Principal Behaviour and School Context:
A Case Study

A Thesis Submitted
in Partial Fulfilment of the
Requirements for the Degree of
Doctor of Philosophy

by
J. Murray Tufts

The author claims copyright, therefore any use of this document may not be made
without proper acknowledgement

April, 1996
The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author’s permission.

L’auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L’auteur conserve la propriété du droit d’auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-23954-3
UNIVERSITY OF SASKATCHEWAN
College of Graduate Studies and Research

SUMMARY OF DISSERTATION
Submitted in Partial Fulfillment
of the requirements for the

DEGREE OF DOCTOR OF PHILOSOPHY

by

MURRAY TUFTS

Department of Educational Administration

University of Saskatchewan

March 1996

Examining Committee:

Dr. C.K. Leong
Dean’s Designate, Chair
College of Graduate Studies and Research

Dr. K. Wilson
Chairman of Advisory Committee
Dept. of Educational Administration

Dr. P. Renihan
Dept. of Educational Administration

Dr. R. Fleming
Dept. of Educational Curriculum

Dr. A. Guy
Dept. of Educational Administration

Dr. K. Walker
Dept. of Educational Administration

External Examiner:

Dr. Ken Ward
Department of Educational Policy Studies
University of Alberta
845 Education South
Edmonton, AB
T6G 2G5
ABSTRACT

The relationships between communities and schools have been conceptualized as overlapping spheres of influence on children’s learning (Epstein, 1992). The influence of one sphere upon another is multidirectional and the behaviors of the principal are influenced by the context of the community. A number of researchers have concluded that a more contextualized view of the thinking and learning processes of leadership is needed as well as greater emphasis on the study of the internal and external influences on the principalship (Begley, 1995; Hallinan, 1995; Hannaway & Talbert, 1993; Leithwood & Hallinger, 1993; Mitchell & Tucker, 1992). This study provided a qualitative, in-depth examination of the context of leadership, the profile and the work behaviours of a principal with a view to understanding leadership practices in one particular context.

The purpose of this study was to describe in depth the profile and the work behaviours of the principal operating within a culturally diverse, inner-city context. This purpose gave rise to a number of areas of investigation: (a) What were the internal and external contexts within which the principal works? (b) What were the personal and professional characteristics of the principal (profile) in this context and what were the principal-perceived implications of these characteristics for her work behavior? (c) What were the unique problems, concerns, obstacles, and opportunities that exist for the principal’s work behavior? The concept of context of leadership as defined by Cheng (1991) was used to organize the descriptions of the elements of school community context, profile and work behaviors of the principal. On the basis of three criteria, namely experience, job description and familiarity with the school and community, one principal was selected for study.

This study incorporated a naturalistic, single-case study approach which acquired data from multiple sources, including direct, non-participatory observation over a
five-month time frame. Narrative inquiry was used to construct descriptions based on stories of significant incidents from the research participants (Eisner, 1992; Connelly & Clandinin, 1990). Methods of data collection for inquiry into narrative included field notes, journals, interviews and observations.

As a descriptive tool, this study was useful in identifying elements of an inner-city, community school context and in extending knowledge of the way one principal made sense of what was appropriate and effective school practice in such a context. The study of the principalship in this context identified a significant preoccupation with parent and community involvement complicated by the phenomenon of domino interruption and external demands upon the principal's time. Educational administrators, in particular, must be able to think on their feet in a variety of settings (Lindle, 1995).

In conclusion, this study described the profile, behaviours and the context of one principal and added to the "second-generation" of effective schools theory (Hannaway & Talbert, 1993).
In presenting this thesis in partial fulfilment of the requirements for a postgraduate degree from the University of Saskatchewan, I agree that the libraries of this University may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by the professor or professors who supervised my thesis work or, in their absence, by the head of the Department or the Dean of the College in which my thesis work was done. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of Saskatchewan in any scholarly use which may be made of any material in my thesis.

Requests for permission to copy or to make other use of material in this thesis in whole or in part should be addressed to:

Head of the Department of Educational Administration
University of Saskatchewan
Saskatoon, Saskatchewan S7N 0W0
Acknowledgements

I would like to express my sincere appreciation to my wife, Lorna, who patiently continues to provide the encouragement and support that enables me to pursue my personal, professional and educational goals. I wish to thank my children, Carey, Logan and Shantelle who also demonstrate patience, support and encouragement for my educational pursuits.

I want to express sincere appreciation to my advisor, Dr. Pat Renihan, for his guidance, perception, patience, encouragement and sense of humour as we travelled together on this educational odyssey.

I wish to sincerely thank the members of my committee, Dr. K. Wilson, Dr. R. Fleming, Dr. K. Walker, Dr. A. Guy and Dr. K. Ward. The members were fair, encouraging and certainly professional in all aspects of my doctoral work.

Finally, I would like to thank my employers, The Saskatoon Public Board of Education for allowing the flexibility in my professional life to pursue my educational goals.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER I  INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Significance</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>4</td>
</tr>
<tr>
<td>Principal work behavior</td>
<td>4</td>
</tr>
<tr>
<td>Community context</td>
<td>4</td>
</tr>
<tr>
<td>School context</td>
<td>5</td>
</tr>
<tr>
<td>Staff</td>
<td>5</td>
</tr>
<tr>
<td>Informant</td>
<td>5</td>
</tr>
<tr>
<td>Principal Tasks</td>
<td>5</td>
</tr>
<tr>
<td>Principal Processes</td>
<td>5</td>
</tr>
<tr>
<td>Delimitations</td>
<td>5</td>
</tr>
<tr>
<td>Limitations</td>
<td>6</td>
</tr>
<tr>
<td>Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>About The Researcher</td>
<td>7</td>
</tr>
<tr>
<td>Summary</td>
<td>8</td>
</tr>
<tr>
<td><strong>CHAPTER II  REVIEW OF RELATED LITERATURE</strong></td>
<td>10</td>
</tr>
<tr>
<td>Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Effective School</td>
<td>12</td>
</tr>
<tr>
<td>Effective Leadership</td>
<td>16</td>
</tr>
<tr>
<td>School/Community Context</td>
<td>22</td>
</tr>
<tr>
<td>Internal/External Factors</td>
<td>23</td>
</tr>
<tr>
<td>The Community Schools Concept</td>
<td>28</td>
</tr>
<tr>
<td>Principal Profile</td>
<td>33</td>
</tr>
<tr>
<td>Personal</td>
<td>34</td>
</tr>
<tr>
<td>Professional</td>
<td>35</td>
</tr>
<tr>
<td>Principal Work Behaviors</td>
<td>38</td>
</tr>
<tr>
<td>Summary</td>
<td>45</td>
</tr>
<tr>
<td>Conceptual Framework For The Study</td>
<td>46</td>
</tr>
<tr>
<td><strong>CHAPTER III  METHODOLOGY</strong></td>
<td>49</td>
</tr>
<tr>
<td>The Case Study Approach</td>
<td>49</td>
</tr>
<tr>
<td>Inquiry into Narrative</td>
<td>52</td>
</tr>
<tr>
<td>Credibility</td>
<td>54</td>
</tr>
<tr>
<td>Prolonged Engagement</td>
<td>54</td>
</tr>
<tr>
<td>Persistent Observation</td>
<td>54</td>
</tr>
<tr>
<td>Member Checks</td>
<td>54</td>
</tr>
<tr>
<td>Triangulation</td>
<td>54</td>
</tr>
<tr>
<td>Transferability</td>
<td>55</td>
</tr>
<tr>
<td>Thick Description</td>
<td>55</td>
</tr>
<tr>
<td>Demographics</td>
<td>55</td>
</tr>
<tr>
<td>Dependability</td>
<td>55</td>
</tr>
<tr>
<td>Audit Trail</td>
<td>55</td>
</tr>
<tr>
<td>Triangulation</td>
<td>56</td>
</tr>
<tr>
<td>Reflexivity</td>
<td>56</td>
</tr>
</tbody>
</table>
Selection of Subject/School for Study ................................................................. 56
Data Collection, Proposed Treatment of Data and Data Analysis Techniques ...... 57
  Non-Participant Observation ................................................................. 57
  Principal's Daily Log ................................................................. 58
  Principal Debriefing ................................................................. 58
  Interview ............................................................................. 58
Relationship of Data Collection to Conceptual Framework ................................ 59
  School/Community Context .......................................................... 59
  Principal Profile ........................................................................ 59
    Personal profile ..................................................................... 59
    Professional profile ............................................................... 59
    Tasks ................................................................................. 59
    Processes ............................................................................. 60
Summary ......................................................................................... 60

CHAPTER IV SCHOOL/COMMUNITY CONTEXT .............................................. 62
Summary ......................................................................................... 75
  Personal Profile ........................................................................ 79
  Professional Profile ................................................................ 84

CHAPTER VI PRINCIPAL WORK BEHAVIOR .............................................. 92
  A Day In The Life ................................................................. 92
  General Synopsis of Task and Style ........................................... 117
  Tasks .........................................................................................
    Doing What Has To Be Done .................................................... 118
    Student Discipline ............................................................... 118
    Parental Contacts ............................................................... 120
    Intergency and Support Staff ............................................... 121
    Teacher Support .................................................................. 121
  Processes ....................................................................................
    A Matter of Style .................................................................. 123
    Communicating .................................................................... 123
    Motivating:
      Opportunities not Obstacles ............................................... 124
    Planning and Garnering of Resources:
      Seek and Ye Shall Find ...................................................... 125

CHAPTER VII THE PRINCIPERSHIP IN CONTEXT
DISCUSSION AND IMPLICATIONS .......................................................... 127
  Discussion ................................................................................. 127
    Some Reaffirmations ............................................................ 127
    Some Challenges to Conventional Wisdom ............................. 134
  Implications .............................................................................. 136
    Implications For Practice ....................................................... 137
    Implications For Principal Profile .......................................... 141
    Implications For Research ...................................................... 142
    Implications For Theory ........................................................ 143
    Implications For Methodology ............................................... 144
  Concluding Comment .................................................................. 146

LIST OF REFERENCES  ............................................................................. 147
<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Culture and Work Role Definitions</td>
<td>25</td>
</tr>
<tr>
<td>4. Principal Tasks</td>
<td>118</td>
</tr>
</tbody>
</table>
CHAPTER 1 INTRODUCTION

Canadian society is becoming increasingly multicultural and multiracial, and the make-up of school communities in urban centers seems to be reflecting these phenomena. Administrative behavior is also influenced by the changing social and economic landscape of communities. High unemployment, single parent families, increased welfare-supported families, and low economic growth contribute to the culture of the communities in which schools are located (Mitchell & Tucker, 1992). In turn, school-based administrators in their daily experiences are required to make some sense of their work in relation to a variety of culturally diverse influences and expectations.

Hannaway & Talbert (1993) and Ogawa (1995) suggested that current developments in the restructuring of schools provide an excellent opportunity for research that examines the vastly different social and organizational contexts within which schools operate. Dwyer et al. (1983), in their research on the meanings administrators attach to their work, and Mitchell & Tucker (1992), in their work on "frontier and settled cultures," found that personal and contextual factors affected principals' daily work behavior. Bruner (1973) posited the following statement on context of leadership: "Let knowledge as it appears in our schooling be put into the context of action and commitment" (p. 115). De Bevoise (1984) and Willower (1987), in papers that dealt with the synthesis of research on the principal argued that administrative behavior and leadership results from the interaction of the actor and the situation. Sergiovanni (1996) defines leadership as a process of getting a group to take action that embodies shared purposes. Heifetz (1994) and Terry (1993) concur that the essence of leadership is action and the faith that the action leaders take contributes to the well being of those affected by the action. This relationship among the action (behaviours) and characteristics (profile) of the actor (principal) and the situation (school/community) is a substantive area for research.
Few studies, however, have posited theoretical models which illustrate the relationship between administrator action or behavior and the community context. Newberry (1987) suggests that "one does not enter a church on a Sunday morning and start swearing loudly at the congregation; one considers the context before acting" (p. 18). The social fabric of the community will influence the behavior of the principal if decisions are to be made publicly acceptable and if the principal is to survive. We must come to understand the filtering system, (Leithwood, 1992) through which the leader interprets the values, attitudes, interpersonal ties, expectations and communication of the community before acting. Old mechanisms will not suffice for a school principal interested in developing effective school-community relations because when all schools are led the same way none are led very well (Ubben & Hughes, 1992).

Sergiovanni (1987), reflecting on the treatment of culture in educational administration literature, wrote, "Underlying the cultural perspective is the concept of community and the importance of shared meanings and shared values." Sergiovanni (1994, 1996) observed that leadership is relational and, consequently, both the leader and the followers are important components. But, more importantly, leadership occurs through interaction, and thus influence cannot be assumed to be unidirectional either within or outside of the organization. One of the emerging, critical influences on administrative behavior is the context of the school/community.

The theories of leadership, and specifically of effective leadership, seem to be inadequate to fully explain the nature of administrative behavior in culturally diverse school communities (Hodgkinson, 1991). A theory of educational administration that ignores the interaction between leadership and the cultural context in which it takes place is like studying a fish out of water. Ogawa and Bossert (1989, 1995) suggested that studies of leadership and culture require researchers to examine micro-organizational events in order to fully document and understand the network of interactions that occur and their
relationship to administrative behavior. Greenfield (1982) observed that: "What is needed for better research on schools is better images of what schools are and what goes on in them. 'Better' here, means creating images of schools that reflect their character and quality which tell us something of what the experience of schooling is like." As a result, it is at the micro-organizational level of school settings where more research on cultural context and principal behavior needs to occur.

Purpose of the Study

The work behaviours of the principal within the particular school/community context require further exploration. The purpose of this study was to describe in-depth the profile and the work behaviours of the principal operating within a culturally diverse, inner-city context.

This purpose gave rise to a number of areas of investigation, posed here in interrogative form:

1. What were the internal and external contexts within which the principal worked?
2. What were the personal and professional characteristics of the principal in this context and what were the principal-perceived implications of these characteristics for the individual's work behavior?
3. What were the unique problems, concerns, obstacles, and opportunities that existed for the principal's work behavior?
4. What were the work behaviours related to effective liaison with community?
5. How did the principal interpret the impact of context on the individual's work behaviours?

Significance

This study was designed to provide an in-depth description of the profile and work behaviours of a principal in a particular school/community context. The investigation was intended to develop and extend basic knowledge of administrative behavior in that it
articulated the manner in which one principal made sense of what was appropriate administrative and school practice in such a context (Heck, 1992; Mitchell & Tucker, 1992).

The study has the potential to heighten the awareness of the choices and controversies present in the principal's context of leadership (Bifuno, 1989; Owens & Shakeshaft, 1992). Reflections on individual practices and general policies may be stimulated by the data. Findings may be of interest to both academics and lay people working in the field of educational administration and it has the potential to advance the theoretical literature. The study may assist in better discerning what administrators do in a certain context and why and what they do. In light of these findings, some interpretation of aspects of effective administrative behavior in a culturally diverse context may be inferred (Hart, 1993; Cheng, 1991; Ellett & Walberg, 1988).

This investigation may provide insights into the increasingly complex role of the principal and facilitate the preparation of principals for a variety of culturally diverse community contexts. Finally, it may help to fill the gap between contemporary leadership theory and its cross-contextual application that implies the relationship among administrative profile, administrative behavior and community contexts (Begley, 1995; Leithwood, Begley, & Cousins, 1992; Sergiovanni, 1990,1992,1994,1996; Mitchell & Tucker, 1992; Cheng, 1991; Murphy & Hallinger, 1992; Chung & Miskel, 1989).

Definition of Terms

Principal work behavior- activities performed by school principals and which were related to the work behaviours and leadership responsibilities in the school organization (Kmetz & Willower, 1982).

Community context- the culture, expectations, socioeconomic make-up, ethnographic and demographic make-up, and social norms of the community in which the school was located (Cheng, 1991; Murphy & Hallinger, 1992).
School context- traditions, artifacts, rituals, socioeconomic, ethnographic make-up of the student body, social norms, organizational patterns, communication processes, experience, and demographics of staff, goals and expectations in the school (Schein, 1985; Cheng, 1991; Mitchell & Tucker, 1992).

Staff- full and part time members of both the professional and paraprofessional staff of the school under study

Informant- a member of the school organization or culture who possessed knowledge, insight and/or perceptions related to the study and who had a willingness to share it (Guba & Lincoln, 1985).

Principal Tasks- These referred to the work of the principal that was routine, of short duration, was reactive and was somewhat unpredictable from day to day, such as: meetings, unscheduled contacts, correspondence and after hours work (Kmetz & Willower, 1982; Chung & Miskel, 1989; Cheng, 1991).

Principal Processes- These referred to the work of the principal that was planned for, was usually predictable, was long range and was proactive, such as; influencing, long range planning, and motivating (Kmetz & Willower, 1982; Chung & Miskel, 1989; Cheng, 1991).

Delimitations

For the purposes of this study the following delimitations applied:

1. The principal was assigned to an inner-city school as so designated by the central office administration of the school system.

2. The subject of the investigation had been principal of that school for more than one year.

3. The investigation took place during the winter and spring of the 1995 school year.
4. The investigation was an in-depth description of the principal's work behaviours: it was not evaluative as to performance.

5. Perceptions regarding the relationships between school/community context and principal work behavior were restricted to selected stakeholders of the school under study.

Limitations

1. The nature of the data varied according to time of collection. As data collection in this study was restricted to a five-month time period, the capacity of the study to capture the year-round picture was limited.

2. The researcher was an elementary school principal from within the school system under study. His familiarity with the system, and his associated biases may have served as a limitation to the acquisition of accurate responses and may provide an "internal" bias in the interpretation of information.

Assumptions

For the purposes of this study it was assumed that:

1. Principal work behavior and school/community context were coherent and analyzable concepts.

2. Valid judgments by the researcher could be made from observation/shadowing of the principal.

3. There were a sufficient number of activities during the observation time to yield a representative picture of the principal's work behavior.

4. The informants accepted the data collection and analysis as interpretive endeavors which required their repeated involvement by verifying that the interpretation of their responses by the researcher were valid.

5. The observation of the principal and the analysis of artifacts used in data collection elicited accurate information.
6. The individual respondents to the interview schedule were co-operative within the parameters set by the study, and the data collected yielded accurate information.

About The Researcher

The motivation for this study came from two sources, my interest in the role of the principal as a practitioner and my interest in the role of the principal that was generated during my work on my masters project at the University of Victoria. The recent literature at the time of my master's study dealt with effective schools and effective leadership theory. The premise of the theory was that research had identified certain administrative practices that when employed by the principal in any school may contribute to school effectiveness.

My own personal experience as a school principal for the past nine years suggested that there was one concept that needed to be researched in more depth. That concept was the context of leadership and its relationship to the role of the principal. My educational experience as teacher, vice-principal and principal covered 23 years and eight different schools. The context of these schools ranged from suburban to inner-city. My administrative experience included being a vice-principal for a total of eight years in three different schools and principal for nine years in two different schools. Included in these administrative years were one year on leave without salary to pursue doctoral study and one year of educational leave to pursue my masters degree.

As part of my masters study I spent 10 weeks observing effective principals in five different schools also ranging in context from suburban to inner-city. It was this experience that first illustrated for me the uniqueness of each school setting and the need to adjust behaviours, goals and initiatives accordingly. I believe that there are different realities for principals as they attempt to fulfill their mandates as school leaders. I also believe that these different realities need to be researched and described in detail as a basis for enriching our understanding of the relationship of context and administrative behavior.
My experiences, readings and discussions with colleagues all led me to believe that one setting with its own obstacles and opportunities was the inner-city community school. The literature, and my own experiences, also led me to believe that a case study, in qualitative form, at a micro-organizational level would provide the thick description necessary to understand the reality of the school/community context and its relationship to the role of the principal. Since my previous research had been qualitative in nature I felt comfortable and confident in my ability to use this approach in this study. Also, being a principal in the same school division as the subject of the study (while having the limiting influences mentioned earlier) gave me the contacts and resources that I was familiar with to gain greater access to the school, the principal and the community. I felt this greater access and inside knowledge was critical in generating the data needed for this in-depth study.

Summary

Mitchell and Tucker (1992), in their discussion of leadership, suggested that it is time to recognize that leadership is less a matter of aggressive action than a way of thinking and feeling about ourselves, about our jobs and about the nature of the educational process. Leadership springs from the way leaders think and interpret. Effective action follows from effective thinking in ways that are far too complex and varied to be captured in any list of supposedly effective leadership strategies. For this reason, recent studies of leader effectiveness have often found it necessary to talk of the context of the school (Murphy & Hallinger, 1992). Context guides thinking and feeling and influences behavior by helping people to get a feel for the situation in which they find themselves. Contexts create and constrain executive behavior by generating values rather than directives. They create social norms and draw attention to opportunities for action; they do not specify exactly what to do or how to do it.

Kmetz and Willower (1982), in their study of elementary principal work behavior, had as one of their findings that the structured observation research technique needed to be
combined with other methods in order to fill in some gaps. Such gaps mentioned were
description of context, symbols and meaning. This study will attempt to fill in some of the
gaps, specifically descriptions and meaning in one unique context, by building on Mitchell
and Tuckers' (1992) suggestions for pertinent research on the work behaviours of
principals. By linking principal work behaviours to the school/community context and to
the principals' personal and professional characteristics and by describing the principals'
interpretation of why this particular context makes them behave in the manner that they do.

My professional experience as an educator and administrator, my experience in
qualitative research and the belief about the need for more in-depth research on the
relationship between school/community context and the behaviours of principals have
combined to provide the impetus for this study.
CHAPTER II REVIEW OF RELATED LITERATURE

The literature review defines and describes each of the areas and the attendant elements related to the study as well as the major developments in the effective schools/effective principal research that impact on the areas under investigation. The review also describes the interrelatedness of three major areas and presents them at the conclusion of this review in the form of a conceptual framework designed to guide the study.

Introduction

Research concerned with such issues as effective schools, school improvement processes and curriculum implementation consistently ascribes importance to what principals do (Leithwood et al., 1990). Several implications for research are highlighted by Leithwood et al., one of which is that the body of evidence which explores relationships among external influences, internal states and principals' practices is extremely limited in quantity. This conceptualization is illustrated in figure 1.

<table>
<thead>
<tr>
<th>INFLUENCES</th>
<th>PRINCIPALS' PRACTICES</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Influences</td>
<td>Principal's mental processes</td>
<td>Principal's actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School-wide factors</td>
</tr>
</tbody>
</table>

*Figure 1.* A framework to guide research on the nature, causes and consequences of principals' practices (Leithwood et al., 1990)

The environment in which principals work has changed dramatically over the last five years (Caldwell, 1990; Murphy & Hallinger, 1992). Investigations have shown that the success of local school initiatives depends upon principals' abilities to adapt their roles to
new realities (Hallinger et al., 1989). Pfeifer (1986) noted that further studies of principal practice in diverse contexts are essential if results are to be used with confidence as guides to practice in a broad array of settings. Boyan (1988) concurs: "as of the mid-1980's, the least amount of systematic study has gone to the interaction of personal and situational variables as a source of explanation, the very area that offers most hope for gaining clearer understanding of why administrators do what they do." What we can surmise from these studies is that it is important to investigate what constitutes principals' work behaviours in conjunction with the relationship among those behaviours, the principals' personal and professional profile and the particular school/community context in which they are enacted. A wealth of studies in educational administration have focused on leadership. Educational theorists generally agree that effective school leadership hinges on three interdependent factors: leadership style, characteristics or traits of individual leaders and the context in which the leader operates (Spillane, 1982; Maxcy, 1991). Underlying the above three factors is the centrality of human relations. Leaders are cultural actors who shape organizational cultures (Deal & Kennedy, 1983; Schein, 1985) and influence the meaning that others attach to events in the context of organizational cultures. As is illustrated later there are numerous theoretical viewpoints on effective leadership, effective leadership traits and behaviours and the importance of the context of leadership. What is lacking in the theoretical evidence is an understanding of the interrelatedness of these factors in a unique school/community context which is the projected outcome of this study.

For the purposes of this research there were four critical areas of literature that needed to be reviewed. These relate to effective schools/effective leadership theory, school/community context, principal profile, and principal work behaviours. The effective schools/effective leadership theory was an integral part of this study as it provided a historical perspective to the study of both principal leadership and school environment and it provided elements of reference for the conceptual framework.
Effective School and Effective Leadership

Effective School

One of the major thrusts in educational research since the late 1960's has been in the area of school effectiveness. Educators have been concerned with improving the quality of schools and making them places where students can learn more effectively. This trend originated in the United States and has spread to many other countries, including Canada.

Systematic studies of school improvement/effectiveness on a large-scale began in the United States in the late 1960's (Cohen, 1970; Caro, 1971). They can be traced back to the reform legislation and policies which addressed social unrest in the United States in that period. In 1964, the Civil Rights Act (CRA) committed the nation to providing equality of opportunity for all of its citizens. The school was recognized as a powerful agent of social reform, and the CRA called for the Commissioner of Education to conduct a nationwide study of the equality of educational opportunity available to American school children (Wilson and Fergus, 1988).

Coleman (1966) concluded:

...schools are remarkably similar in the way they relate to the achievement of their pupils when the socioeconomic background of the students is taken into account. When these (socioeconomic) factors are controlled, it appears that differences between schools account for only a small fraction of differences in pupil achievement.

...the achievement of minority pupils depends more on the schools they attend than does the achievement of majority pupils (pp. 21-22).

The Coleman report set in motion the first phase of the school effectiveness movement. It focused on the impact of schools, particularly in relation to education inquiry. The conclusion of Coleman et al., (1966) and Jencks et al., (1972) was that
differences in children’s achievement were more strongly associated with family
background characteristics than with school-based variables.

The challenge was taken up by researchers who felt that Coleman and Jencks had
diminished the importance of the school. Stedman (1985) describes their motivation this
way:

Right or wrong, such findings were widely interpreted as meaning that schools
make no difference in student achievement. Effective schools research was created
specifically to counter this interpretation. (p. 296)

The researchers set out to locate and describe schools that served children from
poor families and where achievement gains were high (Wimpelberg et al., 1989). This
first phase of school effectiveness research is often referred to as the "school effects"
movement.

The scope of these early school effectiveness studies was in large measure laid
down by the Coleman report. The focus was on the outcomes he had identified:
achievement in mathematics and basic literacy. The schools were located in the lower
socioeconomic areas of large American cities. Inevitably, elementary schools were chosen
because of the interest in basic skills.

Proponents of the effective schools research concluded that their studies refuted the
findings of Coleman and Jencks (Edmonds, 1980; Glenn, 1981; Holmes et al., 1989;
Weber, 1971; Wilson and Fergus, 1988). Critics of the effective schools research have
argued that the findings were consistent with those of Coleman and Jencks (Purkey and
Smith, 1983; Ralph and Fennessey, 1983). Stedman (1985), in reviewing the research
literature, concludes:

Nevertheless, effective schools researchers were right to claim their findings
challenged Coleman’s conclusions. Although many have labelled it a misinterpretation,
much of the Coleman report supported a "schools cannot make a difference" interpretation. (p. 300)

The researchers, convinced that schools did make a difference, attempted to identify characteristics common to effective schools. Most of the early studies identified from five to eight important correlates of school effectiveness (factors associated with better-than-expected achievement).

The attempts to imbue less effective schools with these characteristics became known in the 1970's as the effective schools movement. However, it was felt that even though characteristics of effective schools could be identified it had little success in helping ineffective schools improve. Exploration and appraisal of organizational effectiveness are of importance for theory and practice in educational administration. Edmonds (1980) argued the behavior of the school staff is critical in determining the quality of students' education and he posited the following as factors of effective schools: (a) high instructional expectations, (b) assertive leadership by principals, (c) an orderly, work-oriented atmosphere, (d) an academic atmosphere, (e) ongoing monitoring of student achievement, and (f) direction of resources towards academic instruction. Fullan (1985) presented eight parts of an effectiveness model which included: (a) instructionally focused school leadership, (b) support from the district, (c) curricular and instructional emphases, (d) clearly formulated goals and high expectations of students, (e) a performance appraisal system, (f) continuing staff development, (g) involvement and support from parents, and (h) a secure, orderly school climate.

A major longitudinal study (Rutter et al., 1979) in England looked at 12 schools to see what characteristics made some more effective than others in regard to student behavior, attendance and achievement and it was found that:

1. The more effective schools were more effective in the areas of behavior and achievement
2. The differences were not due to physical plant makeup or to administrative status or organization.

3. The differences were related to their characteristics as social institutions-characteristics such as degree of academic emphasis, teacher actions, availability of incentives and rewards, responsibility given to students and good conditions for pupils.

4. The individual actions combined to create a particular ethos, or set of values, attitudes and behaviours which became characteristic of the school as a whole.

In reviewing some 200 studies on school effectiveness, Robinson and Block (1982) concluded that some of the most important findings in the research concerned the relationship of principal behavior to the academic achievement of students. Hallinger et al. (1983) suggested that the process of translating the general characteristics of effective schools into observable practices and behaviours is necessary in order to make the research findings useful to teachers and administrators, even as we continue to learn more about what makes schools effective. These general characteristics include, strong instructional leadership, framing and communicating the school’s goals, knowledge of curriculum and effective instruction, establishing high expectations for students, establishing academic standards and incentives for learning, protecting instructional time, promoting instructional improvement and professional development by supporting new instructional techniques in the classroom, facilitating, taking part in or leading staff development training.

