explored the influence of the programme on aspirants' confidence in applying for principalship, as shown in Table 24. The mean overall rating indicates that good confidence was evident by July 2008 and this had increased by November as shown in the bracketed mean in the final column. There were no statistically significant differences between regions.

**Table 24: Influence of NAPP on Aspirants' Confidence in Applying for Principalship**

Question	Auck	Waik	Mass	Vict	Sthn	Overall
56. The Programme has increased your confidence with applying for a principal's position	3.41	3.29	3.59	3.18	3.70	3.47 (3.89 Nov)

The Q1 Mid-Point questionnaire qualitative responses confirmed that confidence had been gained. One aspirant, for example, stated:

*The programme has made me reflect often on my practice, how I speak/interact to others within the school environment, how my actions reflect on others and how the choices I make as a leader will help me grow as a leader and inspire others.*

A comparison of the mean ratings for Q56 generated by the sample of 44 dual questionnaire participants also suggests that confidence has been gained across most in this group. For this group of 44, in July Q56 had a mean of 3.40; in November it had increased to 3.93. This increase was statistically significant at the 0.05 level of significance.

At the final focus groups in both CS1 and CS2, aspirants were asked to rate themselves on a scale of 1 – 10 about how confident they felt about applying for principalship, with 1 being not at all confident and 10 extremely confident. In CS1, all aspirants rated confidence as 8 out of 10. In CS2, three of the group rated themselves 10; one 8, one 7, one 6 and one 5 (one had left the group early). One person stated that they felt confident but: “won’t apply until I have finished other projects in my school”. Another said they felt: “very confident about the big picture and I am looking forward to it”. Reiterating a previously noted concern about feeling unprepared for the administrative/management component of the role, another aspirant said:

*My understanding of the nuts and bolts is not clear enough. I just don’t know enough about finances etc. This is my concern.*

However, in the March 2009 interviews with six successful aspirants, it was perhaps not surprising that they reported increased confidence in applying for principals’ positions. Five of them rated this aspect at the highest rating (5) on a Likert scale, with one rating it a 4; of the designer/facilitator group also interviewed, five rated this aspect a 5 and one a 3.5. Two of the successful aspirants mentioned the confidence they had gained from being in the programme and comparing themselves with others, recognising that they had skills and experience at least equivalent to those of the other aspirants, and had gained confidence to apply for positions. One said the programme had provided “a kick up the pants” to apply for positions. Two spoke very strongly about the benefits that the programme had provided for them in facing interviews with their Boards of Trustees. One said:

*The greatest benefit was to make my knowledge current, so when I applied I was up to date. It was powerful to go into the interview feeling confident on up to date research, especially on educational leadership.*

## Aspirant Preparation/Readiness for Principal Recruitment

In the final focus groups for CS1 and CS2 multiple comments were made by aspirants about the issue of readiness for recruitment. In CS1, five of the six aspirants stated that they were very prepared and ready: one said they were exceptionally ready. There was mixed feedback and some discussion in CS2, before one said:

*We're recruitable because we're here, but what makes us recruitable and here doesn't make us recruitable to a Board of Trustees.*

This caused the following outpouring of comment (initials represent individual members):

*E: That's a very good point.*

*C: Because of the way the Board is made up.*

*F: They don't know about this programme.*

*A: Essentially the Ministry think we're the most capable and the ones they want to invest the money in, but has that message got out to the School Trustee Association so they can tell boards these are the people you should look out for? They're just lay people, what do they know?*

The implication from this discussion is that it would be advisable for Boards to be informed (by the Ministry) of the content of the programme, and the likely 'worth' of graduates as potential principals.

In CS1 a session on interviews for principalship in the final residential was exceptionally well designed approach for preparation for a principalship interview. Aspirants worked in groups of four with one acting as the applicant and the others were issued challenging interview questions. Substantive de-briefing and reflection followed the mock interview. The aspirant formative feedback on this residential contained four specific comments applauding this activity. One stated:

*I think that having us more frequently engage in 'on the spot' activities such as the interview with the Board of Trustees strengthens and draws out of us, our own individual leadership ideas.*

## **Success of Aspirants in Gaining Principalships in a Variety of School Contexts**

Table 25 provides a cumulative account of the success of aspirants in gaining principalships. By July 2008, eight of the 180 aspirants nationally had won principal positions. Two of these were in the Auckland/Northland region: one primary sector and one secondary. One Wellington region primary principalship was won. Five South Island positions were won, all in the primary sector. A Regional Co-ordinator made an interesting comment in July 2008 about her perception of the spin-offs from these successful appointments. She said:

*When someone has won a job and other aspirants applied for it there is sometimes learning and support in this. It provides a good base for reflection for other aspirants about why they have or have not got the job. I've heard other aspirants saying things like "It's made me question why I didn't get the job".*

Other Regional Co-ordinators stated in July 2008 that many aspirants were viewing principalship as a definite option, after being initially unsure. This increased as they saw their colleagues winning principals' positions. Another Regional Co-ordinator quoted one aspirant as stating in Residential 1: "You [other aspirants] are my competition". He overheard the same aspirant saying in Residential 2: "You are now my support". Such a comment suggests a significant shift in perception of support that the NAPP programme has provided in terms of aspirant collegiality.

By December 2008, 11 of the aspirants had gained principal positions and by March 2009 this number had risen to 26. Of this 26, 19 were in the primary sector (73%) and seven in the secondary (27%): 15 were female (58%) and 11 were male (42%). Nine of the total 26 principalships were gained in the Auckland region, one was from the Massey region, four from the Waikato region, three from the Wellington region, and nine from the Southern region.

It is interesting to compare these successful applications with the broader picture of numbers applying. Of the 71 participants who completed Q2 in March 2009, 39 (55%) had applied for principal positions since starting NAPP, leading to interviews for 25 of them. Seven of this group were successful in gaining their first principalship and a further 12 were appointed to an acting principal role. Nine of the latter entered directly into their

acting principal role with no interview and only one of the acting principal roles resulted in a change of school for the participant.

These findings highlight that gaining principalship may not have been the sole progression for some aspirants. In the Waikato region, for example, the Regional Co-ordinator noted in July 2008 that three aspirants had moved to larger DP roles rather than principalship and as the table shows that number had further increased by March 2009.

**Table 25: Aspirants' Success in Gaining Principalships**

Region	Sector	Gender	Ethnicity	Years of Service	Quals.	Exit Date	Reason(s) for Exiting Programme
Auckland	Primary	F	European	16-20 yrs	B Ed	T1 O8	Principalship
Auckland	Secondary	M	European	21+ yrs	PGDipSM	T1 O8	Principalship
Auckland CW	Primary	F	European	16-20 yrs	Degree	-	Principalship
Auckland TV	Secondary	M	European	21+ yrs	Post Grad	-	Principalship
Auckland AS	Primary	F	European	21+ yrs	Degree	-	Principalship
Auckland AN	Primary	F	European	16-20 yrs	Diploma	-	Principalship
Auckland DP	Primary	F	European	21+ yrs	Degree	-	Principalship
Auckland CL	Primary	M	European	11-15	Diploma	-	Principalship
Auckland SC	Primary	F	Maori	11-15	Post Grad	-	Principalship
Hawkes Bay (Massey) MO	Secondary	M	European	16-10 yrs	B.Ag Dip. Tchg	-	Principalship
Hawkes Bay (Massey) GY	Secondary	M	European	5-10 yrs	B.A, Dip Tchg	T3 08	Appointed Associate Principal
Wanganui (Massey)	Secondary	F	European	5-10 years	BEd PG Dip Ed	-	DP (Prev AP) different school
Central Plateau	Primary	F	European	16-20 years	BEd	-	Acting Princ. for 2009 own school
Taranaki	Secondary	M	European	20 years	MSc Dip Tchg	-	DP to Advisory service
Manawatu	Primary	F	Maori	11-15		-	Acting Principal
Manawatu (Massey)	Primary	F	European	5-10	BTch	-	Appointed DP
Waikato AM	Primary	M				-	Principalship
Waikato SM	Primary	F				-	Principalship
Waikato TH	Primary	F				-	Principalship
Waikato MH	Area Sch	M				-	Principalship
Waikato PB	Primary	M				-	Principalship
Waikato CH	Secondary	M				-	Deputy principalship, larger school
Waikato AC	Secondary	F				-	Deputy principalship, larger school
Waikato AN	Primary	F				-	Deputy



							principalship, larger school
Waikato GS	Primary	M				-	Deputy principalship, larger school
Waikato LS	Primary	M				-	Deputy principalship, larger school
Waikato ML	Primary	M				-	Deputy principalship, larger school
Waikato MS	Primary	M				-	Deputy principalship, larger school
Waikato CT	Primary	F					Deputy principalship, larger school
Waikato LD	Primary	F					Associate principalship
Wellington (Victoria)	Primary	M	European	16-20	B Ed	June 08	Principalship. Transferred to the FTP programme
Wellington (Victoria) CB	Primary	F	European	16-20		-	Principalship
Wellington (Victoria) JM	Secondary	M	European	11-15		-	Principalship
Canterbury (Southern)	Primary	F	European	21+	Dip. Tchg.	Mar 08	Principalship
Otago (Southern)VN	Primary	F	European	16 – 20	M Ed.	-	Principalship
Canterbury (Southern)MA	Primary	M	Maori	5 – 10	Post Grad.	-	Principalship
Otago (Southern)DR	Secondary	M	European	11-15	Degree	-	Principalship
Canterbury (Southern)SW	Primary	F	European	16 - 20	Post Grad.	-	Principalship
Otago (Southern)PH	Primary	F	European	16 - 20	M. Ed.	-	Principalship
Canterbury (Southern) LT	Primary	F	European	16 - 20	Post Grad.	-	Principalship
Otago (Southern)LM	Secondary	F	European	16-20	M Ed	-	Principalship
Canterbury (Southern) CP	Primary	F	European	21+	Diploma	-	Principalship

Key: - = did not leave programme

## Sustainability of Learning

An important criterion of success was associated with post-programme sustainability of learning. The Q2, March 2009, questionnaire explored whether key elements had been sustained from the perspective of both the aspirant and their principal. Table 26 summarises results for sustainability in the areas of application of new knowledge and reflection.

**Table 26: Summary of Q2 results (Aspirants, n=71: Principals, n=39)**

Question	Mean (Mar 09)							Comparison with other questionnaires
	Aspirants	Principals	Aspirants	Principals	Aspirants	Principals	Aspirants	
Since completing NAPP the participant has continued to apply new knowledge to their practice	<b>3.92</b>	3.94	3.90	<b>No</b>	4.04	3.86	<b>No</b>	July 08 mean = 3.57 Nov 08 mean = 3.93 Mar 09 mean = 3.92  Principal perception Mar 09 mean = 3.62
The participant has been able to sustain the level of reflection on their practice since completing NAPP.	<b>3.27</b>	3.39	3.13	<b>No</b>	3.52	3.13	<b>No</b>	July 08 mean = 3.85 Nov 08 mean = 3.99 Mar 09 mean = 3.27  Principal perception Mar 09 mean = 3.69

By March 2009 aspirants still saw themselves as applying new knowledge to their practice and their mean perception rating in relation to this had stayed the same since November 2008 (Nov. mean = 3.93, March mean = 3.92). The aspirants' principals rated this application of knowledge as only slightly lower (March mean = 3.62). Once NAPP had finished, aspirants noted that they may have struggled to maintain the high level of reflection on their practice that was maintained throughout 2008 (July mean = 3.85, Nov mean = 3.99, March 2009 = 3.27). Their principals were not quite so negative about this (mean = 3.69). Aspirants in March 2009 also identified areas of their practice that had undergone the greatest transformation as a result of the NAPP programme. Despite a drop in the rating score for being able to maintain the level of reflection maintained during NAPP in 2008, reflection was still listed by participants as being one of the most common areas where transformation has occurred.

These findings overall do reveal though that some significant changes have occurred with participants' practice from the perspective of the aspirant and their principal. The following comments from principals are reflective of the observations they have made of NAPP participants' development of practice:

*The participant had a clearer idea of "the big picture";*

*The applicant learnt some good techniques about handling people;*

*A determination to be prepared, tolerance, listening and being prepared to wait;*

*More focused and appreciative of the challenges facing the Principal and beginning to reflect on own practice;*

*Participant is really motivated and intent on becoming a principal; and,*

*They are more confident as a person and better prepared for the Principals role.*

As noted earlier, reflection was the area where aspirants perceived they had made the greatest transformation. A summary of the responses for all areas of transformation is shown in Table 27. The areas are subdivided into intrapersonal and interpersonal/organisational.

**Table 27: Areas of greatest transformation (March 2009)**

<b>Intrapersonal area</b>	<b>Number of references</b>
Reflection	19
Confidence / courage	19
Self awareness (leadership style, skills)	9
Self management (prioritising, organising, time to think)	6
Clarity of values, views and beliefs	5
<b>Interpersonal / organisational area</b>	<b>Number of references</b>
Relational leadership / personnel management	13
Vision / big picture / wider perspective	12
Leading learning and curriculum	11
Managing and leading change	10
Communication / dialogue / difficult conversations	5
Team leadership	4
Awareness of principalship	4

## **Continuing the NAPP Programme**

Overall the aspirants, programme designers, and facilitators were very strongly in favour of NAPP being retained and offered either an annual or biennial basis. The principals who responded to the Q2 questionnaire also confirmed this (mean = 4.38).

23 of the principals added a written statement supporting this view, with only one not recommending it due to the perception that NAPP was not suitable for secondary school leaders. Their written responses were explicitly thankful to the Ministry for offering such a programme and some regretted it was not around when they were aspiring to be principals. They also raised a concern and recommendation for future programmes:

- There appeared to be a possible emerging issue that Boards were unaware of NAPP resulting in some participants not being short-listed for interviews and if they were interviewed then the interview questions did not appear to be cognisant of the areas covered in NAPP or of the purpose of NAPP. Some of the feedback provided therefore recommended that the Ministry must inform and educate Boards about NAPP.

## Successful and Challenged Aspirant Profiles

Although not designed as part of the evaluation criteria, the Regional Co-ordinators and the Ministry director of the programme developed a profile of both a successful and challenged aspirant, based on their experiences with participants on the NAPP programme.

*The successful aspirant is:*

- Motivated
- Confident
- Has self-belief
- Inclusive
- Collegial
- Positive
- Committed to own learning
- Committed to the NAPP programme
- Is reflective (and uses reflective journal)
- Determined (resilient, even when loaded down with work)
- Good at developing networks including cross-sector
- Uses experiences of others positively (e.g. primary and secondary)
- Has a supportive principal who mentors and gives opportunities for leadership growth.
- Highly competent in their current role, or focused on improving their current leadership role
- Is able to establish 'leadership distance' while still being one of the team.
- Relates well to the wider school community.
- Giving of themselves – shares own beliefs and experiences
- Part of the NAPP learning community and contributes to it
- Looking for in-depth growth
- Prepared for principalship by gaining relevant qualifications.
- Aware of their audience when presenting
- Aware of their personal and professional goals, short and long-term
- Good at making the most of opportunities that arise – proactive
- Prepared to make their own decisions and not rely on others
- Self-directed and clear where their needs are.
- Flexible – e.g. can amend their project to meet changing school contexts or environments
- Willing to share online and respond to others' online postings
- Responsive to others – gives affirmation or critique face-to-face or online
- Prepared to ask questions and has skills of facilitative questioning of others
- Mixes with aspirants from all sectors
- Open to criticism – can identify weaknesses in their current practice and possible solutions
- Focused on commonalities/similarities and aware of differences
- Gives good feedback to colleagues and facilitators
- Has wide range of experiences outside school.

