>Review of Specialist Classroom Teachers Pilot

Report prepared for:

Ministry of Education

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6 July 2007

Opinions expressed in this report are those of the authors and do not necessarily coincide with those of the Ministry of Education

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> 1. Executive Summary and Introduction to the Report

The purpose of this report is to summarise and discuss data gathered during a review of the pilot of the Specialist Classroom Teacher (SCT) role, which was implemented in secondary schools across New Zealand in 2006. The role was part of the 2004 collective agreement and was seen as providing for professional support and learning in schools, as well as providing classroom teachers with an alternative career path.

The SCT role allowed for the initial exploration of different career opportunities to retain teachers in the classroom. The time allowance allocated to the SCT role is four hours non-contact regardless of school size. As such, not only the culture of the school but also its size were potentially key factors in the nature and impact of the role. During the review data were gathered in an iterative process allowing for learning conversations and feedback and feed-forward sessions with key stakeholders: the Ministry of Education (MoE), the Post Primary Teachers Association (PPTA) and the New Zealand School Trustees Association (NZSTA). This group are partners in the long-term work programme, which aims to retain teachers in the profession through the provision of a range of career and professional growth opportunities.

Data were gathered across four separate data collection phases. These phases were:

- Establishment data

- Implementation data

- Case study data

- Impact data.

Each of these phases provided a complete set of findings, which was presented in oral and/or written reports to the stakeholders over 2006 and at the beginning of 2007. These reports form the core of this review. In this way, stakeholders were provided with ongoing evidence on which to base their decision-making around the future implementation of the role. They were also able to have input into successive data collection activities to ensure their needs were being met. During 2006, the period of the review, the partners described above made changes to the SCT role for 2007.

Report structure

The report consists of ten chapters. The purpose of each chapter is outlined here.

- This first chapter provides both an introduction to the report and a summary of the key themes that emerged from the review.

- Chapter two provides a brief summary of both the pilot and the review as background information.

- Chapter three provides an overview of some key literatures within which the review is framed. These are related to teacher leadership, professional learning communities and changing, or enhancing, teacher practice.

- Chapter four provides an overview of the methodology and the approaches that underpinned it. Each of the "findings" chapters (five to nine) provides a more detailed description of the particular methodology used in each data collection phase.

- Chapters five to nine are the core of this report. Each chapter focuses on one data collection phase, providing an executive summary of the chapter, a description of the methodology, findings and discussion around those findings, and a summary of the key emergent themes at that time. Chapter five presents findings from the establishment survey provided to all SCTs during the national SCT Hui (April 2006). The data collected from a purposively selected sample of schools is presented in chapter six. In chapter seven the data gathered during the 12 case study school visits is collated under key themes. Chapter eight provides a detailed description of the implementation in three schools as exemplars. The final set of findings presented are those from the online impact surveys. These are in chapter nine.

- Chapter ten provides a discussion of the emergent themes across the whole review. In so doing, it suggests some areas for consideration for the future implementation of the role and other similar roles.

The emergent themes

A number of key themes emerged across the data collection and reporting process. Themes emerging early in the data collection were later considered in more depth and from different angles. These included the extent to which the SCT role was perceived as an alternative career pathway, and the qualities and expertise necessary for an SCT both to have credibility and be successful.

In particular, the second of these emerging themes, SCT credibility and success, was considered in depth during the analysis of the implementation phase data. What this data showed was how crucial it was to have the right person in the SCT role, and the complexity of the qualities and characteristics required. There was a clear need for both status and recognition of the role but this was seen, at least in these early stages, as coming from the personal and professional qualities of the SCT rather than from the role. They also highlighted the extent to which the role was still being operationalised and established in schools and the teething issues that had resulted.

The case studies provided an opportunity to delve deeper into these themes and to engage in critical discussion with participants in the implementation. At the 12 schools visited, SCTs, senior managers and teachers who had worked with the SCTs were interviewed. These interviews were semi-structured, and the exact content and nature varied between participants and schools. What emerged strongly from the case studies was the variation in implementation between schools. The SCT models implemented sat on a series of five interrelated continua, which appeared to have been determined by

school culture and by the personality of the SCT. These continua were of practice, delivery, formality, content and response.