Despite the findings of the effective schools research that support the notion that teachers and administrators can make an academic difference in the lives of children, Cuban (1983) suggested that a cautionary note is in order as there are some problems with the effective schools research:

No one knows how to create effective schools. Who knows with predictable precision how to construct a positive, enduring school climate? Exactly what do principals do to shape teacher expectations and instructional practices in ways that
improve student performance? The language is fuzzy as a half dozen definitions of effectiveness dot the studies. "Climate" is ambiguous and some people feel the term "leadership" is undefinable. Effectiveness is a constricted concept tied narrowly to test results in mostly low-level skills in math and reading, school effectiveness ignores many skills, habits, and attitudes beyond the reach of paper-and-pencil tests. Educators and parents also prize outcomes of schooling that reach beyond current definitions of effectiveness: sharing, learning to make decisions, developing self-esteem, and acquiring higher-level thinking skills (analysis, evaluation, etc.) and aesthetic sense. (p. 23)

Renihan & Renihan (1984) also cautioned us about the "enticing" nature of the effective schools literature. They suggested that the findings need to be tempered with attention to operationalizing the concepts and with consideration for unique situations and contexts. Notwithstanding the cited cautions, Cameron (1986) stipulated that the construct of effectiveness is central to the organizational sciences and cannot be ignored in theory and research.

In summary, it is evident that the effective schools movement spawned many studies that attempted to describe factors that were in evidence in effective schools. These factors were somewhat vague and difficult to implement in ineffective schools. The key to the successful implementation of these factors was then determined to be effective leadership, particularly at the school level. This began a series of research studies on the traits and styles of effective school leaders.

Effective Leadership

Strong principal instructional leadership has been shown to be correlated with school effectiveness (Andrews & Soder, 1987; Ogawa & Bossert, 1989; Hallinger & Murphy, 1991). Although several theoretical models about how principal instructional behaviours affect school processes have been constructed, researchers are still not sure
whether the association between effective principal instructional leadership and student achievement reflects a cause and effect or coincidental relationship (Hallinger & Murphy, 1991; Pitner, 1988; Rowan, Bossert, & Dwyer, 1983). As Ogawa & Bossert (1989, 1995), Boyan (1988), and Pitner (1988) have noted, principals' instructional leadership behaviours do not appear to affect the academic achievement of students directly. Rather, the relationship has been viewed as indirect. Activities such as decision-making, communicating to others, "gatekeeping" with parents and other community interests have a trickle down effect that nurtured student-level performance. As Boyan (1988) noted, these models collectively suggested that, in providing leadership, principals affected both the governance structure (e.g., how decisions are made, whether staff or parents are involved, how teachers are shielded from outside interference) and the work structure of the school. In fact, the type of governance structure in the school may have implications for student achievement (Talbert, 1985, Hannaway & Talbert, 1993).

Many of the findings about effective principals are encapsulated in the four primary dimensions recorded by Ogawa & Bossert (1989), emphases on goal development and attainment; coordination of programs, discipline, evaluation, staff development and other activities; use of "human relations" skills to approve success and foster teachers' growth, morale and commitment; and influence in instructional decision making. Effective principals have also been active in creating a school climate that is purposeful and focussed on learning (Mackenzie, 1983), as well as being orderly, quiet and pleasant (Shoemaker & Fraser, 1981). As Rosenholtz (1985) had noted, successful principals model and actively promote norms of collegiality and experimentation among teachers at their schools. Some writers have supported other attributes of effective principals, such as open communication with teachers (Sweeney, 1982) and expressions of interest in students' and teachers' accomplishments (Johnson, 1990). Many have emphasized strong "instructional
leadership," although there has been no clear-cut consensus about the meaning of that term. as a commendable attribute of the effective principal (Greenfield, 1986).

The research on the effective principal has sought and is still seeking to identify the personal characteristics and professional behaviours of the leaders of effective schools. Although no definitive set of characteristics and behaviours has been discovered, these studies have begun to sketch an outline of who these principals are and what they do that influences the performance in their schools. The three schools in Salganik's research (1980) on "schools that work" were headed by strong principals. These principals were reported to: possess ideas which they consistently followed; expect even demand, that teachers teach and children learn; allow teaching variations from classroom to classroom rather than dictate how teachers should teach; make use of the specific talents of their faculty members; and provide an atmosphere in which teachers are encouraged to solve their own problems rather than be given the right answers.

Appropriate and effective leadership is essential in any successful organization and Edmonds (1985) summarized the following techniques demonstrated by the effective principal: active participation; direct observation; and instructional leadership. Edmonds also noted that the effective principal spent more time in the schools and particularly in the classrooms than in the office, a practice which he referred to as a "pervasive physical presence." Edmonds also maintained that the styles and personalities of effective principals varies but that the common element is that they obtain certain professional outcomes in a variety of ways. Some common elements of effective principals in Dwyer's study (1984) were: visibility in the school, availability to staff and students; attentiveness to details and possession of a "routine nature" in their "acts and activities;" attentiveness to the school environments, public relations, and student achievement; concern with monitoring, controlling and exchanging information, planning student interactions, plant maintenance, and selecting and developing staff. Dwyer (1984) also found both likenesses
and differences in the strategies employed by the leaders of effective schools. DeGuire (1980) compared staff perceptions of principal behavior with actual principal behavior in high and low achieving schools and concluded that the principal who exercised effective leadership did make a significant difference.

The question arose as to what was effective leadership? Thomson (1991) declared that effective leadership had components relatively easy to identify; high expectations, supportive climate, strong leadership, time on task, feedback and emphasis on learning. Bossert (1985) identified that four elements of leadership were characteristic of effective principals: they emphasized goals and production; they had decision making skills; possessed skills in managing instructional matters; and had strong human relations skills. In Andrew's (1987) research, teachers in effective schools were asked to report the most important characteristics of the principals and the following are the three that were mentioned most often; was a visible presence in the school, had definite ideas about the purpose of the school (vision); and had the ability to get resources to help the teachers deliver the program. Bauck's (1987) work discovered some information regarding the attitudes of these effective principals. His analysis concluded that "effective principals have a very positive outlook about their work: they experience higher job satisfaction and view problems as less surmountable" (p. 92). Knowledge of curriculum and instruction, effective communication skills with staff, students and community, goal orientation, concern for the physical and emotional school environments, consistency in their behaviours and their expectations for others, concern for the development of staff, visibility and attentiveness to student achievement appear to be the most common findings in studies of effective principals. In recent years, a number of studies have confirmed the conventional wisdom that the climate and effectiveness of a particular school are strongly influenced by the leadership which the principal provides. For example a three year, longitudinal study of Chicago principals had, as major findings, that the principal exerts
three important effects on the immediate environment: (a) stabilization and enhancement, (b) transformation of attitudes and (c) climate control. The effective principal takes initiative in two vital areas: shaping community expectations and making non-educational factors work. This has implications for principals' competencies in observation techniques and interpersonal skills (Morris et al., 1982).

Models of effective schools leadership suggest that the principal of the future will not be managing a set program, but rather will be working with the community, staff and students in identifying needs; establishing high expectations; and developing, executing and evaluating programs (Hager and Scarr, 1983). Clark, Lotto and McCarthy (1980) aggregated some 97 studies of urban school achievement and concluded that site leadership was crucial in determining school success and that this leadership was typically attitudinal and motivational, and capable of engendering an achievement climate. Further, they found that successful schools engage in staff development and establish clear goals and objectives and that successful urban schools also have high levels of parent contact and involvement. The Saskatoon Public School System document titled "The Principalship," (1977, revised 1986) saw the effective principal as the leader of the professional team which develops and maintains an outstanding program of instruction for the school. The program should meet the educational needs of the community. What needs to be understood is that the educational needs of one community may be substantially different from the educational needs of another community or at the very least the educational needs are provided in a substantially different way from community to community (Heck, 1991). Numerous researchers and reviewers have referred to effective principals as instrumental figures in school success (Sergiovanni, 1996; Bolman & Deal, 1995; Ogawa & Bossert, 1989, 1995; Azumi, 1987; Firestone & Wilson, 1987; Shoemaker & Fraser, 1981).

With respect to goals, highly effective principals were found to demonstrate high levels of commitment to goals for the school (Taylor, 1986). Effective principals set
relatively high professional and school standards for goal achievement, and actively worked towards the development of widespread agreement concerning such standards. A study conducted by Johnson & Holdaway (1991) that studied principals' perceptions of effectiveness recommended that effective schools and effective principals research is critical in order to inform the design and development of preparation programs for principals. The effectiveness approach assumed that school effectiveness was the major concern of school administration (Wayson, 1988). Hoy and Miskel (1987) included leadership traits, leader behavior, leader role, and effectiveness—organizational and personal—as elements of their schema for the study of leadership. Clearly, assumptions regarding the importance of function, role, individuals' traits and behavior, and culture are evident in these models. It is evident in much of the literature on effectiveness that there is a high priority placed on relationships (Renihan & Renihan, 1984) and an effective leader seeks to foster these relationships in all aspects of the school environment.

Emerging research studies (Sergiovanni, 1992, 1996; Ogawa & Bossert, 1995; Slater, 1995) have suggested alternatives to the effective leadership tenets that have been identified in the literature on educational leadership. One of these alternatives is transformational leadership. Roberts (1985) defines transformational leadership as follows:

The collective action that transforming leadership generates empowers those who participate in the process. There is hope, there is optimism, there is energy. In essence, transforming leadership is a leadership that facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment. (p. 41)

Leithwood and Jantzi (1990) studied schools that were initiating reforms of their own choice as well as schools responding to district-and state-level initiatives. Their results suggested that transformational school leaders were in more or less continuous pursuit of
three fundamental goals (a) helping staff members develop and maintain a collaborative, professional school culture; (b) fostering teacher development; and (c) helping them solve problems together more effectively. In a follow-up study Leithwood and Steinbach (1991) found that transformational leaders ensured a broader range of perspectives from which to interpret a problem by actively seeking different interpretations, being explicit about their own interpretations, and placing individual problems in the larger perspective of the whole school and its overall direction. As well, Deal and Peterson (1990), Kirby et al., (1991) and Hoover et al., (1991) found a sizable influence of transformational leadership on teacher collaboration, positive teacher attitude toward school improvement and altered instructional behavior. Transformational leadership and transformational teaching approaches continue to be emerging areas of educational research (Bass, 1990; Brandt, 1992; Leithwood, 1992; Sweeney, 1992; Sergiovanni, 1990, 1992, 1993).

The next logical step from examining the characteristics of school effectiveness and principal effectiveness would be to examine the context of leadership or the elements of a school's external and internal environment.

School/Community Context

The exploration of organizational environment has its origins in the work of Kurt Lewin. To Lewin (1936, 1943), the individual's behavior is a function of both the person and his/her environment. The interaction between the person and the environment determines the pattern of behavior. Getzels and Guba (1957) also proposed that an organization is a social system that includes an organizational dimension and an individual dimension. The dynamic process of interaction between these two dimensions influences the working behavior of members within the organization. These theories indicated that the school organizational environment was a critical factor affecting principals' working behavior. Indicating that interaction is the medium of leadership underscored the theory that leadership is relational. Consequently both the leaders and followers were important
components. Smircich & Morgan (1982) went one step further and proposed that leadership could not be assumed to be unidirectional and both the leader and the follower influenced each other. Cheng (1991) suggested that principal's leadership effectiveness was a function of personal characteristics (e.g. competence, training, personalities), the context of leadership and the influence of external constituencies (parents, general public, and interest groups). As a result, research on the context of leadership would thus concentrate on a description of the factors related to internal (e.g. composition and characteristics of staff and students, school traditions, size, organization, resources etc.) and external (e.g. socioeconomic status, parental expectations, ethos, etc.) environmental constraints of leadership.

Internal/External Factors

There has been little research on the dynamics of the school-community relationship from a leadership perspective. Although the local school is recognized as the key point of contact between the school system and its surrounding environment (Cibulka, 1980; Ubben & Hughes, 1992; Hallinan, 1995), evidence of important interaction between the principal and the local school clientele is in short supply. Morris et al. (1982) suggested that the days of "safe encapsulation within the walls of the schoolhouse are at an end for most school administrators. A closed-system view of education's organizational world has been replaced by the realization that the school must necessarily be involved fully with its surrounding environment" (p. 23). Fullan (1991) pointed out that the process of developing collaborative work cultures is complex. It requires great sophistication on the part of school leaders: to express their own values without being imposing; to draw out other people's values and concerns; to manage conflict and problem solving; to give direction and to be open at the same time and that developing school culture is a subtle, not a blatant business. Fullan and Hargreaves (1991) formulated eight guidelines for how principals should approach the complex task of working interactively with teachers and
communities: "Understand the culture of the school before trying to change it. Value your teachers: promote their professional growth; extend what you value; express what you value, promote collaboration, not cooptation: make menus, not mandates; use bureaucratic means to facilitate, not to constrain; connect with the wider environment" (p. 36). Of particular relevance to this study is the notion of understanding the culture and determining how a principal does this.

However, prerequisite to examining these concepts is an understanding of both the personal and professional characteristics of the principal, including his/her values and beliefs, in order to determine the effect of the context on the principal's actions. Only then can we mesh the context of the school/community with the work behaviours of the principal.

Two dimensions of principal work behavior and its effects on the community have been explored, (a) the neighborhood-based politics of education, and (b) the conception of the neighborhood school as the inculcator of a sense of community among the residents. Both Mann (1976) discovered that the principal's style is not embedded in a concrete set of administrative values, and can be changed by neighborhood involvement. Peterson (1976) suggested that the building principal is more affected by community interests and expectations than his/her superiors. Principals serve in a "boundary-spanning" position (Moore, 1975) and are in a position to sense unrest in the outside environment, to assist the community in dealing with the bureaucracy, in understanding its procedures, and in using its services most effectively. Wolcott (1973) found that the principal frequently acts to smooth out and humanize the actions of the educational organization, in essence acting in much the same way as a filter, albeit a humanizing one. If effectiveness studies are showing that schools can and do make a difference then it is the communities they serve that need to be shown that this, in fact, is the case. There is no denying the fact that
fostering effective community relationships is one of the most vital task areas of the principal in the 1990's (Heck, 1991).

In a study conducted in Alberta schools, Johnson & Holdaway (1991) developed questionnaires based on the effective schools research and their own prior research. These questionnaires were distributed to 131 principals, 391 teachers and 9 area superintendents and sought data concerning the effectiveness of schools and principals. Their analysis revealed the highest means for effectiveness facets were the following: (a) maintaining an appropriate school climate (b) obtaining support from the community (c) maintaining communication with the community and (d) acknowledging the achievements of staff and students. If we accept these findings as indicators of effectiveness and factors to emulate in the creation of an effective school then there are serious implications for the behaviours of principals in unique contexts.

Mitchell and Tucker (1992) suggest that transformational leadership arises when leaders are more concerned with overall cooperation and energetic participation from organization members than they are in getting particular tasks performed.

Transformational leaders are "people-oriented" and build relationships. Cutting across the transaction/transformation dimension of leadership is the cultural role of the school organization as illustrated in Figure 2 below.

<table>
<thead>
<tr>
<th>Settlement Cultures (standardized work activities)</th>
<th>Transactional</th>
<th>Transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td>supervisor</td>
<td>administrator</td>
<td></td>
</tr>
<tr>
<td>Frontier Cultures (Problem solving work activities)</td>
<td>manager</td>
<td>leader</td>
</tr>
</tbody>
</table>

*Figure 2. Culture and Work Role Definitions. Mitchell & Tucker, 1992*
Mitchell and Tuckers' (1992) notion of "frontier vs. settled" cultures has significant impact for this study. They point out that the difference between these two cultural settings is much like the difference between frontier life and settled communities. In frontier cultures life is "rough, danger is everywhere, and groups have to band together for mutual support and protection. Frontier leadership emphasizes culture building and problem solving—individual differences may be respected, but there is an obvious need for common experiences and a shared commitment to the emerging community" (p. 32). By contrast, in settled cultures there are "established norms and shared beliefs that interpret ordinary activities. Stable schools with settlement cultures develop programs that are sensible. Effective leadership in a settlement culture rests on coordination and expertise" (p. 33). It is anticipated that the maintenance of communication with the community is more difficult in a frontier culture with absentee parents, high transition rates, lack of phones in homes, less value placed on the importance of education, and cultural differences with regard to communication with schools (Mitchell & Tucker, 1992; Coleman, 1989). Obtaining support from the community is also accomplished in different ways in different communities. As Bates (1982) posits "it is part of its [the school] function to transmit to the young the attitudes of the elders, which it does by presenting to them social situations as the elders have defined them" (p.77). The administrative influence on school language, metaphors, myths and rituals is a major factor in the determination of the culture which is reproduced in the consciousness of teachers and pupils.

Research done by Peters and Waterman(1982) had as one of its conclusions that the secret of success involves maintaining and delivering quality where quality is defined as the quality of production and quality of service perceived by the customer. Research by Rutter et al. (1979) concluded that the most influential factor in the educational progress of children is not social class but the quality of their schooling. Thus if quality is customer satisfaction and quality seems the most critical factor in a child's education this causes a bit
of a conundrum for school leaders. Jenkins (1991) suggested that this conundrum is created because a school has a variety of customers who require a variety of services and who have a variety of perceptions of quality.

Therefore the link between quality schooling and customer satisfaction is not so direct and/or there has been a recent loss of confidence in the ability of the schools to provide the quality which pleases any of the customers. Sergiovanni (1986, p. 8), reflecting on the treatment of culture in educational administration literature, wrote, "Underlying the cultural perspective is the concept of community and the importance of shared meanings and shared values." According to Medley (1982) effectiveness of teachers and students is affected by the external context. For the principal, the contextual factors would include traditions, resources and community characteristics (Mackenzie, 1983). It has been suggested that institutional image has a distinct bearing on the creation of a positive ethos and on leadership effectiveness. Renihan and Renihan (1984) suggest that in the context of schools and school systems, institutional image is the sum of subjective opinions as to the quality of the prevailing learning and social environment. The effective nurturing of these relationships creates what Rutter et al. (1979) refer to as a "positive ethos". Clark et al. (1981) say that principals employ three strategies to balance constituent interests and parental involvement against the stability demanded by the school's values; the use of community to protect areas of principalship authority and/or resource control; the discretionary use of the principal's office to build community support; and the orchestration of community involvement to engender interest in the school without generating school-community conflict.

Ideally the community relations initiative leads to the Community School (Roe & Drake, 1979). Such a school serves as a learning resource for the entire population, adults as well as children. Moreover, it serves as a focal point for neighborhood participation in non-school areas--recreation, housing quality, safety and security, drug abuse control,
feeding hungry children, and other civic interests. Roe and Drake suggest that the community school should be a catalytic agent and the most important agent in this broadened educational process is the building principal. The conceptualization of the relationship between communities, families and schools according to Capper (1994) yields a six-part typology:

1. school help for families
2. school-home communication
3. family help for schools
4. involvement in learning activities at home
5. involvement in school governance, decision making and advocacy
6. educational collaboration and exchange with the community

The Community Schools Concept

The development of the Community Schools Program in Saskatchewan began in 1980 as part of an effort by the Government of Saskatchewan to address the problems of urban native poverty. This effort was in recognition of the increase in native migration to the cities and the resulting social and economic difficulties of Native inner-city residents. The model of community schools had the following objectives:

1. To encourage community involvement in, and understanding of, school affairs.

2. To provide for the development of activities which:
   (a) enhance the learning of both children and adults:
   (b) foster racial and cultural understanding, particularly of groups within the neighborhood and;
   (c) assist in creating a safe neighborhood environment for the physical well-being of the children.

3. To involve parents and other community residents in discussions of school policy, procedures, curriculum, facilities, and finances.
4. To contribute to a sense of community in the local school neighborhood.

5. To communicate educational information and special events to the parents and area residents.

6. To involve community residents in the identification and initiation of adult activities in the school and the community.

7. To involve community residents in discussions on the use of community resources and agencies to support the educational program and meet community needs.

The selection of staff--principal, teachers, associates and coordinator--is perhaps the most critical factor in the ultimate success of the Community Schools Program. Meaningful community involvement in school affairs would be operationalized through a representative community school council. Each school would develop a model which was designed to meet conditions existing in that particular community and may include a sharing role in making meaningful decisions on general policy matters which concern the school and community. The community school approach is based upon a realization that the difficulties poor children have in school result from circumstances that originate outside the school. The concept of the community schools is based in part on assumptions about inner-city communities. This concept of community schools is and the accompanying criteria are based on a deficiency model. A school was considered for the Community Schools Program if the community from which it drew its children fell into two or more of the following categories:

1. The unemployment rate is 25% above the city average.

2. The proportion of single parent families is 25% above the city average.

3. The proportion of those whose first language is not English is 25% above the city average.
4. The proportion of those with less than grade 11 education is 25% above the city average.

5. The proportion of social assistance recipients is 25% above the city average.

6. At least 15% of the student enrolment is of native ancestry.

The designation of community school meant that money was diverted directly to the school in terms of the salary for the community school coordinator as well as a nutrition program and eventually for a funded preschool. The community schools concept also provided for enough flexibility that individual schools could organize school councils, school/community activities and programs as they saw fit.

However, over the last few years native rights groups have become involved politically in search for more native self government including self rule in education. This resulted in the drafting of a discussion paper between the Government of Saskatchewan and the Federation of Saskatchewan Indian Nations in June of 1994. This document has since developed into a policy and procedures manual, drafted in May, 1995, for what is being termed as "Full-Service" Community Schools and has been presented to the Government of Saskatchewan for possible legislation in 1995-1996. This particular document has significant implications for community schools. The main purpose of the document is to increase the parent and community involvement of Indian and Metis groups in education planning and service delivery and to develop opportunities for Indian and Metis peoples to have greater participation in decision-making in public education. The critical section of this document centers around the development of the community school council. The community school council is made up of representatives from among the parents (50% of the council) community, staff and students, as well as the principal, the community school coordinator and representatives from the human services working with the school. The council oversees, initiates, coordinates and evaluates all aspects of the
parent and community involvement, integrated services, and community development components of the school. The council will carry out the following:

- Develop, implement and evaluate the annual Community School Plan
- Have input into such school policies as discipline, attendance, student evaluation and parent/school communications
- Have input into planning and developing relevant and innovative educational programs and services
- Oversee the annual evaluation and documentation of program effectiveness and provide an annual report to the school division and Saskatchewan Education, Training and Employment
- Manage community use of school facilities and make recommendations concerning improvement and maintenance of building and equipment
- Initiate and coordinate community development activities to address community issues and lead to the development of a safe and stable community
- Develop criteria for hiring the principal, teaching staff and other workers and develop criteria and participate in the hiring of the community school coordinator, teacher associates and nutrition coordinator

School divisions receiving Community school funding are expected to develop and implement a comprehensive equity plan. The scope of the plan will relate to:

1. Indian and Metis persons
2. Employment equity
3. Curriculum and instructional materials
4. Instructional and assessment practices
5. Cross cultural education
6. Equity in access and benefit
7. School environment
8. student development

9. the school and the community

10. monitoring

11. leadership development/organizational change and development

The criteria for community school designation has been reduced to two factors, a high proportion of students at risk; and a significant level of poverty in the community surrounding the school. At risk students are described as growing numbers of Saskatchewan children who are coming to school with complex social, emotional, health and developmental problems that are barriers to their learning. As high as 40% of students are experiencing problems such as family breakdown, violence and abuse, poverty, teen pregnancy, and substance abuse (Valpy, 1993). Problems in the personal lives of students impact on their educational experience and place them "at risk", compromising their opportunities for success in school and in later life. The problems faced by children and youth at risk are multi-faceted. Solutions must include the involvement of parents, human services agencies and various levels of government

"Although it is impossible to discuss problems such as drug abuse, homelessness, and depression among children and youth as separate issues, it should be recognized that these problems are often interconnected and that many children suffer from more than one at the same time. For example, a child who is abused or neglected at home or has lived in a series of unsuccessful foster care placements may drop out of school and run away to live on the streets. The same child may be drawn to experiment with illegal drugs, become depressed, and attempt suicide. The factors that put children at risk tend to be cumulative" (Advisory Committee on Children’s Services, 1990, p. 2).

The literature on school and principal effectiveness is filled with calls for better leadership, stronger leadership, more responsible leadership and comes with prescriptions for obtaining the desired outcomes. But some have suggested that we do not need leadership of any kind. Sergiovanni (1992), building upon previous work done on the idea
of leadership substitutes, suggested that the literature has given too much attention to direct leadership and should be looking for alternatives.

"Whether one is willing to let go of the concepts of command and instructional and interpersonal leadership and accept the viability of substitutes for leadership depends on one's mindscape. Leadership mindscales are shaped by what we believe and value and by our understanding of the world. They create the reality that drives our leadership practice. Accordingly, I propose two questions that reveal different leadership truths depending upon how they are answered: Should schools be understood as formal organizations or as communities? What is most important when it comes to motivating and inspiring commitment and performance?" (p.41).

Sergiovanni (1992) defined communities as "repositories of values, sentiments, and beliefs that provide the needed cement for uniting people in a common cause. Communities govern the school values and provide norms that guide behavior and give meaning to school community life. They answer questions such as, "What is this school about? What is our image of learners? How do we work together as colleagues" (p. 42)? Community norms provide the school with substitutes for direct leadership and when schools are understood as communities, shared values, the professional ideal, and collegiality provide the framework for sorting out commitments, duties and obligations.

The significance of the work on types of culture and the metaphor of community impact significantly on this study. These concepts illustrate the variety in school/community context and therefore the need for a variety of leadership styles, strengths, philosophies and behaviours depending on the context of leadership. The implication for this research is to identify these factors in one unique context that put together with research from other unique contexts will give a clearer picture of emerging school leadership.

**Principal Profile**

The development of profiles and their attending processes (Begley, 1995) warrant attention as useful methods for systematizing or codifying experiential knowledge. In this
sense they augment empirical research and theory as part of the knowledge base of educational administration.

Personal

A dominant line of study on the role of the principal has centered on identifying personal characteristics and leadership styles of the ideal principal. Examples of these qualities included honesty, trust, empowerment of staff, high expectations and creation of a positive climate (Heck, 1991). Ogawa & Bossert (1989) included human relations skills, innovation, good humor, intelligence, charisma, and fairmindedness as important personal traits of a school principal. As Bruner (1973) noted "The reaction of an actor to a situation is a function of the characteristics of the actor and of the situation. The more complex the situation the more likely the reaction of the actor will be shaped by factors in the actor than factors in the situation" (p. 79).

In the general leadership literature researchers at first tried to identify the personal traits that distinguished effective leaders from ineffective ones. Stogdill (1948) did a thorough survey of the literature to that date synthesizing the findings of over 120 studies dealing with personal factors associated with leadership. These studies covered a wide spectrum of different occupational type and leadership roles. Positive correlations were found with fluency of speech, intelligence--as long as not too intelligent--specialized knowledge, judgment, initiative and ambition, self-confidence, cooperation, popularity, and prestige. In fact, some of the strongest correlations were those between leadership, sociability, and popularity. It was Stogdill's conclusion that patterns of leadership traits differed with the situation and that they were "likely to vary with the leadership requirements in different situations" (p. 61). Such a finding suggests that leadership is strongly affected by the nature of the group and their needs and that group factors may be a significant element in the understanding leadership behavior. In a summary of numerous research studies, Cangemi (1975) concluded that there are a core of traits that are
commonly found in leaders in all organizations. Included in his listing were: self-confidence, high energy, decisiveness, sociability, respect for group members, and a diminished concern about job security or high financial reward. He also concluded that good leaders did not desire personal dominance over others, but were concerned about their own development and the match between their behavior and organizational policies. The conclusion one inevitably reaches, given the research evidence available at this point, is that there are few if any, traits or patterns of characteristics common to all leaders. While certain characteristics recur frequently, their positive correlation is low and in themselves they cannot be held to be significant determinants or predictors of the ability to lead. At present, it is not possible to predict leadership on the basis of personality traits although it is possible that the likelihood of effective leadership would be enhanced if leaders were selected who at least possessed some of the personality traits commonly found among leaders (Alfonso, Firth & Neville, 1981).

More recent emphasis in research suggested that other factors, besides the personal traits and style of the principal, influence principal effectiveness (Yukl, 1988; Owens & Shakeshaft, 1992). Traits, rather than simply marking leaders, are resources upon which individuals draw in attempting to exert influence. In this case both the traits and actions of individuals take on new significance. Thus research that focused primarily on the traits of individuals identified the currency of leadership whereas interaction was identified as the medium through which currency is deployed and influence is exerted (Ogawa & Bossert, 1989, 1995). Interactive behaviours then, become a needed area for investigative research. Linked closely to the notion of interaction is the context of leadership or the expanded arena in which the interactions are played out.

Professional

Each of the conceptual developments in the evolution of educational administration has left its legacy in the conventional wisdom of the field. The literature concerned with the
study of educational administration is replete with definitions of leadership, descriptions of the specific components of leadership, and studies that bridge theoretical models with the practice of leadership in the field. This literature was concerned with what the leader is, what the leader does, and/or the leader's effectiveness in particular situations. Content ranges from descriptions of specific traits associated with those who are leaders (Stogdill, 1948; Dessler, 1980) to analysis of the emphasis that leaders place on production (Taylor, 1911) and/or the development of human relations (Mayo, 1949). Writers are included who declare that the use of hierarchical structures to determine leadership positions is less effective than relying on the development of a community of leaders who are found in various positions in organizations (Barth, 1988, 1990; Sergiovanni, 1992, 1994; Senge, 1990; Ogawa & Bossert, 1989, 1995).