*The challenged aspirant:*

- Shows lack of action in their project
- Shows lack of motivation
- Shows lack of depth in understanding leadership theory
- Makes poor choices, e.g. project goals
- Lacks a grasp of the notion of principalship
- Is laid-back
- Is in denial about own shortcomings
- Lacks support from host principal
  - unhelpful
  - absent
  - new
  - not flexible – restricting aspirants' opportunities.
- Has significant issues/distractions in own school setting
- Is not participating fully in the programme
- Does not demonstrate commitment
  - to the NAPP programme
  - to their own learning
- Relies on others to tell them what to do or how to do it – to make their decisions for them
- Blames:
  - others (facilitator- LeadSpace and/or L&M)
  - technology
  - busy school setting
- Does not get on with other aspirants
- Does not participate – is rude
- Lacks emotional maturity
- Is self-centred
- Shows avoidance behaviours
  - doing other work during presentation
  - going AWOL
  - listening to ipod during breaks
  - removing self from group
  - leaving the room frequently during presentation.
- Does not have good leadership role model.

## A Final Comment from Regional Co-ordinators

Essentially, it was the Regional Co-ordinators who held the most significant responsibility for the NAPP programme. They guided SGs, and developed and led the programme in each region under extremely tight time constraints. This group, therefore, offers informed comment on the programme in its entirety. In July 2008 these Co-ordinators were asked to summarise the successes, challenges, unplanned outcomes and recommendations for the programme. Table 28 provides a summary of their responses.

**Table 28: Summary of Regional Co-ordinator Feedback on Programme**

<p><b>Successes</b></p> <ul style="list-style-type: none"> <li>• a national programme with regional flavour</li> <li>• the curriculum</li> <li>• a coaching model</li> <li>• overall growth of aspirants and L&amp;Ms</li> <li>• networking/sharing experiences</li> <li>• variety – differing opportunities</li> <li>• mix of primary and secondary and them working together</li> <li>• L&amp;Ms working together – provided focus</li> <li>• L&amp;Ms building relationships in the sector and with Steering Groups (SGs)</li> <li>• relationship building between L&amp;Ms and aspirants</li> <li>• aspirants gaining principalships</li> <li>• professionalism of aspirants – enthusiastic and willing</li> <li>• aspirants' deepened understanding</li> <li>• 360 feedback</li> <li>• aspirants presenting and subsequent DVD feedback</li> <li>• PLGs</li> <li>• coaching</li> <li>• support from online co-ordinators</li> <li>• SG input with selection</li> </ul>	<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• working with SGs</li> <li>• getting SGs to function well</li> <li>• meeting a wide variety of individual needs in depth</li> <li>• aspirant expectations</li> <li>• a broad and full curriculum</li> <li>• pressure of time</li> <li>• keeping principals informed and involved to support their aspirants</li> <li>• online participation – purpose (felt imposed from above), quality</li> <li>• meeting emerging and ongoing interest in and demand for NAPP</li> </ul>
<p><b>Unplanned Outcomes</b></p> <ul style="list-style-type: none"> <li>• some negative feedback has influenced outcomes</li> <li>• number of aspirants who genuinely wish to go onto principalship</li> <li>• deepened understanding and collaboration between primary and secondary</li> <li>• willingness of participants to be part of ongoing PLGs as principals in the future</li> <li>• restlessness amongst people re their current jobs</li> <li>• has helped with current roles – leadership in real time</li> <li>• has raised awareness of research/theory</li> </ul>	<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• that the programme continues – the expectations have been met and there is a need</li> <li>• more lead-in time and preparation</li> <li>• better meeting individual needs</li> <li>• offering more than just a 'certificate of participation'</li> <li>• keeping online facilitation regional to facilitate the development of networks</li> <li>• more information on criteria for evaluation</li> <li>• follow-up maybe for coaches</li> <li>• more face to face time with aspirants</li> </ul>

There are many facets of the Regional Co-ordinator feedback that overlap with earlier noted respondent comments whether that be aspirants, facilitators, or SG members. One

particular facet, however, is distinctive and links to the impact on L&Ms. Upskilling, professional development, awareness-raising, and gaining currency with theory and research were all mentioned as elements of growth for L&Ms that has eventuated from involvement in the NAPP programme.



## **A Final Comment from an Aspirant**

It is the aspirants who gained most from this programme and we leave the final word (prior to recommendations) to one aspirant from CS1 who summed up the tenor of many similar concluding comments in the following message to the L&Ms:

*With our year coming to an end, I want to assure you that NAPP has been a wonderful experience for me. It is undoubtedly the best professional development I have had during my teaching career. NAPP and my experience as acting principal last term have made 2008 a year during which I have done a great deal of learning! NAPP definitely helped me to prepare for term 3 and the relationships it cemented with my mentors gave me a 'life-line' that was invaluable when I had need of advice on a couple of occasions. It has also helped me to reach the decision that I will apply for a principalship, should a suitable position become available.*

*I am aware that you had very little time last year to organise our programme for this year. That makes the programme you have provided us with, just that much more impressive. Almost without exception the sessions prepared and taken by both L&Ms and the invited speakers were fantastic. Please accept and pass on my thanks, appreciation and congratulations to all those involved.*

*I sincerely hope the government will acknowledge the success and national importance of the NAPP programme by funding it on an ongoing basis.*

## 6. DISCUSSION AND CONCLUSIONS

### Governance/Overview

The initial NAPP programme development had both a national direction for curriculum and regional input and ownership. The early programme development and design complied with the suggestion from Lumby et al (2008) that, at the precursor stage to development, answers should be provided for such questions as:

- Preparation for what?;
- What type of leadership model?; and
- Preparation for what type of school (e.g. challenging, mainstream etc)?

Clarity about what type of preparation and model was provided at a national level through the development of draft curriculum based on international research alongside the locally developed KLP model. Explicit guidelines were also established to ensure recruitment of applicants from a wide range of school contexts and type. At the national level also, substantive financial and time resources were provided for the programme – features that Baldwin (2005), the OECD (1998), and Fletcher (2003) remind us are critical for effective professional development.

At a regional level, Steering Groups (SGs) were perceived to have been a successful approach to engaging local communities and enhancing ownership of the programme. In effect, to some extent such devolution was a type of co-construction model (Strachan & Saunders, 2007). SGs had considerable input and discussion on the issues of: the programme philosophy and purpose; the planning overview document; entry/application criteria; recruiting aspirants with consideration given to regional needs, hard to staff areas, readiness for principalship, and the need for a range of aspirants from diverse origins; quality assurance around entry of aspirants; the regional plan approval; NAPP curriculum; and budget issues.

The national co-ordination and regional interpretation approach was seen by stakeholders to have been a success. A Ministry programme director moderated the influence of both Regional Co-ordinators and SGs. However, it has been recommended that this moderation could be further enhanced in the future via a national moderating body set up to ensure consistency whilst enabling regional variation alongside this approach.

The balance between prescription in the curriculum and the ability to include regional issues was considered to be about right in the programme. There was a considerable degree of 'curriculum coherence' (Peterson, 2002), that is, alignment across the regions and an integrated set of topics within the curriculum. Davis et al (2005) suggest that such coherence also includes the programme having clear vision, purposes, and goals, and internal and external coherence. The NAPP programme met such guidelines for coherence.

### **Recruitment and Selection**

Good recruitment and selection approaches were adopted by SGs and pre-established criteria strongly guided the process. In almost all areas the issues of sector representation, local needs, gender and cultural mix and experience were important factors in selection. However, considerable dissatisfaction was evident over the speed with which this recruitment and selection occurred and it has been recommended also that a consistent selection rating process could have been developed across the country in order to provide equity in the selection process.

The findings on the process of selection itself (rather than the speed at which it was conducted) contradict Ofsted's (2002, in Brundrett, 2008) concerns about selection of appropriate candidates in the UK. Careful attention was paid in the NAPP selection process to ensuring that a fair process was enacted and a spread of demographics existed in the aspirant group. There appear to be none of the equity issues associated with access for either women or cultural minority groups that have reported in other programmes (Coleman & Fitzgerald, 2008; Huber & Pashiardis). It is our belief that the process of encouraging principals to promote aspirants for the programme may have somewhat overcome traditionally reported issues associated with the latter groups having confidence in applying. The word 'somewhat' is judiciously employed in this statement, however, given the conclusion from Harris, Muijs and Crawford (2003) in the UK that ethnic minorities are less likely to be encouraged to apply for promotion.

At a wider level, the importance of engaging support from principals (and indirectly the Board) in selection was underestimated in the pilot. A significant relationship between 'success' of the aspirant on the programme and their principal's early support has been revealed in the research, highlighting the importance of principal engagement and involvement early on. It could be said that where principal support for recruitment of

aspirants was strong, this demonstrated a concrete example of succession planning or development of a “leadership pipeline” (Crow et al, 2008: 18).

### **Early Communication**

The importance of extensive early communication to successful aspirants, host principals and Boards about the programme and its expectations cannot be underestimated. Evidence of clear, engaging, communication (formal and informal) was evident both from the Ministry director and Regional Co-ordinators. Communications to aspirants about residential, for example, contained messages outlining the purpose of the programme, group composition, funding, key dates and activities. Less robust communication was evident to principals of aspirants (or Board Chairs) and, in keeping with suggestions noted earlier about involvement of principals in recruitment, it has been recommended that more extensive communication with this group should occur in future iterations of the programme. Overall however, given the timeframe for implementation for the pilot, communication was done as well as possible but such haste cannot be replicated for future programmes.

### **Self Analysis/Needs Analysis**

This was poorly utilised (possibly due to time constraints again) in several regions. Had the self-analysis material been issued and returned to facilitators substantially prior to Residential 1 workshops this could have enabled planning to provide for valuable extension learning for many individuals.

Bush and Glover (2004) suggest that an initial needs analysis in development programmes is widely regarded as an important means of determining the leadership development needs of aspirant school leaders as they enter any formal preparation programme. This view is shared by Robinson, Irving, Eddy and Le Fevre (2008) who found that the self-analysis tool (designed to determine learning needs) used on the ‘First Time Principals’ programme in New Zealand provided trustworthy assessments of a diverse group of principals that were useful to the principals themselves, their mentors and the programme team. Caution, however, is required in terms of relying on the accuracy of such a needs analysis approach if it is entirely based on self-evaluation. Cubillo’s (1998) findings have shown that women self-evaluate with lower scores than their male counterparts.

## **Design of Programme**

The NAPP programme fell into the broad category of 'pre-employment preparation' (Cardno, 2003). The curriculum comprised the five strands of developing self, leading learning, managing change, future-focused schooling, and understanding the role of the principal. The strands were derived from and further underpinned by the KLP document (Ministry of Education, 2008) and strongly influenced by the leadership BES (Robinson et al, 2008). The five curriculum strands loosely mirrored the six categories of leadership suggested by Leithwood et al (1999) that could be covered in a programme i.e. instructional, transformational, moral, participative, managerial and contingent. The curriculum also aligned with Elmuti's (2004) suggestion that emphasis needs to be placed on developing the 'soft' skills (inter and intrapersonal) rather than the 'hard' systems and analytical skills.

Most strands of the curriculum were considered to have been highly relevant. The management role of the principal is the exception and aspirants made considerable comment on the need to have greater coverage of this area. As novices, the aspirants strongly suggested that they needed practical skills in the management roles in order to feel confidently prepared for principalship. Although many authors are currently reporting movement away from inclusion of a managerial component in programmes (eg Begley, 2008; Elmuti, 2004; Huber, 2008; Taylor et al, 2002), it is our belief that aspirant principals require some essential understanding of the management roles. This may be particularly relevant to the NZ context given the Hodgen and Wylie (2005) findings of a perception that the principal's work is more management than leadership oriented (57% of principals responding stated management as 70% or more over leadership). This managerial component inclusion is suggested by Leithwood et al (1999) as one of six categories of leadership that could be covered in a programme. The importance of management knowledge and skills is also emphasised by authors such as Cardno (2003), Crowther et al. (2002), Margerison (1991), the OECD (2008), Peterson (2002), and Southworth (2004). The 2008 OECD report statement that "...successful schools need leadership, management and administration" (p.8) underscores the significance of the 'nuts and bolts' element, as does Southworth (2004) when he states that "good management matters as much as good leadership". We have recommended that a wider coverage of management skills could be achieved via self-selection workshops in the NAPP programme.

To a lesser extent we have recommended also that more input on the specifics of 'Managing Change' (especially dealing with resistance and gaining ownership) should be provided. Such elements associated with successful change are widely recognised (e.g. Blackmore, 2008; Hanson, 2001; Fullan 2001; Reid, 2004), as is the attendant notion of 'distributed' leadership (see Woods et al, 2004; Gronn, 2003) and implications for delegation skills. Additionally, emphasis could be given to a 'Leading People' thread underpinning the entire curriculum. In the pilot, issues such as tackling problems, dealing with conflict, working in non-defensive ways with people (including Boards), and the resultant trust development, were barely addressed and yet such facets of 'organisational learning' (Argyris, 2003; Cardno, 2001; Dick & Dalmau, 1999; Piggot-Irvine, 2005; Senge et al, 2000; Robinson & Lai, 2006; Robinson, 1990) are considered by many to be at the core of effectiveness. A further area which is linked to dealing with conflict and tackling problems that was barely addressed is that of preparation for the political (micro and macro) acuity and astuteness that Berg (2006) urges is required for the role. There was little, if any, emphasis placed on the political leadership role in the NAPP programme.

Despite these suggestions, excellent feedback on the 'residential' format and the overall design was provided (e.g. 68 Mid-Point questionnaire qualitative comments were positive about the design: 9 were negative and mainly about not enough time). There was an increase in the mean response (3.35 to 3.80 from continuum responses where 1 is negative and 5 positive) from participants completing the July and November questionnaires with respect to the relevance of the curriculum as preparation for principalship. This reflected an overall satisfaction with the content. The mean ratings for the section of the questionnaire on the curriculum and its relevance were higher than all the other sub-sections of the questionnaire, suggesting that overall the curriculum had achieved the learning outcomes from the participants' perception. Additionally, the increase for the mean rating (3.57 to 3.93) linked to whether participants were more able to apply knowledge accumulated from NAPP to their practice was the largest significant difference evident in the data.

Overall, participants made particularly favourable comment about the curriculum linkage to the KLP framework which provided consistency yet allowed for local, regional, variation. As noted earlier in the 'Governance' section, there was a considerable degree of 'curriculum coherence' (Peterson, 2002), that is, an integrated set of topics within the curriculum.

## **Facilitation**

Extensive appreciation of the quality of facilitation (catering for learning styles, variation of teaching techniques, quality of presenters etc) was provided by aspirants. There is evidence to suggest that the delivery/facilitation of the curriculum significantly improved based on a comparison of aspirant mean responses. For example, the mean for delivery in a wide variety of formats increased from 3.19 to 3.64 between the Mid and End-Point Questionnaires, from 3.26 to 3.55 for learning styles being catered for, and from 3.14 to 3.57 for delivery of the curriculum in a logical and linked manner. Overall the residential courses were considered by aspirants to have been delivered by knowledgeable facilitators who appeared to regularly apply the curriculum content to the aspiring principal context and there were no statistically significant differences in this perception evident amongst the regions (highest Massey at 3.86, lowest Waikato at 3.26). The area of facilitator knowledge, in particular, was rated the highest by aspirants (mean 3.94/5) in the Q1 Mid-Point questionnaire. They were seen as a highly competent, very experienced, group of facilitators. The delivery of the curriculum content generally appeared to cater for a range of learning styles though the participants perceived that there was still some opportunity to broaden the range of the delivery formats used and further enhance the links that could be made within the curriculum content.