Two key themes also emerged, centred around the extent to which the SCT model was focussed on enhancing professional practice and on being proactive in promoting pedagogical change. Although it is unclear exactly where these came from, the emphasis on confidentiality and self-referral led to the implementation of a model that could be seen as self-limiting and reactive. This emphasis appears to have had unintended consequences in that it potentially supports a privatised culture centred on teacher autonomy. In many instances the SCTs appeared to be focussed on reacting to problems when working with teachers rather than on enhancing practice across all teachers.

The final data collection phase was the impact surveys. Some key messages appeared even though the survey responses were disappointing and there can be no assurance of the extent to which participants are representative. Firstly, it would seem that SCTs were having the most impact on beginning and struggling teachers, which is in line with the initial documentation. Secondly, the greatest reported impact was on classroom management. Finally, these data raised some potential concerns about the ways in which the success of the SCT was being measured in schools. There seemed to be little use of "hard" data, of student results or of tracking shifts in teacher practice in an evidence-based manner. This is not to deny the validity of evidence of shifts in practice, or even of perception when triangulated across data collection methods as was done here. Rather, it is to show that in the initial stages the pilot appears to have focussed on providing support to teachers rather than directly on professional practice and student learning. This may be understandable given the relatively limited resource (four hours per week).

These themes are discussed in more detail in each of the relevant chapters and are synthesised into some key messages or themes in the final chapter. Here, "big picture" themes have been synthesised from across the review. A number of these themes contribute to the success of the SCT pilot during 2006. These incorporate and subsume many of those found in the earlier chapters. They are:

- **The need for a professional culture in schools**: In schools where there was already a professional learning culture or where one was strongly emergent, the SCT role seems to have been more proactive, more strongly focussed on professional practice and on working with all teachers. The role appears to have found much more fertile ground in already deprivatised cultures.

- **Reinforcing privatised practice**: The SCT role, as it has been implemented in many schools, appears to have worked within a deficit theory where it is not possible to discuss openly concerns about professional practice with teachers. Hence the need for confidentiality and self-referral; to work in a deprivatised learning environment. The result of this may have been to reinforce in some schools the norms of professional autonomy and non-critical collegiality.

- **The need for professional support for SCTs**: The SCT role is a new one that requires teachers to work with their colleagues in a coaching/mentoring role as well as in a facilitator

one. This requires additional expertise to that of an exemplary classroom teacher. The advisors and events such as the national SCT Hui (April 26-28 2006) would appear to be important sources of such professional support.

- **The nature of the relationship between SCTs and the teachers they work with**: There is a continuum of relationships between the SCTs and their colleagues. At one end are the "guidance counsellors", SCTs who are personal confidants and support people. At the other end are the professional mentors whose core focus is on improving professional practice.

- **The SCT as an alternative career pathway**: The extent to which the role is an alternative career pathway and the nature of that path are still being determined. During 2006, it was clear that the lack of status and recognition and the newness of the role meant few could see where it could lead. Also the variety of backgrounds of the SCTs meant there was no apparent linear pathway. Perhaps the real question still to be asked is whether this was an alternative career pathway or an opportunity to gain and share experience. It could also be asked whether a career pathway needs to be linear.

- **Status**, **recognition and value**: Throughout the review, it was clear there were issues surrounding the status – or lack of in many instances – accorded the SCT role. While there appeared to be high value placed on it by those who had worked with the SCTs and by most senior management, there appeared to be little formal recognition of the importance of the role or of its place in the school hierarchy.