Morris et al. (1984) summarized recent thought in educational administrative theory with two fundamental propositions: (a) The school system and its environment are linked together in necessary interaction and (b) the world of the educational administrator, characterized by loosely coupled, chaotic, unpredictable and fragmented elements, is far more complex than has been perceived. The principal is expected to be the manager of this increasingly complex educational enterprise, with a variety of non-educational sectors of responsibility included in the jurisdiction. The principal is the instructional leader of the teaching-learning community inside the school building and conducts this function through the direct supervision of instruction and the development of the teaching staff. The principal must become the key site-level mediator between the school and its surrounding publics in the neighborhood and in the wider community. Finally the principal is expected to create an "ethos" that is positive and that permeates the school (Gersten & Carnine, 1981; Blumberg & Greenfield, 1980; Hoy, 1984).

Leithwood, Begley, and Cousins (1990) conducted a comprehensive study which analyzed and synthesized the relevant research on the principalship between the years 1974
and 1988. The purposes of this study were twofold: (a) To understand the nature, causes and consequences of principals' practices and (b) to identify the gaps in knowledge as implications for future research. The authors discovered three broad sets of research needs: (a) Research about the nature of principals' impact on the social and attitudinal outcomes of students (e.g. self-concept, esteem for the culture and customs of others); (b) research about the nature of principals' impact on teachers; and (c) research about school culture or ethos (the norms, values, beliefs and associated behaviours shared by those involved with the school). Leithwood et al suggested, however, that while schools which vary in effectiveness also appear to vary in the nature of their culture, it is not clear whether principals can significantly influence school culture.

Principals are expected to be the instructional leaders in the teaching-learning environment through direct and indirect supervision of instruction and training of staff; they are expected to manage instructional resources, administer day-to-day school operations, monitor student behavior, support teacher discipline, and manage the support staff; they are the central decision makers at the school level with an emphasis on change and innovation; and they are expected to foster an ethos or climate in their schools that will encourage opportunities for student progress. Teachers, students, parents, central office administrators, and others, however, often differ in their interpretations of these expectations for principals thus rendering the principalship an increasingly difficult position (Bolman & Deal, 1994; Hannaway & Talbert, 1993; Oakes & Lipton, 1990; Crowson & Porter-Gehrie, 1980; Persell & Cookson, 1982; Purkey & Smith, 1982; Blumberg & Greenfield, 1986). Goldring (1986) suggested that the changing nature of the principalship can be categorized under two headings: changes in internal operations and alterations in relationships with the larger school environment. The context of the principalship influences the use of participatory leadership and underscores the importance of effective interpersonal communication skills. A trend for principals in restructuring schools is to
"become more consultative more open and more democratic" (Weindring, 1989).

Sergiovanni's (1984) five "leadership forces" illustrate the range of dimensions which the principals' role encompasses. These dimensions include technical management activities, provision of interpersonal support and encouragement to staff, instructional intervention, modelling important goals and behaviours, and signalling to others what is important (symbolic leadership), and developing an appropriate and unique school culture.

There is considerable evidence that, establishing and nurturing relationships with the larger environment requires more of the principal's time and that principals are expected to display independent initiative over their environments to achieve both organizational effectiveness and efficiency (Begley, 1995; Goldring, 1986; Weindring, 1989; Vandenbergh, 1990). The public relations function is becoming increasingly more significant. With one eye principals are being encouraged to look more carefully at the school reputation, its publicity, its relations with the community and its involvement with industry (Weindling, 1989); with the other, they are expected to be scanning the larger environment. Another aspect of external leadership is what Vandenbergh (1990) labels the "justification process" and what Weindling (1989) labels "accountability". What this amounts to is that the principal spends more time in justifying the daily decisions and related activities in a variety of ways to an expanded set of players.

**Principal Work Behaviors**

Administration can take place anywhere. It is time-consuming and it observes no set time schedule. It follows no set order or format for it can arise out of a chance meeting and can include all kinds of matters that might be routine spontaneous, trivial or highly eventful in character. The school principal free-wheels. He is a classic drifter moving in out of different locations and areas, in and out of relationships and encounters....the dynamics of this activity show it to be antithetical to the obsession with order and precision (Gronn, 1982, p. 21).
A number of studies over the past twenty years have addressed the role and/or role expectations of the principal: Walsh, 1973; Deleonibus, 1979; Sackney, 1981; Leithwood & Montgomery, 1982; Renihan, 1983; Blumberg & Greenfield, 1986; Williamson & Campbell, 1987; Pellicer, Anderson, Keefe, Kelly and Mclearly, 1988; Katz, 1988; Pigford, 1988; Duke, 1988; Lyons, 1990; and Barth, 1990. One of the chief concerns expressed by principals and documented in these studies is the ambiguity of the role. On a group discussion amongst a stratified sample of one hundred principals and administrators of education in the Province of Saskatchewan, the participants expressed concerns about the "sometimes conflicting expectations of different groups for the principal's role" (Renihan, 1983, p.10). The participants emphasized that there were "very real stresses associated with the emotional and psychological effects of increased expectations (p. 9)" for the principal's role. Lyons (1990) states that while "most principals know they are expected to be instructional leaders in their schools, and the majority of them would like to fulfil this role... (they) find that the administrative role tends to dominate the instructional leadership role" (p. 44). Blumberg and Greenfield (1986) note that the ambiguity of the situation ".is likely to produce much psychological stress for the individual and, in some instances, may severely impair the principal's ability to perform to the level of his/her expectations" (p. 45). A study on administrative staffing conducted in Vancouver used surveys, interviews, logs and focus groups to examine the changing environment of city schools and the demands of the urban principalship. The study attempted to define the contemporary urban elementary school principalship. Issues such as integration, co-operative teaching and planning, inner-city schools, seismic upgrading of buildings, relations with the media, part-time teachers, home schooling, pre-service opportunities, referenda, evaluation of administrators, contact with social agencies, child abuse, partners in education, early childhood education, urban health, and safety concerns were highlighted in the study as impacting on the role of the principal. The sheer volume of issues emerging
from recent research underlines the complexity of today's schools and the wider roles schools are playing in the lives of children.

Prior to 1985, research on the principalship included efforts to clarify principals' roles beginning from two quite different premises (Leithwood, Begley & Cousins, 1990). One premise was that the role could be viewed as predominantly unidimensional and the research objective was to define the role in this manner. The other premise was that it was multi-dimensional and the research objective was to discover the dimension which best captured the role. This second premise has evolved as the predominant one when the research after 1985 is examined. Principals, for example, were claimed to play a largely managerial role or a largely leadership role: they were concerned most with administration or with instructional leadership (Cuban, 1986). Results of this research usually found typical practice consumed by managerial or administrative tasks, but desired practice best captured in leadership roles focused on substantive educational decisions in the school. The research of Hall et al., (1987), Stevens and Marsh (1987), Leithwood and Montgomery (1986), and Bredeson (1986) was aimed at describing patterns or styles of principal practice and was summed up in four leadership styles which Leithwood et al. (1990) referred to as A,B,C,D styles. Leadership style A is characterized by a focus on interpersonal relationships: on establishing a co-operative and genial "climate" in the school and effective collaborative relationships with various community and central office groups. Principals adopting this style seem to believe that such relationships are critical to their overall success. Student achievement and well being is the central focus of leadership style B and principals use a variety of means to accomplish it. Leadership style C shows a concern for ensuring effective programs, improving the overall competence of staff, and developing procedures for carrying out tasks central to program success. Finally, leadership style D is characterized by almost exclusive attention to what is often labelled "administrivia"--the nuts and bolts of daily school organization and maintenance.
Lyons (1990) determined that much of the conflict and ambiguity in the role related to the fact that, "the principal's day is busy and fragmented with numerous interruptions. Approximately two-thirds of the principal's day is spent responding to the initiatives of others. This obviously leaves little time for careful thought, reflection and long-range planning" (p. 45). Problems with time are referred to frequently in the literature because it would appear that it is often the factor that prevents principals from effectively carrying out their role as they perceive it. Barth (1988) maintained that:

there is a huge discrepancy between what principals would like to do and what they really do. Most say that they want to be instructional leaders who work closely with teachers, children, and curriculum. Instead, principals spend the bulk of their fragmented time in an elaborate juggling act. Principals rarely control their tasks, their time, or their location...few are able to shape the job as it shapes them (p.6).

Likewise, Sackney (1981) found the principal's workday to be hectic, unpredictable and "riddled with 50 to 100 different occasions for decision, pressures for time force him or her to spend miniscule amounts of time on most activities and interruptions and emergencies are common place" (p. 4). The principals interviewed in the Duke (1988) study reported long days filled with hundreds of human interactions, the evenings filled with meetings and paperwork, the pressure to meet impossible deadlines, and the burden of handling other people's problems. While Pigford (1988) maintains that building good school-community relations remains an important responsibility of the principal, such a task, she argues, demands considerable time. The burden of attending extra-curricular activities and outside functions was also documented by Williamson and Campbell (1987). Increased demands on the principal's time was cited as a major finding by two studies conducted by the National association of secondary School Principals (NASSP). A 1979 study of attrition in the principalship found "job related" conditions, including not having sufficient time to complete tasks, to be the most frequently cited factors for leaving the
principalship (Deleonibus and Thomson, 1979). A 1988 study found that 83% of the principals identified "time taken up by administrative detail" as being a significant problem (Pellicer et al., 1988).

Studies conducted by Kmetz & Willower (1982), Morris et al. (1984) and Martin & Willower (1981) indicate that both elementary and secondary principals have most of their unscheduled meetings with insiders--students, teachers, the office secretary and the vice-principal, but elementary principals have almost four times as many meetings with parents and devote nearly five times as many minutes to them. The main activity at meetings scheduled by elementary principals is planning. The elementary principals have more incoming correspondence from superiors and parents and more outgoing correspondence to parents. According to Morris et al. (1984) principals spend most of their time interacting with people. In a typical work day, elementary principals spend 4/5 of their work day talking or listening. Principals take the initiative in the vast majority of these interchanges, initiating about 2/3 of the contacts. Brief verbal communications, either face-to-face or by telephone, represent the primary medium of contact--66% for elementary principals. Principals spend less than half of their working day at their desk. The Kmetz and Willower (1982) study painted a picture that illustrated that principal work was high volume completed at an unrelenting pace, and included variety, brevity and fragmentation of tasks, and preferences for verbal media and live action:

The elementary principals engaged in an average of 14.7 activities per hour; they undertook a new activity on average every four minutes, and over 90% of the principals' work activities lasted 10 minutes or less. The mean duration of the principals' desk work sessions was under 10 minutes. It was less than two and one-half minutes for their telephone conversations and less than four and one-half minutes for their unscheduled meetings. Their tours lasted an average of four minutes and monitoring less than seven. Scheduled meetings were the only activity that the principals engaged in often that took appreciable lengths of time, averaging just under 35 minutes per session. Even the trips the principals took away from their buildings during the work day had a mean duration of only 20.4 minutes (p. 72).
Willis (1980) in his study of the work patterns of elementary principals referred to the "domino eruptions" in the principals' work world. These domino eruptions were events that usually occurred early in the day and led directly to a series of additional episodes. This phenomenon was observed for all of the principals, each of whom devoted a substantial portion of a day to an unexpected occurrence and its consequences. Duignan (1980) studied the managerial behavior of school principals compared with superintendents. He found that superintendents average 12.7 minutes per activity (principals average three to four minutes), work about eight hours per day (principals about ten), and are more likely to meet with organizational outsiders (principals see more insiders). Morris et al compared the managerial behavior of school principals and business executives and found these major differences: business executives engage in considerably more mail-related activities and use written communication much more frequently than principals. While principals spend 76% of their time in spontaneous, one-to-one conversations with insiders, unscheduled interchanges account for only 10% of the executives' time. While the school principals spend most of their time on their feet, seemingly in constant motion, executives spend little time making walking tours of their premises.

The Morris study also found that the very complex and often very subtle managerial art of running a school warrants much more on-site experience than is typically provided. In fact, working principals engage in instructional leadership more through indirection, by creating an "atmosphere" in which teaching and learning can thrive, than through such direct methods as inservice training of teachers or classroom observation. School administration at the building level requires an ability to handle rapid-fire bursts of interpersonal communication. Also required is a capacity to retain many small bits of information gathered on the run throughout the working day--bits that are filed away in the mind and retrieved when needed. The principal is expected to store in his or her "memory
drum" the contents of hundreds of conversations, many of them unrelated to one another, and retrieve the relevant elements of these conversations later that same day, the next day, or the following week. Unlike the rational ideal of considerate and consensus decision-making with a thoughtful weighing of alternatives, working principals find themselves conducting ambulatory committee meetings (checking with staff while on the run) and making many quick decisions that add up in small unobtrusive ways to the administrative "leadership" of a school (Beare, Caldwell & Millikan, 1989; Handy & Aitken, 1986; Jenkins, 1991; Bennis & Nanus, 1985).

Dwyer et al. (1983) supplemented the structured observation procedure with interviews that were designed to investigate the meanings administrators attached to their work. Thus, to supplement the observations that established principals' daily behavior, they conducted long, open-ended interviews on principals' personal views about their jobs and workplaces. Dwyer and his colleagues found that personal and situational characteristics affected principals' daily behavior and that the principals all believed their activities affected instructional outcomes and student learning.

A synthesis of recent research on the specifics of principal work behavior provide some generalizations about the work behaviours of principals:

1. Typically, principals work long hours at an unrelenting and physically exhausting pace. They work longer than the normal eight-hour working day and continue with school-related evening activities like seminars, conferences or meetings. Their daily work-load is 42-48 hours per week, with an additional eleven hours of evening activities and they also take work home. (Leithwood, 1992)

2. Principals engage in a variety of activities at an unrelenting pace. The majority of their activities are relatively short with more than 90% of their activities lasting fewer than ten minutes.

3. Principals use verbal rather than written communication. Whatever principals do, they tend to do it out loud, and these activities take between 1/3 and 2/3 of their total working time. They make contacts with teachers and spend more time on these contacts than with any other group. These verbal contacts occur during meetings, both scheduled and unscheduled, telephone calls, tours and monitoring.
4. Principals engage in a great variety of activities with no obvious pattern and spend a lot of time in unscheduled meetings. Moreover more than 50% of all their behaviours are interrupted. They give priority to the most urgent events which also have some time limit. Students and teachers often visit their offices with a variety of problems and telephone calls and unexpected guests frequently make unscheduled demands on the principals' time.

5. Principals spend only a little time in planning and co-ordinating school programs, curricula or materials. Their main instructional activities include teacher observation, reviewing lesson plans with staff, discussing teaching methods, evaluating teaching, planning and implementing with them, or altering the schools' instructional programs. Principals believe that their instructional role is important and state their intentions of spending considerable time in it. However, in reality, they are rarely involved in the instructional matters and spend most of their time in the office dealing with management.

6. Principals bring their personal histories to the job. These histories include age, sex, post graduate work, experiences, personality, philosophy and goals. These histories affect principal behavior and principal perceptions in responding to such situational factors as community contexts. These personal characteristics in various contextual situations create unique beliefs about behavior (Hoyle, 1989; Brandt, 1992; Leithwood, 1992; Sergiovanni, 1990; Brown, 1991; Fullan, 1992; Mitchell & Tucker, 1992).

The observation that administrators have a passive and limited instructional role corroborates the findings of several studies (Fullan, 1992; Duignan, 1980; Ogawa & Bossert, 1989; Hallinger, Beckman & Davis, 1989).

Although there are general findings about principal work behavior, the research did not concentrate on the unique contexts of leadership nor did it concentrate on school/community interactions as a major factor in the work behaviours of principals. The literature alluded to the notion that unique contexts of leadership would affect the role of the principal but the nature and consequences of these effects were not delimited.

**Summary**

The literature concerned with the study of educational administration is replete with definitions of leadership, descriptions of the specific components of leadership, and studies that bridge theoretical models with the practice of leadership in context. This literature tends to be concerned with what the leader is, what the leader does, and/or the leader's
effectiveness in general but not necessarily in particular contextual situations. It is apparent in the literature that no single definition, list of characteristics or theoretical model provides a complete picture of either the theory or practice of leadership in education. It is also apparent from the suggestions of current researchers in educational administration that in-depth studies at the micro-organizational level are becoming increasingly important sources of information on how schools operate.

**Conceptual Framework For The Study**

The effective schools movement, effective leadership studies, the historical development of educational administration, the changing nature of schools and the administration of those schools have all had significant impact on the role of the school principal. It is apparent in the literature that no one definition, list of descriptors, or theoretical model provides a complete picture of either the theory or practice of leadership in education. Many research studies have identified the characteristics of effective schools and effective principals but what has not been identified is the extent to which these characteristics can be universally applied or to which unique school/community contexts require unique characteristics and behaviours of the school principal. This creates the need for school administrators to be creative in helping, informing and involving all groups of parents in the school as this involvement has bearing on the performance of students (Begley, 1995; Lindle, 1995; Donmoyer, 1995; Coleman, 1989).

Also, the work behaviours of principals have been outlined in a general way by Duignan (1980) but do these work behaviours apply to all contexts? What are the behaviours that are unique to a low socioeconomic school/community context? General personality traits of effective principals have been identified (Stogdill, 1948) but are these traits desirable in all school settings? We have the general factors of effective schools and effective principals but can these be applied to all school/community contexts or just as parental involvement and communication require different behaviours do effective practices in turn
require different behaviours, philosophies and models? Hannaway & Talbert (1993) referred to this next phase of effective schools research as the "second-generation" of effective schools research which they indicate would study the context of leadership.

Just as educational administrative thought has developed from scientific management through to effective schools research and just as leadership research has evolved from leadership traits to transformational leadership so must the research evolve to recognize the complexity, variety and uniqueness of schools today. It is this very uniqueness that needs to be examined and described in order to inform practice and move educational administrative thought further down the road to providing all students with the opportunity to be successful. The conceptual framework of this study is adapted from the work of Cheng (1991) and identifies three major areas for investigation as well as the key elements of reference for each of the areas (see figure 3). School/community context, as defined previously, refers to the internal (school) and external (community) contexts. The internal context includes composition and characteristics of staff, students and parents, school traditions, resources, size, organization and physical plant. External context includes socioeconomic status of community, characteristics and expectations of the neighborhood community. Principal profile includes both the personal and professional profile of the principal. Personal profile includes training, experience, abilities, beliefs, values and goals. Professional profile includes preferred leadership styles, administrative task priority, and management strategies. Principal work behavior includes both tasks and processes. Tasks include activities, correspondence, contacts and after hours, work related activities. Processes include communicating, motivating, influencing, and planning.

The principal's leadership behavior becomes a function of personal characteristics (competence, training and experience) and context of leadership (characteristics of community, school culture, physical environment, organizational traditions, diverse goals, resources and characteristics of teachers and students.)
The three major areas of School/Community Context, Principal Profile and Principal Work Behaviors are interrelated and the influence of context and community.

principal profile and work behaviours is multi-directional as is illustrated in figure 3 below.

**Figure 3.** Principal Work Behavior in Context: A Conceptual Framework
CHAPTER III METHODOLOGY

The purpose of this research was to describe, in depth, one particular school/community context and to describe in depth both the profile of the principal and the work behaviours of the principal operating within this particular context. The study was a case study and was guided by those criteria pertaining to case study research and naturalistic inquiry, as defined below.

The Case Study Approach

The principalship has emerged as a crucial administrative role worthy of serious systematic inquiry. The use of systematic observations in the schools (case studies) has emerged with renewed respectability as a useful way of discovering, understanding, explaining and describing the realities of schools (Owens & Shakeshaft, 1992). As individuals we infer what others mean from observing what they say and do: it is the same for the social scientist who also observes, but in a methodical way. According to Argyris & Schon (1984), an espoused theory is what we say we do but a theory-in-use is what governs what we actually do. Since, at times, an individual may espouse one theory and act on the basis of another theory, one’s actual practice or theory-in-use can only be constructed from observation. Bifuno (1989) used a combination of quantitative and case study methods to research the professional practice of elementary principals. One of her conclusions was that it was the deep observational data of the case study that provided the most insight as to what meaning leadership practice has in the actual school context.

The case study has distinctive features and preferred uses. Generally speaking, the case study; (a) grapples with complex phenomena in real-life contexts; (b) recognizes that the complex nature of the phenomena diminishes the degree of control that can be exerted by the investigator; (c) incorporates multiple sources of data as a means to acquire and corroborate observations regarding the phenomenon of interest; (d) tends to rely heavily, albeit not exclusively, on qualitative data and; (e) aims to provide a detailed portrait of the
phenomenon including the attributes it assumes, the variations it displays, the way it appears to operate (theory-in-use) and the combination of factors that seem to shape the patterns observed in the real life context (Lofland, 1971; Patton, 1980; Yin, 1984; Malen et al., 1990).

Guba and Lincoln (1985) indicated that the case study reporting mode is ideally suited to the naturalistic inquirer for the following reasons. First, the case study is the primary vehicle for *emic* inquiry which is the reconstruction of the respondents' constructions, as opposed to the *etic* inquiry which brings *a priori* constructions to the research. Secondly, the case study builds on the reader's tacit knowledge, presenting a holistic and lifelike description of the context. Thirdly, the case study is an effective vehicle for demonstrating the interplay between inquirer and respondents. Since this interplay is critical to a case study approach, the reader has an opportunity to judge the extent of bias of the inquirer. In other words, what is the relationship between the researcher and the respondents and where does he/she stand in terms of the respondents, for or against? Fourthly, the case study provides the "thick description" necessary for judgments of transferability. Finally, the case study provides a grounded assessment of context because phenomena not only take their meaning from but actually depend for their existence on their contexts, therefore, it is essential that the reader receive an adequate grasp of what that context is like. The case study represents an unparalleled means for communicating contextual information that is grounded in the particular setting that was studied.

Given the above mentioned features the case study approach is well suited to the examination of the phenomenon of the work behaviours of the principal in a particular school/community context. This is a phenomenon that is complex, subsuming a host of relationships, activities and influences on the behavior of the principal. Clearly the complex character of the phenomena of context and administrative behavior makes it difficult to manipulate and isolate the relationship between dependent and independent variables when
it is inextricably linked to the real-world context. Thus the qualitative, case study methodology seems most appropriate to provide valid knowledge about this phenomenon.

This study incorporated the procedure of acquiring data from multiple sources, including direct, non-participatory observation, a semi-structured interview, and the study of artifacts; all of which are in keeping with the tenets of the case study approach. Inherent in the case study approach to research are a number of obligations and procedures that the researcher must honor in order for the research to be valid. The first of these is to pay strict attention to construct validity (Guba & Lincoln, 1985). The establishment of clear definitions, accurate measures and sound indicators of the phenomenon under study is an indispensable check on bias and error in case study research. The use of multiple sources, audit trail and informant reviews attend to the construct validity (Yin, 1984).

According to Glaser and Strauss (1967), Miles and Huberman (1984), and Strauss and Corbin (1990), the case study research method obligates researchers: (a) to incorporate orienting questions of the study to elicit themes and patterns in the data (b) to adopt a conceptual framework that captures themes (c) to formulate conclusions and offer interpretations that contribute to our understanding of the phenomena and (d) to be open to contrary findings and alternate interpretations, to present the evidence that supports them and to critically appraise them. Yin (1984) suggests that case studies are necessarily tentative but the results are very often discussed in light of broader, perhaps competing conceptual perspectives and may be very informative in terms of developing future lines of research. The case study method addresses problems associated with ambiguous data collection and analyses procedures in a straightforward manner. It requires that researchers "present their methods so clearly that other researchers can use the original report as an operation manual by which to replicate the study" (LeCompte & Goetz, 1982, p. 38). In following the obligations and procedures of the case study methodology, the researcher creates opportunities to uncover, acknowledge and account for bias and error in the
approach taken as well as providing opportunities for the reader to inspect, replicate, verify or refute. This study was conducted using the case study method to provide an in depth description of the relationship between administrative work behavior, principal profile and a particular school/community context.

Inquiry into Narrative

The general concept of inquiry into narrative is that education and educational research are the construction and reconstruction of personal and social stories. Eisner's (1988) review of the educational study of experience implicitly aligned narrative with qualitatively oriented educational researchers. Connelly & Clandinin (1990) defined inquiry into narrative as being both phenomenon and method whereby "story" is phenomenon and the description of the phenomenon or inquiry is narrative. The stories of the participants can be referred to as their "voice" and Britzman (1993) in Connelly & Clandinin (1990) described voice in the following way:

Voice is meaning that resides in the individual and enables that individual to participate in a community. The struggle for voice begins when a person attempts to communicate meaning to someone else. Finding the words, speaking for oneself, and feeling heard by others are all a part of this process. Voice suggests relationships: the individual's relationship to the meaning of her/his experience and hence, to language, and the individual's relationship to the other, since understanding is a social process.

Jerome Bruner (1986) distinguished between narrative and paradigmatic forms of knowing and has argued that the former type of knowledge cannot be translated into the latter without losing a great deal in the translation. Narrative writing includes concrete, experiential detail so that, according to Tannen (1988), the reader recognizes particulars, can imagine the scenes in which particulars occur and can reconstruct them from remembered associations with similar particulars. This association is a key purpose for this research. Robinson and Hawpe (1986) identified three criteria of narrative inquiry: economy, selectivity and familiarity. They argued that these three criteria balance the demands of science with the personal, practical concrete demands of living. Narrative descriptors
function as arguments in which we learn something essentially human by understanding an actual life or community.

There are cautions in the writing of narrative as Peshkin (1993) pointed out:

Fieldworkers each bring to their sites at least two selves, the human self that we generally are in everyday situations, and the research self that we fashion for our particular research situations. Participant observation, particularly within one's own culture, is emphatically first person singular. The human I is there, the I that is present under many of the same political, economic, and social circumstances as when one is being routinely human and not a researcher. Behind this I are one's multiple personal dispositions that may be engaged by the realities of the field situation. Because of the unknown and the unexpected aspects of the research field, we do not know which of our dispositions will be engaged (p. 270).

The dual "I" referred to by Peshkin implies the following question from the reader. who is doing the writing, the researcher or the person? The answer to the question is found in the writing, if the thread of the research inquiry is continually kept at the forefront and if the voice of the researcher is the central voice, then the writing will be that of the researcher.

Narrative writers need to describe significant events so that the narrative is rich in detail. Inquiry into narrative is constructing descriptions based on stories of significant incidents from the research participants (Eisner, 1992; Connelly & Clandinin, 1990).

Methods of data collection for inquiry into narrative include field notes, journals, interviews and observations. These data collection methods are the same as those outlined for this study. This study used inquiry into narrative as a part of its research methodology.

Addressing the Requirements of Naturalistic Inquiry

Four considerations have been identified by Guba (1982) and Lincoln & Guba (1985) as essential for the conduct of naturalistic inquiry. These relate to credibility, transferability, dependability and confirmability. The incorporation of these four factors into the design of the study enhanced the trustworthiness of the research in the manner outlined below.
Credibility

To produce findings that meet the criterion of credibility the following techniques were part of the study.

Prolonged Engagement: This is the investment of sufficient time to achieve certain purposes: learning the "culture", testing for misinformation and building trust. The researcher spent the equivalent of 25 days observing at the school over a five-month period. These observation periods varied in length from 1/2 a school day to complete school days including evening activities. A detailed journal was kept by the principal. The principal recorded in the journal at the end of each day during the five-month research period. The researcher kept field notes and observation checklists during observation periods.

Persistent Observation: This identified those characteristics and elements in the situation that were most relevant to the problem or issue being pursued which in turn provided scope to the inquiry. Most of the observation time was spent in close observation of the principal with the purpose being to describe work behaviours and communications of the principal and to describe the community/school context.

Member Checks: Data, interpretation and conclusions were tested with members of the group from whom the data were originally collected by having them periodically review written descriptions for accuracy.

Triangulation: A variety of data collection modes was employed (see appendices A, B, C).

1. An interview was conducted with the principal and interviews were held with selected staff and community members.
2. Audio recording of events and interviews
3. Non-participant observations.
4. Review and analysis of communications, artifacts and cultural events that take place at the school.

5. A principals' daily log.

6. Member checks as confirmation of observations and reporting were done and documented throughout the study.

7. Referent checks of field notes and transcripts were done by the advisor.

Transferability

To satisfy the criterion of transferability the researcher did the following:

**Thick Description:** This is described as the provision of sufficient information about the context in which an inquiry is carried out so that anyone else interested in transferability has a base of information appropriate for the judgment needed for comparisons of similarity. These thick descriptive data permitted comparison of this particular school context to other similar contexts (Geertz. 1973).

**Demographics:** Demographics that impinged on the study were included as neighborhood profile (Appendix B)

Dependability

To account for dependability the study did the following:

**Audit Trail:** An extensive audit trail was available to the advisor which described the processes by which data were collected and analyzed and interpretations were made. This included field and interview notes, journals, artifacts, principals' log and observation notes. Raw data, data reduction and analysis (summaries, key questions) and data reconstruction and synthesis (categories, themes, definitions, relationships, findings, and conclusions) were all part of the audit trail.

**Confirmability** To account for researcher bias the following techniques were part of the study;
**Triangulation:** As defined earlier, this process allowed for a cross check of data collected from a variety of perspectives, using a variety of methods and drawing upon a variety of sources.