By far the majority of qualitative comments in the questionnaires were also positive about facilitation. For example, 24 Mid-Point Questionnaire qualitative comments were positive about the facilitation: 7 were negative, with 2 of those noting that too many facilitators were sometimes present. Short workshops were successful in some areas, as were sessions involving group interactions, and facilitation and/or input from existing principals.

The facilitation approach in NAPP strongly reflected current perceptions of effectiveness for professional development generally (e.g. Darling-Hammond, 2000; Fletcher, 2003; Hill et al, 2002; Honold, 2003; Peterson, 2002; Piggot-Irvine, 2006b; Rudman, 1999; Timperley et al, 2007) where the focus is on: practice and theory integration (a feature also raised by Davis et al, 2005); translating theory to practice; improvement or promotion of changed practice; providing a variety of learning approaches; alignment of content and learning activities; active learning; meeting individual needs for adult learners; collaborating with peers in learning; opportunities to discuss and negotiate meaning of new theories associated with practice; and sharing best practice.

The approaches adopted also aligned with the more specific recent thinking about high impact development for leaders which include action and experiential learning to make the learning process 'real', encouraging leaders to take responsibility for planning and implementing their own learning (this happened via projects in NAPP), and formal mentoring (Coles & Southworth (2005)).

It was our observation overall that facilitators conformed with the qualities outlined by Piggot-Irvine (2006b). They were responsive, sensitive, supportive and empathetic. They mostly had a strong knowledge base and the skills to impart this, and many had the tenacity to hold high expectations of aspirants.

Once again any recommendations for facilitation are offered as suggestions for making 'better best' rather than imperatives. We believe that exceptional regional 'experts', or guest facilitators, could contribute across all regions. Greater use of short workshop sessions could also be considered based on participant self-selection. We have noted that facilitators could focus more strongly on drawing together key themes from sessions (and articles discussed) in order to show the connections between messages and to aid summary reflections.

### **Support and Networking Between Aspirants**

An environment was created where excellent support and networking was achieved on the NAPP programme. This 'collaboration' feature has been noted earlier as a feature of development effectiveness by authors such as Darling-Hammond (2000), Fletcher (2003), Hill et al (2002), and Piggot-Irvine (2006b).

The Professional Learning Group (PLG), Professional Learning Community (PLC), element of the curriculum design was an extension of the support and networking provided at NAPP residential and this was also strongly appreciated by aspirants. Blackmore (2008) has recently indicated evidence pointing to the importance of 'systematic critical inquiry' through such learning communities. Multiple other authors (Ball & Cohen, 1999; Barth, 1990; Bryk et al, 1999; Dinham, 2007; Fullan & Hargreaves, 1996; Little, 1990; Louis & Marks, 1998; Piggot-Irvine, 2006a; Timperley, 2004) have also identified the impact from PLC members: sharing values and expectations linked to teaching, learning, and the teacher role; collaboratively focusing on promoting improvement in student achievement; sharing expertise; and engaging in reflection that is based on dialogue and



examination of assumptions around quality practice. Regardless of whether a PLG approach is adopted specifically, Peterson (2002) also recommends that effective leadership development programmes need to provide opportunities for participants to discuss and solve problems with peers.

### **Leadership Projects**

A mixed response to projects was evident in all qualitative comments throughout the programme. Some aspirants appreciated the worth of them: some did not. Despite this variable report of appreciation, the July questionnaire mean rating of 3.47 out of 5, and November of 3.71, indicated that in all regions the project was considered to enable aspirants to apply the curriculum to their school context. The data from the second, November, questionnaire revealed that participants on the whole felt supported in their projects by both their principal (mean rating = 3.83) and coach/mentor (mean rating = 3.87).

Across the country there did not appear to be a consistent or well-thought-out process for evaluating the leadership projects. Regardless of perception of relevancy, clearer expectations and outcomes associated with projects needed to be articulated. Participants also suggested that the projects should not be made to sound too complicated at the beginning, models of projects should be provided as a guide, and robust check points and accountability should be included along the way from the coach.

Despite the mixed response to projects, theoretically they provided opportunities for aspirants to extend their learning in ways that are well supported in the local and international literature on effective leadership development. Timperley et al (2007), for example, point out the importance of giving participants in professional development opportunities to: acquire the ability to inquire in evidence-based ways; take part in a community of practice; integrate practice and theory; and have strong understanding of theory and skills of inquiry to judge impacts and decide next steps. All of these elements were embedded within the NAPP projects, as was the intent to involve improvement or promote changed practice (Fletcher, 2003). The projects also allowed aspirants to be self-directing, utilise their accumulated experience as an integrated part of their learning, and focused on practical, relevant, issues (Knowles et al, 1998). The projects were designed to be the situated, or work embedded - a notion emphasised by Guskey (2002) and Woodall and Winstanley (1998). Bush and Glover (2004) imply this also when noting that

the curriculum should be augmented by school-based activity so that aspiring principals can practise their skills in context.

The inclusion of the projects as part of the NAPP design also conformed with the latest trends in leadership development noted by Huber (2008) across 15 countries that incorporated movement from didactic teaching to an experience and application orientation (experiential methods and collegial learning, Problem Based Learning, and projects).

### **Shadowing**

This element of the programme was rarely mentioned by aspirants but where conducted, shadowing was seen positively. Host principals also commented on this experience favorably. We recommend that aspirants continue to be able to choose which principals they shadow and if possible day release time should be provided to enable shadowing of principals in aspirants' own or other schools. We also recommend that consideration be given to the construction and maintenance of a 'register' of highly competent principals in the various sectors, who are prepared to be shadowed as part of aspirants' developmental processes.

The inclusion of a shadowing component of leadership development is specifically mentioned by Bush and Glover (2004), however this component in the programme may also need to be considered alongside trends in leadership development programmes as highlighted internationally by Huber (2008). He notes that the movement is more towards authentic workplace internships, learning from colleagues, and mentoring as opposed to shadowing where mentoring involves being active in the workplace. Such an active approach is also supported by Anderson, Kleinhenz, Mulford and Gurr (2008).

### **On-line Learning**

This was the most negatively reported upon element of the programme. The Q1 Mid-Point July and November questionnaire results confirmed the interview and focus group results from aspirants with a low mean rating for on-line facilitation. The July 2.34 mean was lowest of all mean ratings in the questionnaire and did not improve considerably (2.41) by the time of the second questionnaire in November. Qualitative comments confirmed these ratings. For example in the July questionnaire there were seven positive comments: 47 were negative. In November only one questionnaire qualitative comment was positive and the rest (33) were negative.

It is not, however, recommended that this element is eliminated. Rather, we offer several suggestions that are primarily based on on-line co-ordinator feedback. First, the on-line component needs to be tailored to meet aspirant individual needs and used as the basis of extending learning for those aspirants who have considerable existing NAPP content knowledge. Second, a clear purpose for on-line usage needs to be made evident to aspirants and guided activities/questions developed to ensure that the purpose is maintained. Third, 'small group' (rather than whole-group) participation in the on-line exchange aspect of the programme would be beneficial with an on-line leader appointed for both aspirant PLGs and the facilitator group (see Salmon, 2004, on steps to developing such a community).

The importance of on-line learning in principal development programmes is articulated by various authors (see reviews in Leithwood et al, 2004; Peterson, 2002). McKenzie (2001) also notes, if designed properly, these on-line elements can offer many advantages including learning that is independent of time and place, learning that is self-paced, customised and cost-effective.

### **Reflective Journals**

This was area that was not strongly referred to in aspirant feedback probably because it was an optional component of the programme. Where it was referred to, reflection was considered to be mostly useful. The fact that aspirants rated 'reflection' as the area they had made the most transformation in as a result of the programme signals that greater focus could be placed on the use of reflection tools such journaling. If a focus on reflection is to be made in future programmes we suggest that the formal 'capturing' of reflection includes tools that suit different learning styles (such as use of digital voice recorders for those who prefer to talk, or email dialogue, or use of blog contributions).

Leithwood et al (2004) and Peterson (2002) suggest that reflective practice should be a feature of leadership development programmes. Crowther et al., (2002:74) infer the importance of reflection also when they argue that; "leadership is cultivated or nurtured primarily through experience, and that reflection and dialogue with others help people to learn to lead". They contend that leadership development is most effectively undertaken when reflection-in-action (reflecting during practice rather than retrospective, reflection-on-action) is employed as the means to formulate new mental constructs. Begley (2008)

extends this in suggesting that leaders must become “reflective practitioners and authentic towards local needs in their leadership practices” (p.30). In much of this writing on reflection in leadership development, little is said, however, on how to engage aspirants in the complex task of reflecting at a level that changes practice associated with what Argyris and Schön (1974) describe as ‘double-loop learning’. In such learning there is a rigorous review of assumptions embedded in action. Little exploration in the leadership development literature is also given to examining the types of recording of reflections that are useful to aspirants or how to engage in dialogue associated with reflection (see the earlier references noted for the aligned field of ‘organisational learning’ plus Piggot-Irvine & Bartlett, 2008b, on reflective journals). Each of these areas would need careful preparation if reflection or reflective diaries are to be components of future NAPP programmes.

### **Relationship Between Variables in the Evaluation**

In the following areas there was a very strong relationship between variables that are mainly linked to design of the curriculum and facilitation:

- NAPP being highly relevant for principal development was linked to aspirants’ own leadership and management development ( $r_s=0.836$ ). This underscored the importance of both carrying out an effective analysis of the participant’s leadership and management development needs prior to the programme and tailoring of the on-line component to meet the participant’s individual development needs;
- The participant’s increasing knowledge of principalship (incorporating application of this new knowledge, developing new ways of thinking, and becoming more reflective on practice) was linked to the curriculum being delivered in a logical and linked manner, the curriculum being richly informed by recent and relevant research and theory that was linked to practice, facilitators having effectively applied the content to the aspiring principal context, catering for participants’ preferred range of learning styles, and using the school based project to effectively apply the NAPP curriculum to the school context; and
- Relevancy of the programme also appears to be related to increasing the confidence of participants with respect to applying for principal positions.

The first of the above bullet points is linked to tailoring the programme to individual needs, a feature of development highlighted by Honold (2003) who indicates that there is no ‘one-size-fits-all solution’ to development. Honold suggests an approach that accounts for the

variable of developmental stage of participants. The latter is supported by research associated with andragogy, or adult learning, which indicates that self-directing needs should be met, where the learner accumulated experience is integrated with their learning (Knowles, Holton & Swanson, 1998; Rudman, 1999).

The second of the above bullet points is linked to facilitation issues that have already been compared with theory in an early component of this discussion section. Links between aspirant confidence in applying for principalship and the programme (the third bullet point) are discussed in a later section.

### **Impact of School Type and Size**

The type of school (primary or secondary) had a significant impact on the way that participants responded to the NAPP programme (11 statistically significant differences at the 0.05 level of significance). The primary aspirants rated course facilitation, on-line facilitation, and relevancy of the course for principal development higher than the secondary participants, suggesting that the facilitation of NAPP at that point may have been more suitable to primary based participants. Aspirants from the primary sector were also more likely to see themselves in a principal's position for longer than the NAPP participants who were from secondary sector.

Several qualitative comments suggested that the needs of secondary aspirants had not been catered for adequately and although school size effect appeared to be more significant than the primary and secondary distinction in the comments, the quantitative data did not provide strong support for this conclusion. There were only a small number of areas where size was linked to response and this included aspirants in schools with a roll less than 501 who rated higher the understanding of the role of their principal in NAPP and their principal understanding that role as well.

No previous research was found on links between school type or size impact on participant response to such a programme as NAPP. This renders a distinctive element of this evaluation that is worthy of further research.

### **Impact of Previous Professional Learning**

The 49 aspirants who had completed, or partially completed, a relevant post-graduate qualification in leadership/management rated eight aspects of NAPP lower than those

without such qualifications. The most significant lower ratings were in the areas of relevancy of NAPP to their personal leadership and management development, the facilitation of the on-line component tailored to suit their development needs, being able to apply new knowledge to their practice, increasing their knowledge of principalship, and being able to apply the NAPP curriculum through the school-based project.

No previous research was found on links between previous professional learning and impact on participant response to such a programme as NAPP. This provides an additional distinctive element of this evaluation that is worthy of further research.

### **Impact of How Aspirants Found out about NAPP on Responses to Programme**

How aspirants found out about the NAPP strongly influenced their response to the programme and this has an implication for considerations about how NAPP should be promoted to potential participants and to their principals in the future. Aspirants who were approached and encouraged by their principal to apply for NAPP were more likely to understand both of their roles in NAPP, were more likely to find NAPP relevant, and were more likely to effectively apply the NAPP curriculum to their school. It appears that the role of the principal before and during NAPP is an important factor in perceptions of programme effectiveness especially in schools with rolls between 1-500. The results led us to conclude that the larger the school, the less likely it was that the principal was the person of influence in relation to NAPP, and that the possible absence of direct encouragement to initially apply for NAPP from within their school at the beginning was also carried over to reduced school-based support when aspirants were involved in NAPP.

Once again, no previous research could be sourced that linked impact of such a programme to the way in which participants found out about the programme. This is another area for further research beyond the scope of this evaluation.

### **National Consistency Across Regions**

Although consistency across regions was not a requirement of the programme a couple of regional differences were apparent. For example, the highest rating region for the clarity of communication was Massey and Waikato was the lowest. Aspects of curriculum strands drew variable means across regions, with highs and lows including: the importance of pedagogical leadership (Auckland, 4.32, Victoria, 3.42); the importance of self-awareness and emotional intelligence (Massey, 4.50, Victoria, 3.00); a range of

strategies for dealing with interpersonal conflict situations (Victoria, 3.50, Auckland, 1.81); and self-management and stress management strategies (Auckland, 3.73, Victoria, 1.86). The means for curriculum reveal that no region received statistically significant higher ratings overall than any other and this trend was reflected in the aspects of programme delivery and facilitation.

These findings for national consistency confirm that there was considerable 'curriculum coherence' (Peterson, 2002), that is, alignment across the regions and an integrated set of topics within the curriculum. As suggested earlier, the coherence may have reflected the programme having clear vision, purposes, and goals, as well as internal and external coherence (Davis et al, 2005).

### **Programme Tailored to Meet Diverse Needs**

The programme overall aimed to be relevant to the wide range of sector groups, geographical areas and experience levels from which the aspirants were drawn. Earlier reference has been made to the primary and secondary responses and also to the impact of experience in terms of previous learning on response to the programme. These are both areas where recommendations for further improvement have been suggested. We noted in our observations some shifts in addressing the diverse cultural needs of aspirants as the programme progressed, particularly in response to formative evaluation feedback from aspirants.

Support for the programme meeting both context specific and individual needs is in keeping with Honold's (2003) thinking that there is no 'one-size-fits-all solution' to development.

### **Relevancy of Programme for Preparation for Principalship**

Overall, the NAPP programme was perceived by participants, designers, co-ordinators, facilitators and host principals to be highly relevant as preparation for principalship and this was supported by both quantitative and qualitative data. We have noted that, in terms of relevancy overall, the programme passed an ultimate test of benefit when aspirants gaining principalships chose to stay in the programme.