**Reflexivity:** The principal, researcher and advisor reflected on the description, analysis and interpretation of the data on an individual basis during informant and researcher debriefing.

**Selection of Subject/School for Study**

For the purposes of this study there were six schools within one urban school division in Saskatchewan that met the criteria and were selected as possible subjects. In considering the nature of the study, the time of year of the study, the access and the criteria for selection of the principal, and in consultation with the Deputy Director of Education responsible for research, one site was identified that met all three criteria.

The three criteria for choice of subject were: (a) that the subject and the researcher were employees of the same school division. The rationale for this was that there already existed a rapport between the researcher and the principal which allowed for prolonged engagement over time, persistent observation and an increased level of trust. As well, familiarity with the division organization saved time by eliminating the need for the researcher to orient himself to the division norms and ways of operating. It also provided a means for the researcher to sift out unique, context-related work behaviours as opposed to division imposed behaviours. This additional time was spent on-site during the data gathering phase of the research, (b) the school was located in the inner city. The rationale for this was that the uniqueness of the school setting would be enhanced by the inner-city location. It was anticipated that the probability of unique problems, obstacles and opportunities would be greater in an inner-city school and, (c) the principal met the following two criteria: (a) He/she was a full-time supervising principal which enabled more persistent observation time and provided a clear role for the principal as administrator not
classroom teacher. (b) he/she was not be new to the principalship or to that particular school. This helped to facilitate the collection of data regarding usual administrative behavior rather than behaviours around "getting to know a new school environment" which can take a period of adjustment. Not being new to the principalship also facilitated the collection of data pertinent to usual administrative behaviours rather than those behaviours associated with learning the new role of principal.

Data Collection. Proposed Treatment of Data and Data Analysis Techniques

For the purposes of this study five major data collection activities were utilized: Non-participant observation, principal's daily log, principal debriefing, interviews and unobtrusive measures.

Non-Participant Observation

Principal activities during the period of observation were recorded in the form of field notes. The notes contained a record of the activity, its location, time and duration, participants, and any materials used. The field notes were used along with the four basic records characteristic of structured observation (Mintzberg, 1973): the chronological record, the correspondence record, the contact record, and the analysis of purpose (see observation checklist, Appendix A). The chronological record listed the day's activities with time notations for each, a description of the activity and its duration, and cross-references to the correspondence and contact records. The correspondence record provided a description of each piece of printed or written material the principal saw, including internal school correspondence as well as regular mail. The contact record included all contacts between the principal and others except for written communications. The contact record listed the medium used, the purpose of the contact, its initiator(s) and participants, and the contact's location and duration. The analysis of purpose required that the principal's activities be classified in one of six broad categories: organizational maintenance, school program (instruction & curriculum), pupil control, parental/community and residual. In
addition, the principal kept a daily log which provided descriptions of critical incidents that happened when the researcher was not present. The non-participant observation was given a trial run by using the instrument to observe another principal prior to the actual investigation. The researcher also relied on his experience in prolonged non-participant observation of principals that was part of his masters research study methodology.

Principal's Daily Log

The principal took a few minutes at the end of each day to record what he/she interpreted as the critical incidents that happened during the day. The entries reflected the emphasis on community/school context and the work behaviours of the principal. The contents of the principal's log were discussed regularly with the principal. This discussion helped to clarify all pertinent data relevant to the incidents cited in the log.

Principal Debriefing

At the end of each observation period a debriefing session was held with the principal to discuss events and to learn in a general way about "confidential" meetings in which the researcher was not a participant. In addition, the entries in the daily log were discussed for expansion and clarification.

Interview

An initial interview was conducted with the principal, with selected staff members, and selected members of the community. The interview helped to determine the personal and professional characteristics of the principal, as well as helping to determine the internal and external factors of the school/community context. This included the norms, rituals, practices, barriers, opportunities, influences and tasks which describe how they do the job. The interviews also provided perceptions of the school/community context, the concerns, obstacles, opportunities and successes of this school.
Unobtrusive Measures

Webb et al. (1966) suggest that the most persuasive evidence comes through a triangulation of measurement processes and since no research method is without bias or methodological weaknesses, triangulation greatly reduces the uncertainty of interpretation. The following unobtrusive methods were employed in this research:

1. Collection and analysis of archives for data related to school/community context and the behaviours of the principal.

2. Non-participant observation of traditions, rituals, procedures and activities that occurred during the observation time.

Finally, data were analyzed in terms of the research questions and the description was organized on the three major areas as defined in the conceptual framework. (see Appendix C).

Relationship of Data Collection to Conceptual Framework

School/Community Context

Internal and external factors were determined through data on demographics supplied by the school, the school system and the city (neighborhood profile, Appendix B), through the interview with the principal, unobtrusive measures, observation, and principals' daily log.

Principal Profile

Personal profile: These were determined through the data generated by the interview with the principal, the principal's daily log and the observation of the principal.

Professional profile: These were determined through analysis of the field notes, the principals' daily log, the interview with the principal and the observation.

Principal Work Behavior

Tasks: These were determined through the observation, the interview, unobtrusive measures and the principal's daily log.
Processes: These were determined through the principal's daily log, unobtrusive measures and principal debriefing.

Summary

Recent theoretical formulations about the principal's role suggest a complex and indirect relationship exists among the elements of the situational context, administrative behavior and valued school outcomes (Bossert, Dwyer, Rowan, & Lee, 1982; Eliott & Walberg, 1988; Heck, 1992). Recent studies of effectiveness (Griffiths, 1988; Wayson, 1988; Cheng, 1990; Cheng, 1991; Ogawa & Bossert, 1995; Begley, 1995) suggest that principal leadership effectiveness is a function of personal characteristics, including training and personality, context of leadership and influence of external constituencies. In this case, context of leadership includes organizational structure, school culture, social norms, goals, facilities, schedules, physical environment, and characteristics of community. Since situational context, administrative behavior and effective leadership are linked to valued school outcomes, there is a need for research on the relationships among these factors. Kmetz and Willower (1982) in their study of elementary school principals' work behavior point out that there would be great utility in examining work behaviours in conjunction with personal and environmental variables. They also point out that it would be desirable to employ observation in conjunction with other methods. They go on to suggest that field research in the case study form would tell more about culture, context and meanings, as well as capture the one-time event that may be highly significant in favor of repeated trivial ones. The search by educational researchers to examine factors that facilitate a learning environment conducive to student success, suggests that it is not enough to study school leadership only using quantitative methods (Argyris, 1982). Data emerging from ethnomethodology, including case study research, suggest a new way of reflecting about the leadership practice of the principal. Hallinan, (1995) suggested that "holistic" interpretation in reference to the context of the phenomenon under study can be used to
enrich data. He suggested that case study research including non-participant observation and ethnographic data would be techniques that would help to fill in gaps.

The methodology employed for this research study expanded on the suggestions of Kmetz and Willower (1982), in particular the case study approach with all its distinctive features and preferred uses. The methodology also incorporated the major tenets of qualitative research as suggested by Lincoln and Guba (1985) and Goetz and LeCompte (1984), which included credibility, transferability, dependability and confirmability and their attendant data collection techniques.
CHAPTER IV SCHOOL/COMMUNITY CONTEXT

Ever since I was little this had been referred to by my parents and friends as the "bad" side of town, a place to stay away from at any time, particularly at night. This was where the thugs, pimps, drunks and prostitutes lived and worked, and so was to be avoided at all costs. This was the side of town where we were led to believe that the school kids our age were big, tough, intimidating and street-wise, although at that time we weren't sure what that meant. Many times this belief turned into a self-fulfilling prophecy when we played against them in hockey or baseball, as we were intimidated even before we started playing the game just by the reputation we had created for them in our minds.

Anything West of Singleton Parkway was simply known as "The West Side" where the bad people were. The car doors were always surreptitiously locked whenever we drove down River Street, past the pawn shops, seedy hotel bars, porn houses, bingo parlours and run-down, dilapidated buildings. You could see small, run down houses on the side streets as you drove by and you did look carefully because you were always curious and always a little bit fearful that the car would stall or someone would approach the car in a drunken stupor or worse. As you looked it seemed as though you were in a different city and you were silently thankful that you didn't live over on this side of town.

The Bijou Theatre was located on River Street right in the heart of the worst section of the west side, but it always had some of the best movies showing in town. However, we were never allowed to go there unless it was a birthday party and our parents had no control over the choice of theatre. These rare excursions to the Bijou were exciting and dangerous but acceptable as there was safety in numbers and we were dropped off at the front door and picked up immediately after the movie was over. But even still we were left alone on the west side and usually we got to observe at least some of the "unsavory" characters both inside and outside the theatre. All this trepidation over the evils of the West side seem
somewhat ludicrous now because as we were growing up we lived only four blocks East of the West side and in fact could move from "good" to "evil" in about ten minutes by cutting across the railroad tracks. However, the four blocks might as well have been a continent as we rarely ventured westward.

That had been 35 years ago, yet, whenever I am stopped at a red light in front of the Bijou Theatre on River Street I often instinctively lock the car doors. This time I was on the way to Valley View Elementary School which was some eighteen blocks down River Street into the Valley View District which was a misnomer if there ever was one. I suppose the name was wishful thinking on behalf of our city founding fathers, or perhaps it was evidence of a better time although I can't imagine when that time would have been. The Valley View neighborhood was an extension of the "west side" and in fact its reputation had grown into "the bad part of town" taking over the title from the area on River Street around the Bijou Theatre. The police say that the hookers and pimps have been hassled so much around the west side core that they have migrated into the Valley View neighborhood. Slum landlords own many properties in the mainly residential neighborhood and the hookers ply their trade in the evenings on the streets outside the school.

As I had parked my car on the street in front of Valley View School, I remembered a sense of uneasiness. Would the car be safe from vandalism? Would I be mugged leaving the school at night? This feeling of uneasiness was nurtured by the years of reading about and hearing about the terrible happenings on this side of town: the domestic violence, the murders, the vandalism and the arson. From the outside the school itself was a rather fine, old looking structure. It was two stories high and was constructed of a reddish-brown colored brick with a beige wooden trim. There were two huge, old oak trees out front and a large park area behind, complete with a modern creative playground and paddling pool. Although it was winter and the ground was covered with snow one
could imagine a fine grassy area running along the front of the building. Directly opposite the school was a modern, well kept, three-story apartment building as well as a few very small but well kept single family houses. From the outward appearance this could have been a school in just about any residential area in the city. The only two blemishes were some graffiti on the most southern wooden door and a dilapidated, unkempt confectionery standing on the corner right next to the school. I had made sure the car was locked, taken one more apprehensive look at my vehicle, crossed the street and headed up the concrete walk to the front doors of the school. Strangely I had found them locked and after some confusion as to what to do I had begun pounding loudly on the door. After about five minutes someone had come and opened the door for me. I was thinking that this was not very inviting for visitors to the school let alone parents and community members who may need access on frequent occasions. I had double-checked my watch to see if I had arrived before usual door opening time but it was 8:45 A.M. so perhaps they had just forgotten to open the doors that day.

As I had proceeded up a short flight of stairs, my first impression had been one of darkness, dark walls, dark tiles and not many windows to allow light into the hallway. I also got a distinct musty smell that seemed to be typical in old buildings and I recalled the year 1928 emblazoned on the outside of the building. The general condition of the hallways was good, fresh paint, although an industrial grey in color, clean and polished floors and an abundance of student and commercial artwork on the walls. I eventually found the main office, although it was not marked in any significant way and the secretary had a warm greeting for me and ushered me into the principal's office.

The principal, Gloria Weston greeted me warmly as we know each other well. Gloria was 44 years of age and had been a teacher and administrator in this school division for 22 years. She had been principal for three years at Valley View. She is of Ukrainian descent and is blessed with a tremendous sense of humour and a wonderful outlook on
life. These two qualities in particular are invaluable, according to Gloria, in her present role as principal of an inner city school.

My first query was why the doors were locked when I arrived. After a somewhat facetious comment about being selective about who they allowed in the school she indicated that in fact they do lock the doors to keep trouble-makers, pimps and drunks out of the school. She asked if I had seen anyone outside and when I replied in the negative she related an occurrence from just two days previous. A member of the school division staff had come to Valley View for an 8:00 A.M. meeting, and as I did, found the doors locked. He then went around the back of the building to try a different door. As he did so he was accosted by an unsavory looking man in a long trenchcoat who was hanging around the back of the school. This character literally pinned the central office person against the wall of the school and proceeded to inform him that he was the pimp for this area and that no one was moving in on his territory. He said he was going to teach a lesson about staying off of his turf, when he was scared away by a car pulling into the staff parking lot. Needless to say the central office person was very subdued and a rather pasty shade of white when he arrived in the school for the meeting. Gloria indicated that people like this pimp would walk right into the school and into the classroom to "collect" their senior girls.

Later, when I talked with Delores, the community school coordinator, she told me that every so often throughout the year a female student anywhere from Grade Five (10 yrs. old) to Grade Eight (14 yrs. old) would come to school looking a little bit "different." This difference was manifested in heavy makeup, skirts or dresses and high heels. This was an indication to school personnel that the student was now "working the streets". The revelation of the recent incident with the central office person, and which could very easily have happened to me, served to illustrate graphically one dimension of the nature of the Valley View School Community.
After our introduction Gloria took me on a tour of the school. The first thing that struck me was that every door in the school, including the classrooms, was locked, thus our entry into each room was obtrusive. We started out in the basement of the school where the Home Economics and Industrial Arts labs were located. All students at Valley View take classes in these two subject areas, whereas it is limited to just grade eight in other schools in the Division. Since the labs were in Valley View anyway it was felt that these students would benefit greatly from practical life-skills. The labs were well kept and well stocked. The Home Economics lab had five individual kitchen centers including fridge, stove, sink and microwave along with large tables and chairs and over against one wall was a washer and dryer. Gloria indicated that for some students, the neglect of their personal hygiene is such that it is necessary to wash their clothes while they are at school. As well the school receives many donations of used clothing that are given to children to wear either while their clothing is being cleaned or to keep permanently. The Industrial Arts Lab contained a set of 6 wooden bench work stations as well as many power tools including a lathe, drill press and radial arm saw. Along the walls and on the shelves were drafting equipment, photography equipment and various other art supplies. The labs were not in use so we carried on out into the hall. As we walked down the basement hall I again was struck by two things, the first was the cleanliness and the second was the musty odor which was most prevalent in the basement. The basement was basically a long, wide hallway with stairs at both ends, and benches that were permanently attached to the walls on both sides. As we walked I noticed a few students wandering into a room opposite the Home Economics Lab, as well as some other students sitting on the benches. I looked at my watch and it was 9:10 so I asked Gloria if these students should be in class already. She told me that Valley View was on a different time schedule than other schools. The school day for students started at 9:30, there were no recesses, lunch was from 12:00-12:30 and dismissal was at 3:00 P.M. Gloria said that this had cut down tremendously on
violence, absenteeism, students leaving at recess and noon or being picked up by undesirables during those times. It had also provided flexibility for meetings with staff and for meetings to accommodate parental schedules.

The next room we went into was the breakfast/lunch room. The difference here was that the students didn't bring their food to eat here, rather it was served to them. The program is funded by the Children's Hunger Education Program (CHEP). The school feeds about 45 students for breakfast and 60 students for lunch on a regular basis, out of a total population of 192. A parent committee and the community school coordinator looked after the program which included grocery shopping, menu planning, cooking, cleaning up and budget management. When I asked Gloria about abuse of the program she said that there was very little abuse and that these children were all needy, and without these meals would get very little nutrition. They had learned from experience that it was nearly impossible to teach a child whose most basic needs had not been met and this was the case for more than half of the students at Valley View.

On this particular morning, breakfast was being prepared and served by members of the police department. This was a way for the police to make contact with these students in a positive, caring manner as opposed to their usual role as the authorities handling crimes, quite often in the students' homes and certainly in their neighborhood. The breakfast/lunch room itself was very inviting with large windows, a large clean kitchen area and long tables with rows of benches on either side. The walls were painted a bright yellow as opposed to the battleship grey of the rest of the school. As the police proceeded displaying their culinary skills, Gloria commented that there were fewer students today than usual. Then it dawned on her that it was family allowance cheque day and that was the reason for the high absentee rate at breakfast and what was close to a 50% absentee rate for the school day. She said that on cheque day students were kept home to run errands, shop or to babysit younger siblings while parents played bingo or frequented bars. Gloria
said that on numerous occasions she had conducted a parent-teacher interview at a bingo parlor because it was the only place she could track down some parents when she needed to see them immediately. This was also precipitated by the fact that less than 50% of the families have phones.

At this point Gloria pointed out, after a meeting she attended with a senior social services representative, that their nutrition program may be in jeopardy. The representative told Gloria that as of April, 1995 anyone volunteering in social service-funded activities, which include the nutrition program (CHEP) and the pre-school program at Valley View, must have a criminal records check done through the police department at a personal cost of $25. Gloria said that nearly all her parent volunteers had a criminal record of some sort and none could afford the $25 even if they wanted the check done. In fact a number of the volunteers in the school were there via the John Howard Society to work off community service after being charged with a crime or after release from jail. Gloria indicated that without these volunteers there would be none at all working in the school.

Gloria mentioned the interrelated and complex aspects of the community school and the agencies involved in its programming. The school has liaison with the Department of Social Services, The Police Department, The John Howard Society, Federation of Saskatchewan Indians, The Department of Indian Affairs, The Saskatchewan Tribal Council, Public Health and Friendship Inn. The politics, management and coordination of all these agencies takes up a tremendous amount of time and effort. This is discussed later in more detail.

Our next stop on the tour was the gymnasium which was up a half a flight of stairs and was tucked back at the north-west end of the school. It was a good size complete with stage and all the appropriate games lines painted on the floor, as well as basketball backboards and a fully stocked equipment room. Noticeable aspects of the gym included the cold temperature and the ancient radiators that were hissing and rattling away and which
did not seem up to the task of supplying much warmth anytime soon. Gloria pointed out that the gym was the center for many of the community activities that were planned by the school, the elders, the community coordinator and the parent council. Gloria said that parents were very hesitant to come to the school for any reason.

They feel the school should just handle any problems immediately and leave them out. To combat this attitude the staff is always trying to come up with unique ways of getting parents into the school. For example, unlike the majority of schools where there is standing room only at the annual school Christmas pageant, the Valley View pageant has been very poorly attended. Recently, a practice has been followed whereby the concert is preceded by a community supper free of charge. It seems that meals are the best incentive for getting parents into the school so there are many such events that are preceded by food of some type or other. These events range from meeting circles, grass dancing classes, moccasin making, cooking, parenting classes and preparation of income tax.

As we left the gym students were filing into the school, up the stairs and past us as we stood and talked in the main floor hallway. My impression was one of any normal scene in any school at bell time. Gloria indicated that out of the total student population of 192 students, only 14 (7.3%) were non-native and that Valley View had the highest percentage (92.7%) in the entire city. She also said that about 85% come from single parent homes with many extended families of aunts and uncles etc. living together. Due to the high percentage of native students, Valley View was referred to by the native community as an "off-reserve" school, which causes complications with the jurisdiction and organization of the school.

As Gloria greeted by name the majority of students who passed by, she said she has an on-going concern for learning each student's name because of the tremendous student turnover in the school. Over the previous four years the turnover rate at Valley View had been well over 100% per year, which had tremendous implications for all
aspects of the school organization. Gloria was very interested in illustrating the socioeconomic plight of the community that she served, as well as the demographics of the students within Valley View. She determined that the demographic and sociographic profile of the community was best illustrated through city statistics and the statistics of the Valley View Community. Gloria was very familiar with these data and was quick to share them. 96% of the student population of 192 at Valley View School was of Indian or Metis background. The Valley View community had 56% of its population below the poverty line ($20,000 per annum for a family of four) while the city average was 19%. The city average for people living in rental properties was 33% and the Valley View percentage was 72%. The unemployment rate for the city was 10.8% compared to 53% for the Valley View community. The turnover rate for students at Valley View school was 132.8% which means that more than the equivalent of the entire school population moved in and out of the school every year.

We made our way down the main floor hallway and proceeded into the first classroom on the East side of the hallway. The classroom was large and flooded with natural light from the wide windows that faced the front of the school. It was obvious from the ages of the students that this was a primary classroom. Valley View accommodated K to grade eight. The students were gathered around the teacher at the front of the room and seemed happy and involved with what was going on. They greeted Gloria and I in unison as we stood at the back. The first impression I had was of the small number of students in the class, especially since pupil-teacher ratio seemed to be the hot topic in the school division at that time. Gloria said it was due to two factors: the high rate of absenteeism, (an average of 17% which is more than 12% higher than the division average which translates into about 4 students missing per class per day and on cheque days the rate is as high as 50%:) the addition of one teacher for the four inner city schools over and above their quota. The reason for this additional teacher was related directly to the
type of students in the school. For the most part students were one or two grade levels below the norm therefore the majority of students were age/grade displaced due perhaps mostly to high mobility and low levels of pre-school experience. That is, students start school not knowing colours, not being able to count to 10, and lacking basic social skills. All of these abilities are taken for granted at most other schools. Furthermore, the high rate of abuse and neglect at home probably accounts for the disproportionate number of students with severe behavioral problems. Gloria estimated that there were at least 40 students in this school who fit the profile for acceptance into the "structured success," special classrooms for severely behaviorally disordered children. Yet the program was at that time full and could not accept more students. Consequently many of these children had to be catered for at their school. To put this in perspective the division average for behaviorally challenging students would be two-five of these students per school.

The smaller pupil-teacher ratio is one way of preserving the professional lives of the teachers in the inner-city. The teacher in the particular classroom we were standing in was a first year teacher on a temporary contract. Gloria pointed out that it takes a teacher from six months to a year to adjust to teaching in the inner city and that three to five years is about the limit they should stay teaching in this context if they are to avoid burn-out from the frustration and additional responsibilities required of them. Gloria illustrated this by relating an incident that occurred the day before. The kindergarten teacher had come into Gloria's office and said that she had disciplined one of her students by having him sit in a chair away from the other students until he could behave. After school that day she received a call from the student's mother, who had obviously been drinking, who said she was on her way over to "beat the snot out of the teacher." It is the constant replay of these types of incidents that wear the teachers down after an extended exposure to the inner city.

Delores Buchanan, the community coordinator, had related a story to Gloria that depicts the home situation of many of the families in the Valley View neighborhood. One
of the little girls in the classroom we were observing lived with her mom and her eight siblings who ranged in age from 17-30, all of them having from one-eight children of their own. All eight siblings plus the girl's mother were on welfare and they all lived together in a slum apartment building across from the school. The little girl also said that they sniffed glue and drank alcohol regularly. Gloria said that every Monday morning Delores made a practice of touring the school and grounds with rubber gloves and a garbage pail to pick up beer bottles, used syringes, condoms and glue and lysol containers so that the students wouldn't see them when they come to school.

We walked directly across the hall to a room called the "heritage" room. This room was for parents to use at their convenience: a large double classroom equipped with a central socializing area, coffee pot and fixings, reading materials, work desk and chair. It was decorated with a variety of native artwork and artifacts. It also had large windows facing the back of the school. The room was used for PTA meetings and was the home base for the elders who worked in the school. These elders were hired recently as part of an innovative grant from the department of Indian Affairs. A husband and wife team had been hired after a series of interviews with prospective candidates. The interviewing committee had been composed of the community coordinator, three parents and Gloria. The elders were responsible for conducting smudging ceremonies with sweetgrass in each classroom to start the day, to organize sharing circles, to promulgate native values within the school, to teach native roots and history, to talk to students on an individual basis, to make home visits along with the division social worker and to help with after-school programs for the community.

Even the hiring of elders for the school was marred by politics and accusations were made against the selection committee. Shortly after the elders were hired a meeting took place between Gloria, an elder who had not got the position and two native "activists." The activists verbally attacked Gloria for being racist, for not understanding the native
culture and therefore not hiring the right person. Gloria said that the reason for the attack had to do with the money that the elders would be paid, the elder that was lodging the complaint said his fee would be $60.00 per hour. As a result of this incident Gloria spent time talking to FSIN and the minister in charge of Indian affairs and ultimately had to write a report (As we were standing in the heritage room, a mother of a child at Valley View burst in and said to Gloria that she had just watched a talk show on television and that her daughter should go on the drug Ritalin immediately). At a recent PTA meeting Gloria had told the group that there was to be an official government announcement about the elder program, complete with media coverage and that an invitation had been extended for a representative of the PTA to be present along with Gloria. However, when it came time to choose a representative it came down to who had a car to get to the presentation. It turned out that nobody had a car, but Gloria said the person could ride with her to the ceremony. Gloria indicated that she made a practice of writing her newsletters to parents at about a Grade six level and often could not include verbatim communiques that came occasionally from central office and were directed at division parents.

Our tour continued up to the second floor of the building which at one end housed two more middle grade classrooms, in the middle were offices and occupying one whole end of the floor was the learning resources center. What was unique here was the number of offices that housed personnel specific to this school setting. There were a variety of agencies involved with school so there were offices for the school social worker, the community school coordinator, the liaison officer with the Indian/Metis friendship center, the elders-in-residence and the public health nurse. Gloria pointed out that there was an interagency committee to coordinate the efforts of all concerned. The first office we visited was that of the liaison officer with the Indian/Metis friendship center. This officer was native and worked, in conjunction with the school, with families of students in the school who were having particular difficulties. This officer along with the other agency
representatives attended regular meetings of the T.E.A.M.S. (The Effective Application of Mainstream Support) school committee. T.E.A.M.S. had as its mandate to support classroom teachers by providing effective classroom strategies to manage the educational needs of exceptional students. The liaison officer, social worker, resource teacher, principal and public health nurses were all members of T.E.A.M.S. Gloria indicated that the T.E.A.M.S. committee had generated a list of 50 students at Valley View who need recurring intervention by one, some or all of the T.E.A.M.S. committee members. The liaison officer pointed out that much of his time is spent going to the homes of students to talk to parents and other family members. He also indicated that communication with families was difficult and time-consuming.

Our next stop was the office of the school social worker who confirmed that communication via home visits was the most time-consuming part of his job. He indicated that 85% of the students were from single parent homes, many of which included extended families of aunts, uncles and so on. He also said that the housing is mostly rental and that most of the families lived below the poverty line (see appendix B). Scheduled home visits were done by the teachers, the social worker and the community school coordinator early in the school year and then two or three times throughout the year depending on the need. The teachers found it best to go out in pairs, as a safety precaution. Gloria related an incident that happened to two teachers who went together on a recent home visit. When the teachers knocked on the door they were let in most happily by the children. As they entered the living room of the house there was no evidence of any adults but what was obvious was the presence of a small metal safe in the middle of the living room floor with a series of screw drivers and prying tools lying beside it. As the teachers were inquiring as to the whereabouts of the adults a man entered the front door holding a small crowbar. When he saw the teachers he quickly stated that they had forgotten the combination to the safe and needed to pry it open. At that point the teachers made a hasty
retreat out the front door only to see a police cruiser pulling up at the front door. Obviously in search of a "lost" safe.

The social worker related many accounts of squalor, uncleanliness and disrepair in the homes he visited. This was also communicated by teachers and the community school coordinator. Poverty was stated many times as the number one reason for the majority of problems encountered at Valley View school. Gloria indicated that the Valley View community had the lowest average yearly income per household in the city at $9,830 per annum along with the highest aboriginal population.

Our tour next took us to the Learning Resource Center which also housed the resource teacher for this school. Valley View School had a very impressive-looking library complete with a large collection of books as well as beautiful, round, wood tables that gave the impression of stateliness. Both the teacher librarian and the resource teacher lamented the inadequate reading skills of the students at Valley View. They said that they were always working on ways of stimulating reading and recognizing successes through contests and so forth.

Our tour culminated in the main office on the first floor. The secretary occupied the outer office which was spacious and bright. A long counter separated the secretarial area and the reception area for visitors to the office. Adjacent to the counter were three separate office areas, a small vice-principal's office, a slightly larger office which held the copier and a small table and the third office which was Gloria's. She invited me in to chat and it was through many of these such "chats" that provided insight into her profile, her beliefs, values, management style and her work behaviours.

Summary

The school/community context as described above illustrates the unique characteristics, problems, obstacles and opportunities that were inherent in the milieu in which Gloria Weston worked. It was a community where crime, poverty, high
unemployment and substance abuse were rampant. There were many extended families, a high rate of transiency, and a majority of rental properties. There was a high aboriginal population in the community and in the school. Parents seemed apathetic towards becoming involved in the school.

The students were very needy. Basic needs such as food, clothing, and shelter were not being provided at home and thus had to be taken care of at the school. Other needs had to be attended to such as psychological and intellectual development (in the areas of language experience and life-experience) which in many instances were behind the basic levels with which students typically brought to school. Valley View students rarely had travel experience, private lessons in areas such as music, swimming or dance, and were not frequently involved in city organized athletic activities such as hockey, gymnastics or ball. Added to this were the many social and behavioral problems created by the poverty, unemployment and negative social behavior in the student's home life. These students typically had low self-esteem and were lacking in hope. Many of the families were on welfare, were frequently in a state of turmoil and had few significant adults who were able to model success in an urban society. As well, many of the students came to school unprepared for a teacher-directed classroom. A good native parent typically provided a child with a great deal of freedom to make his/her own decisions and to explore his/her own potential. Therefore many of these children were not accustomed to accepting the kind of adult direction experienced by a middle class child. The teacher may have been the first adult authority figure that the child had met. These problems manifested themselves in students' absenteeism, fighting, stealing, and substance abuse.

The involvement of a wide variety of agencies in the school created both a coordination problem and an increased workload problem. The particular interest of all levels of government also created unique problems, obstacles and opportunities for the staff of Valley View.
The context of the Valley View school/community mirrored the criteria for designation of a community school which included: low income levels, high unemployment levels, substandard housing, high relative percentages of families receiving social assistance, racial discrimination and misunderstanding, language difficulties, culture "shock"—difficulty in the transition from one culture to another, high migration rates into and out of the area, high rates of juvenile delinquency, high relative percentages of single parent families, inadequate day-care and recreational services, and lack of co-ordination of community and social services. These cultural and socioeconomic characteristics of the Valley View School community affect the process of education. The lack of parental involvement, the differences in native culture, the lack of basic need fulfillment, the variety of readiness levels and the transitions from home to school and from school to school because of mobility make learning and teaching a challenge at Valley View.

While this context created many obstacles and problems for the school personnel it also provided opportunities to pull the larger community together to help solve the problems. Furthermore it provided opportunities, usually through necessity, to do things in a different way. These different ways led to the realization that unique contexts and situations required unique solutions and that were needed for the principal to be effective in different contexts. Gloria Weston and the staff of Valley View School were required to create these unique solutions on a daily basis in order to be successful with the students in their care. Many of the solutions were unorthodox and original, but were in keeping with the picture of the Frontier Community that Mitchell & Tucker (1992) described, "Frontier culture is rough, danger is everywhere and groups have to band together for mutual support and protection. Frontier leadership emphasizes culture building and problem solving" (p.32). This was certainly the case at Valley View School and it was the culture building and problem solving aspects that created the unique opportunities for staff. What
characteristics, goals, training and experience did it take to provide the leadership at Valley View? We need the profile of Gloria Weston to answer that question.
CHAPTER V  PRINCIPAL PROFILE

Two main types of considerations relate to the profile of the principal: the personal and the professional. Personal considerations dealt with training, experience, abilities, values and beliefs whereas professional considerations dealt with preferred leadership styles, preferred strategies and administrative task priorities.

Personal Profile

Gloria Weston was of Ukrainian descent, 44 years old, married, with two daughters. She obtained degrees in Arts and Science and in Education as well as a Post Graduate Diploma in Educational Administration. Gloria was originally from a small town outside the city but had moved to the city shortly after her graduation from Grade 12. Her entire educational career of 24 years had been in the same school division. She had taught a variety of grades at a variety of schools including one year as a grade seven teacher at Valley View. Gloria had been appointed vice-principal in 1987 and had come to Valley View as vice-principal and grade 7/8 teacher in 1992 and had been subsequently appointed principal of Valley View in January of 1993.

Gloria’s interests included cross-country skiing, curling, camping, reading and music as well as travel. She had travelled extensively in Europe as well as various parts of the U.S. and Canada. Gloria had very close ties to the symphony orchestra volunteer organization but it was her close association to the Ukrainian community that helped her relate a little more closely with the Indian/Metis community surrounding her school. It was Gloria’s interest in the preservation and propagation of the Ukrainian culture that gave her a deeper appreciation for the preservation of the native culture within her own school and community. It also gave her insights into the importance of learning the culture, the mores and the dynamics of her school community before she attempted changes in her school. She knew, intuitively, that she would be successful in achieving her goals and aspirations only if she approached change in the right manner.
A critical part of the right manner included earning the trust and respect of her community. One of the first items that Gloria showed me in her office was a black and white feather that proudly occupied a place of prominence on her shelves. The feather was an eagle feather that had been presented to her at a community round-dance ceremony. Presented by a chief, the eagle feather represented the highest symbol of respect that the native community could bestow upon a white person. The presentation of the eagle feather demonstrated that Gloria had earned the respect of the native community and that she was looked upon as a person to be admired and to be listened to for advice and counsel. It had taken Gloria two and a half years to earn her feather and this was considered to be very fast, given previous practice. The earning of the feather did not come without sacrifice in terms of family, time, energy and personal well-being.

Gloria was invited to be on the board of the John Howard Society, because of her close connection with the work of the society. People convicted of misdemeanors were often sentenced to do a certain amount of community work. Since many of the parents of students in Valley View School found themselves with these sentences it seemed only logical to Gloria that they do their community service as volunteers in the school. That way both parents and students benefited from the sentence. It was the effective partnership between the John Howard Society and Gloria's work with offenders in her school that prompted the society to invite her to sit on the board. Similar work and interest had prompted Gloria to be on the boards of the Inner-City Preschool Foundation and the Child Hunger Education Program. All of these roles gave Gloria a sense of fulfillment as well as providing a natural link between her volunteer community work and her professional role as principal.

In conversations with selected staff, students and parents a consistent message came through clearly, and that was that Gloria Weston had earned the respect and trust of these individuals. She had done this through hard work, dedication and willingness to go
"the extra mile." Lionel Murphy, the current grade seven teacher at Valley View, who was new to the school, who had had some difficulties in previous schools and who had some trepidation about coming to teach in an inner-city school, summed up his feelings toward Gloria this way:

Gloria made me feel welcome, made me feel that I had a significant contribution to make to these students and renewed my faith in my teaching abilities that I had begun to have doubts about. This is now my third year at Valley View with Gloria and it has been the best experience of my teaching career.

Gloria was very concerned with the well being of her staff and took great care to make sure they were prepared for teaching in the inner-city. She made it a priority to communicate with staff frequently so that they were well aware of what was going on in the school. Gloria was well aware of the added stresses teaching in this context place on teachers and illustrated it this way:

On the 23rd of February my staff and I are presenting to the Citizens advisory Council, talking about the direct impact of the inner city concept plan. There's always something like that and it doesn't just impinge on the office and the work here but staff does extra stuff like that. So to get a person to work in a school like this, the minute they walk in the door I tell them what the demands are going to be on them and what the extra expectations will be. Any community event we have, they're expected to be here. And sometimes that doesn't sit well with people. That's what we're all about. The added load is there.

But according to Gloria, stress within this school had its sources beyond the mere academic concerns which occupy most other schools, she observed:

The added stress level in the classroom doesn't come from the lack of academic skills that most of our kids display, most of our kids are one to two grade levels below, but it comes from the other baggage they bring with them like being sexually abused at home, being abusers themselves, the drug stuff. I mean they bring that with them and you live it because you see it and if you go into the home to make a home visit you see it so with that kind of stuff the first and second year teachers to carry home with them at night is really tough. I've had teachers that have come in here in tears in the morning and said "I can't face those kids today." Simply because of knowledge of what they probably went home to the night before.
A major concern for administrators and teachers in this school, therefore is one of response—how can we best deal with these issues?

But you have to toughen, after a while you just have to say to yourself "we can only do what we can do in five hours and that's it." It's like any other school we say the same thing, but it's a harder here. The other difference and this really honestly is, I really think teachers in a school like mine, I can't speak for the others, work harder, try harder, they adapt curriculum much more so than anywhere else and they may have to adapt it 15 different ways to make 15 different groups in the classroom. They work hard, they really do and uh, they are continually asking for advice on what they can do with kids. We find that the majority of the staff, well, all of the staff works as a team, totally.

Gloria had been known for taking initiatives, for fighting for her school, for her willingness to support new ideas and for developing an atmosphere of risk-taking. One of the particular strengths of Gloria's leadership according to staff members was her participatory leadership style. One teacher put it as follows:

If there is an activity at the school, either staff or community directed, Gloria is present front and center. It continues to amaze me that she makes the time and effort to not only attend these activities but to be actively involved in them. Her favorite contribution is when she can bring Ukrainian food, such as perogies, to an activity so that everyone can enjoy her prowess in the kitchen.

In terms of Gloria's preparation and training for the role of principal in the inner-city context she indicated that there was something missing. There were specific tasks that became critical in her context such as parental involvement and communication, that she was not prepared for nor did she anticipate the need for this training until she was well and truly ensconced in the role:

Walking in here and saying "okay I can't change it right now I have to wait till the following fall" but the transition from the classroom at Valley View to the principalship itself was good because it gave me a chance to get to know the kids, and it was smoother, I think, for me going from classroom rather than having to come from an entirely different situation because as naive as I was I thought I knew the inner city too because I came from another inner-city school situation. Given the economy, the transiency something that all inner-city schools are finding is and I quote, "white trash" moving to the inner-city. I think we're going to find a
different kind of clientele and mix in the population. I think in retrospect what I would really like to have had under my belt when I came into this place is a lot more P.R. stuff, marketing stuff. I walked in at a time when the person who was leaving didn't do a lot of that anymore. You had to rebuild that and how do you rebuild something like that that has fallen by the wayside and get that whole notion back into the community that we're worth selling?

Gloria made the whole "P.R., marketing stuff" one of her priorities at Valley View. Many of her initiatives had as their objective to market Valley View school as a safe place to be, as a place where academics had their priority and as a place where the native heritage was valued and integrated into the school program. Valley View was also a place where parents were made to feel welcome and were encouraged at every opportunity to become involved in the school. Gloria expanded on the unique implications of the "community school" character of her workplace:

It's a different basis compared to other schools. You know we might like to say that, oh well, we're all community schools but we're not. We can say we are but the whole aim and the goal of a community school isn't what everyone is doing and the people need to know. Other teachers say "well, what does community school mean?" There isn't enough knowledge out there of what a community school is and the procedures. I mean every month for example, I remember University profs telling me this, We have to. of all things, send a stat down to Regina, to the community schools coordinator down there on attendance, how many of our students are non-status, status, Metis and so on. Just clear knowledge of what an inner city school is or a community school is like would have been helpful. Then when I heard the word inner-city I thought it meant right in the center of town which isn't necessarily what it means. So just a knowledge base of what the school is all about would have helped—it would have helped reading the criteria from the gold book on community schools before I came cause that outlines the way it is now. It's a little bit out-dated now, quite a bit out-dated, but it clearly indicates demographically for example why we're a community school, what characteristics we meet to be in a community school. That would be the big one.

Consequently, the more significant aspects of Gloria's "training" were acquired "on-the-job." Gloria indicated that the six months that she spent as vice-principal and grade eight teacher at Valley View was the best preparation for the role as principal. This time in the classroom at Valley View gave her the perspective of the classroom teacher and what
they were facing each day. This insight into their world allowed her to understand what areas needed to be developed in order to best serve the needs of the student and the teacher in the classroom. It also provided her with an empathy toward the problems that were shared with her by classroom teachers, or in her words "been there, done that!" She speculated that some kind of mentoring or shadowing program should be implemented as training for the role of principal in the inner-city school context.

Gloria saw her personal characteristics of honesty, truthfulness, calmness and sense of humor as being the most effective in her context of leadership. These personality traits were identified in the literature (Ogawa & Bossert, 1989; Heck, 1991) as being present in the majority of individuals in their studies of effective school principals, although the correlation between personality traits and effectiveness remains fairly vague. Parents in her community appreciated knowing how she would react to situations, how she would deal with students and parents and how they could rely on her integrity. Staff, students and parents knew that she would not panic in crisis situations. It took her almost four years to achieve that level of trust and understanding with the community, however, she only had to look at her eagle feather to know that she had been accepted as a leader and as an honorary member of the native culture.

Professional Profile

Gloria described her leadership style as facilitating and was convinced it was the best style for her personality and for leadership in an inner-city school context. She pointed out that her staff did not always agree with this approach to leadership and that at times they would have preferred her to use a more directive leadership style. Gloria insisted that they must perform as a team, that problems must be solved as a team and the solutions must be implemented as a team in order for the initiatives to be successful. Gloria was a firm believer in the notion that ownership of the solution goes a long way in making that
solution happen successfully, and in this manner reflected a priority for empowerment, a key quality identified in the effective schools research (Owens & Shakeshaft, 1992).

One of Gloria's task priorities was to increase the parental involvement in her school by whatever means worked in her community. The presentation of the eagle feather illustrated her commitment to parental involvement and the tenacity with which she attacked this goal. She pointed out that many of the parents at Valley View had the same hopes and fears as parents everywhere had about the future of their children.

Overall the parents generally will come in pretty positive. They're like any other parents, they're worried about their kids. That's the first thing they'll tell you, "I don't want my kid to do what I've done." Yet it's difficult because many of them don't have the parenting skills. They weren't raised that way, with anyone who has the skills and that's why they have no skills themselves. The parents here tend to call teachers by their first names just like in a rural school.

Gloria commented on the interaction with parents at Valley View and indicated it was similar to other schools except for the difficulty in communication:

I get at least one or two of these a week where it's parent-to-parent problem. I've had, I think, this year two serious parents in about their kids and other kids ostracizing them and that kind of thing. If I have to or need to have a parent in, like in Byron's case, they have no phone, so Delores will generally go out and say be here tomorrow morning at 9:00. They're usually really compliant, they'll come in. I can't say that I have any problems getting parents in when they need to, but unfortunately it's the same old story--the only time you contact them is when there's something wrong. What we've tried to do is we've tried to well, again it's the old phone trick--those that do have phones we do try to phone and say so-and-so did this really well. Uh, the other things that teachers do is send home certificates. Every kid gets a good message at least once during the month. We have a good book in the gym every assembly where a kid gets a good book for some good deeds they've done over the two weeks or whatever. We make sure every child gets one of those over the course of the year.

It was important to both Gloria and the staff that parents see the positive things that their children were doing and not always the negative. The home visits and contacts were one means of doing two things at one time, providing positive reinforcement for the children and making a contact with the parents. The ancillary effect was the increased involvement
and interest of parents in the school. But what the staff had to be cautious of was stepping over the line between involvement and interference for some parents in the community.

Parents here will oftentimes tend to phone the superintendent first thing. It varies, it may be something serious, it may be they just want to talk. To find out what he does, there was one last week who phoned him, told him she hadn't called me and had only got off the phone screaming and yelling with me 5 minutes before. I think his words were "she was such a nice quiet lady." So things will become better. We did have a problem and I think I mentioned this to you--the turn around we had with parents and the certain amount of pilfering that was going on... Many of the people that you saw today who were parents are the old guard who have been here for years and years and years. We had a new group come in, really ambitious, very promising in the way of being real positive leaders being native. Very well spoken, uh, well read, well versed in a lot of things and so uh they basically took things by the horn. The old guard was a little bit tired. They were quite willing to give it up, uh, and it looked like it was going to be a real positive, a real strong community.

However, the involvement ethos was seen by Gloria to take on the qualities of the "sorcerer's broom"

Unbeknownst to us, when you use the word empower in there you have to be very careful when you use that word because it takes on a different connotation for some people, meaning power and that's what happened with this group of individuals. They went on their merry, old way, doing things like hiring people for our breakfast program and our nutrition program and then just firing them just because they felt they could do that. Now, perhaps that's the business way to do things, but you sure as hell don't gain any respect or community feelings when you do that and it started to fall apart.

In a conversation with Gloria's superintendent he was very complimentary in terms of the way Gloria dealt with this community situation that he described as being very messy. He was well aware of the uniqueness of the Valley View community and supported Gloria in her administrative style and decision-making practices:

Communication was particularly tricky for Gloria but was an integral part of her task priority of increasing the level and quality of parental involvement. Home visits by herself and her staff were particularly valuable for communication in more ways than just the dissemination of information, as she explained:
We make home visits first thing in the fall initially and then they are ongoing during the year depending on need. So initially every home gets visited I'm sure at least two or three times and that includes our T.A.'s going out and our teachers who all travel in pairs. They take a common list of names, you know, so they would have 5 kids between two teachers. If not, we have a T.A. go with a teacher, or, a co-ordinator will go out. The social worker has made some home visits but mostly out of necessity, those are the really hard ones to get hold of. I go out and Vince goes out as well. What I also do is around report card time I have teachers pick two or three of the best in quotation marks, "academic achievers" for that reporting session and I go out and deliver the report cards with the kids. It's impossible for me to make all of them. It's one of the most effective ways we have of communicating with parents.

One of the obstacles Gloria had found at Valley View was the difficulty making direct contact with parents. Parents were less likely to come into the school in this community so Gloria took the school to them via these series of home visits. The pay-offs were bountiful as teachers learned more about students' home life, were able to do some positive reinforcement with parents and had this personal contact as a starting point for more significant discussion throughout the school year. Parents saw teachers and Gloria as real people who were concerned about their children and received some positive feedback about their children. Gloria saw the home visits as an opportunity for communication which was a way of overcoming the obstacle of non-involvement of parents. This was a particular strength of Gloria's interpretation and conceptualization of problems. Her way was to view obstacles as opportunities or as problems that had solutions, and it was up to Gloria and her staff to solve these problems. These solutions often went outside the mainstream of traditional educational practices (such as home visits) because these traditional practices did not solve the problems encountered at Valley View.

The written communication, in particular the newsletters and memos, posed some difficulty for Gloria in terms of addressing parental levels and their points of reference as was illustrated by the following incident:

Some parents and I were sitting here in the office. I had just taken over from John. My secretary came in with the school newsletter. She made the comment in front of the parents, "Gloria, you have to write this in simple language, these people aren't
educated" and despite the fact that one parent didn’t have anything beyond grade 8 he took exception to the comment and verbally tore her ass apart. So you know there’s two sides of the coin there, I mean, you want people to understand what you’re writing and yet you don’t want to be insulting and boy it’s pretty tough sometimes. There are days, like, with new report cards, the memorandum came from downtown, and I had to paraphrase that whole thing before I could print it because my parents wouldn’t understand. You know the language arts strand that’s coming, all those nice, newsletter-ready things that Sue and Sally are putting out are wonderful but I can’t put them in. It’s a waste of paper and a waste of time. So that’s a big one and, I mean, I’m getting better at it but there’s always something that comes up. "How do you say it?" so that they understand and it doesn’t seem like you’re talking down to them. That’s the worst thing for me. You don’t want to sound condescending or they’ll pick it up right away.

Gloria relied on written communication to identify the school’s mission, values and goals to parents. It was important that they understand what the school was trying to accomplish so that parents would enrol their children. It was important to communicate the notion that the school was safe and was a good place to go to. Given the importance of this communication it demanded great effort to write effectively for the Valley View community:

And that goes along even with, you know, the Christmas program. You get up in front of the audience. You’re very careful and you’re very selective with the words you use and not only the words you use but the proper semantics, like you don’t say native - it has to be aboriginal, and those are all things that you learn as you ease into a situation. When Simon was here it was okay to say, "native". Now it’s evolved so you say, "aboriginal". And you mean aboriginal, you don’t mean Metis, you mean aboriginal. There are still some people who don’t mind, "Indian" but there are those who say, "we’re not Indians, we’re aboriginal." So there’s no real agreement within the group itself but it’s something you sort of have to keep on top of, so every two or three months I’ll ask Colleen, "are we still okay with aboriginal?" "Yeah, you’re still okay." It’s sort of become a joke, but it’s not, because depending on the political force at the time, it could have changed three or four times.

The difficulty with communication was the reason that the vast majority of Gloria’s communication were in face to face situations. She very much depended on verbal communication with both staff and parents alike. This was her preferred style and in her opinion it was less ambiguous and more honest. The other difficulty was the balance
between getting the information to parents and not coming across as being condescending toward parents.

Gloria knew that the native culture was critical in both understanding how to best achieve the goals she aspired to, and in involving parents in the school in a way in which they would feel comfortable. This spawned the idea of the Elder Program which in getting it accepted and operational demonstrated Gloria's traits of determination, tenacity and creativity:

The role of the elder is much like a counsellor but a native counsellor. He'll be coming in and we'll be doing the hiring pretty much next week. We're going to expect this person to be in residence, come in and do the smudging in the morning in each of the classrooms. He'll come in, burn some sweet grass and pray with kids in the morning and then he'll do some teaching, he'll do native teaching, sharing circles that kind of thing. So, and we're hoping that we can open it up in the evening one night a week for parents to come to the heritage room and just talk to him. They put a whole lot more faith in an elder than they do in the social worker simply because he's called an elder. He may not have the education at all but they'll call him that and they've actually asked for it and it's interesting that the parents who are 30 or 35 are the ones who are asking for a person like this. So we thought why not write it up, we might not get it but we wrote it up and now I found out that we could have had $40,000 had we asked for it. It's one of those things that are in vogue right now. We get the money at the end of February.

Gloria's goal of parental involvement and communication spilled over into her philosophy of discipline and behavior management at Valley View. The discipline plan at Valley View spoke to the impact of the context on how discipline problems are handled by Gloria and her staff. As periodically mentioned, Gloria's preparation and experiences in other schools were not particularly helpful in dealing with behavior problems at Valley View. She needed to understand the culture of the community in order to understand what worked and didn't work in dealing with student discipline. As well, her facilitating style of leadership involved staff in the behavior and discipline plans in the school. Gloria's clarification of her philosophy on discipline was precipitated by a student (Freddie) being brought down to Gloria's office by the teacher (Doug):
Our rule is if it is severe enough you're sent home, you bring Mom or Dad back or Kokum and Mosim or whoever you're living with. The reentry contract is signed by both the student and the parent. That's the first step. Then again it depends on the severity. It has to be pretty serious. Ten to one Freddie probably told Doug to f-off. So that contract's broken, the kid's suspended, we suspend for 2 or 3 days and we have since I've been here. Sometimes we just get to the point where we ask them to leave, to go to another school... and the four inner-city principals have kind of an agreement, it's an unwritten one, that, you know, if I have someone I need to ask to leave, I'll reciprocate the next time you do. So that's happened a couple of times. We very rarely get to that point. Number one, our parents hate having to come to school at 8:30 in the morning. We don't make it 10:00, it's 8:30. It's a pretty vicarious situation so, uh, it's usually done once and you don't have to do it again just because of the parental pressure on the kid. The teacher will generally, fill out the reentry form, the teacher will sit down and document what has to be improved upon. The parent signs it. The teacher signs it. The student signs it. I sign it. I keep a copy. They keep a copy and if it happens again we simply make the call that says, "Look, it hasn't worked so we're suspending for 2 days. This really is a hardship for the parents because then they have to make sure the kid is home they have to be home and so on. Yeah, the re-entry works well for us. We've found it's working better this year. I think with Doug's comment just a little while ago about re-entry—that might be our sixth one we've had to do. And it works. Kids don't like it because every time you look at them you're just sort of saying, "Remember, re-entry" They don't like it. It's on paper. It's binding. So, it's worked really well for us. We don't have many detentions but we do for homework. We tend to not keep kids as much as we could.

Gloria believed involving the parents in serious discipline matters. She believed that the more uncomfortable and inconvenient she made things for parents the more chance there was for reinforcement at home. The re-entry program was an indication of this philosophy. Gloria also believed that consistency and natural progression in the levels of discipline were key elements in a successful discipline plan.

Gloria accomplished tasks and acquired resources with tenacity, determination, caring, and humility. Her perceptiveness of needs of staff, students, parents and community was keen and was appreciated by most. Her cultural roots, her faith and her life experiences had stood her well as principal in an inner-city school. These characteristics, values and beliefs were manifested time and again in her work behaviours, her task priorities and in her style of leadership.
In Gloria's estimation, however, it was her sense of humor that allowed her to get through the days and weeks in the inner-city. The ability to laugh and enjoy the little things in life was great protection and relief against a daily routine of challenges, obstacles and problems in the inner-city.
CHAPTER VI PRINCIPAL WORK BEHAVIOR

In this chapter the work behaviours of the principal are described, initially building upon a day in the life of Gloria Weston, and later developing the work behaviours evidenced from a more general reading of the observations conducted over the entire research period. The particular day chosen exemplified many behaviours, issues and concerns that characterized the work behaviours of this principal. The work behaviours of the principal on this day are described and then elaborated upon using emerging themes and related descriptions of activities from other situations, to broaden the perspective of events and activities that took place. Narrative writing is used to describe significant events so that the narrative is rich in detail. Inquiry into narrative is constructing descriptions based on stories of significant incidents from the research participants (Eisner, 1992; Connelly & Clandinin, 1990). Methods of data collection for inquiry into narrative include, field notes, journals, interviews and observations. These data collection methods are the same as those outlined for this study.

The second part of this chapter discusses the broader themes and issues that emerged during the description, and subsequent analysis, of the events of this day and other observations, with a view to a general synopsis of task and style. The nature of the task and styles were identified in the conceptual framework for the study.

The patterns, behaviours and activities for this particular day in the life of Gloria Weston were synthesized from her daily log, researcher field notes and direct observation by the researcher.

A Day In The Life
(February 23, 1995)

8:00 A.M.

Gloria arrived at school, and proceeded to her office to check messages and electronic mail. This was a typical pattern for Gloria unless she had a morning meeting. This routine gave her a chance to get organized for the day, to see what was on her
schedule, to catch up on some paper work and benefit from some reflective time. Typically not many staff were at school as yet and it was during this relatively "quiet" time that Gloria was able to devote attention to the large amount of paperwork that was required of her at Valley View.

Leithwood (1992) stated that typically, principals work long hours at an unrelenting and physically exhausting pace. Gloria is certainly no exception as her days were unrelenting and her hours were long. One thing that she did not anticipate coming into the position was the phenomenon of additional duties and activities outside the immediate school realm but related to the inner city for which she was responsible. She listed several of these as including: The Inner-city Principals Group, Quality School Initiative, Inner-City Economic Development Committee, Child Hunger Educational Program Board, Police Liaison Committee, Community Schools Committee, and Inner-city Preschool Board. Gloria was continually asked to make presentations on the topic of the inner-city school. These presentations, according to Gloria, constituted one of the most time-consuming aspects of her job. Gloria indicated that she welcomed the opportunities to pass on her vision and priorities for her school to wider audiences. On many occasions Gloria had stated that this education of the public about the inner-city was one of her primary goals as principal of a community school. She said that her staff was also bombarded with requests to present to these and other groups.

As Gloria stepped into the outer office to put a note in a staff member's mailbox she reflected that one of the negatives of the inner-city schools being in the spotlight was the increased amount of paperwork required. She estimated that this school had as much as five times the paperwork of a regular school. Municipal and Provincial governments were constantly asking for updated statistics on attendance, transiency, socioeconomics, and information as to how many children are fed each day, the state of child prostitution and crime in the area. The multitude of social services agencies involved with the school
were constantly asking for reports and information on students. Innovative programs such as the Child Hunger Educational Program, the Elder Program, the Inner-City Preschool Program all had to be reported on regularly because of the fact that provincial money was being used to run some of the programs.

Any programs that were sponsored by local service groups had to have a regular report presented to them and, of course, regular statistics had to be provided to the Department of Education because of the community school designation. Since the various levels of government had a great interest in the inner-city (as did the various native political bodies) there were continual requests for data and anecdotes on life in the inner-city.

The balancing of these requests with the day-to-day life at school required a tremendous amount of physical and mental energy on Gloria's behalf. As a result, Gloria spent many hours on paperwork either early in the morning or later in the day and at home. Her daily activities did not allow for much time for either paperwork or reflective practice during the school day, as her style seemed to be closely aligned with the theory of "management by wandering around."

At that moment Gloria received a phone call from a superintendent who was phoning to remind her of the Citizens Advisory Council meeting later that evening. Gloria was involved in a variety of professional development activities that kept her current and continued to give her new ways of handling life in the inner-city. During the current school year she had attended workshops on "School Based Treatment of Aggression," "Leadership Workshops," "Programming for Reluctant Readers," and "The Quality Schools Concept." Gloria indicated that her concern was in trying to balance her time away from school for professional development with her intuitive need to be at school supporting her staff. However, she indicated that staff were constantly coming to her for help, suggestions, resources, and support. Her professional development opportunities
provided her with new, effective ideas and ways of helping them, but also took her away from the school so the situation presented a bit of a conundrum for her.

8:10 A.M.

There was not much time for paperwork or reflection this morning as Gloria received a call from a parent who was drunk, complaining about other girls in grade eight beating up her daughter, Chastity, the previous night at the mall. The mother wanted Gloria to handle it. The parental expectations of Gloria was that she be there to handle any and all types of problems whether they occur at school or not. When Gloria first became principal at Valley View she had parents coming into her office and phoning her at home asking for loans. It got so bad that she had to have an unlisted number. Gloria said it was this expectation that the school and the principal should “just handle any problems” that made it difficult to encourage and initiate parental involvement in the school.

Parental involvement and communication were ongoing concerns and priorities for Gloria and were part of her overall philosophy about administration in an inner-city, community school. One activity that Gloria undertook illustrated her commitment to communication, to parental involvement and to developing her students' self-esteem (all primary goals of the community school program). The activity was described by Gloria with a feeling of pride and accomplishment:

What I do in terms of positive home visits is I have the teachers pick two or three of their top academic students for each reporting session and then I go out and deliver the report cards. Its impossible for me to go out to all the visits so this is one way I can do it.

Gloria indicated that these positive home visits gave her a chance to bring good news about school that was rare in the school history of many of these families. It also enabled her to build up students' self-esteem in front of their parents. A final payoff was that it enabled her to persuade some parents to become more involved in the school and to take more interest in their children's' school life. Gloria's beliefs on parental involvement were
elegantly expressed in a presentation to the Saskatchewan School Trustees Association Conference in the fall of 1995:

Six years ago when I was first appointed to the vice-principalship at Valley View Community School, we were literally a melting pot of cultures. Vietnamese, Chinese, Spanish, Polish and Ukrainian children (many of them new Canadians) made up the population of the school, with perhaps an Indian/Metis component of 20-25%. When I was appointed to the principalship of Valley View I felt fairly confident and knowledgeable having my previous Valley View experience to reflect on. Not so, the clientele in just that short a time has changed dramatically and so then has programming, school goals and vision at Valley View. We are a school where the student population is composed of 96% Indian or Metis ancestry. The transiency rate is phenomenal which in itself presents a real challenge for any programming in our school, including the area of parental involvement. Luckily, however we do have a small core of about a dozen parents who manage to keep things clicking right along.