Whether the programme was perceived as *effective* as preparation for principalship, however, is a contentious issue. It is our conclusion that the programme does not reflect

Levine's (2005) review noting that the majority of programmes in the US were inadequate or poor (a recurring theme in the works of Browne-Ferrigno, 2003, Davis et al, 2005, and Lashway, 2003). NAPP appears to have short term adequacy for preparation, but it is too early to judge its long-term adequacy in terms of leadership effectiveness.

The evaluation of NAPP programme was largely descriptive and based on participant feedback/satisfaction – a common approach to evaluation of such programmes noted by Crow et al. (2008). In order to determine longer-term impact it will be necessary to collect rigorous data on the effects of the leadership development over time. This deeper impact evaluation is encouraged by Guskey (2000) as well as Lethwood and Levin (2008) who confirm the need to show the impact on student learning and change in the programme participant's school.

### **Programme Informed by Theory and Research and Links Made to Practice**

Programme facilitator and Regional Co-ordinator responses indicated that strenuous attempts had been made to encourage aspirants to engage with recent and relevant research and theory. Whilst the evaluator observations and aspirant feedback confirmed this was largely accurate and a distinctive improvement occurred as the programme progressed, there were also areas where a strengthening of the theoretical underpinning could have occurred earlier. The quantitative data confirmed this trend. A distinctive attempt was also made to ensure that aspirants engaged effectively with the practical application of research.

The importance of providing a recent theoretical and research underpinning, and from moving theory to practice, in leadership development programmes is well documented in the works of Hill et al (2002), Huber (2008), Peterson (2002), Taylor et al (2002), and Timperley et al (2007).

### **Support and Role of the Host Principal**

As well as encouraging applications for the programme, aspirant's principals were expected to have taken a support role alongside the residential, project and on-line based components of NAPP. The findings revealed that aspirants (most frequently in schools with rolls 1-500) who were approached and encouraged by their principal to apply for NAPP were more likely to understand both of their roles in NAPP, were more likely to find NAPP relevant, and were more likely to effectively apply the NAPP curriculum to their



school. The Q1 Mid-Point questionnaire results revealed that principals who clearly understood their role in NAPP also understood the participant's role. This emergent theme of the importance of the role of the principal led to the insertion of key questions in the final focus groups for aspirants and November questionnaires that investigated how supportive the host principal had been. In the Q1 End-Point questionnaire a mean response rating of 3.96 indicated that the majority of participants had found their principals to be supportive: a recurring theme in the Q2, March 2009, questionnaire. The tone of many aspirants' comments, however, indicated a degree of frustration with the inadequacy of communication, which suggests that principals could have played a more vital role in the professional development of their colleagues. Various suggestions have been offered to enhance principal support, including having a combined session with principals and NAPP participants to establish clear expectations of the principal's role, and inviting principals to a residential session.

The crucial role of the principal in supporting development of their staff has been articulated clearly by Timperley et al (2007) who state that school leaders need to be active in supporting learning. As noted in Piggot-Irvine (2006b), the principal (and to a lesser extent other leaders) has a significant impact on the climate for development in a school by determining a culture for development where collaboration and collegiality are the norm as well as personally modelling commitment to development, an ethos of self-development, learning, and inquiry. They are important in enabling development of others.

### **Support from Mentors/Coaches**

Mentors and coaches (primarily L&Ms) were perceived to have played a vital role in the success of NAPP in terms of on-going support and communication with aspirants, communication with host principals, facilitation of the residentials, and guidance with projects. The Q1 End-Point questionnaire overall mean rating of 3.87 on the 0 to 5 scale confirmed the effectiveness of this role and a high number of qualitative comments from respondents (31) noted that coaches had contributed an enormous amount through the sharing of their knowledge and experience with aspirants. In the small number of cases where aspirants reported a less than positive relationship with a mentor, this was linked to a lack of communication and unclear expectations.

The terms mentor and coach were used interchangeably in both the background material and practise for the NAPP and our assumption is that distinction between the terms was

unimportant to the programme designers and facilitators – as it is to many others because Barnett and Mahoney note also that the terms are often used interchangeably. Both approaches have wide support in principal development (Crow & Mathews, 2003) for “socialising novices as they are inducted to the profession” (Barnett & Mahoney, 2008, p.235). The importance of underpinning relationships of trust, confidentiality and mutual respect are noted as important for mentoring by the latter authors, as is the match of the mentor selection and matching. Such underpinnings enable the essential reflection, co-construction of knowledge, and sharing of experience was both the intent and evident in mentoring in the NAPP. There are many limitations noted with mentoring and perhaps some impacting on NAPP that influenced the small number of negative responses could have been those of lack of: time; resourcing; planning; and training for mentorship (Barnett & Mahoney, 2008).

### **Attendance and Retention Rates**

Excellent attendance and retention rates were recorded for the programme and these exemplify its worth to busy aspirants. Of particular interest was the fact that the majority of aspirants gaining principalships opted to stay in the programme.

### **Aspirant Confidence in Preparation for Principalship**

Aspirant growing confidence in the curriculum content and its application to principalship occurred throughout the programme, as did confidence in conducting the role of principal itself. The increase for the mean rating (3.29 to 3.95) for the area of the programme enabling aspirants to apply new knowledge to their practice was the largest significant difference evident in the data generated between the July and November questionnaires. It suggests that in the latter half of the year participants were more able to apply knowledge accumulated from NAPP to their practice.

The NAPP significantly enhanced aspirants’ likelihood of entering into a career of principalship (at the 0.05 level of significance). In July the group provided a mean rating of 3.58: four months later, this mean rating had increased to 4.21. Aspirants who had taught in 1-3 schools responded with a higher rating than those who taught in 4 or more schools in relation to how NAPP had increased their confidence with applying for a principal’s position. However, with the aspect of how many years participants saw themselves as principals for, the longer an aspirant had been teaching the less likely they wanted to stay

in principalship for a longer period of time. Aspirants responding saw themselves on average as taking on principalship for approximately 12 years.

The findings in terms of the NAPP influence on aspirant confidence in preparation for principalship are in keeping with conclusions drawn by Brundrett (2008) for UK programmes. It is Brundrett's consideration that there is "...ample evidence that national programmes of development do have an impact on leadership capacity and confidence..." (p.15). However, caution needs to be associated with drawing premature conclusions about the impact on aspirant confidence in NAPP, or any other programme. As Browne-Ferrigno (2003) notes there are multiple struggles that aspirants have in letting go of "their teacher self-perceptions" in order to adopt the new leadership identity that is an "essential component of successful principal making" (p. 495). The struggles include the latter identity shift as well as addressing role conflict and role overload (Catano & Stronge, 2006; Davis et al, 2005), self-confidence about perceived disposition for the role, and isolation. It is simply too early to evaluate whether the NAPP programme has assisted aspirants to overcome these struggles. In addition to these struggles there are other elements that may contribute to confidence for principalship that have not been examined in the NAPP evaluation, including the impact of gender and race. For example, specific struggles of confidence for Black leaders have previously been identified (Alston, 2000; Page, 2003) that may have relevance to the NAPP Maori aspirants. Similarly confidence of female aspirants remain unexamined on NAPP, yet previous research alerts us to this as a potential issue (see Coleman & Fitzgerald, 2008) and one which has multiple levels of complexity.

### **Aspirant Preparation/Readiness for Principal Recruitment**

Overall, the programme was seen as good preparation for principal recruitment but, as noted earlier, a stronger emphasis needed to be placed on the 'management' roles of the principal in the curriculum. There is, however, another element of preparation for recruitment which lies outside the programme and is associated with personal 'readiness'. Ribbins (2008) provides a quadrat of options for the various ways that applicants opt for principalship that includes being proactive, pressed, picked, or pushed. He concludes that any standard model that presumes aspirants proactively seeking promotion alone is "far from the truth" (p.67). As we have also reported for selection to the NAPP programme itself, in addition to aspirant confidence, there are multiple levels of complexity associated with readiness.

One suggestion that was made that to enhance recruitment of NAPP graduates for principalship was that of the Ministry informing Boards of the content of the programme, and the likely 'worth' of graduates as potential principals.

### **Success of Aspirants in Gaining Principalship**

A steady stream of principal appointments was reported throughout the programme. For example, by July 2008, eight of the 180 aspirants nationally had won principal positions and by December 2008 that number had risen to 20, and by March 2009 to 26. It is important to note that gaining principalship may not have been the sole progression for some aspirants. In many regions aspirants had moved to larger DP or senior leadership roles rather than principalship.

## **7. RECOMMENDATIONS FOR FURTHER RESEARCH**

There are multiple elements of the evaluation of NAPP that have highlighted areas for further research. Some of these are distinctive, including:

- Examination of links between school type and size and impact on participant response to such a programme as NAPP;
- Examination of links between previous professional learning and impact on participant response; and
- Investigation of links between impact of such a programme and the way in which participants found out about the programme.

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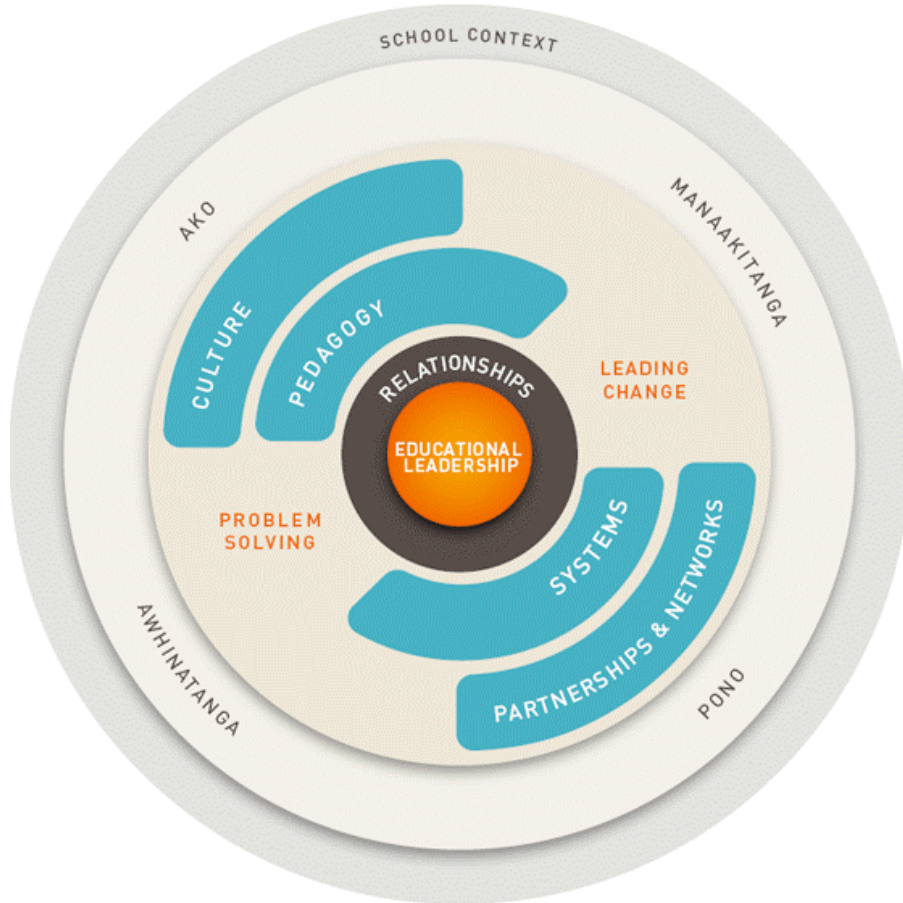
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# APPENDIX 1: Kiwi Leadership for Principals Model

## *A Model of Educational Leadership*

This Educational Leadership Model sets out the qualities, knowledge and skills principals need to lead 21st century schools.



## APPENDIX 2: Aspirant Application Form

<b>Personal Information</b>		
Please note that this personal information is being gathered to assist with planning for the pilot and subsequent aspiring programmes. This information will be available to the programme delivery and evaluation teams, and will be used for statistical purposes only. Your application for the pilot is an indication of your acceptance of the use of this data for these purposes. This includes a willingness to collaborate with the external evaluation project team.		
<b>Name:</b>		
<b>Address:</b>		
<b>School:</b>		
<b>Current Position:</b>		
<b>Time in current position:</b>		
<b>Male/Female:</b>		
<b>Ethnicity: European Māori Pasifika Asian Other: please specify</b>		
<b>Age Bracket: &lt; 25, 25-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61+</b>		
<b>Years of Service: &lt;5, 5-10, 11-15, 16-20, 21+</b>		
<b>Highest Qualification:</b>	<b>Diploma</b>	<b>Degree</b>
		<b>Postgraduate</b>

<b>Selection Criteria - please fill this out with brief comments.</b>
Teaching Practice – give an example of your teaching practice that demonstrates an understanding of effective pedagogy.
Give an example of your experience in leading and/or being part of a team, either in an educational setting or other.

Give an example of your relationships with students, colleagues or community, with a particular focus on building relationships to achieve educational goals.

Give brief details of your key professional learning (formal and school-based) over the last 5 years

Personal Statement – write a statement that addresses questions about, 1. Why you want to be a principal, 2. Your vision for leadership, 3. The qualities you bring to the role, and 4. Your strengths and next steps for development (maximum 1 page).

## Appendix 3: Q1 and Q2 Questionnaires

### Q1 Mid-Point Questionnaire Section A: Demographics (Participants)

Please enter your self-selected individual code of any combination of three letters and three digits that you will keep the same for each evaluation questionnaire:

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**Please ensure that you keep a copy of your individual code so that you will be able to use it again in future NAPP evaluation questionnaires.**

Please complete questions 1 to 12.

1. Gender (please tick appropriate box)

Female

Male

2. Ethnicity (please tick appropriate box(es))

European/Pakeha/ NZ European		
NZ Maori		
Pacific Islander		<i>(please specify)</i>
Other		<i>(please specify)</i>

3. How many years have you been teaching?

Years

4. Total years you have held positions with management responsibility.

Years

5. How many schools have you taught in as a permanent or fixed term teacher?

6. Please list any relevant leadership/management qualifications you have completed or are currently completing?

7. Have you had any other professional development with regard to leadership and management?

Yes

No



Did this occur in the last two years? Yes

No



Please describe the form of this professional development (e.g. 1-5 day course, mentoring, workshop, conference, coaching and leadership/management self-assessment) in the box that follows:

--

8. Please enter the year levels that your current school caters for:

Year  to Year

9. School type (please tick any appropriate boxes for your current school)

area	kura	special	private
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
state	integrated	rural	urban
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. School roll size (please tick appropriate box)

1 – 150	<input type="checkbox"/>	301 – 500	<input type="checkbox"/>	801 – 1200	<input type="checkbox"/>
151 – 300	<input type="checkbox"/>	501 - 800	<input type="checkbox"/>	1201+	<input type="checkbox"/>

11. How did you find out about the National Aspiring Principals Pilot?

--

12. What region/provider are you doing the National Aspiring Principals Pilot through?

Auckland	<input type="checkbox"/>
Waikato	<input type="checkbox"/>
Massey	<input type="checkbox"/>
Victoria	<input type="checkbox"/>
Southern	<input type="checkbox"/>

Thank you for your responses. Please move onto Section B.