One of our main reasons for involving parents in our school is related to the concern of Indian and Metis parents for reform of the school system. Many of these parents are convinced that their children are not receiving the best education the system can offer and point to the disproportionate number of their children who have become disenchanted with school, who have failed grades and who have dropped out, as evidence of this. As a result, an increased number of parents have decided to play a more active role in their children's education as well as in the affairs of the school in general in the hope of making an impact to arrest this trend.

She highlighted the payoffs of effective parental involvement in this context:

Informed and involved parents are valuable players on any educational team. Such parents often furnish teachers and principals with helpful insights into their children's needs, desire and aspirations. These parents often provide the crucial motivational support children need in order to excel in their school and extracurricular activities. Above all, active parents are generally the most loyal advocates of a school's programs, goals and objectives. Schools which make a commitment to parental involvement therefore have much to gain from the endeavor. Not the least of which is a greater chance to attain the educational goals of their students and fulfill the expectation of the wider community.

Gloria knew the payoffs in terms of student academic growth that came with increased parental involvement. However she needed to know the Indian/Metis culture in order to offer the most effective incentives for parents:

Meaningful parental participation by Indian and Metis people is an undertaking which requires time and effort on the part of parents and school personnel.
Because in many cases, parents and teachers have been estranged from each other for so long, that mutual trust and respect must first be established, and then remain the foundation for a successful working relationship between both parties. Likewise, programs must be given time to develop before they are evaluated as successful or unsuccessful. Most importantly, there must be sincere commitment both on the part of parents and teachers for the ideas to work.

What became evident was Gloria's commitment to meaningful parental involvement because she saw it as an opportunity to learn from parents what was important and valued in the aboriginal culture. This knowledge could then be used to make the educational program at Valley View more relevant for their students.

The phone call from the parent prompted Gloria to reflect upon the tremendous amount of time she spent dealing with student problems at school. These problems didn't all necessarily stem from school but were carried over from home life and street life. What complicated Gloria's dealings with students was that many times when she involved parents they were not rational, understanding or supportive. The majority of parents in Gloria's community needed help themselves and so to involve them in any meaningful way in directing their children was very difficult. One teacher recalled the following incident:

I had sent one of my more difficult students to see Gloria who decided that the student needed to be sent home and an interview with the students mother needed to take place. After many phone calls and a trip over to the student's home in Gloria's car no parents could be found. Gloria then came into my classroom to talk to one of the student's friends who told Gloria that the mother was at the local bingo parlour. So, rather than admitting defeat Gloria put the student in her car and went over to the bingo parlour to find the parent. After a few minutes Gloria located the parent, interrupted the individual from their game, arranged for her cards to be turned in and money refunded, escorted them out to the parking lot and drove both the parent and the student home. If this didn't go above and beyond the call then not much does, but she did get results and my impression of her resolve went way up after that incident.

Further, many seemed to believe that Gloria should just handle whatever happened at school because that was her job. This naturally rendered the communication process
even more difficult. This problem was part of the motivation for the variety of outreach personnel (social worker, community coordinator, Indian liaison officer, police liaison officer, and so forth) attached to the school and was a major factor in the development of the Elder Program at Valley View.

The fact that the parent was drunk at 8:10 in the morning did not seem to bother Gloria too much as she was used to receiving similar calls. What the call illustrated, as the day developed, was an example of what Willis (1980) referred to as a "domino eruption" in the principal's work world. These domino eruptions were events that occurred early in the day and led to a series of additional episodes. Willis suggested that this phenomenon was observed for all principals in his study, each of whom devoted a substantial portion of a day to an unexpected occurrence and its consequences. For Gloria these domino eruptions were frequent and usually were not resolved for a number of days, if at all.

8:20 A.M.

Gloria made a tour of the school to make sure all staff were ready for one of the local television stations to film their special on the inner city school. They were to be at the school all morning filming and interviewing students and staff. Gloria had obtained assurances that the story would be positive, which was an important criteria for her. For the most part the experiences were positive but Gloria said she had to be very careful with the media so that the stories had some positive bent and were not always seen as negative stories about her school and community. She said that there were lots of problems in the community but there were also many good things that were not always given equal time. This is why before she granted the television story, she demanded it show positive as well as negative views. This related to her need to market the school in the community and provide positive PR for her school. Gloria saw one of her major roles as administrator of a community school to "market" that school so that students want to be there and so that parents know what happens at a community school. Gloria indicated that the criteria for a
community school designation as outlined by the gold book of the Department of Education (1980), although somewhat outdated, accurately defined the inner-city school. The demographics and socioeconomic conditions of the community school criteria closely describe the Valley View neighborhood. Gloria communicated the idea that one of her roles was to "educate" the public about inner-city school life. This included the profile of students, staff, parents and community as well as the programs and services provided for students and parents in the community schools. The corollary to this education role is to work toward "living" the very definition of a community school by truly involving the community.

According to Gloria the difficulty came in the involvement of community in the school because the community by-and-large did not want to be involved in school life, and in fact, shunned any direct contact with the school. This did not deter Gloria as she and the staff continued to explore a variety of means of reaching out to the community.

As Gloria moved about the school she said she was continually looking for possible items for the school newsletter that went out on a weekly basis. Communication on all levels was a particularly difficult and time consuming process for Gloria. The language level of the newsletter had to be monitored so that the majority of her parents could read and understand what was written. Even so, many families did not receive the newsletter, consequently other means of communication had to be organized. The most effective of these was home visits by school personnel including Gloria and the teaching staff. Home visits were necessitated by the lack of phones in the community as well as the transiency of the parents. Teachers made scheduled home visits in the fall and twice during the course of the year to deliver report cards. Gloria, the community coordinator, the school social worker, the elders, and the police liaison officer were continually making home visits throughout the year. Gloria again cited this as a big, time consuming, task unique to the inner-city school context. The third means of communication was to have the
parents come into the school for information meetings. Since they would not come in if meetings were labelled as "information meetings" other activities had to be scheduled in conjunction with the information meeting. The most attractive involved providing free food.

Many of the activities that Gloria and her staff initiated involved positive PR for the school and included things like the hoop dancers, the elder program, the police liaison activities, the heritage room, dignitaries serving breakfast, service club involvement and the builders club. However these activities required planning, coordination and implementation, and as much as Gloria delegated these tasks she still was a "hands on" principal so these tasks and activities took up a lot of her time. However, since they fit closely with her goals for the school and her personal philosophy she did not begrudge the time spent on them, particularly because they were gaining results. It was Gloria who coined the motto for Valley View school which was taken from an Indian song, "One Family......One Sky."

Gloria would make at least one round of the school every day and on many days would do the tour twice. She was looking at attendance patterns, teacher activity and state of mind, trying to spot problem areas before they got big and so forth. On these tours she would breeze in and out of classrooms, talk to students, talk to teachers, take part in a lesson for a few minutes or talk to parents in the hall. Gloria wanted to be visible in the school and to be seen as involved, caring and helpful. She indicated that students and staff needed to see her in a positive way as someone who deals personally with problems and negative things.

The fact that Gloria was reminding staff of the television crew coming in did not seem to phase them. Gloria said that they had become used to a variety of groups going through the school. These visitors could be teachers and administrators from other school divisions, community groups, government dignitaries, or as today, the media. Gloria
pointed out that these visitors were a considerable addition to her workload and played havoc with her time.

Gloria said that her daily tours of the school often resulted in work for her to do, as people saw her and mentioned things they needed but did not have a chance to talk to her about before. This was fine with Gloria because she felt that by dealing with matters right away it forestalled greater problems later on. Of course some people only wanted to vent frustrations and have someone listen, and that was okay with Gloria. What was intuitive on her part was the separation of the requests requiring time and a "listening ear" from those that required early action.

Gloria did not have a regularly scheduled teaching assignment but she was continually filling in for teachers who were dealing with students, attending workshops or who, in Gloria's opinion, just needed a break. It was this latter reason that was most intriguing. Gloria believed that there was considerably more stress in teaching in the inner-city because of the nature of the students and the nature of their home life. Gloria observed: "Teachers who have been in the inner-city for a while become somewhat discouraged that they cannot do more for these children who are in their care. As a result the job wears mentally on teachers perhaps more than in a regular school context." As a result, part of Gloria's work behaviours involve giving teachers a break. She would often indicate that this teacher or that teacher "looks tired today" or they had a particularly bad incident happen and so Gloria would breeze into the room for a half hour or so to give them a break. She also maintained that this allowed her to know the students a little bit better and in a more positive situation than was often the case.

8:40 A.M.

Gloria met with the television reporters from the station and got them organized for the morning. She also arranged for the vice-principal and a student to be interviewed. Her vice-principal was also the full-time grade eight teacher so his administrative time was
limited. Gloria said that one of her priorities was to involve the vice-principal in as many
decision making activities as was possible. Vince Evans had been a teacher in the school
division a few years previous then left to obtain his Ph.D degree in Educational
Administration. After graduation he moved to a smaller community where he was
appointed principal and then superintendent in the division. However, circumstances
required that he return to this school division. He taught at other schools for a couple of
years and was subsequently appointed vice-principal and assigned to Valley View School.
Gloria felt that with his previous administrative experience it was important that he be
highly involved in the administration of the school. However, the fact that Gloria was such
a hands-on type of administrator made it difficult for her to delegate. This television taping
presented a terrific opportunity for Gloria to involve Vince in something he was good at.
Vince was very articulate and was a global thinker so the chance to be interviewed about
the inner-city was an opportunity to shine. Consequently, Gloria made sure Vince was the
one who was interviewed because he presented a well thought out, articulate picture of their
school for the television cameras.

9:00 A.M.

Gloria met with the school social worker with regard to a Grade Six girl. They had
noticed a change in her behavior, to which the social worker attributed to the sniffing of
solvents at home. The decision was to call in the mobile crisis unit and, failing that, to have
social services apprehend the girl. The mobile crisis unit operated out of the hospital which
was just one block away from the school. The unit had become a safe haven for children
who found themselves on the street and in trouble late at night. The workers in the mobile
crisis unit were familiar with Gloria and with a number of her students, so they knew
whom to contact.

Substance abuse was a very big concern in the Valley View community. Gloria
found herself often dealing with parents who were drunk or high on solvents, and with
students who were following in their parents footsteps. Gloria knew that the follow-up contact and the monitoring of the girl's situation would add to her "job list" for this week at least. Gloria attended many inter-agency meetings where each individual shared what knowledge they had of the family and student and then they decided who was going to do what. Gloria indicated that the majority of the families they talk about tend to be the same from week to week. Typically the school initiated the investigation of the home life after they noticed changes in their students or they suspected something to be going on at home.

This Grade Six girl was displaying a typical pattern of recent substance abuse. As a result, home visits would be made and the situation investigated by different agencies and then a meeting would be held to discuss the findings. Since she saw the greatest concern of the school to be that of the welfare of the child, Gloria became highly involved in each case. Poverty, substance abuse and prostitution were all prevalent in the Valley View community and so the task of keeping current on each case was difficult and time consuming for Gloria. This led to many 10-12 hour days just for her to keep up with such tasks.

Gloria spent a lot of her time meeting with various individuals and agencies about her students. Many of her parents and students were involved with a number of agencies: social services, welfare agencies, native agencies, correctional agencies and so forth. The coordination of information and reports was time consuming, at times frustrating and always challenging. The context of Gloria's work environment required her to be knowledgeable about many different areas; for example, which agency or agencies would be of most help in certain situations and which individuals would be most responsive to the concerns, what was the best way to contact and approach certain parents and what politics may be involved in the decision. Gloria's work behaviours within this context often called for a balancing act in guaging the correct path of action. A simple but poignant example of such a balancing act was a day in the previous week where a number of cases of lice,
impetigo and ringworm surfaced. This required Gloria to "keep the lid on" so that Valley View was not seen as a "dirty school" and so that all parents could be advised to take precautions without accusations flying and so that panic did not spread about the uncleanliness in the inner-city. All this was no mean feat as parents are notoriously difficult to contact with less than 50% having phones. Again an extra burden was placed on all staff at Valley View and particularly on Gloria.

9:30 A.M.

Gloria went into the hallway to greet students as they came into school, called them by name and received smiles and some hugs as they filed by. The school day for students started at 9:30 at Valley View and Gloria reflected on how the change in school hours came about. Gloria found out that any changes to the school day had to be cleared by the Department of Education with the ministers' approval and as a result there were many hoops for Gloria to jump through to achieve her goal. Gloria indicated that the alternate school day had allowed the staff to undertake some unique programming.

One example was the structured quality daily Physical Education sessions offered regularly to Grade 1-8. Gloria indicated that they were able to do this because of the deletion of morning and afternoon recess. Research had shown that a structured physical education program has benefits to student academic achievement as well. The students looked forward to gym time. This helped students to learn cooperative games and to interact in a positive manner. It had been the observation of staff in general that with the elimination of recess there had been an improvement in quality instructional time. This was attributed to not having as many distractions occurring around recess. Although during the first month of the program teachers felt a certain degree of stress, they felt the day has become more relaxed for both themselves and students. The success of this program was felt to be in the "structured" nature of the day. Other observations by staff included; security of the school had improved, students knew they were safe, more regular
attendance. More students arrived at school on time, less noise in the hallways, less vandalism, students did not leave during lunch and recess.

Parents also made comments on the changes that included an observation that there was a more settled and relaxed atmosphere when entering the school, there seemed to be fewer disputes and fights on the playground, children were no longer afraid of being confronted by older (high school) students or adults on the playground during recess. Children got "more done", children were more eager to go to school. Gloria anticipated the positive effect an alternate school day would have on Valley View School but she had to convince staff, parents, students, the local board of education and the Minister of Education. She had undertaken this task with energy and conviction.

After her greeting duties were done Gloria walked past the gym, reiterated her commitment to the Quality Daily Physical Education Program and then groaned as she recalled her activities on a previous day. Gloria had a great desire to be involved in all aspects of the school and to really know what was going on everywhere. She confided that her philosophy was that "if you don't actually experience something how can you really know if it is good or bad? If it is bad how would you know how to fix it without really experiencing it?" On a previous morning Gloria had decided to book herself into all the Physical Education classes for the day. She had done what the students had done all day long in order to assess the effectiveness of the Quality Daily Physical Education Program that she so strongly supported. She indicated that she had learned a great deal including the fact that she needed to be in better physical shape as it was difficult for her to get out of bed the following morning.

Participation in a day of Physical Education gave an indication that Gloria very rarely sat still for long periods of time. She did not spend long sessions in her office unless forced to do so through necessity. She much preferred to roam the hallways, meet with teachers, drop in and out of classrooms, help with projects, and give teachers breaks.
Gloria's caring nature was evident in the concern she expressed for her teachers. She felt they needed all the support she could offer in order to survive teaching at Valley View. Gloria was also receptive to dealing with students who had been asked to leave the classrooms for misbehavior (which was a daily occurrence at Valley View). She was quick to find productive activities for them to do or to send them home.

One example that exemplified her innovative way of dealing with student problems was an incident which involved two students who had been sent to her office for stealing $100.00 from the pre-school teacher's purse. First Gloria had paid the money back to the teacher out of her pocketbook then she had driven to the homes of the two boys and collected what was left of the money (after the boys had spent about $20 at the local arcade). When Gloria had found this out she had driven to the arcade where she confronted the owner and strongly suggested that he pay back the money the boys had spent. Her rationale, that she shared in no uncertain terms with the owner, was that he knew the boys and therefore knew that they would not have access to the kind of money they had spent that day. As a result he should have denied them access to the arcade or at the very least asked some questions. Gloria was not successful in retrieving any money from the owner of the arcade but she had made her point for future reference. It was incidents like this that illustrated Gloria's resolve, tenacity and desire to instill the value of responsible behavior in her students.

As Gloria headed back to the office, she said a brief "hello" to a parent who was walking down the hallway and recounted an incident that was an example of Gloria's innovation, tenacity and opportunistic bent in dealing with her community. The owner of the corner confectionery store, located adjacent to the school, came in to talk to Gloria. The owner complained about some of Gloria's students stealing and causing a disturbance in the store. The owner was quite angry when she first arrived but after some lengthy discussion and a healthy dose of Gloria's good humor and affable nature the two had come
up with a plan. Gloria's students would help clean up the yard around the store, would help in the store with restocking shelves, sweeping up and so on. In return for this the owner would provide the school with free videos as well as prizes for various activities.

9:45 A.M.

Now back at the office, Gloria received a phone call inviting her to be a presenter at a workshop on "School-Based Treatment of Aggression." This call reminded Gloria that all was not doom and gloom, in fact some of her most wonderful successes as an educator had occurred at Valley View. She truly believed that they were making a difference in the lives of students. School is a place where they have some respite from their difficult home situations, where they can feel safe, perhaps get a decent meal and have some stability. Many of her students made considerable gains in their academic levels due to the interventions of the professionals involved with the school. They were provided with opportunities for leadership through the builders club that had been established. This builders club was sponsored by one of the local service clubs and it was composed of grade five-eight students. The builders club organized special activities for students, helped with special days, attended to routine tasks, such as paper collection, notices and so forth. This had helped to develop a sense of pride in the school for these students as well as a sense of ownership in the day-to-day operation of the school. In conjunction with the builders club was the heritage club. This club was organized and run by a teacher associate and a teacher and activities include pow wow, hoop dancing, jigging and grass dancing.

It was the realization of the need for aboriginal students to relate to their culture and the realization that learning could be significantly enhanced through ties to culture that prompted Gloria to initiate the Elder Program at Valley View School. Besides the benefits to students she saw the possibilities for the elders to help with the communication and parental involvement goals that Gloria had for the school. She described her reasons for getting this program into her school and they were closely tied to her philosophy of
administration of the community school and to the goals and priorities Gloria had indicated was critical for Valley View School. Gloria described the elder program and the need for it in this way:

The predominant cultural background of the Valley View Community is aboriginal. As well, many of our students do not effectively participate in our school programs due to such factors as high mobility, economic hardship, language and cultural differences and personal or family problems. Our school is committed to providing quality academic/social/cultural programming for our students and I felt that the inclusion of an elder would greatly enhance what is already occurring in the school. I saw the elder as a person who could provide students with insight into spiritual and cultural values, who could increase awareness of First Nations values amongst the non-native community and the non-native staff. I felt that the elder could provide opportunities for students of aboriginal ancestry to develop pride in their heritage and increased self-esteem. I also would look to the elder to help us develop a behavioral plan for children that is sensitive to aboriginal values and to incorporate native, spiritual, and cultural values in our everyday teaching. The elder would help to build a sense of community to enable children, parents, community members, and teachers to acquire insight into cultural values and to deal with matters in their own traditional ways.

Again Gloria had to approach the Government of the Province with a request and push for monies to establish the elder program. Early in the past school year Gloria had been ecstatic to learn that the Government had allocated $20,000 for the hiring of an elder for Valley View School but she was slightly disappointed to learn that she could have had $40,000 if she had asked for that amount. She said that these kind of initiatives were "in vogue" with the Government at that time. Of course as soon as governments become involved, the politics become a major issue particularly in the area of native rights and responsibilities. Although Gloria tried to keep an educational perspective and focus for her work behaviours it was extremely difficult to do so. It is this political arena which gave Gloria the most consternation as she had no influence in decisions and frequently the issues were not directly related to the best interests of school children but rather directed toward power and influence. The interesting part was that the politics were not just limited to government vs native but it existed within the native community as well.
9:50 A.M.

Another parent came in to see Gloria complaining about the suspension of her son the previous day. Gloria made her understand that he was sent home because he was throwing books, kicking his desk and swearing at the teacher. The mother was seven months pregnant and also drunk. The pattern for the day had established itself early. After the mother left. Gloria stated that the number of problems that surfaced at the school could be related to the monthly cycle of the community. She elaborated on the point that since it was near the end of the month and after the Christmas season the community would be on edge and thus there would be more substance abuse than normal and tempers would be flaring. This transferred directly into the number of parents she would have at school or on the phone complaining about issues.

The fact that the mother was pregnant caused Gloria to point out the population growth among the aboriginal population. This was a major concern for Gloria as she did not feel that there was enough long-range planning being done for this eventuality. She cited the latest statistics from the Provincial Educational Indicators Report which stated: "By the year 2000, there will be an estimated 22 percent increase in the numbers of Indian and Metis children (0-9 years) and a 35 percent increase in Indian and Metis youth (10-18 years) in this province." (p. 7).

10:10 A.M.

Gloria toured individual classrooms and noted that the majority had between 50-60% attendance that morning. This was particularly poor even for the inner-city. Gloria indicated that her students, particularly the older ones, were the care givers in many homes. They did the errands, bought the groceries, and babysat their younger siblings. These jobs took priority over school for many of the parents in the Valley View community and as a result attendance was poor. Again Gloria related the monthly cycle to the pattern of attendance, as near the end of the month attendance was poor due to problems within the home. As well, on
paydays the attendance really dropped as that was when groceries were bought, errands run and since parents had some money to use for gambling or drinking, babysitters were in demand. Gloria continued to tell people that her school was unique because of its student population and because of the context of the community. Therefore unique programming and unique ways of doing things had to be employed to meet the needs of her school. This was not the typical thinking of the past, in that schools were part of a system and therefore the organization should be somewhat uniform. In order to overcome this thinking Gloria first had to educate people on the uniqueness of her community and then educate them on the programming and organization that would work in this context. This was a time consuming, energy draining job but Gloria undertook it with vigor.

It was the realization that many of her students, some at a very young age, were being required to learn basic life skills and responsibilities, that other children didn’t take on until they were adults, that prompted Gloria’s most recent initiatives at Valley View. This initiative was called “Reaching Out To Families: Programming for Academic Excellence at Valley View Community School.” The four areas of programming outlined in this initiative coincide with Gloria’s goals for Valley View School. The four were Language Acquisition, Academic Skills, Social Skills/Behavior and Parental Involvement. If Gloria’s philosophy of what an inner-city school needed in terms of programming and initiative could be capsulated into four categories these would be the four. These four areas were also the focus and the driving force behind the majority of Gloria’s work behaviours. Gloria stated that:

If we can build our program around these four cornerstones then over time it will result in improved self-esteem for students and increased levels of academic achievement and hopefully a greater willingness to remain in school in future years. While our students give the impression that they understand what is being taught, informal observation of their expressive language as well as questioning with respect to vocabulary suggest that in many cases they are not competent language users. The majority of our students have special academic needs and in spite of modifications made to meet their needs we continue to find students who
are not acquiring the skills being presented. In order to function in our society the students need to learn how to learn. As well, many of our students engage in negative behaviours that detract from their ability to learn and so classroom management is an on-going challenge for teachers. Finally, we know the positive effects of parental involvement but school is still an uncomfortable environment for many of our parents. There is a need for continued outreach to encourage parents to be involved in their children's education.

Gloria indicated that her priorities were to facilitate, in whatever way possible, advancement in these four areas of concern. She shared a number of initiatives that were either in the process of implementation or else were ideas Gloria wanted to undertake. Many of these initiatives related directly to the preparation of her students for their substantial role as caregivers in their homes which was a perceived need that Gloria had for her community and her school population.

Next September I would like to Begin with a 1 or 2 day retreat for staff with a focus on Cooperative Learning Strategies and Team Building. I would really like to discontinue band and focus on a good classroom music program and eventually a guitar program if I can get instruments. I would like to discontinue Core French and use the .5 staff to offer a language development program for students from kindergarten to grade 8. The focus would be on enriching every child's language experience with story reading, story telling, writing stories, theme studies and novel studies. I would really like to extend our nutritious snack program from kindergarten to grade 8 using grant money from our service club. We could set up a school store and issue each child a money token. We could then use this to teach real life skills such as budgeting, store manners, and making wise choices. I would like to make year round use of our home economics lab and our industrial arts lab. I would like to see us operate a life skills program out of our home economics lab which would emphasize things like: food preparation, nutrition, menu planning, personal hygiene, clothing care and budgeting. I believe there should be a way of involving our parents in some of these programs as well. A similar program could be operated out of our industrial arts lab, emphasizing; safety, small motors, electrical repairs, toy construction, bicycle maintenance and activity based learning.

Gloria and her staff were continually thinking and planning ways to improve her school as well as ways to better prepare their students for the real world. Although not all these innovations were likely to happen, Gloria operated on the premise that she could eventually make them all happen. She was convinced that she could persuade people and
educate them about the inner-city in such a manner that they would see the benefits of her ideas. She also was astute enough to realize that the inner-city, community school was a "hot political property" at the moment and that was to her advantage.

10:45 A.M.

Gloria met with a youth care worker to discuss a possible outreach program to be implemented for young girls in the neighborhood who were prostituting. For Gloria, this was another example of a societal, community problem spilling over into her domain. Prostitution by young girls had become a very big issue with the municipal government and subsequently with the media. This was, of course, more negative publicity for the Valley View community and for the school. The frustrating part for Gloria was the fact that she had no control over what was or was not being done to rectify the situation. The solicitation was happening at night and on the week-ends on the streets directly outside Valley View School and did involve some of the senior students who were registered at Valley View. Gloria was quick to point out that the majority of girls who were prostituting were not in school and had not been for a lengthy period of time and that counselling was done with any of the students who were showing indications of working the streets. Gloria knew that prostitution was only a result of the much bigger societal problems of poverty, substance abuse and neglect and therefore the solutions were long term and mostly out of the realm of education. The Elder Program and the Reaching Out to Families initiatives were steps in helping children learn how to cope but they were not solutions to the bigger problems. Yet Gloria felt that aspersions were being cast on her school when the media focused their attention on the school and the students when doing stories on child prostitution. Gloria felt that many agencies should have been part of the meeting with the outreach worker including the police, civic officials, government officials, native officials and members of the local community. In Gloria's opinion, schools were being required to take on progressively more responsibilities that should fall in the realm of other agencies.
This increase in responsibility was even more exaggerated at Valley View because it was the location of many societal ills such as substance abuse, poverty and unemployment.

12:00 P.M.

Chastity's mother came in to see Gloria. She was still drunk and still concerned about the aggressive nature of the grade eight girls toward Chastity. Gloria was very patient and spent an inordinate amount of time trying to resolve the issue. The parent council president joined in the conversation as Chastity's mom was her friend. The parents of the community were a close knit group and seemed to have knowledge of what was happening in the lives of each other. Gloria indicated this was due to the aboriginal culture and the practice of the extended family which often included many "aunts and uncles" who were not actually related to the family but were just close friends. It was accepted practice to "look after" each other's children, and apparently each other's affairs, which was why the home and school president was joining in on the conversation with Chastity's mother. The "domino effect" was in full force and this part of it took up the entire lunch period for Gloria.

Finally they settled on sharing coping strategies with Chastity because, in fact, the majority of the girls bothering her were not registered at Valley View school.

1:00 P.M.

Gloria was informed that a former student was on the loose in the school. This was particularly unfortunate news because this student was believed to be the phantom pee-er from days gone by. This student would roam the hallways of the school relieving themself wherever and whenever the spirit moved them. They were never able to establish the identity of this person but the incidents had stopped for a period of time so no further investigation was done. Gloria asked the Community Liaison Worker to track him down and take him home, which apparently took all afternoon. There were many times when Gloria thanked the community school designation that allowed the presence of specialized
personnel to be attached to the school and this was a time when she was exceedingly grateful.

2:00 P.M.

Two grade eight girls were brought to Gloria's office. They had been caught smoking and drinking a can of beer behind the school. Their mothers were called and they had come into the office to collect them and take them home as they were suspended by Gloria. The girls had to follow the re-entry program in order to come back to school. Gloria said that the re-entry program was effective for repeat offenders in terms of settling them down for awhile. Once students were suspended at Valley View School the students and their parents had to go through the re-entry process of coming to the school, meeting with Gloria or Vince Evans and signing a contract that stipulated the terms of re-entry. A follow-up meeting or phone call was scheduled to let the parents know if the students were fulfilling the terms of the re-entry contract.

Gloria attributed the success of re-entry to the fact that parents had to take responsibility, had to come to the school (at the school's convenience), and had to have a follow-up meeting. It was very inconvenient for most of Gloria's parents to have their children at home and unless they agreed and signed the re-entry contract they could not come back to Valley View School.

The re-entry procedure was very time consuming but according to both Gloria and Vince it was well worth the time and effort. The re-entry program broke down when the parents were not willing to be involved in the terms and just let their children take to the streets. At this point other agencies were involved such as the mobile crisis unit mentioned earlier.

2:30 P.M.

Gloria left the school to attend a police liaison meeting downtown. The meeting was to review the role of the police officer in the inner-city schools. Before Gloria left for
the meeting she indicated how pleased she was with the role the police were playing in her school. The police were anxious to be seen by the children in a non-confrontational, official role and so took part in many of the activities at the school. These activities included such things as helping with special events, helping with the nutritional program at breakfast and lunch, participating in gym games, presenting to classrooms, helping with safety patrol, volunteering with the builders club and so forth. The officers involved felt that this familiarity with the students at Valley View may be advantageous to them when they are called out for domestic abuse, substance abuse, prostitution and so forth in the Valley View neighborhood and they encounter the children from the school. They hoped that the children may be more cooperative, and perhaps the adults as well, when they have seen the police in a non-threatening environment.

Gloria was continually impressed with the amount of time and energy the police officers put towards working and playing with the students in her school. As a result she looked forward to the meeting at the police station but still it caused her to be away from the school for yet another meeting directly related to the context of the inner-city school.

4:00 P.M.

Gloria returned to school and as she turned the corner of the main floor hallway she found Chastity's mother and the grade eight girl who had threatened Chastity, physically fighting on the floor of the hall. Gloria called for Vince to help her and they physically pulled the two combatants apart. Once they had the mother in the office she calmed down and they talked about the problem and how to solve it without violence. Gloria promised not to call the police if the mother would calm down, go home and phone Gloria in the morning when she was sober. Gloria was visibly shaken after the incident and took a few minutes to calm down herself. She said that although many threats of physical violence were made by parents it was rare to have any carry out the threat. She then said that maybe she should have enrolled in those karate classes after all.
Although this was not the end of the "Chastity" domino eruption it was the culmination for the day. Follow-up would have to be done with the mother and the grade eight girl as well as with Chastity herself in order to put an end to the situation. Gloria recalled a saying that one of her counsellors had given her early in her tenure at Valley View. She had spent considerable time in resolving a problem and thought a respite from these sorts of problems would happen when the counsellor offered the insight that: "these kids and these problems are like a box of kleenex, they just keep popping up."

4:30 P.M.

Although still somewhat disturbed over the Chastity incident Gloria still needed to prepare for her presentation on inner-city schools to the Citizens Advisory Council. The events of the previous few days had not allowed much reflective time to write a speech, however, she had given speeches on the same topic so often she nearly had it memorized. One positive note on the Chastity incident was that in Gloria's words she had "a doozy of a story" to share about the "real world" with her audience that evening. Gloria reiterated time and again that the majority of people she spoke to were naive about the realities of the inner-city and she relished any chance she got to educate these people.

5:45 P.M.

Gloria left school for home. Although very protective of her homelife, Gloria was not averse to merging the two in certain areas of the school program. Gloria owned a family cabin at a northern lake resort area. It was her practice to use the yard of her cabin as a home base for camping trips for the students at her school. She believed strongly in providing life experiences for her students in any way possible, and this was one way. Gloria would use the cabin as the kitchen/bathroom center and the rest of the camp was conducted outdoors. This was a most positive experience for the students at Valley View who rarely had opportunities to experience travel. Gloria said that even the long bus ride was a unique experience for many students. This particular activity was most gratifying
for Gloria because she could see the joy and wonderment on students’ faces as they experienced activities that they had never done before, whereas for students in other schools these were not new experiences. Gloria said that the family cabin was their escape during school holidays. It was a place where they could relax and forget about school life.

7:30 P.M.

Gloria attended and presented at the Citizens Advisory Council meeting. The Citizens Advisory Council consisted of representatives from all the parent-teacher associations across the city and some other groups who were involved in education. This was just one of many such presentations Gloria had made to a variety of organizations locally, provincially and nationally. Gloria indicated that the report was very well received and there were many questions. The questions that were asked confirmed for her that she still had much “educating” left to do before the majority of the general public was aware of life in the inner-city. Gloria knew that until other people knew the realities it would be extremely difficult to change anything.

10:00 P.M.

The meeting ended and Gloria went home having spent another eleven hour day in the real world of the inner-city community school, knowing that sleep would not be a problem tonight.

General Synopsis of Task and Style

The conceptual framework for this study differentiated the work behaviours of the principal into two categories for synopsis: tasks and process. Tasks included activities such as: meetings, (scheduled and unscheduled), desk work (including use of technologies), telephone calls, verbal exchanges, teaching, observing, pupil control, discipline, community/parent contacts, committee work, presentations, correspondence, and after hours work-related activities. The description of the work behaviours of the principal suggested that process was closely related to preferred styles of leadership as manifested in
behaviours of the principal. Process or styles indicated how the principal managed the following activities: communicating, motivating and garnering of resources.

Tasks: Doing What Has To Be Done

The tasks confronting Gloria in the everyday performance of her role were many and varied. They also presented Gloria with problems beyond her initial view of the role upon first coming to the school as principal. Kmetz & Willower (1982) in their study of principal work behaviours identified time spent on various activities as an indicator of task priorities for principals. During school hours Gloria's task priorities were mainly initiated by outsiders rather than tasks that Gloria set out for herself. As a result her task priorities were very much determined by the context of leadership. By examining these tasks we got an excellent indication of the impact of the context on the role. Since tasks were mainly initiated by outsiders Gloria interpreted the impact of context on her work behaviours as a need to pay strict attention to four task areas in particular. As outlined in figure 4 below, student discipline matters, parental contacts, interagency/support staff contacts and teacher support (in that order) were the main tasks that occupied Gloria's time.

<table>
<thead>
<tr>
<th>order of time demanded</th>
<th>major initiator(s)</th>
<th>Activity Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>staff</td>
<td>student discipline</td>
</tr>
<tr>
<td>2</td>
<td>parent/self</td>
<td>parental contacts</td>
</tr>
<tr>
<td>3</td>
<td>outside/self/staff</td>
<td>interagency/support staff</td>
</tr>
<tr>
<td>4</td>
<td>self/staff</td>
<td>teacher support</td>
</tr>
</tbody>
</table>

Figure 4. Principal Tasks: Time Demands and Time Control

Student Discipline

It was a rare day when there were no students sent to Gloria for disciplinary reasons. Sometimes these only required a discussion and reminder and sometimes the resolution of the matter took hours and even days. The resolution of these matters often
required contact with parents either by phone or in person which was time consuming. Most students sent to Gloria were repeat offenders and usually were sent for showing disrespect to the teacher. Many of these incidents were serious infractions including swearing, throwing books, yelling, fighting with other students or refusal to do anything whatsoever in the classroom. The number of serious incidents and the frequency of discipline matters kept Gloria busy in the resolution of each one. These discipline matters often involved other agencies so the resolution of many of them was a complicated task. Student discipline, in terms of activities, could involve all three of the categories of parental contacts, interagency contacts and teacher support in the resolution of one case. Student discipline at Valley View could also have far reaching effects in terms of sending a message to students, staff and parents as is illustrated by the following story of a student discipline problem that Gloria related:

There was a feud going on among three grade eight boys and it was a two against one situation. There had been minor incidents among the three boys in terms of verbal abuse and some minor altercations that escalated the bad feelings among the three and escalated the threats of violence among the three. Not all these altercations took place on school property nor all during school hours but the situation was getting worse. The staff became concerned about the safety of other students because of the undertones of violence that were characteristic of these particular boys.

One of the short-term goals Gloria had set for herself and the school was to curb the physical violence. She wanted to earn a reputation for the school as being a safe place for students.

The culmination of the feud was when one of the two antagonists stole two butcher knives from the Home Economics Lab and hid them above the urinal in the boys bathroom. The second boy who was apprised of the whereabouts of the knife, removed it and used it to attack the third boy. Fortunately there were only minor injuries suffered before the fight was broken up and the boy with the butcher knife was brought to Gloria in her office. Gloria phoned the police to come and arrest the two boys immediately. When the policeman arrived he asked Gloria if she wished the boys taken away in handcuffs which was a routine question but typically the answer was no. In this instance however Gloria knew the staff was
concerned about safety and violence and she knew the students would be talking to parents and so she saw the opportunity for a message to be sent so she advised the policeman to use the handcuffs and escort the boys through the main hallway to the squad car. Gloria immediately called a staff meeting to explain what had happened and when she indicated the departure of the boys had been in handcuffs she received an ovation from the staff. Later she also received a number of calls from the community expressing agreement and appreciation for the way she had handled the situation and made the school a safer place.

This was all planned by Gloria as a way of sending a message to the community.

However, the most appreciative call she received was from the policeman who had taken the boys away by himself in a squad car that did not have a barrier wall between the front and back seat. Because the boys were in handcuffs the policeman had not searched them until he returned to the police station where a search revealed a six-inch switchblade knife strapped to one boy’s leg. The policeman was expressing his sincere gratitude because if the boys had not been handcuffed he could have been stabbed transporting them to the police station.

Although not all the disciplinary matters were as serious as this example, there were many that were difficult to resolve. The poverty, substance abuse and dysfunctional family situations of the Valley View community created feelings of anger and resentment which manifested themselves in many difficult discipline situations for Gloria. This was the most time-consuming activity of her work behavior.

**Parental Contacts**

Contacts with parents were frequent and were initiated both by the school and by the parents. These contacts were both positive and negative. Positive when Gloria and the staff were generating more parental involvement in the school, trying to get parents into the school or trying to provide positive reinforcement for their students. Negative when dealing with such matters as student discipline, neglect and abandonment. The nature of the problems was often serious and the solutions were not short term. Poverty, transiency, and substance abuse all made potential contacts with parents apprehensive, difficult and time-consuming. The obstacle of communication was often present fewer than half the
homes of the students had phones, parents were often away from the home for long hours and were not inclined to contact the school themselves. The parent's feeling was that the school (meaning Gloria) was to just handle problems at school and leave them out of it, also, they typically did not have good experiences in school themselves and so were hesitant to become involved in the school. Thus the managing of these contacts with parents, both positive and negative was very time consuming for Gloria. Gloria knew that effective liaison with the community was important and thus many of her work behaviours were related to developing this liaison.

Interagency and Support Staff

The number of support staff assigned to Valley View and the number of interagency relationships with the school were probably the next most time-consuming task activities that occupied Gloria's time. The coordination and organization of the support staff and their agencies required many meetings, phone calls and documentation. Typically, Gloria saved the report writing until after regular school hours as her time during school hours was determined by daily activities, usually unanticipated, that were generated from a variety of sources. Meetings to discuss individual children and to discuss progress in a variety of initiatives were frequent and also usually took place outside of regular school hours. One of the difficulties with the interagency involvement was that often a number of different agencies were involved with the same student. This could include, police, social services, Indian/Metis society as well as the support services assigned to the school by the school division. The difficulty came in trying to coordinate all the information from all the sources in order to find the best solution for that particular student. The additional support help and interagency support was welcomed by Gloria, as it was an excellent source of human and physical resources for the school, but it certainly added to her workload through coordination, documentation, report writing and meetings.
Teacher Support

Another task area that employed a substantive portion of Gloria's time was contacts with teachers to discuss curriculum, instruction, individual students, disciplinary incidents, supervision and counselling. Gloria made these task factors a priority and with few exceptions made at least one tour of the school each day. By going into classrooms and talking with teachers and students she fulfilled a number of her task priorities. It was during these tours that she determined the state of the school, the students and the teachers. If she needed to teach to give a teacher a break she would step in for a little while. If she ran into a student she needed to give positive reinforcement to she did so. If she ran into parents she needed to contact she stopped and did her business with that parent. She also got an indication of attendance patterns, anomalies in curriculum or in organizational matters, a feel for the climate of the school at that particular time and even an indication of the needs for repair or upgrade in the physical plant. Teachers felt comfortable coming to Gloria with concerns and appreciated her facilitating style. Gloria often worked with the teacher to determine a solution rather than trying to solve their problems for them.

Curriculum adaptation was a big concern for teachers because of the wide range of ability levels in their classrooms and because of the wide range of pre-school experiences of the students. Teachers were spending a great deal of time providing curriculum and activities to meet the needs of their particular students and they would often ask Gloria for advice and guidance:

The other difference and this really honestly is, I really think teachers in a school like mine, I can't speak for the others, work harder, try harder, they adapt curriculum much moreso than anywhere else and they may have to adapt it 15 different ways to make 15 groups in the classroom. They work hard, they really do and uh, they are continually asking for advice on what they can do with kids. We find that the majority of the staff, well, all of the staff works as a team, totally.
Many of the division resources were unsuitable for use at Valley View, so Gloria, in conjunction with the teacher librarian and resource teacher, garnered additional resources that were appropriate.

"A day in the life" of Gloria Weston parallels the Duke (1988) study of principal work behaviours who consistently reported long days filled with hundreds of human interactions, the evenings filled with meetings and paperwork, the pressure to meet impossible deadlines and the burden of handling other people's problems. Lyons (1990) study also determined that two-thirds of the principal's day was spent responding to the initiatives of others. This was certainly the case for Gloria Weston as her time was continually directed by events that happened outside of her own initiative. What comes through clearly in the literature is the ambiguity of the role of principal and thus the need to be flexible, creative and knowledgeable about a variety of areas. Gloria, because of the context of her leadership role, needed to have an even more extensive knowledge base due to the wide extent of the problems she faced. She not only needed to be an educational/instructional leader but also know the workings of a variety of agencies, both educational and governmental. All of these elements impacted on the task priorities identified in Gloria's work behaviours.

Processes: A Matter of Style

Just as it was important to examine the tasks that occupied Gloria's time it was just as important to examine the processes she used to accomplish the tasks and her preferred style of leadership. This style of leadership was one that Gloria felt best fit with her philosophy of what worked for her at Valley View School. The terms used most often by her in describing her style of leadership were facilitating and collaborating and the observations and examination of behaviours would concur with her analysis. Gloria's preferred style permeated the processes she used to accomplish the tasks assigned to her in her role as principal at Valley View.
Communicating: Finding the right channels

Without question communication was the most prevalent, most important process of leadership for Gloria. She was constantly striving to find more effective, more efficient, ways of getting through to parents. She believed communication was one of the keys to more parental involvement in the school which was one of her goals for Valley View School. Written communication such as newsletters, memos, reports, letters to parents were mainly done after school hours or early in the morning for reasons portrayed in the previous section. The balance between disseminating information that was understandable and not talking down to her community made written communication a little more difficult to develop. Gloria preferred verbal contact either by phone or face to face. Often this was done as she toured the school or in some other more informal manner. She would often visit the heritage room to see if there were parents there with whom she could discuss new ideas or if the elders were there she would discuss ideas with them. Throughout the research it was evident that two of Gloria's main goals were increased parental involvement in the school and more effective communication with parents. Many of her initiatives were motivated by these goals.

Motivating: Opportunities not Obstacles

Gloria continually saw obstacles as opportunities for innovation and would collaborate with staff to arrive at a group solution to some of the obstacles. Examples include home visits to overcome the obstacle of no phones, the Child Hunger and Education Program to overcome the lack of basic needs and the opening of the Home Economics and Industrial Arts Labs to overcome the obstacle of lack of life skill training.

Motivating staff and students was a process of leadership that Gloria considered vital. The motivation came from her facilitating style so that staff had a stake in the success of students and programs at Valley View. The motivation she provided also came in the form of modelling. Gloria was involved in all aspects of the school program, took part in
special days, helped teachers take a break when they needed it by teaching, and supported teachers with discipline problems:

The added stress level in the classroom doesn't come from the lack of academic skills that most of our kids display, most of our kids are one to two grade levels below, but it comes from the other baggage they bring with them like being sexually abused at home, being abusers themselves, the drug stuff I mean they bring that with them and you live it because you see it and if you go into the home to make a home visit you see it so with that kind of stuff the first and second year teachers to carry home with them at night is really tough. I've had teachers that have come in here in tears in the morning and said "I can't face those kids today." Simply because of knowledge of what they probably went home to the night before. But you have to toughen, after a while you just have to say to yourself "we can only do what we can do in five hours and that's it."

She also motivated teachers and parents to display her personal characteristics of honesty, integrity and trust. She also motivated by modelling a calm attitude and a wonderful (and very necessary) sense of humor.

**Planning and Garnering of Resources: Seek and Ye Shall Find**

Gloria was continually planning for new and innovative ways to adapt curriculum, increase parental involvement and integrate the native culture into the program at Valley View. Many of these initiatives required the garnering of resources and so the two processes were codependent. Gloria knew that the inner-city schools were the focus of governments at that time and so they were willing to provide additional resources for school innovation. Gloria spent a good deal of her time seeking out these resources from government as well as the local service community in order to fund her new projects. The ideas for these projects came from Gloria's interpretation of the needs in the inner-city school as well as from staff, students, parents and other school divisions. The garnering of these resources was usually preceded by the identification of a need or goal that Gloria and the staff had for Valley View. The integration and celebration of the native culture was one such goal that required careful planning, and the garnering of resources. The money for funding the elder program was the result of the initiative by Gloria but the process of implementing the program required that Gloria demonstrate all her skill in diplomacy and
political astuteness. Any initiatives that involve native culture are inextricably tied to
politics, both provincial and native, and the elder program was no exception. However
with her facilitating/collaborative style Gloria managed to appease the native community
and receive full funding from the provincial government for the program. It was this
ability to garner the resources needed to accomplish goals that was a particular strength for
Gloria in her context of leadership.

Gloria’s use of a facilitating, collaborative style was particularly effective and
appropriate in communicating, motivating, planning and the garnering of resources.
Gloria’s work behaviours corroborated the identification of the above listed styles and
processes.

These tasks and processes, as described above, combined to define the primary
work behaviours of the principal in this inner-city, community school context. Many of
these behaviours (both task and process) were effective in this inner-city school context.
The implications of this relationship among the school/community context, the profile of
the principal and the work behaviours of the principal as well as the relationship of the data
to the literature will be examined in the next chapter.
CHAPTER VII  THE PRINCIPALSHIP IN CONTEXT: DISCUSSION AND IMPLICATIONS

The relationships between communities and schools have been conceptualized as overlapping spheres of influence on children's learning (Epstein, 1992). The influence of one sphere upon another is multidirectional and the behaviours of the principal (in their sphere of leadership) are influenced by the context of the community. Yet leadership practices are still guided by prescriptions derived from the effective schools and school improvement modes of inquiry regardless of the context of that leadership (Clark, Lotto, and Astuto, 1984). As a result, practices are recommended even when they may not have a good fit in a particular community or leadership context (Begley, 1995). A number of researchers (Prestine & LeGrand, 1991; Leithwood, Begley, & Cousins, 1992; Leithwood & Hallinger, 1993) have concluded that a more contextualized view of the thinking and learning processes of leadership is needed as well as greater emphasis on the study of the internal and external influences on the principalship.

Greater support has also been recommended for qualitative research methodologies on the relationship between these spheres of influence and the role of the principal. Begley (1995) goes further to suggest that the use of profiles of leadership practices is an excellent way of fostering and supporting the development of expert school leadership practices.

This study provided a qualitative, descriptive examination of the context of leadership, the profile of the principal and the work behaviours of the principal with a view to understanding leadership practices in this particular context.

Discussion

Some Reaffirmations

The "Day in the Life" of Gloria Weston presented a micro-organizational perspective which could be related to some broad themes discussed in the review of the literature. Two of these were already alluded to, namely Willis' (1980) "domino
eruptions" in the work behavior of the principal and Leithwood's (1992) study of effective behaviors. Willis' work was interestingly reflected by the Chastity incident in "a day in the life," illustrating how an incident that was initiated outside the control of the principal started a series of behaviors that lasted more than a day and spilled into other functions. These "domino eruptions" were observed frequently at Valley View School.

The Leithwood study relates to the theme of effective principal work behaviors and their relationship to this particular principal. Leithwood's synthesis of the recent literature on the specifics of principal work behavior provided some generalizations about the work behaviors of principals, that is: they worked long hours at an unrelenting and physically exhausting pace, they engaged in variety of activities, they used verbal rather than written communication, their activities followed no predictable pattern, and they spent only a little time planning school programs. If we examine the "day in the life" of Gloria Weston we see a very close correlation to Leithwood's synthesis of the literature on principal work behavior. Gloria worked long hours at an unrelenting and physically exhausting pace, she engaged in a variety of activities, verbal communication was the primary medium of choice, her activities followed no predictable pattern, however, where she does differ from the literature is on time spent on planning school programs. Gloria was very much involved in a 'hands-on' way in planning school programs. The Elder Program, and the "Reaching out to Families" Program were examples of Gloria's interest and priority for planning school programs. In fact the "Reaching Out to Families" program, if put into operation, would demand the commitment of a significant amount of time for Gloria in order to coordinate the use of the labs for the special programming. Apart from this, there seemed to be a "fit" between Leithwood's analysis of typical principal work behaviors and what Gloria did at Valley View.

Both tasks and processes at Happy hills school had implications for Gloria's time. The literature suggested that there is considerable evidence that, establishing and nurturing
relationships with the larger environment requires more of the principal’s time. Principals are also expected to deal as carefully with the school reputation, its publicity, and its relations with the community as they are with the instructional program (Weindring, 1989; Vandenberghe, 1990).

Closely related to Gloria’s style of leadership was what Roberts (1985), Sergiovanni (1990) and Leithwood & Jantzi (1991) termed transformational leadership. The three key elements of this style of leadership being; (a) helping staff members develop and maintain a collaborative, professional school culture; (b) facilitating and fostering teacher development; and (c) empowering them to solve problems together more effectively. It was evident from the previous description of Gloria’s work behaviours that her style was very compatible with the tenets of transformational leadership.

The realities at Valley View also necessitated the development of what Fullan & Hargreaves (1990) referred to as "collaborative work cultures." This puts into perspective, Gloria’s emphasis on community and her quest for increased parental involvement. Establishing "collaborative work cultures" involved understanding the culture of the school and community before trying to change it, expressing and extending what you value, promoting collaboration not cooptation, using bureaucratic means to facilitate, not to constrain and connecting with the wider community. Barth (1990). Schlechty (1991) and Glickman (1993) concurred that collaborative interaction fits well with two of the tenets of transformational leadership, namely, the participatory decision-making process and the empowerment of staff.

Gloria understood the need for ‘collaborative work cultures’ and demonstrated this understanding through her style of leadership as well as the initiatives, goals and objectives she had outlined as part of her process of planning. Gloria’s obsession with educating people about the culture of the inner-city gave her the opportunity to express her values and to connect with the wider community. Her tenacity in fighting for resources for her school
and community illustrated how she was using bureaucratic means to facilitate. The "reaching out to families" initiative, again, illustrated an understanding of what her school and community needed but was also using bureaucratic means to facilitate. The earning of the eagle feather and a place of honor within the native community illustrated her taking the time to not only learn the culture of the community but to also become involved in such a way as to earn the respect, admiration and acceptance of the culture. She also facilitated the establishment of "collaborative work cultures" by empowering staff to take ownership of the initiatives and solutions to problems that were developed at the school. Fullan & Hargreaves (1991) also pointed out that this was a complex process that required school leaders to express their own values without being imposing, to draw out other peoples values and concerns, to manage conflict and problem solving, to give direction and to be open at the same time. This was not an easy task for Gloria because of the difficulty communicating with the community that was documented in previous chapters. However, she had mastered this complex process through experience, intuition, a deep understanding of a culture (Ukrainian) that is different from the mainstream, and a willingness to experiment with initiatives to see what worked and what didn't work in this context.

Although not familiar with the work of Coleman (1989) and Newman & Stanley (1995) and their belief that the social class of a student's family is related to the amount of cultural capital in the family, Gloria instinctively knew that the development of cultural capital was an important goal for her to pursue. Cultural capital according to Coleman (1989) contributed to whether or not a student was successful at school. He indicated that school administrators could reduce the negative consequences of a lack of cultural capital, and enhance the cultural capital available to low-income families, by adopting appropriate policies and procedures depending on the school/community context of leadership. The development of cultural capital and compensating for a lack of it was a major focus for Gloria Weston and the staff at Valley View. Many of the initiatives and
activities at Valley View were designed to achieve the development of cultural capital; these included: the Elder program, the S.W.E.A.T. program, and the C.H.E.P. program.

The relationship of the school/community context to the work behaviours of the principal was a relatively unexamined area of research which was directly related to the purpose of this study. However, the literature does say something about the relationship between the context of the community and the academic performance of students. There was significant compatibility between the elements that were described in the literature as obstacles to children's learning and the description of the school/community context in this study. Stevenson & Baker, 1987, Coleman, 1989, Oakes & Lipton, 1990, and Newman & Stanley, 1995, all suggested that social class is an important correlate of school failure and dropping out. Schools are powerless to change family socioeconomic status (SES), but the impact of family social class appears to be mediated by factors which can be influenced by the schools if schools can develop strategies for dealing with these mediating factors. they can make a difference in the lives of their students. "Social capital" (Coleman, 1989) or as mentioned earlier, cultural capital has been used by researchers to refer to a complex of family characteristics most commonly encountered in middle-class and upper-class families that appear to contribute to their children's' school success. While lower class families are less likely to exhibit these characteristics, their presence or absence influences the school success of children from all social classes (Stevenson & Baker, 1987). It has been advocated that more creative approaches should be found to help reduce the barriers of isolation, discomfort in school settings, and lack of informal sources of information about the schools that prevent many lower class parents from being actively involved in their children's schooling (Coleman, 1989). These parents have been seen to need greater contact with the schools and with other parents to expand their understanding of how schools work, what the schools are trying to accomplish, and what strategies are available to improve their children's school performance and behavior.
While traditional school outreach approaches (parent-teacher conferences, PTA and so forth) are effective for middle class parents, involving parents from lower and working class families will require new approaches. Programs that have successfully incorporated new approaches to involving lower and working class parents as part of their school-wide intervention programs have reported dramatic improvements in student performance (Madden, et al., 1991; Slavin, 1989, 1991; Mitchell & Tucker, 1992). Gloria and the staff would concur with these findings and demonstrated that by the initiatives they generated at their school. Gloria had as one of her goals to increase parental involvement and communication any way that it could be done, including providing free food. Gloria was aware of the significance of this lack of cultural capital and what the literature had been informing us about them but she was also convinced that all children can learn regardless of their socioeconomic status. She indicated that one of the real joys of being at Valley View was the wonderment of the children when they realized they had learned a new concept. The policies, procedures and practices of the principal and staff at Valley View School, as described in part in this study, demonstrated successful attempts (for the most part) at reducing the negative consequences of a lack of cultural capital. The effects of lack of cultural capital warrant reidentification here as they are descriptive of the realities of the Valley View community.

At-risk children seem to be particularly likely to come from families that do not possess the above characteristics (Coleman, 1989). Parents' understanding of the school system is one of the most important aspects of cultural capital for determining student success Newman & Stanley, 1995, Stevenson & Baker, 1987). Working class parents know less about the schools because they spend much less time visiting and volunteering in the schools than do better educated parents (Mehan, 1992). Furthermore, they do not have access to information about the schools and teachers provided by other parents of children attending the school because working class parents are much less likely than
middle class parents to socialize with the families of their children's' classmates (Newman & Stanley, 1995). In fact, Coleman (1989) reported that parental involvement was a variable second only to time spent on homework in determining students' grades. He also reported that lowered participation in organizations like PTA, as well as lack of informal sources of information about the school, increased the likelihood that students would drop out even when the variable social class was held constant. This understanding was most evident in Gloria's mission of increased parental involvement and communication which included: home visits, the involvement of outside agencies, the use of the community coordinator for contacts, the continual invitations to parents, the involvement of all staff in community events, which were all attempts at combating what Oakes and Lipton (1990) termed "the disconnectedness and alienation among home, community and school" (p. 295). Gloria knew the importance of doing this because she knew the effect that increased parental involvement would have on the academic performance of her students.

Family mobility has consistently been found to increase students' likelihood of being at-risk (Coleman, 1989). This mobility can effectively cut them off from the sources of information and contact with the schools that seem so important for insuring children's success (Newman & Stanley, 1995, Oakes & Lipton, 1990). What the description of the initiatives and goals at Valley View indicated was that the development of culture was important but that culture must include the reality of life skills training. The "reaching out to families" initiatives which included training for basic life needs such as cooking, personal hygiene and household maintenance, was an attempt to increase the cultural capital at Valley View. The Elder Program was established to build a sense of community to enable children, parents, community members, and teachers to expand their insight into cultural values and to acquire healthy life styles in their own traditional ways. Many of the elements indicating lack of cultural capital identified in the literature were evident in the school/community context at Valley View. What was evident as well was the reluctance
on the part of Gloria and the staff to use these factors as barriers and instead view them as opportunities for growth. The elements of poverty, transiency and dysfunctional families were recognized as being present at Valley View and then ways and means of combating them became the focus for staff. There was never an attitude of “what’s the use” or these are societal problems and we are powerless to change them. This positive attitude that permeated the school at Valley View, in spite of the negative factors, related directly to the leadership style and behaviours of the principal. Not all of the literature, however, was compatible with the realities of Valley View School.

Some Challenges to Conventional Wisdom

Perhaps the behaviours and relationships recorded in this study call into question certain aspects of the effective schools literature. This is somewhat ironic since the effective schools literature was a response to the Coleman report finding that school’s did not make a difference in the lives of students, and Gloria and her staff would concur with this idea. What they would not agree with is the notion that the effective schools doctrine is effective in all school contexts. Nevertheless, much time, effort and study went into proving that schools did make a difference in providing guiding principles for effective schools that could be used anywhere. A number of lists of effective school characteristics were generated that were similar, if not identical, to Edmonds (1985): (a) high instructional expectations, (b) assertive leadership by principals, (c) an orderly, work-oriented atmosphere, (d) an academic atmosphere, (e) ongoing monitoring of student achievement, and (f) direction of resources towards academic instruction. Taken all together these characteristics would not in any way describe the atmosphere or direction of Valley View School. So does that by logical progression mean that Valley View is not an effective school? Does it also mean that the goals, mission, vision and objectives that Gloria and the staff have for Valley View are misguided? I do not think so and as a result we must analyze the incommensurability of the effective schools doctrine and that of
Valley View Community School. Coleman’s (1989) previously mentioned discussion of *cultural capital* suggested that pedagogical practices that characterize our schools, and I believe this would include effective schools pedagogy, should be reexamined.