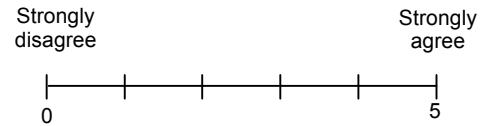


## Section B (Participants):

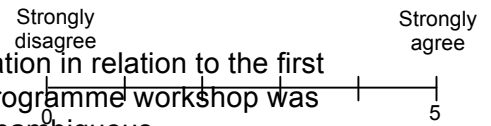
This section consists of written responses and rating scale statements. For rating scale statements please place an "X" at the appropriate point on the line that best represents your response. **Please note that you will be asked to complete most of these questions again at the end of the NAPP.**

### Part One – Expectations and communication for NAPP

1. Communication related to my selection process was clear and unambiguous.



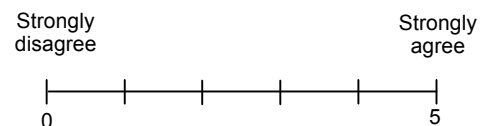
2. Communication in relation to the first Regional Programme workshop was clear and unambiguous.



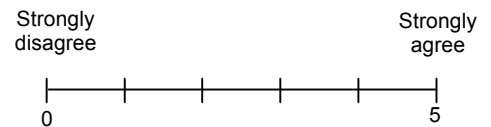
3. I clearly understand what is expected of me in the NAPP programme.

4. My Principal clearly understands what is expected of me in the programme.

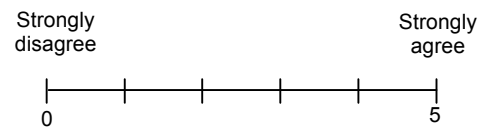
5. I clearly understand the role my Principal is expected to take while I participate in the programme.



6. My Principal clearly understands the role they are expected to take while I participate in the programme.



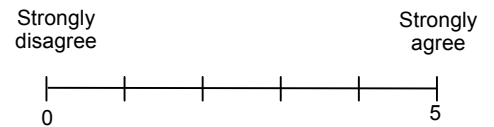
7. An effective analysis of my leadership and management development needs has taken place as part of the programme.



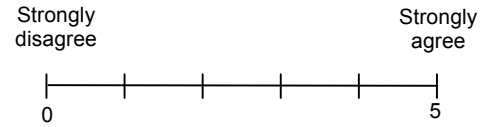
8. Please explain briefly in the box below how you understand the rest of the NAPP programme will be facilitated and organised.

## Part Two – The NAPP Curriculum

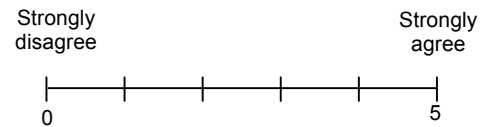
9. Overall the curriculum of the NAPP programme has been highly relevant in relation to my



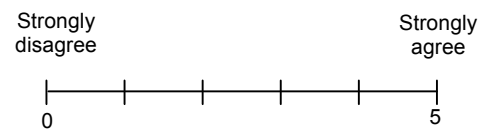
10. Overall the curriculum has been highly relevant in relation to preparing me for Principalship.



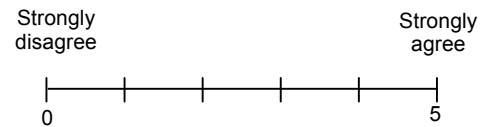
11. The curriculum has been richly informed by recent and relevant research and theory that is linked to practice.



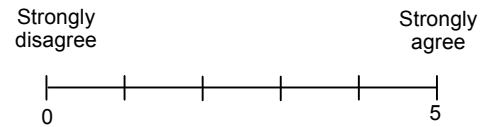
12. The curriculum has explicitly emphasised the importance of self-awareness and emotional intelligence.



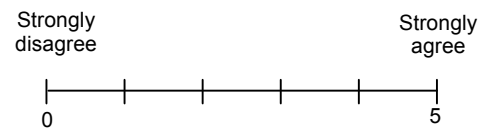
13. The curriculum has explicitly emphasised the importance of personal goal setting and developing a professional development plan.



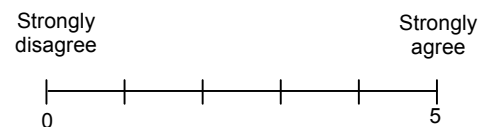
14. The curriculum has explicitly emphasised the importance of pedagogical leadership



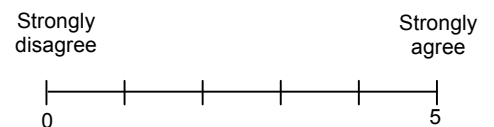
15. The curriculum has explicitly emphasised the importance of developing and communicating a moral purpose.



16. The curriculum has explicitly emphasised the importance of preparing students for a future that is uncertain.



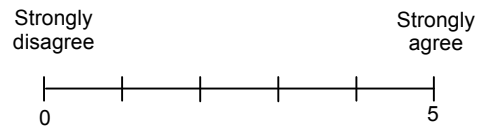
17. The curriculum has been richly informed by recent and relevant exemplars of principal practice.



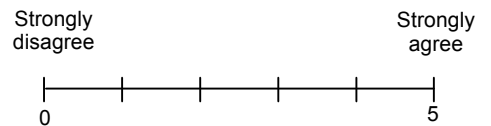
18. Please list any theory referred to recently in the NAPP programme that has significantly contributed to your own learning (please list either the lead author or briefly describe the theory along with the year it was published).

19. Please list any exemplars that have significantly contributed to your own learning.

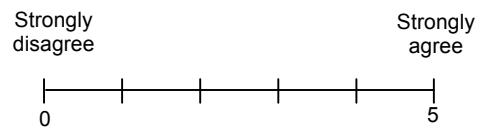
20. The curriculum has explicitly emphasised the importance of establishing goals and expectations in schools.



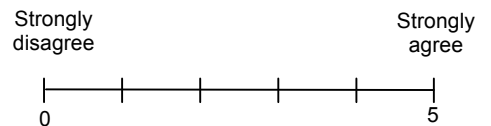
21. The curriculum has explicitly emphasised the importance of school strategic management.



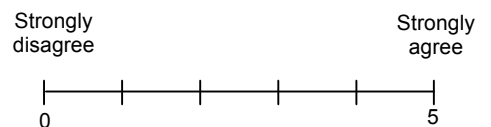
22. The curriculum has explicitly emphasised the importance of planning, coordinating and evaluating teaching and the New Zealand Curriculum in schools.



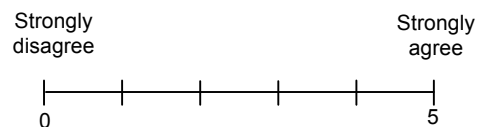
23. The curriculum has explicitly emphasised the importance of school leaders being involved in promoting and participating in teacher learning and development.



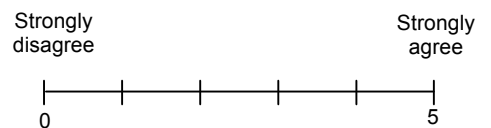
24. The curriculum has explicitly emphasised the importance of school leaders ensuring that an orderly and supportive environment for teaching and learning exists in a school.



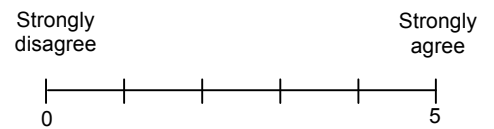
25. The curriculum has explicitly covered the legal knowledge that Principals are required to have.



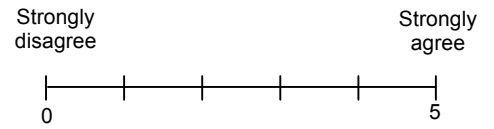
26. The curriculum has explicitly covered the role of the principal in relation to financial management.



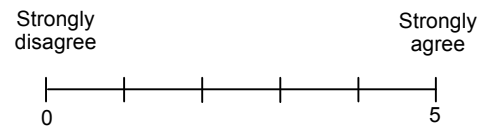
**27.** The curriculum has explicitly covered the role of the principal in relation to property management.



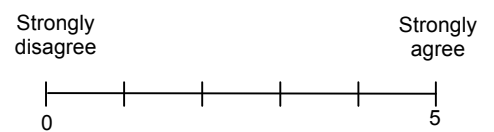
**28.** The curriculum has explicitly covered a range of principles that inform effective and inclusive change management.



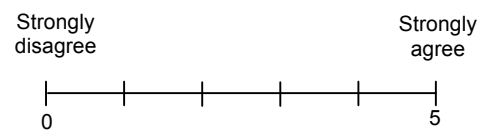
**29.** The curriculum has explicitly covered a range of strategies for dealing with interpersonal conflict situations.



**30.** The curriculum has explicitly covered self-management and stress management strategies that are relevant for principals.



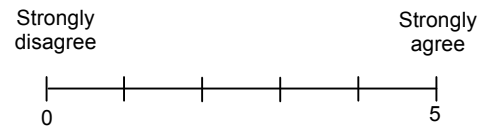
**31.** The curriculum has helped you identify your preferred leadership style(s) across a range of contexts relevant to principalship.



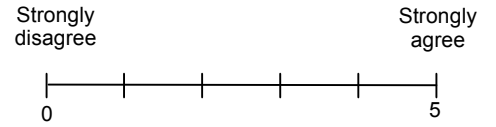
**32.** Please identify any areas of content where your development needs have not been met yet.

### Part Three – NAPP Programme Delivery and Facilitation

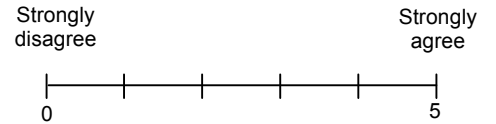
33. Overall the NAPP Programme has been delivered in a wide variety of formats.



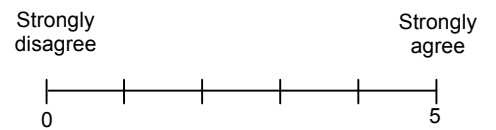
34. My preferred range of learning styles has so far been catered for in the Programme.



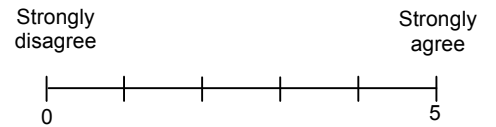
35. The curriculum has been delivered in a logical and linked manner.



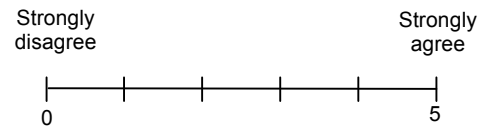
36. The teaching on the residential courses has been delivered by knowledgeable facilitators.



37. Facilitators have effectively applied the content to the aspiring principal context.



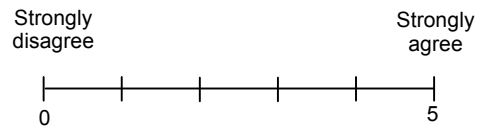
38. The facilitation of the on-line component has been tailored to meet your individual development needs.



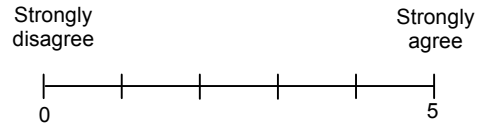
39. Please add any comments you would like to make in relation to the delivery of the NAPP programme in the box below.

## Part Four – Participant Learning and Application

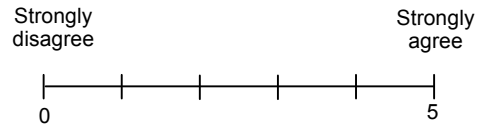
39. The NAPP Programme has enabled you to create new ways of thinking for leadership.



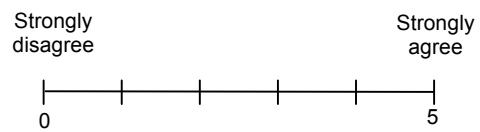
40. The Programme has enabled you to apply new knowledge to your practice.



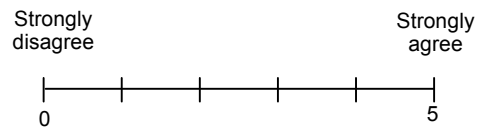
41. The Programme has increased your knowledge of Principalship.



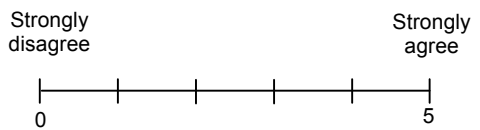
42. The Programme has increased your confidence with applying for a principal's position.



43. The Programme has helped you become more reflective on your practice.



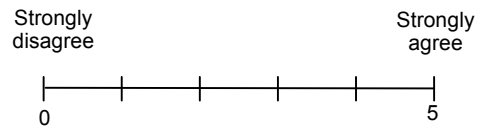
44. The school based project has enabled you to effectively apply the NAPP curriculum to your school context.



45. Please add any comments you would like to make in relation to your learning from the NAPP programme in the box below.

## Part Five – Principalship and Final Comments

46. Since starting the NAPP Programme you are more likely to establish a career as a principal.



47. How many years do you ideally see yourself as a principal for?  years

48. Please add any final comments you would like to make in relation to the NAPP programme in the box below.

**Thank you for your time and reflective input.**

## Appendix 4: Q1 Mid-Point Questionnaire Section A: Demographics (Participants)

Please enter your self-selected individual code of any combination of three letters and three digits that you used for your previous evaluation questionnaire:

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**Please ensure that you continue to keep a copy of your individual code for the third and final evaluation questionnaire that you will complete in a few months.**

Please confirm what region/facilitator you are doing the NAPP Programme through.

Auckland	
Waikato	
Massey	
Victoria	
Southern	

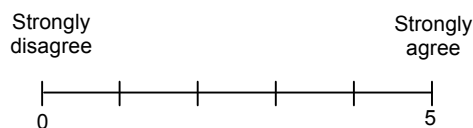
Thank you. Please move onto Section B.

### Section B (Participants):

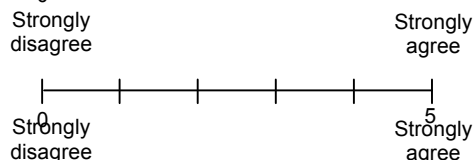
This section consists of written responses and rating scale statements. For rating scale statements please place an "X" at the appropriate point on the line that best represents your response.

#### Part One – Expectations and communication for NAPP

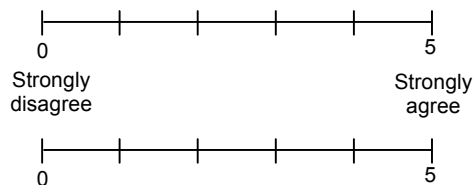
1. Communication in relation to the on-line component was clear and unambiguous.



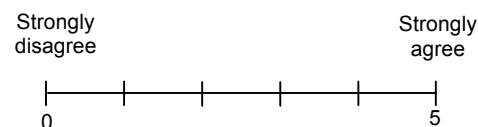
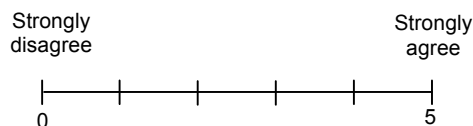
5. My Principal clearly understood what was expected of me in the programme.



6. I clearly understood the role my Principal was expected to take while I participated in the programme.

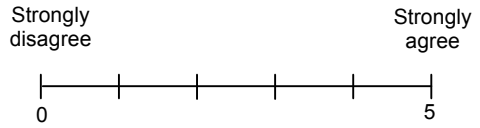


6. An effective analysis of my leadership and management development needs took place as part of the programme.





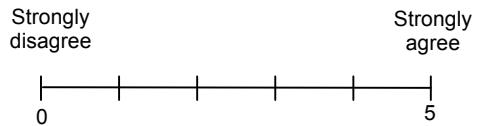
7. My Principal clearly understood the role they were expected to take while I participated in the programme.