Although the academic success of the students is an important goal for Valley View there are other basic needs that must be met before academics can become the primary focus. Even then, the severe discrepancies between student achievement levels at Valley View and the norm, create the need for alternate approaches to academic achievement. Some of these include the emphasis on language development and acquisition at a very basic level and the adaptation of the curriculum to accommodate the wide variety of ability levels and pre-school experiences. However, without careful attention to the social and behavioral needs of the students, academics is a lost cause. Add to this the need to involve parents in the school, and the difficulty that presents in the Valley View Community, and the effective schools guidelines become low on the list of priorities. When the effective leadership doctrine is examined in relation to the description of Gloria’s behaviours and her perception of what is effective leadership practice at Valley View there is incongruity. An assertive, work-oriented, directive leadership style seems antithetical to Gloria’s collaborative, facilitating, holistic leadership style.

The theory and research concerning *cultural capital* suggested that the curriculum and pedagogical practices that characterize our schools should be reexamined. The social class of a student’s family is related to the amount of *cultural capital* in the family. *Cultural capital*, in turn, contributes to whether or not a student is successful at school. School administrators can reduce the negative consequences of a lack of *cultural capital*, and enhance the amount available to low-income families, by adopting appropriate policies and procedures depending on the school/community context of leadership (Newman & Stanley, 1995; Hannaway & Talbert, 1995; Mitchell & Tucker, 1992, Oakes & Lipton, 1990; Coleman, 1989). This statement of adopting and adapting school procedures
depending on the school/community context would be in opposition to the effective schools doctrine that suggests effective practices can be effective in all contexts.

Many research studies have identified the **characteristics of effective schools and effective principals** but the description of the principal work behaviours in this context do not completely match up with these characteristics. As Slater, (1995) and Bolman & Deal (1994) indicated, leadership is always exercised in a cultural context and to understand leadership requires an understanding of the context. General personality traits of effective principals have been identified but these also do not completely match up with the traits identified in Gloria Weston. So are these traits desirable in all contexts? Are different traits better suited to certain contexts of leadership? Do different contexts of leadership require different behaviours? Do different contexts require different training? The answers to these questions are part of the emerging study of the role of the principal and can be answered for this principal in this particular context by the findings generated in this study.

**Implications**

What Hannaway & Talbert (1993) referred to as "the second generation" of effective schools research is the **description and definition of the variety of school/community contexts** as a meaningful reference for effective schools research. Hallinan (1995) concurred, stating that the final aspect of a school is its relationship to the community and society it serves and for which it prepares its students to live and work. This study presented one such definition and description of a school/community context and its relationship to the community it serves. This has implications for a number of key educational and research areas.

**Implications For Practice**

The descriptive data presented in the previous chapters identified some broad goals that the principal and the staff at Valley View believed were critical in ensuring a successful educational program for their students. These goals had implications for practice in terms
of the strategies employed to implement the programs that would achieve the goals. These goals, programs and strategies were arrived upon through collaboration with staff, students, parents and outside agencies as well as experiences of other individuals who had been involved in an inner-city school experience. As a result, even though these goals, programs and strategies are described as they happened at Valley View there is some compatibility with the goals of other inner-city, community schools within the same division.

The focus of this study has been the role of the principal, and the implications for practice are derived from the behaviours of one principal in one particular context. The emergent issues that impacted on the behavior of the principal were: (a) Community and parental involvement, (b) student behavior (c) native cultural awareness, (d) adaptation of curriculum, (e) staff support and teamwork, (f) garnering of resources. These issues were interrelated and the strategies and programs initiated to address the issues had similar anticipated outcomes. For example, a program initiated to develop native cultural awareness may also have stimulated increased parental involvement.

The lack of phones, the high rate of transiency, the attitude of many parents toward the school, the high rate of substance abuse and neglect, and the dysfunction of families necessitated the need for unique strategies to deal with the key issue of increased **Community and parental involvement** at Valley View School. These unique strategies included: regular home visits on behalf of all staff, establishing a "heritage room where parents could feel welcome and feel they had a place of their own within the school, using incentives such as free food and life skill workshops as incentives for coming to the school, opening up classes at night in the school in life skills such as cooking, small motor mechanics and wood working, requiring staff to attend evening and weekend functions that involved the community, and involving the community school coordinator in community events.

The same characteristics of substance abuse, neglect, transiency, unemployment and most of all the poverty of the Valley View community contributed to the number of
students with behavioral problems. Many of these problems were severe and required interagency involvement in their resolution. The unique strategies employed to deal with student misbehavior were: suspension and re-entry program, delivering students home, going to the home to contact parents, involving other agencies such as the police, social services in education and prevention programs, taking care of basic nutritional and clothing needs at school, altered school day, locked doors, builders club and organizing free programs such as youth centers and pre-schools through local service club sponsorship.

The high percentage of native students at Valley View created the need for cultural awareness on behalf of both staff and students. Unique strategies included: The Elder Program, Pow Wow dancers, Heritage room artifacts, Hoop Dancers, invitations to native leaders and celebrities to speak to students, trips to local native heritage sites, speakers from the community, awareness workshops for staff on native traditions, and displays of native art work.

Because of the wide variety of ability and readiness levels of the students at Valley View, curriculum adaptation was another key issue. Teachers were continually modifying curriculum to suit the needs of their students. This was a time-consuming and resource-consuming task. The principal was continually bombarded with requests for different materials, for ideas on curriculum and instruction, or for time for staff to work on adapting curriculum. Unique strategies included: dropping French language instruction and replacing it with Cree instruction, using clusters based on age rather than grades to group students, modifying content and quantity to suit needs, replacing existing reading materials with materials containing more native cultural content, stocking the learning resource center with appropriate materials related to native culture, using other adults such as service club members and church members to read and work with small groups of children.

Gloria Weston's style of leadership was facilitating and collaborative and empowered her staff to become leaders in taking initiative and solving problems. An
excellent example of this was the initiation of the home visits. This idea came from the staff as a possible solution to communication. It was then developed in a collaborative fashion by both staff and administration. There were many such examples including the adaptation of the home economics and industrial arts lab for community use. Gloria was adamant that teamwork and support for staff was a critical element for success at Valley View. She knew instinctively that ownership of the problem and the solution go a long way in producing results. Unique strategies for building teamwork included: two day retreat for staff each fall, home visits by staff in pairs, weekly staff meetings, pairing of teachers for situational help and support for each other, modelling of collaboration by the principal, and attendance of staff at community events.

The variety of program initiatives that were unique in this context required extra effort, time and emphasis in the garnering of resources. Unique avenues for resources included: Provincial government money for innovative programs, Municipal government money for initiatives, community school status, local service club money and human resources, additional division staff money and resources, outside agency help in terms of human resources in working with kids, and native government money directed toward cultural heritage projects. Many of these resources required extra time on behalf of Gloria and the staff in making presentations and regular reports on the various initiatives, but the rewards were worth the effort. In light of these findings, some interpretation of aspects of effective administrative behavior in an inner-city context may be inferred.

Implications For Preparation

Gloria said it best herself as she talked about coming to an inner-city school and what was needed in terms of her preparation for the role:

Just clear knowledge of what an inner-city school is or a community school is like would have been helpful. When I heard the word inner-city I thought it meant right in the center of town which isn’t what it means at all. So just a knowledge base of what the school is all about would have helped—it would have helped reading the community schools guide book before I came because that outlines the way it is
now. It's a little bit out-dated now but it clearly indicates demographically for example why we're a community school. what characteristics we meet, to be in a community school. I really feel that there needs to be some apprenticeship of some kind for administrators going into the inner-city environment. Whether that's a shadowing or mentorship of some kind. University professors can tell you what it's like but until you've been there and seen the principal in action you don't really know. To send someone in cold is unfair. Perhaps an in-service or professional development should be done with all administrators in the school division so they have an idea of the realities of the inner-city.

Gloria's statements concur with the observations of Greenfield (1982) who suggested: "What is needed for better research on schools is better images of what schools are and what goes on in them. "Better" here means creating images of schools that reflect their character and quality which tell us something of what the experience of schooling is like"(p. 8). Pfeifer (1986) noted as well that further studies of principal practice in diverse contexts are essential if results are to be used with confidence as guides to practice. Begley (1995) proposed that school leadership profiles were excellent resources to support the development of expert school administrators for present and future schools. As Prestine and LeGrand (1991) indicated, if schools need administrators who are facilitating, motivating and supporting then their training must model such roles and behaviours. Gloria's experiences indicated a need for some sort of introduction to administration in an inner-city school before taking on the role. These experiences could be providing in-service, based on research and practical experience or a mentoring/apprenticeship program or some combination of the two. Hannaway & Talbert (1993) urged researchers to develop more context-sensitive models of school conditions. They argued for more serious attention to the external context conditions that affect the capacity of a school staff to establish productive and teaching-learning conditions. They also argued that what may work in one kind of educational setting may actually hinder in another. Gloria indicated that the best preparation for her role as principal at Valley View was the six months she spent there as teacher and vice-principal. Although this study was limited to an inner-city
school/community context there is speculation that similar studies of other contexts would yield descriptions that could have implications for practice in these particular contexts. Gloria also indicated by word and behaviours that she needed to observe and assimilate the culture for a minimum of six months before trying to make major changes. This observation and assimilation period was necessary to learn about a new culture and thus the most effective means of implementing change in that context. The information generated by this study may provide insights into the increasingly complex role of the principal and facilitate the preparation of effective principals for an inner-city, community context.

Implications For Principal Profile

In this context Gloria's facilitating, collaborative style seemed to be most effective. Staff at times may have preferred a more directive style but the success of programs and initiatives required commitment and ownership. This ownership was created through the empowerment of staff and the collaboration of staff in development of initiatives which required a facilitating style of leadership or what Sergiovanni (1992) and others referred to as transformational leadership.

Flexibility was important as part of the profile of the principal because the school could not be tied to curricula but had to have the freedom and the will to adapt curricula to fit the varied needs of the students. Flexibility was also important in terms of traditional work hours as teachers could not be tied to a "9-5" mentality because the expectation of staff was that they attend community functions and evening meetings. The atmosphere between parents and teachers was casual and on a first name basis so flexibility in terms of relationships with parents was important.

For Gloria, an open, friendly, honest personality was effective in gaining the trust and respect of the parents in her community. They expressed the need to know that what she said was true and that what she said she would do she did. The profile of the principal was just as applicable to the vice-principal and to the staff as it was to the principal. Gloria
indicated that there was a need for the initiation of staff into the culture of the inner-city and a need for the recruitment of staff into inner-city schools with similar profiles as Gloria's. Hallinan (1995) indicated that in order for a principal to perform the role required both knowledge about the make-up of the school community and about how best to communicate with community members. Gloria recommended that the principal in this context should have the opportunity to recruit their own vice-principal and staff or at the least have some input into placement of staff in the school.

**Implications for Research**

Many authors (Goodlad, 1984; Mitchell & Tucker, 1992; Hannaway & Talbert, 1993; Bolman & Deal, 1994; Ogawa & Bossert, 1995; Begley, 1995; Hallinan, 1995; Newman & Stanley, 1995; Sergiovanni, 1996) have indicated the need for further research into context-sensitive models of effective schools and effective leadership. Research into the realities of local school contexts and attention to external context conditions that affect the leadership role of the principal are critical areas for future research. The consolidation and synthesis of research studies of contexts with similar characteristics may suggest theories and practices that are relevant to the "second-generation" effective schools literature.

An ancillary avenue for research that was suggested from the findings of this study and that follows on the work of Walker (1991), is on the processes by which leaders take ethics into account in their decision-making. This study described the behaviours, decisions and choices that Gloria made in the context of Valley View Community School but it did not delve into the ethical reasoning behind those behaviours, actions and choices. This could be a substantive and informative direction for research that could combine the findings of decision-making behaviours in studies of leadership in context with research into the ethical considerations for those particular decisions by the leader.
Implications For Theory

The descriptions of the school/community context, the principal profile and the
work behaviours of the principal add to contemporary leadership theory in terms of the
relationship between effective administrative practice and context of leadership
(Hallinan, 1995; Begley, 1995; Hannaway & Talbert, 1993). Inferences can be made
from the findings as to what constitutes appropriate and effective administrative practice in
an inner-city school context. Inferences can be made from the findings as to what
characteristics and leadership styles are appropriate and effective in an inner-city school
context. Inferences can be made from the findings as to what impact the inner-city school
context has on the behaviours of the principal. Understandings can be garnered from the
descriptions as to the elements of an inner-city, community school context and the unique
obstacles, problems, and opportunities that context creates for the principal and staff.
Hannaway & Talbert’s (1993) phrase, “second-generation” effective schools research, has
potential for guiding future research studies. This type of research will describe and define
a variety of school/community contexts as a reference for the "second-generation" theory
of effective school practice.

The findings of this study may be combined with similar studies to create a "better
image" (Greenfield, 1982) of what constitutes effective practice in these contexts of
leadership. The findings may also contribute to the understanding of one of the emerging,
critical influences on administrative behavior, that of school/community context (Begley,

Implications For Methodology

One hopes that one’s case will touch others. But how to connect? Not by
calculation, I think, not by the assumption that I have discovered a universal
condition of consciousness. One may merely know that no one is alone and hope
that a singular story, as every true story is singular, will in the magic way of some
things apply, connect, resonate, touch a magic chord. (Wolfe, 1985, p. 82)
Peshkin (1993) used the above quote of Wolfe to illustrate the broader applicability of case-study findings. However, the quote certainly touched a 'magic chord' as the researcher reflected on the research methodology of this study. The singular story of Gloria Weston and Valley View School presented many situations that applied, connected, and resonated within the researcher's experience as an elementary school principal. Being able to concentrate and focus on one case was beneficial, as the incidents and experiences combined to provide data for the in-depth description and narrative. As well, the opportunities for observation were many and varied, yet because of the single case, the researcher, was able to attend the majority of the events. The observation and presence at these events was critical to the research and provided considerable data and the researcher may have missed these significant events at Valley View had the research involved more than one subject.

The interviews with the principal, staff and community members were very valuable as data collection devices. Much of the narrative storytelling came from the content of these interviews and added significantly to the understanding of perceptions. They provided data on a variety of perspectives about the school and the principal and the participants seemed very eager to tell their stories. In addition to the more formal interviews there were many informal dialogues with the principal in particular, but also with staff and parents. These dialogues happened on an ad hoc basis and also provided much rich data. The attendant member checks on the researcher's interpretation of the perceptions of the participants was valuable and effective in keeping the data as accurate as possible.

The principal's log was also informative because it provided a record of incidents that happened while the researcher was not present. This record provided some sense of continuity over the entire five month research period and captured significant events that could be included in the description. Gloria was very faithful in making daily entries and
commented that the log motivated her into taking time each day for reflection which was of
great value to her.

The collection of field notes was valuable as a reference for observations of
incidents that had been observed in that time frame. They were also useful as a guide for
planning direction and for creating questions that would lead to more in-depth data. The
review of the field notes was also a valuable way of evaluating the progress and direction
of the research as well as organizing the writing. It was a review of a series of field notes
that helped with the organizational outline for the 'tour' and 'a day in the life.' The review of
the progress and direction with the researcher's advisor was valuable as it kept a focus to
the research and provided an outside perspective on the direction of the study.

The observation checklist was sometimes difficult to use unless it was the only
focus of attention. The categories on the checklist required cross-referencing and included
duration of the activity and subject matter which were difficult to keep track of as activities
often unfolded in rapid succession. The checklist did provide some information on time on
task, number of similar tasks and purpose of tasks, however, a simpler version of the
checklist would have been more beneficial.

The unobtrusive measures, particularly the extensive documentation, were
somewhat useful in providing a complete picture of the school and community.

The five month time frame for research was sufficient for the purpose of this
single-case study. However, the opportunity to be present on-site as a researcher on a full-
time basis over the five months would probably have yielded more 'stories' for the
narrative. This may have provided more in-depth data to supplement the main themes.

In general, the research was interesting, valuable for the researcher as practitioner,
and the researcher was able to satisfy the mandate of the methodology. The informants
were cooperative during interviews and during member checks as well as being able to
provide relevant information. The researcher was able to organize, analyze and transfer the
data to the written page in a narrative style given the strategies employed for data collection.

Concluding Comment

Ogawa & Bossert (1995) argued that most theory and research on organizational
leadership are rooted in four basic assumptions: (a) The function of leadership is to
influence the overall performance of organizations, (b) leadership operates within cultures,
(c) leadership is related to roles and, (d) leaders are individuals who possess certain
attributes or act in certain ways. Taken together these assumptions define leadership as the
influence that individuals exert through their traits and actions on the culture and
performance of the organization. Lindle (1995) would add that the development and
practice of school leadership must incorporate knowledge and skills that will promote
inventive, creative thinking. While all educators must display mental agility, educational
administrators, in particular must be able to think on their feet in a variety of settings.
Descriptions of the settings and the principal behaviours within those settings will add to
the principal's knowledge base and will help to promote informed creative thinking.

This study has described one leader, her profile (traits), her actions (behaviours)
and the culture (context) of leadership in order to add to the "second-generation" of
effective schools research and theory. As John Goodlad (1984) posited, "The loss of
ignorance is an essential step in all our efforts to create and maintain institutions which
sensitively and effectively serve human-kind. As our understanding of schooling
increases, our ability to improve schools will become greater" (p. 270). It is hoped that this
study has helped with the loss of ignorance and the understanding of schools.
LIST OF REFERENCES


Saskatchewan Education. (1980). *Community schools program.* Regina: Community Education Branch


APPENDIX A

OBSERVATION CHECKLIST
APPENDIX A
Observation Checklist
(adapted from Kmetz & Willower, 1982)

**Chronological Record:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>desk work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>phone calls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scheduled meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unscheduled meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exchanges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>observing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>announcing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>support chores</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correspondence Record:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>memos</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Contact Record:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>face-to face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brief visual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brief verbal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis of Purpose:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-curricular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental/Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Anecdotal Record**
APPENDIX B

DEMOGRAPHIC DATA
APPENDIX B

DEMOGRAPHIC DATA

MOTHER TONGUE
(Top Five Listed)

<table>
<thead>
<tr>
<th>Language</th>
<th>1986</th>
<th>1991</th>
<th>1991 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2,750</td>
<td>71.8</td>
<td></td>
</tr>
<tr>
<td>Ukrainian</td>
<td>250</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>Cree</td>
<td>135</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>80</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>75</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>All Others</td>
<td>305</td>
<td>8.0</td>
<td></td>
</tr>
</tbody>
</table>

EDUCATION LEVEL (Persons 15 and over)
Highest Level Attained

<table>
<thead>
<tr>
<th>Education Level</th>
<th>1986</th>
<th>1991</th>
<th>1991 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Grade 9</td>
<td>795</td>
<td>26.8</td>
<td></td>
</tr>
<tr>
<td>Gr. 9-13 w/o GED</td>
<td>1,235</td>
<td>41.7</td>
<td></td>
</tr>
<tr>
<td>Some Trade School</td>
<td>200</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td>Trade School w/ Diploma</td>
<td>410</td>
<td>13.8</td>
<td></td>
</tr>
<tr>
<td>Some University</td>
<td>260</td>
<td>8.8</td>
<td></td>
</tr>
<tr>
<td>University Graduate</td>
<td>60</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

FAMILY INCOME

<table>
<thead>
<tr>
<th>Income Range</th>
<th>1986</th>
<th>1991</th>
<th>1991 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; $10,000</td>
<td>185</td>
<td>19.1</td>
<td></td>
</tr>
<tr>
<td>$10,000-$19,999</td>
<td>265</td>
<td>27.3</td>
<td></td>
</tr>
<tr>
<td>$20,000-$29,999</td>
<td>225</td>
<td>23.2</td>
<td></td>
</tr>
<tr>
<td>$30,000-$39,999</td>
<td>95</td>
<td>9.8</td>
<td></td>
</tr>
<tr>
<td>$40,000-$49,999</td>
<td>85</td>
<td>8.8</td>
<td></td>
</tr>
<tr>
<td>$50,000-$59,999</td>
<td>55</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>$60,000-$69,999</td>
<td>25</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>$70,000 and Over</td>
<td>20</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>Avg. Family Income ($)</td>
<td>25,147</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. Persons/Family</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCHOOLS AND SEPTEMBER ENROLMENT

<table>
<thead>
<tr>
<th>School Board</th>
<th>1986</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valley View</td>
<td>217</td>
<td>157</td>
</tr>
<tr>
<td>St. Aquinas*</td>
<td>94</td>
<td>162</td>
</tr>
</tbody>
</table>

* - Catholic

Population Pyramid - No. of Men on left; Women on right.
APPENDIX C

RELATIONSHIP OF DATA COLLECTION TECHNIQUES TO RESEARCH QUESTIONS
### APPENDIX C
Relationship of Data Collection Techniques to Research Questions

<table>
<thead>
<tr>
<th>RESEARCH QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the personal and professional characteristics of the principal in this context and what does the principal perceive to be the implications of these characteristics for his/her work behavior?</td>
</tr>
<tr>
<td>2. What is the internal and external context within which the principal works?</td>
</tr>
<tr>
<td>3. How does the principal interpret the impact of context on his/her work behaviours?</td>
</tr>
<tr>
<td>4. What are the unique problems, concerns, obstacles, and opportunities that exist for the principal’s work in this context?</td>
</tr>
<tr>
<td>5. What are the factors related to effective liaison with the community? How are these addressed?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR DATA COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>Interview</td>
</tr>
<tr>
<td>log</td>
</tr>
<tr>
<td>unobtrusive debrief</td>
</tr>
</tbody>
</table>

x x x x
APPENDIX D
ETHICS
APPENDIX D
University of Saskatchewan Advisory Committee on Ethics in Behavioral Sciences
Research
Application for Approval of Research Protocol
ORS USE ONLY
File Number _______________
Date Received _______________

RESEARCHER'S SUMMARY

1. PROJECT TITLE: Principal Behavior and School Context: A Case Study.

2. SUBMITTED BY: Dr. Patrick Renihan
DEPARTMENT: Educational Administration, College of Education
STUDENT: Murray Tufts, #680434
PROGRAM: PhD in Educational Administration

3. ABSTRACT:
The focus of this study is to describe in depth the profile and the work behaviours of a principal operating within an inner-city, culturally diverse context. The study will develop and extend basic knowledge of administrative behavior in that it will result in an articulation of the way administrators make sense of what is appropriate administrative and school practice in such a context. The research will be guided by the following questions:

1. What are the personal and professional characteristics of the principal in this context and what does the principal perceive to be the implications of these characteristics for his/her work behavior?
2. What is the internal and external context within which the principal works?
3. How does the principal interpret the impact of context on his/her work behaviours?
4. What are the unique problems, concerns, obstacles, and opportunities that exist for the principal's work in this context?
5. What are the factors related to effective liaison with community? How are these addressed?

Academic Validity
The study has the potential to heighten the awareness of the choices and controversies present in the administrator's working environment. It may also serve to provide insights into how philosophical and ideological considerations are related to pragmatic experiences in school. Reflections on individual practices and general policies may be stimulated by the data. Findings have the potential to advance the theoretical literature on effective administrative behavior in a culturally diverse context. The study may assist in better discerning what administrators do in a certain context and why they do it in that manner. Finally, this study may provide insights into the increasingly complex role of the principal and facilitate the preparation of effective principals for a variety of culturally diverse community contexts.
4. FUNDING:
   No additional funding is being provided for this research.

5. SUBJECT:
   One elementary school principal in an inner-city environment will be involved in
   this study. The principal will be selected from a list of candidates presented by the Central
   Office Personnel responsible for system research. This list of candidates will have met the
   following criteria:
   a) Principal of an inner-city school
   b) He/She will be a full-time supervising principal.
   c) He/She will not be new to the principalship.
   d) He/She will not be new to that particular school.
   As well, the following criteria will be used:
   a) The Central Office Contact for system research will be contacted in regard to the
      nature of the study. This contact will inform the principal of the school under study.
   b) The principal of the selected school will be contacted by the researcher and
      informed as to the nature of the study. The researcher will request voluntary participation
      in the study by the principal.

6. PROCEDURES:
   The researcher will utilize a qualitative method of inquiry for this study, specifically
   non-participant observations, interview, principal's daily log, peer debriefing and
   unobtrusive measures. The interview will follow a set of predetermined guiding questions
   (Appendices B). The data collected will provide an in-depth understanding of
   administrative behavior in a culturally diverse context.

7. CONSENT FORMS: (See Appendix D)

8. OTHER COMMENTS:
   Risk or Deception: There are no known risks resulting from participation in this
   study.
   Confidentiality: Interview - See "Combined consent, validation and release form"
   in Appendix D. Confidentiality and anonymity will be ensured through the use of
   pseudonyms in reference to the system, site and participants in this study.

9. FEEDBACK AND DEBRIEFING:
   The subject will have the opportunity to review transcripts of audiotapes and the
   researcher's summary of the information collected from the interview and from the
   unobtrusive measures. Member checks and subject debriefing are built into the
   methodology of the study all of which will establish credibility and ensure that the obtained
   data is available for use in the final document.
   A summary of the findings will be available to the participants upon request.

The Research Proposal has been reviewed and is recommended for approval

________________________________________________________
Signature of Advisor                                      Signature of Student Researcher

________________________________________________________
Signature of Department Head
APPENDIX D
UNIVERSITY OF SASKATCHEWAN

Consent Form for Interview

Study Title: Principal Behavior and School Context: A Case Study

Researcher: Murray Tufts

Objective: This study will provide an in-depth rendition of the profile and work behaviours of a particular principal in a particular school/community context. The investigation will develop and extend basic knowledge of administrative behavior in that it will result in an articulation of the way administrators make sense of context.

Benefits: By contributing to this research the subject will be making a significant contribution to the understanding of administrative behavior in a culturally diverse environment.

Risks: There are no known risks resulting from participation in this study. Anonymity of subject will be honored in the summary of data collected, as well as in the conclusions. All information gleaned through the interview process will be confidential and only be the interviewee.

I. ____________________________, understand that this research has been approved by the University of Saskatchewan Advisory Committee on Ethics in Behavioral Sciences Research and I agree to participate. I also understand that I am free to withdraw from or refuse to participate in this study at any time.

(Participant's signature) ____________________________ (Researcher's Signature )

Date: ____________________________
APPENDIX D

Combined Consent, Validation and Release Form for Interview

Study Title: Principal Behavior and School Context: A Case Study

Researcher: Murray Tufts

Ethical guidelines will be observed throughout the study to safeguard the interests of each participant.

1. Participants will be informed as to the purpose and nature of the study.

2. Participants will participate voluntarily.

3. Each participant will have the opportunity to review the researcher’s summary of the information collected from the interview to determine the accuracy of that summary. Changes will be made as deemed to be appropriate by the participant.

4. To guarantee anonymity of the site and of the participant, pseudonyms will be used in any references to the data.

5. The information collected during the course of the study will be used for academic purposes only, and confidentiality of the data will be maintained with respect to all other purposes.

6. Only the researcher and his advisor will have access to the data on the tape recordings, transcripts of tapes, observational field notes, and principal’s daily log generated during the study. The participant will have access, upon request, to the information which he/she has personally provided. Further, information pertaining to the research may be obtained from the researcher (Tel. 373-5171) or the researcher's advisor, Dr. Patrick Renihan, Department of Educational Administration, University of Saskatchewan (Tel. 966-7619).

Participant's Signature: ____________________________

Researcher’s Signature: ____________________________

Date: ____________________________
APPENDIX D

127 Delaronde Road
Saskatoon, Sk.
S7J 3W2

22/11/94

Dr. D. Hawley,
Deputy Director of Educational Services,
Saskatoon Public Board of Education

Dear Dr. Hawley,

I am writing to request your consent to conduct research for a doctoral dissertation in one elementary school of the Saskatoon Public System.

My dissertation topic is: Principal Behavior and School Context: A Case Study. This study will develop and extend basic knowledge of administrative behavior in that it will result in an articulation of the way administrators make sense of what is appropriate administrative and school practice in such a context. The study may assist in better discerning what administrators do in a certain context and why they do it in that manner. Finally the study may facilitate the preparation of effective principals for a variety of culturally diverse community contexts.

Possible sites will be inner-city schools in which the principal is not new to the school nor is a new appointee to the principalship. The participation of the principal will be voluntary and the confidentiality and anonymity of responses will be ensured. The procedures for this study will be approved by the Ethics Committee of the University of Saskatchew.

If you have any questions regarding this research thesis, please contact me at the school (683-7170). You may also contact my advisor, Dr. P. Renihan, at his office (966-7619) for further clarification or information.

I would appreciate your permission to conduct this research during the months of January to May, 1995. Thank you for consideration of this request.

Yours truly,

Murray Tufts
The internal examiners of the proposed thesis

have examined the procedures and materials to be used.

They are satisfied:

(a) the procedures and material conform to the ethical guidelines recommended by the Social Sciences and Humanities Research Council of Canada for research involving human subjects.

(b) the proposed study does not involve research involving human subjects.

*Delete whichever does not apply.

Internal Examiners: 

Department Head:

(Date)