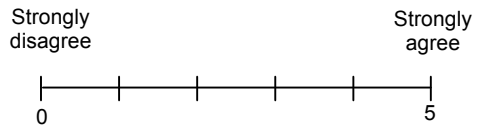
8. In what ways could the communication of what is expected in the programme be enhanced?

**Part Two – The NAPP Curriculum**

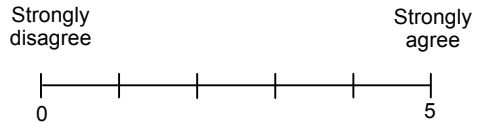
9. Overall the curriculum of the NAPP programme has been highly relevant in relation to my personal leadership and management development.



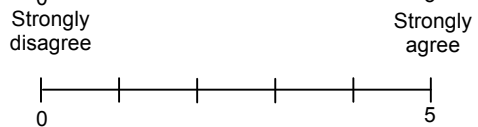
9. Overall the curriculum has been highly relevant in relation to preparing me for Principalship.



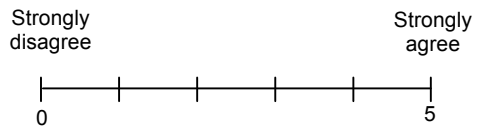
10. The curriculum has been richly informed by recent and relevant research and theory that is linked to practice.



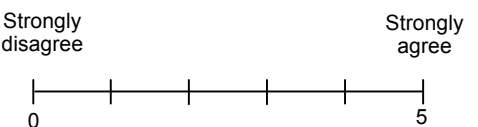
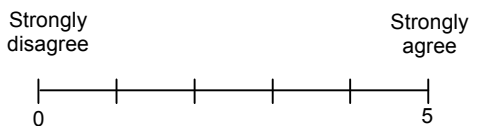
13. The curriculum has explicitly emphasised the importance of self-awareness and emotional intelligence.



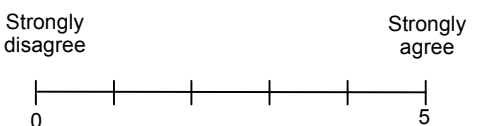
13. The curriculum has explicitly emphasised the importance of personal goal setting and developing a professional development plan.



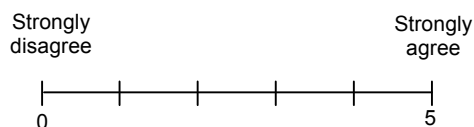
communicating a moral purpose.



16. The curriculum has explicitly emphasised the importance of preparing students for a future that is uncertain.

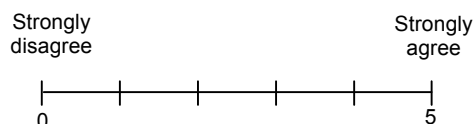


17. The curriculum has been richly informed by recent and relevant exemplars of principal practice.

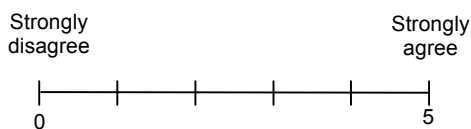


18. Please list the exemplars referred to in the programme that have significantly contributed to your own learning.

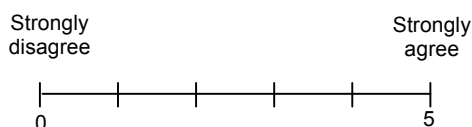
19. The curriculum has explicitly emphasised the importance of establishing goals and expectations in schools.



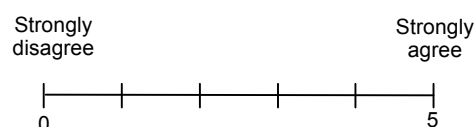
20. The curriculum has explicitly emphasised the importance of school strategic management.



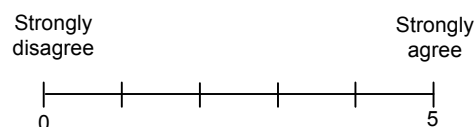
21. The curriculum has explicitly emphasised the importance of planning, coordinating and evaluating teaching and the New Zealand Curriculum in schools.



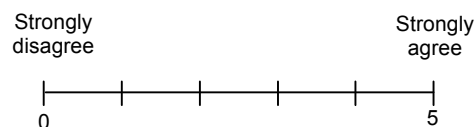
22. The curriculum has explicitly emphasised the importance of school leaders being involved in promoting and participating in teacher learning and development.



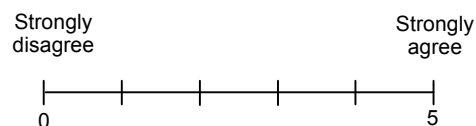
23. The curriculum has explicitly emphasised the importance of school leaders ensuring that an orderly and supportive environment for teaching and learning exists in a school.



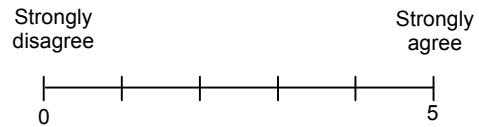
24. The curriculum has explicitly covered the legal knowledge that Principals are required to have.



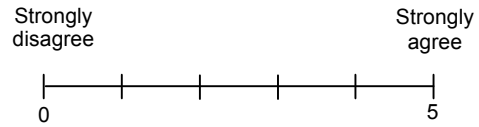
25. The curriculum has explicitly covered the role of the principal in relation to financial management.



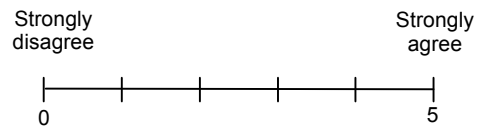
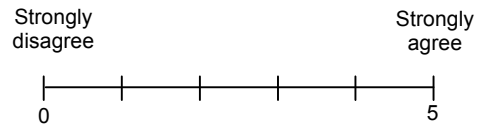
**26.** The curriculum has explicitly covered the role of the principal in relation to property management.



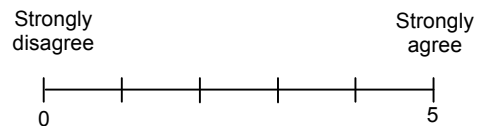
**27.** The curriculum has explicitly covered a range of principles that inform effective and inclusive change management.



**28.** The curriculum has explicitly covered a range of strategies for dealing with interpersonal conflict situations.



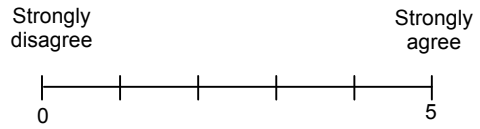
**30.** The curriculum has helped you identify your preferred leadership style(s) across a range of contexts relevant to principalship.



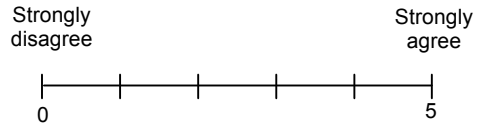
**31.** Please identify any areas of content where your development needs were not fully met.

### Part Three – NAPP Programme Delivery and Facilitation

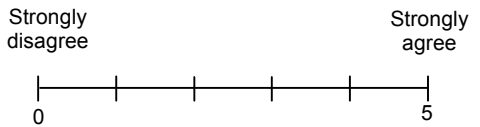
32. Overall the NAPP Programme has been delivered in a wide variety of formats.



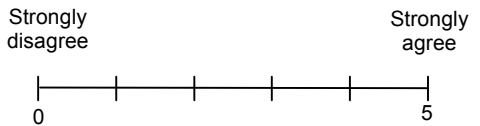
33. My preferred range of learning styles has been catered for.



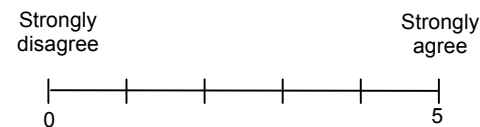
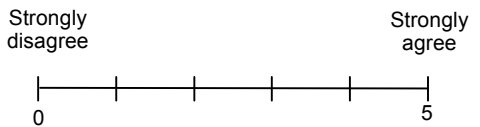
34. The curriculum has been delivered in a logical and linked manner.



35. The teaching on the residential courses has been delivered by knowledgeable facilitators.



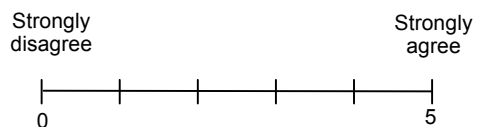
36. Facilitators effectively applied the content to the aspiring principal context.



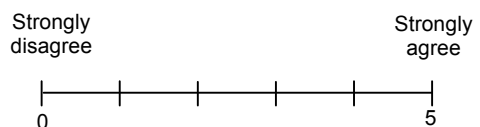
38. Please add any comments you would like to make in relation to the delivery of the programme in the box below.

### Part Four – Participant Learning and Application

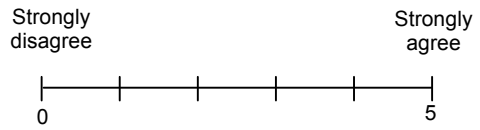
40. The NAPP Programme has enabled you to create new ways of thinking for leadership.



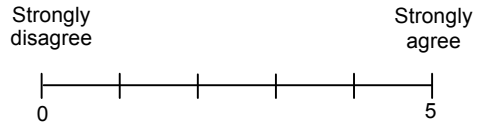
41. The programme has enabled you to apply new knowledge to your practice.



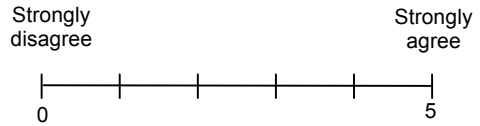
42. The Programme has increased your knowledge of Principalship.



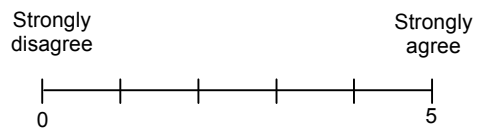
43. The Programme has increased your confidence with applying for a principal's position.



44. The Programme has helped you become more reflective of your practice.



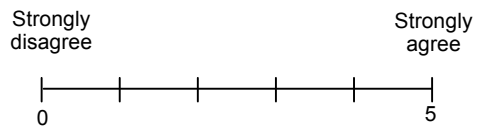
45. The school based project has enabled you to effectively apply the NAPP curriculum to your school context.



45. Please add any comments you would like to make in relation to your learning from the NAPP programme in the box below. For instance what type of learning activities were the most effective in facilitating learning.

### Part Five – Principalship and Final Comments

48. Since starting the NAPP Programme you are more likely to establish a career as a principal.



49. How many years do you ideally see yourself as a principal for?

 years

49. Please add any final comments you would like to make in relation to the NAPP programme in the box below.

## Q2 Questionnaire Section A: Demographics (Participants)

Please enter your self-selecting individual code of any combination of three letters and three digits that you used for your previous evaluation questionnaires:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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1. Please confirm what region/facilitator you completed the NAPP Programme through.

Auckland	<input type="checkbox"/>
Waikato	<input type="checkbox"/>
Massey	<input type="checkbox"/>
Victoria	<input type="checkbox"/>
Southern	<input type="checkbox"/>

2. Since starting the NAPP how many principal positions have you applied for?

3. How many of these applications resulted in an interview?

4. Have you been appointed to the role of:

Principal	yes	<input type="checkbox"/>	no	<input type="checkbox"/>
Acting Principal	yes	<input type="checkbox"/>	no	<input type="checkbox"/>

If you answered **Yes** to question 4, please complete questions 5. If **No**, please go to **Section B**.

5. Have you or will you be starting at a new school?      yes       no

If you answered **Yes** to question 5, please complete questions 6-8. If **No**, please go to **Section B**.

6. Please enter the year levels that your new school caters for:

Year  to Year

7. School type (please tick any appropriate boxes for your new school)

area	kura	special		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
state	integrated	private	rural	urban
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. School roll size (please tick appropriate box)

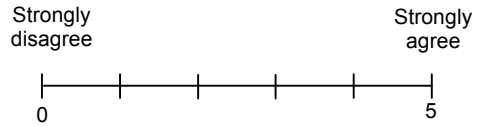
1 – 150	<input type="checkbox"/>	301 – 500	<input type="checkbox"/>	801 – 1200	<input type="checkbox"/>
151 – 300	<input type="checkbox"/>	501 - 800	<input type="checkbox"/>	1201+	<input type="checkbox"/>

## Section B (Participants):

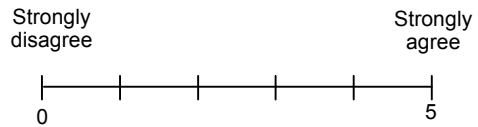
This section consists of written responses and rating scale statements. For rating scale statements please place an "X" at the appropriate point on the line that best represents your response.

### Part One – Participant Learning and Application

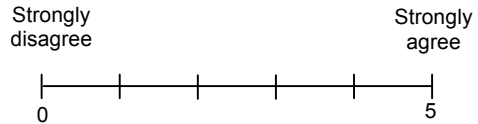
42. Since completing the programme you have continued to apply new knowledge to your practice.



You have been able to sustain the level of reflection on your practice since completing the programme.

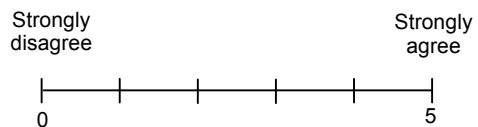


46. Colleagues have commented positively on changes to your practice in areas that were covered in the programme.



46. Which areas of your practice have undergone the greatest transformation as a result of the NAPP programme?

50. Since completing the NAPP Programme you are more likely to establish a career as a principal.



51. How many years do you ideally see yourself as a principal for?

 years

## Appendix 5: Focus Group Schedules

### Focus Group 1 Schedule

1. Region:

Auckland	
Southern	

2. How clear was communication in the first Regional Programme workshop?
3. How well do you think the selection process was managed?
4. Do you believe that your principal has been well informed about their role in your development? If not, how could this situation have been improved?
5. Was your management/leadership self-analysis a worthwhile process?
6. Was there any tailoring of the programme to your own needs and readiness (as shown in your self-analysis)?
7. Describe how well you think the programme has been designed.
8. Describe ways in which you think the programme has been tailored to meet the diverse needs of the group (school size, type, cultural diversity).
9. Describe how well you think the programme has been facilitated to date.
10. Have a variety of teaching approaches been used by facilitators? If yes, what approaches have you noted?
11. Did you find the facilitators knowledgeable about the theory and research of leadership? Please elaborate.
12. Overall, do you believe that the curriculum of the NAPP programme has, up until this point, been highly relevant in relation to preparing you for Principalship?
13. How well do you think the curriculum has been richly informed by recent and relevant **research and theory**?
14. Do you think that the **research and theory** covered in the NAPP curriculum to date has been explicitly linked to practice? Can you give examples?
15. Have any of the case studies referred to recently in the NAPP programme significantly contributed to your learning? Can you give examples?
16. Describe how well you feel you have been prepared for the leadership project you are undertaking.
17. How effective has the on-going support for this project been from your principal or project coach?
18. Describe how you are using online support in the programme to manage your own learning and comment on how effective this has been.



19. Describe how well you feel you have been prepared for the reflective journal you are writing.

20. Is the reflective journal helping your learning? If so, how?

21. Respond to **how well** any of the following have been covered in the programme so far:

Content	Well	Somewhat	Not
<p><i>Developing self:</i></p> <ul style="list-style-type: none"> <li>- self awareness</li> <li>- emotional intelligence</li> <li>- your own strengths/weaknesses</li> <li>- personal goal setting</li> <li>- developing a PD plan</li> </ul>			
<p><i>Leading learning:</i></p> <ul style="list-style-type: none"> <li>- the nature of pedagogy and learning - what does successful classroom practice look like?</li> <li>- the nature of pedagogical leadership</li> <li>- the principal leadership practices that best enhance student achievement - from the Leadership Best Evidence Synthesis, BES, including developing an orderly and supportive learning environment</li> <li>- developing and communicating a moral purpose</li> <li>- application to the individual leadership projects)</li> </ul>			
<p><i>Managing change:</i></p> <ul style="list-style-type: none"> <li>- understanding the culture of the school</li> <li>- distributing leadership</li> <li>- developing the school as a learning community</li> <li>- having shared norms and values</li> <li>- engaging in reflective dialogue</li> <li>- having a collective learning focus</li> <li>- gathering and analysing data, and de-privatising practice</li> <li>- having a whole-school collaborative focus</li> <li>- managing resistance</li> <li>- application to the individual leadership projects</li> </ul>			
<p><i>Future-focused schooling:</i></p> <ul style="list-style-type: none"> <li>- preparing students for a future that is uncertain</li> <li>- an awareness of the future-focused themes that will impact on schools – sustainability, citizenship, enterprise, globalisation</li> <li>- involvement of all stakeholders in the future focus of school strategic management</li> </ul>			
<p><i>Understanding the role of the principal:</i></p> <ul style="list-style-type: none"> <li>- the principal as a manager of systems – finance, personnel, property, legal</li> <li>- the principal as manager of resources (for learning)</li> </ul>			

<ul style="list-style-type: none"> <li>- understanding the NZ context - diversity and self-management – and its impact on the principal’s role</li> <li>- understanding the variety of NZ contexts for principalship</li> </ul>			
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- 22.** What other areas of development do you think could have been incorporated in the programme design?
- 23.** Describe how well you think the programme has enabled you to construct new mental models (ways of thinking) for leadership?
- 24.** Describe how well you think the programme has enabled you to apply new knowledge to your practice?
- 25.** In what ways do you think the programme has increased your confidence with applying for a principal’s position?
- 26.** Do you believe that the programme has helped you to become more reflective on your practice? Do you have any evidence of this?
- 27.** How do you think the NAPP programme could be improved?

**Thank you for your time and reflective input.**

## Focus Group 2 Schedule

1. Region:

Auckland	
Southern	

2. Do you believe that your principal has continued to be well informed about their role in your development? If not, how could this situation have been improved?
3. How supportive has your principal been with your involvement in NAPP?  
If unsupportive, how could this situation have been improved?
4. Describe how well you think the programme has been designed overall.
5. Overall, do you believe that the curriculum of the NAPP programme has, up until this point, been highly relevant in relation to preparing you for principalship?
6. Describe how worthwhile you think the leadership project has been. Are there any ways in which you think the leadership project part of the programme could be improved?
7. How effective has the on-going support for this project been from your principal or project coach/mentor?
8. Describe how effective you think the online support has been overall. Are there any ways that you think online engagement could be strengthened?
9. Describe how confident you now feel about having the skills and knowledge required for first time principalship.
10. How well do you feel prepared for recruitment for a principalship? What parts of the programme have been most effective in preparing you?
11. How do you think the NAPP programme could be improved?

**Thank you for your time and reflective input.**

## Appendix 6: Phone Interview Schedule

### FACILITATOR INTERVIEW SCHEDULE

1. What region are you conducting the National Aspiring Principals Pilot in?

Auckland	
Waikato	
Massey	
Victoria	
Southern	

2. Do you think that communication with participants in relation to the first Regional Programme workshop was clear and unambiguous?
3. Overall, how well do you think the programme has been designed?
4. Overall, how well do you think the programme has been facilitated to date?
5. Overall, do you believe that the curriculum of the NAPP programme has, up until this point, been highly relevant in relation to preparing aspirants for Principalship?
6. How well do you think the curriculum has been richly informed by recent and relevant **research and theory**?
7. Do you think that the **research and theory** covered in the NAPP curriculum to date has been explicitly linked to practice? Can you give examples?
8. How well do you think the programme has been tailored to meet diverse needs of the aspirants (readiness, school type, culture)? How has this been done?
9. Describe how a variety of teaching approaches have been used on the programme?
10. Do you consider that any of the case studies referred to recently in the NAPP programme would have significantly contributed to aspirants' learning? Can you give examples?
11. How well have the aspirants been prepared for their leadership projects?
12. How well have principals and coaches supported aspirants in these projects?
13. How well are aspirants using online support for their learning?
14. Describe the ways that aspirants are using their reflective journals?
15. Respond to **how well** any of the following have been covered in the programme so far:

Content	Well	Somewhat	Not
<i>Developing self:</i>			

<ul style="list-style-type: none"> <li>- self awareness</li> <li>- emotional intelligence</li> <li>- your own strengths/weaknesses</li> <li>- personal goal setting</li> <li>- developing a PD plan</li> </ul>			
<p><i>Leading learning:</i></p> <ul style="list-style-type: none"> <li>- the nature of pedagogy and learning - what does successful classroom practice look like?</li> <li>- the nature of pedagogical leadership</li> <li>- the principal leadership practices that best enhance student achievement - from the Leadership Best Evidence Synthesis, BES, including developing an orderly and supportive learning environment</li> <li>- developing and communicating a moral purpose</li> <li>- application to the individual leadership projects)</li> </ul>			
<p><i>Managing change:</i></p> <ul style="list-style-type: none"> <li>- understanding the culture of the school</li> <li>- distributing leadership</li> <li>- developing the school as a learning community</li> <li>- having shared norms and values</li> <li>- engaging in reflective dialogue</li> <li>- having a collective learning focus</li> <li>- gathering and analysing data, and de-privatising practice</li> <li>- having a whole-school collaborative focus</li> <li>- managing resistance</li> <li>- application to the individual leadership projects</li> </ul>			
<p><i>Future-focused schooling:</i></p> <ul style="list-style-type: none"> <li>- preparing students for a future that is uncertain</li> <li>- an awareness of the future-focused themes that will impact on schools – sustainability, citizenship, enterprise, globalisation</li> <li>- involvement of all stakeholders in the future focus of school strategic management</li> </ul>			
<p><i>Understanding the role of the principal:</i></p> <ul style="list-style-type: none"> <li>- the principal as a manager of systems – finance, personnel, property, legal</li> <li>- the principal as manager of resources (for learning)</li> <li>- understanding the NZ context - diversity and self-management – and its impact on the principal’s role</li> <li>- understanding the variety of NZ contexts for principalship</li> </ul>			

16. What other areas of development do you think could have been incorporated in the programme design?
17. Describe how well you think the facilitators have, to date, effectively applied the content to the aspiring principal context?
18. Describe how well you think the programme has enabled aspirants to construct new mental models (ways of thinking) for leadership?
19. Describe how well you think the programme has enabled aspirants to apply new knowledge to their practice?
20. In what ways do you think the programme has increased aspirants' confidence with applying for a principal's position?
21. Do you believe that the programme has helped aspirants to become more reflective on their practice? Do you have any evidence of this?

**Thank you for your time and reflective input.**

## Appendix 7: Participant Information Sheet



### The National Aspiring Principals Project Pilot (NAPP) Programme Evaluation

#### PARTICIPANT INFORMATION SHEET

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The following information is designed to provide you with some further detail about the research project and enable you to make an informed choice about your participation in the study before you sign the attached consent form.

##### **Research Questions:**

The study aims to explore the following questions:

- 1 Is the national aspiring principals pilot programme effective professional development for aspirant principals?
2. At the conclusion of the programme are the aspirants confident and do they have the skills and knowledge required for first time principalship?
- 3 At the conclusion of the programme are the aspirants prepared for recruitment?

##### **Participant Involvement:**

Your participation in the research would mean that you would be involved in one or more of the following events:

- **Questionnaire** – An electronic questionnaire (Q1) is to be issued to all participants and facilitators at the mid and end-points in the programme to investigate the quality of the programme (recruitment, facilitation, content, outcomes). A further electronic questionnaire (Q2) will be issued four months after programme completion to determine success of aspirants in gaining principalship. Both questionnaires will have closed, rating-scale, and open-ended questions.
- **Focus group** – Eight randomly selected programme participants will engage in a focus group designed to explore more deeply the responses provided in the electronic questionnaires. An outline of the focus group questions will be sent to the participants prior to meeting. The groups will be 1-2 hours maximum duration and will be audio taped and subsequently 'spot' transcribed for reporting. Participants will be asked if they wish to see the transcripts prior to final reporting.
- **Individual Phone Interview** – One-to-one individual phone interviews will be conducted at several points in the evaluation to probe programme designer and facilitator responses about the quality of the programme. A semi-structured format of interviewing employed will guide the direction of the interview with the researcher using primarily open-ended questions (these questions will be sent to selected interviewees prior to phoning). The interviews would be conducted over a period of approximately one hour and will be audio taped and 'spot' transcribed. Participants will be asked if they wish to see the transcripts prior to final reporting.

- **Observation** – Observation of the programme and facilitators will be conducted at the mid and end-points of programme delivery in order to provide additional triangulated data to that gathered in the questionnaire, focus groups and one-to-one interviews. This observation will be very specific and non-participant observation will be employed. This is a reasonably structured approach, with the observer deciding on the focus (in consultation with the programme facilitators) and establishing a pre-determined set of categories for observation.
- **Documentary Analysis** - This will allow us to see and record examples of documentation associated with the NAPP programme. Examples could include communication records and/or correspondence between programme co-ordinators and participants, programme content/plans etc. Where examples of relevant communication and/or records are reported in the project's findings, pseudonyms will be used in order to ensure anonymity.

#### **Use and storage of data:**

We believe that it is important that you are made aware of the purposes of this research and the subsequent use of information gathered. The Ministry of Education and the contract researchers involved in this research intend to publish the results in a range of publications. Neither participants' names nor the name of an associated organisation will be used in any public reports or resulting publications. All of the data from this project will be stored in a locked filing cabinet in Eileen Piggot-Irvine's office for five years, after which time the data will be destroyed.

#### **Right of withdrawal**

You may withdraw your participation in this research project at any time and may withdraw any information you have provided within one month of completion of the data collection without penalty of any sort. Please feel free to talk with me if you have any questions or queries about the research project and/or your potential involvement.

**Dr Eileen Piggot-Irvine** (Director)  
epiggotirvine@unitec.ac.nz

Ph (09) 815 4321 ext 8936

UREC REGISTRATION NUMBER: 2008.801

This study has been approved by the UNITEC Research Ethics Committee from 28 February 2008 to 30 June 2009. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretariat (ph: 09 815-4321 ext 7254). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.



## Appendix 8: Participant Consent Forms



### The National Aspiring Principals Project Pilot (NAPP) Programme Evaluation

#### CONSENT FORM

---

I have been given and have understood an explanation of the above-mentioned research project. I have had an opportunity to ask questions and have had them answered.

I understand that neither my name nor the name of my organisation will be used in any public reports and that I may withdraw myself or any information I have provided from this project within one month of completion of the data collection without penalty of any sort.

#### RESEARCH PARTICIPANT

I agree to take part in this project

Name: \_\_\_\_\_

Name of School/Organisation: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Email address: \_\_\_\_\_

UREC REGISTRATION NUMBER: 2008.801

This study has been approved by the UNITEC Research Ethics Committee from 28 February 2008 to 30 June 2009. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretariat (ph: 09 815-4321 ext 7254). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

## Appendix 9: CS1 Regional Plan

### 1. Purpose and Scope

The purposes of the Aspiring Principals Pilot Programme are to:

- pilot and evaluate professional learning for aspirant principals which improves their preparedness for recruitment to all types of NZ schools; and
- provide recommendations on a delivery model for preparing aspirant principals.

The scope of the programme is two-fold:

- providing professional learning that best prepares aspirants for recruitment; and
- tailoring that professional learning to meet the needs of different schooling contexts in the x, such as:
  - a range of school sizes and types
  - a mixture of gender
  - Maori and Pasifika aspirants.

### 2. Regional Description

Key features of the programme will be:

- the School Support Services (SSS) Leadership and Management Advisers (L&Ms) working together;
- two regional personnel coordinating the programme;
- primary and secondary aspirants working together;
- the pilot will be run in two regions.

### 3. Regional Steering Group

Deleted for purposes of confidentiality

### 4. Linkages to Other Work

The programme undertaken will be closely linked to and reflect the intent of:

- the Ministry of Education's current Statement of Intent (SOI) 2007-2112 which identifies increased Presence, Engagement and Achievement for all learners, at all stages of education as important in working to achieve the goal of having "A world-leading educational system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21<sup>st</sup> century";
- The Schooling Strategy 2005 – 2010 "Making a Bigger Difference for all Students";
- other key strategies that will support the sector to achieve outcomes for all learners including – Ka Hikitia – Managing for Success: the draft Maori Education Strategy (2008 – 2112), the Pasifika Plan 2006-2010, and the New Zealand Disability Strategy;
- the Minister's focus on Personalising learning;
- The New Zealand Curriculum (2007);
- the Kiwi Leadership for Principals (KLP) framework;

- emerging evidence from the Educational Leadership (Schooling) Best Evidence Synthesis;
- E-learning and ICT strategy;
- “Secondary Futures”;
- First Time Principals programme;
- ongoing leadership programmes already running in the region;
- the aspirant’s school professional development programme and school strategic plan, goals and targets;
- current available qualifications; and
- the 2008 SSS L&M Output Schedule

## 5. Entry Procedure

- Selection process was undertaken by a sub committee of the steering committee.
- 40 applicants selected – relevant data forwarded to M.O.E.

## 6. Coursework

- Course outline – refer appendix 1.
- Course dates – 2008 –
 

➤ Residential One	March 3,4,5.
➤ Half day visit 1 by L&M adviser	Mar 31 – April 04.
➤ Half day visit 2	May 26 - May 30.
➤ Half day visit 3	June 23 – June 27.
➤ Residential Two	July 7 - July 8.
➤ Half day visit 4	Aug. 11 – Aug.15
➤ Project completed	September 05
➤ Project presented by	September 26
➤ Final workshop	October 17
➤ Exit Interview by L&M adviser	Oct. 28 – Oct.31.

- Coverage –  
The programme will have a focus on four elements:

- 1) Core Curriculum
- 2) Leadership Project
- 3) Other Coursework – individual needs, coaching, mentoring, shadowing
- 4) Online Participation

### **The Core Curriculum**

There are 5 strands to the core curriculum:

- a) Developing self
- b) Leading Learning
- c) Managing change
- d) Future-focused schooling
- e) Understanding the role of the principal

The core curriculum will be an integral part of all the programme elements as well as being a focus of the *residential sessions*.

*Relationship skills* are an essential part of the curriculum and will be imbedded in every aspect of the programme.

### **Strand (a): Developing Self**

Knowing who you are (values and beliefs and principles), and the way you operate and the impact on others.

#### **Key Concepts:**

- Self-awareness: personal beliefs and values
- Emotional intelligence: understanding own strengths and weaknesses
- Personal goal setting and a PD plan
- The nature of leadership

#### **Objectives & Outcomes:**

##### Managing self

- Providing an accurate self assessment of key strengths and areas for development – the way you operate and its impact on others
- A clear picture of principles you wish to bring to your personal and professional life
- Accessing greater confidence and motivation
- Developing an attitude that embraces challenge and change and supports attaining goals for yourself and others
- Completing an actionable development plan for key developmental areas
- Learning strategies for sustained performance

##### Leading others

- Greater ability to communicate and to achieve things with and through others
- Greater understanding of what leadership involves and what qualities you wish to bring to your leadership
- A commitment to effective teamwork

#### **Learning Activities:**

Coaching diagnosis activity

Card activity on values [maybe explore intersection with motivators, talent, aspirations]. Family value exercise? Personal vision statement.

Map of NZ – item from where they come from that was meaningful. (mihi idea)

Connecting with role models.

Follow up with a reading from Goleman's work incl difficult conversations – EQ & feedback

Cherie Nuku matrix/ Ruth Gorinski's work (Te Kauhua)

Leadership dilemmas

Build a personal dashboard to monitor weekly/ monthly leadership How will you know you are performing well? What specific measures confirm or deny that?

Experiential type activities. (scenarios/group interaction.)

## **Strand (b): Leading Learning**

### **Key Concepts:**

Leading learning is the key priority of the framework. This involves leadership which:

- improves learning outcomes for all students, with a particular focus on Maori
- creates the vision and conditions for effective teaching and learning
- builds and sustains school communities that have learning at their hearts

### **Overall Objectives:**

- Getting an understanding of what leading learning is all about.
- To make the link between leading learning and leading others in their learning.

### **Specific Objectives:**

To understand:

- the principal leadership practices that best enhance student achievement (from the Leadership BES)
- the nature of pedagogical leadership
- developing and communicating a moral purpose around the right of every student to have the highest quality educational experience that they can
- application to the individual leadership projects

### **Activities and Learning:**

#### **Activity & Learning 1:**

Introduction from Darren Gammie about the purpose of the NAPP project - setting the scene. Where does the NAPP and other leadership initiatives all fit?

Reference to leadership quotes:

e.g. “effective educational leadership makes a difference in improving learning.....leadership not only matters, it is second only to teaching among school-related factors in its impact on student learning.” (Leithwood, Louis, Andersen, Wahistrom (2004).

#### **Activity & Learning 2**

Introduction to a range of influences: BES Leadership, BES Quality Teaching, Schooling Strategy, NZC, Te Mana, BES PD, Statement of Intent, OECD School Leadership, KLP

e.g. smorgasbord of Questions (30) – majority based on range above, some funny – participants to move around, interact & ask answers of others & record who answered it (signature). Prize for most answered in specified time.

Summary: Documents available on table – referred to as answers are all given.

### Activity & Learning 3

Building knowledge of the 5 The Leadership qualities that best enhance student achievement from the BES leadership findings under the following headings.

1. Goals and expectations
2. Strategic resourcing
3. Planning, coordinating and evaluating teaching and the curriculum
4. Promoting and participating in teaching and learning and development
5. Ensuring an orderly and supportive environment

Activity: Using BES leadership dimensions as framework enquiry, examining other key areas of influence e.g Te Mana, NZC, School Strategy, OECD etc.

### Activity & Learning 4

Geoff Southworth chapter: Learning-centred Leadership. Southworth, G. (2005). Learning-centred leadership. *The Essentials of School Leadership*. Davies, B (Ed). London:Sage. January 2005.

Focusing on modeling/monitoring/dialogue & indirect/direct impact on student outcomes. (Professional Partnership material.)

### Activity & Learning 5

Learning conversations.(Robinson & Lei). Ed Plus package – includes practicing strategies.

### Activity & Learning 6

Self reflection: start to shape personal vision, in the context of their school & their leadership – planting the seed for their leadership project.

Vision Statement exercise: (Doing –) My vision is to .....(Quality –) In a way that will.....(Result – ) so that .....

Things to take into account – what’s it all about, how will it affect me, how will it affect my colleagues, how will the vision be implemented, how can the vision enhance leading learning (ensuring statement reflects beliefs about learning)?

Consider (from KLP page 21):

- To what extent is my vision focussed on improving outcomes for all students?
- How would I enact the vision and put in place the conditions for effective teaching and learning?
- How would my vision help build and sustain a school community that has learning and teaching at its heart? [For some participants who have experience with wider school community.]

Scenario: You have secured an interview for a Principal's position. Prepare something to present to the BOT (5 minutes) about your vision.

### Activity & Learning 7

Purpose: Developing their own leadership profile.

Activity idea: Photos of leaders – links to quotes.

Activity idea: 10 leaders on cards. Groups examine leadership qualities – both positive and potentially challenging. Have to share with others – pick the leader's name. Discuss links to leading learning.

### Activity & Learning 8

“Fire side chat” around leadership and their experiences by Principals and/or leaders.

### Activity & Learning 9

Examination and critique of models of professional development e.g. Te Kotahitanga, Te Kauhua. Including bicultural socio-enquiry models, deficit-theorising, whanau- community relationships and engagement.

### **Personnel:**

Sector Leaders from a range of schools.

Steering Committee

University Education staff plus Kai-arahi

### **Resources:**

OECD NZ Country Report for School Leadership

MoE Strategic Intent

Kiwi Leadership for Principals framework

BES findings - Professional Development

- Quality Teaching

- Leadership

Schooling Strategy

Te Mana

Te Kauhua, Te Kotahitanga

Ka Hikitia – Managing for Success: the draft Maori Education Strategy (2008 – 2012)

The Pasifika Plan 2006-2010

The New Zealand Disability Strategy.

## **Strand (c): Managing Change**

### **Key Concepts.**

- Understanding the culture of the school
- Distributing leadership
- Developing the school as a learning community

- Managing resistance
- Application to individual leadership project.

### **Objectives.**

- To understand some of the theory behind change
- To be exposed to a variety of change models

### **Suggested learning activities:**

#### **Residential 1:**

- 1) Video clips with “interviewed principals” describing a change process.  
Stop / discussion – reaction, what would you do next?, what would you expect the responses to be?
- 2) Mazarno and 1<sup>st</sup>/2<sup>nd</sup> order change and leadership capabilities – link back to videos
- 3) Review videos for actual outcomes.
- 4) Reflection & consider personal project and how change will be managed within a specific topic eg an aspect of NZC.

#### **Residential 2:**

Focus group discussions lead by L&M / invited people, making connections to the importance of *managing* change and progress to date.

#### **Inter-session tasks:**

- 5) Include aspects of change theory in your personal project ( links across the strands)  
Use Renihan model or own as appropriate
- 6) Explore at least one theory around change ( references on line)
- 7) Relate theory to project.
- 8) Reflection recorded by aspirant at key stages of project
- 9) Discussion with L&M including managing responses/resistance to change, next step, strategies for sustaining project and ensuring embedding change.
- 10) Discuss with principal mentor an example of 2<sup>nd</sup> order change they have implemented or plan to implement in another setting.
- 11) On line discussion with a colleague around a challenging aspect of implementing deep sustained change.

### **Resources:**

References and papers – on line

### **Strand (d) Future Focused Schooling**

*The future is not an end point but a journey*

### **Key Concepts:**

- Awareness of future schooling (including international)
- Understanding what this means for me as a leader?
- Preparing students and staff for a future that is uncertain
- Understanding what might constitute learning and knowledge
- Understanding the intent of the NZC and the Future Focused Themes
- Understanding the importance of involving the community and other stakeholders

### **Suggested Activities and Learning:**



- Engager – Why future focus is important eg. schools around the World and/or through time
- Student voice - What do you think needs to change in schools eg. Engagement, relevance
- Secondary Futures Activity – cards/trends
- Futures readings - select one reading/media clip to deepen and extend your thinking.- and share the key points with your group
- Online
  1. Discussion on “future focussed” themes in NZC
  2. Find a school-based innovative initiative and post it on the Wiki
  3. Find where you would go to solve several posed minor dilemmas and email back to your L&M Adviser
- What are future-focussed schools doing presently? (visits to innovative schools/organisations)
- Innovative speaker (business World?)
- Dilemma activities for bringing about change eg. Shifting staff/community
- Strategic Thinking – KNIHT (Group activity – picture your school in the future)
- Critical friend activity. What does all of this mean for me as a future principal?

### **Personnel**

- Guest speaker
- Visiting principals
- Land M Advisors
- Student/s

### **Resources**

- Secondary Futures – Students First, Inspiring Teachers
- Mason Drury Future Principalship – how to get there from here.
- Jane Gilbert – Knowledge Wave
- Mark Prensky – Listen to the Natives (Educational Leadership 2005)
- Headley Beare – C21st Child
- Peter Ellyard – Ideas for the new Millenium
- On-line resources eg. Ken Robinson, Shift Happens etc
- NZC

## **Strand (e)      Understanding the Role of the Principal**

### **Key Concepts:**

- Leadership v Management
- Systems and Strategic Alignment - evidence based
- Partnerships – Support/Strategic Resources
- Understanding the NZ context
- Linkages to the Schooling Strategy

### **Activities and Learning:**

- Ranking the 5 strands of the core curriculum according to perceived importance (Sergiovanni pyramid)
- “What do I need to understand?” (Speed dating exercise re systems management for residential) follow up activity in own school eg. Budget discussion, SUE report
- FTP as visiting speakers from a range of contexts
- Looking at resources
  1. Leadspace – online activities
  2. FTP online

3. Increased awareness of other agencies
  4. Awareness of where to source/access management information- problem solving activity using issues cards
- School visits at least 2 from a range of contexts, (Decile max of 11)
  - Discussion about the NZ context schooling strategy (delivered in opening address?)
  - In-school Personal Development (may include)
    1. Shadowing
    2. Targeted aspects eg, budget, strategic planning
    3. Attend board meeting/s
    4. Links to project plan

### **Personnel:**

- L&M Advisors
- Steering Committee members
- Sector Leaders
- FTP's
- MOE (Darren Gammie)
- Agencies (STA, NZEI, PPTA, MOE etc)

### **Resources:**

- Leadspace eg.
  1. Legal Literacy
  2. Managing your School
  3. Principal's Year Planner
  4. Principals' Sabbatical Reports
  5. FTP's platform
- Schooling Strategy
- Professional Standard

## **1) Leadership Project**

Each aspirant will undertake a leadership project, ideally carried out in the aspirant's school, which involves the leadership of others and has a focus on student outcomes. Work on the project will be started at Residential 1 and it is expected an L&M adviser will be the coach for the project.

### **Process.**

- 1) Following residential 1 aspirants will develop a project proposal that reflects the following objectives:
  - involves leadership of other staff
  - demonstrates theory to practice
  - is part of the school's strategic direction
  - is ideally in a curriculum related field or another strand of NAPP curriculum and challenges the aspirants understanding of the change process (refer Change module)
- 2) Aspirants choose and follow an appropriate model decided on in discussion with their school principal/ L&M

- 3) Planning includes negotiating topic, required time, personnel, resources, support and ongoing reflection with principal.
- 4) Where possible the inquiry should align with school's existing focus.
- 5) Guidelines will be co –constructed with L&Ms and aspirants, relating to understanding of the purposes of the project, the research evidence and material used for evaluation.
- 6) There is an expectation that aspirants will engage in in-depth reflection during the project and share with L&M on the 4 planned site visits.
- 7) On line discussion with a colleague around a challenging aspect of implementing deep sustained change.
- 8) Coaching and support in the skills and strategies required will be provided by the L&M during visits or principal.
- 9) At residential 2, focus group discussions lead by L&M / invited people, making connections to the importance of *managing* change and progress to date.
- 10) Project presentation (T4) will be negotiated with individuals to reflect the nature of the project and relevant audience.
- 11) Evaluation of the project will be co - coordinated by L&M adviser in consultation with aspirant to reflect the key objectives as above. This may include self / peer/ and relevant others.

### **Resources.**

Models of inquiry – NZC, Eileen Piggot- Irvine, action research etc –Rema & others.

## **2) Other Coursework**

A series of topics covering aspects of principalship and leadership identified in the self assessment analysis will enable programme delivery to be tailored to the needs of the aspirants and their level of readiness.

The *school visits* will focus on the self assessment analysis and the project work. An action plan by each aspirant will be developed before the first visit. This will ensure the visit has a focus to it. Work on the plan will be started at Residential 1.

The *aspirant's principal* is seen as an enabler and supporter, especially with the leadership project and also with systems issues such as finance, property and other compliance matters.

There will be *coaching and shadowing* available to each aspirant. The shadowing will involve the opportunity to visit other types of schools.

All of the *L&M Advisers* from each of the institutions will have a role to play in the coaching. Approximately 5 aspirants to each adviser.

The L&M advisers will be responsible for brokering the shadowing process in order to see that it does happen.

It is expected that this coursework will form part of the “*professional portfolio*” that is an element of the exit procedure. Criteria will be provided for this.

### **3) Online Participation:**

There are 2 aspects to this:

- (i) Using online resources to manage own learning – using the key collection of leadership resources on LeadSpace, the knowledge and tools areas for strand 5 of the core curriculum, and the just-in-time documents in Managing your School.

Refer – Appendix 3.

- (ii) Online interaction with colleagues - there will be four forums to contribute to:

- Introduction – a social contact to learn how to make a contribution
- Provision of information – getting alongside the principal to get information about one aspect in strand 5 and sharing the finding with colleagues
- Theory to practice – sharing with colleagues how the learning from the programme has been used in the leadership project
- Scenario – responding to a specific scenario – perhaps a dilemma or something that has arisen in the programme.

## **7. Exit Procedures:**

Aspirants will build over time a professional portfolio that will include:

- 1) ongoing reflection as required by each module
- 2) development and refinement of their personal statement
- 3) record of interactions with principal/L&M/other mentors and impact statement – what has changed to practice as a result
- 4) record of shadowing activities and follow up discussion
- 5) record of on-line interactions
- 6) record of professional readings and responses
- 7) self analysis sheet x2
- 8) relevant & useful resources
- 9) personal project including evaluation
- 10) comments from own school principal

Evaluation of the aspirants development will involve a 1-1 exit interview between L&M and aspirant based on the evidence provided in the portfolio. A certificate of participation will be presented at the final workshop upon completion of course requirements.

### **Resources**

Format for personal statement, readings, record of contacts,

## **8. Evaluation:**

A national external evaluation will be carried out. As the findings of this won't be available until mid 2009 some form of regional evaluation will be undertaken.

A researcher from the University will assist us with this. Entry point and exit point data will be gathered, as well as, ongoing and summative reflective comments about the programme.

## **9. Budget**

Refer appendix ....

## APPENDIX 10: Introductory Page for the NAPP Website (21 April 08)



This page outlines the online commitment that is expected of all participants in the pilot.

The online aspect of the pilot is a compulsory part of the programme. There are three sections:

1. Using online resources to manage your own learning – using the leadership resources on LeadSpace, the knowledge and tools areas for strand 5 of the core curriculum, and the just-in-time documents in Managing your School.
2. Online interaction with colleagues - there will be four forums to contribute to. These will be placed on your regional page:
  - - Introduction – a social contact to learn how to make a contribution
    - Provide information – get alongside the principal to get information about one aspect in strand 5 and share your finding with colleagues
    - Theory to practice – share with colleagues how you have used the learning from the programme in your leadership project
    - Scenario – responding to a specific scenario – perhaps a dilemma or something that has arisen in the programme.
3. Online learning/activity as part of regional delivery plans

(Retrieved 21 April 08)

# Appendix 11: Possible Relationship of Variables (Spearman's correlation coefficient at $\alpha = 0.01$ )