The success of the SCT role

The themes discussed above arise from a theoretical framework that sees the SCT role as one of teacher leadership, focussed on enhancing professional practice to raise student achievement. The role is also seen as allowing for the provision of focussed professional learning, for both the SCTs and the teachers they are working with. Within this context, success could be seen as evidence of enhanced professional practice and/or improved student achievement. In addition, a key purpose of the SCT role is to retain teachers in the classroom providing them with alternative career opportunities. In this, it has clearly been successful: the overall consensus from participant SCTs and their managers is that the role is an excellent one. SCTs spoke frequently of the opportunities they had been afforded. The role was described as one that allowed them to enjoy a leadership role, to share their expertise and knowledge and yet remain in the classroom.

The extent to which the role has enhanced professional practice across schools or impacted on student achievement is more difficult to ascertain, and it was not the purpose of this review to summatively judge its impact. Rather the review was intended to identify areas of concern, and to inform future policy and practice. What the review has shown is that in some schools the SCT role has been hugely successful in focussing on professional practice. In others, this focus is emergent while in some, the focus appears to be more on individual teachers. The culture of the school, the priorities of

the school leadership and the personal qualities and characteristics of individual SCTs have all impacted on the implementation of the role. What can be stated with certainty is that the pilot of the SCT role has been successful. Much was learnt from its implementation as evidenced in the changes made for 2007. The review has enabled the ongoing discussion of a number of key themes, which have implications for the long-term work programme and the development of other career pathways or opportunities. The SCTs themselves have benefited hugely in terms of their professional growth, as have a large number of teachers who have worked with the SCTs.

As with all new initiatives there have been teething problems and this was to be expected. It may take time for some of these to be ironed out and for the role to become firmly established within schools. However, its enthusiastic reception and the willingness of the key stakeholders (the long-term work programme partners, and those implementing the role in schools, the SCTs and their senior managers) to learn from its implementation and reflect and adapt the role, suggest that, over time, the SCT role will become an integral and important factor in the enhancement of professional practice.

The SCT pilot – 2006

In 2004, the settlement of the Secondary Teachers' Collective Agreement (STCA) included the creation of a new position in secondary schools, the Specialist Classroom Teacher or SCT.

The scheme was introduced to all secondary schools in 2006 as a pilot. A review of the 2006 pilot was commissioned, and its findings are the subject of this report. During 2006, alterations to the scheme were made for the 2007 implementation of the role.

Two key purposes for the position were articulated in 2006. The first was for the SCT to contribute to the enhancement of quality teaching practices in all secondary schools by supporting the professional growth of other teachers. The ultimate impact of these enhancements to the quality of teaching was seen to contribute to high educational outcomes for all secondary students, particularly those most at risk of underachievement.

The second purpose derived from the recommendation of the Ministerial Taskforce on Secondary Remuneration: that a broader range of career pathways be developed to offer more attractive career prospects for secondary teachers. The SCT scheme then was also seen as contributing to teacher recruitment of graduates and retention of experienced teachers, particularly those that wished to focus on professional teaching practice.

In the 2006 introductory information the focus of the SCT role was to be on:

- Mentoring beginning teachers across departments and subject areas

- Mentoring experienced teachers who seek assistance (Ministry of Education, PPTA, & NZSTA, 2006, p. 1).

Under the pilot scheme, each secondary school was entitled to appoint one teacher to the SCT position. Schools taking up the pilot scheme received four hours additional staffing per week to resource the position, which allowed the SCT to be released for this role. Teachers appointed to the SCT position received an allowance of $6,500 per annum. However, they had to relinquish any units held for management duties for the 2006 year[3]. Because of the pilot status of the scheme in 2006, the SCT appointments were for one year only with the 2006 appointees free to apply for the position in 2007 or return to their previous position inclusive of any management units relinquished in 2006.

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[3] This was to enable them to focus on the SCT role.

The 2006 scheme outlined the types of personal qualities, knowledge/skills and experience that were seen as important for an appointment to be successful in the SCT role. Personal qualities included:

- A commitment to teaching and improving learning

- Being seen by the staff as an effective and credible classroom teacher, empathetic, approachable and committed to professional learning, with strong relationship skills and an appreciation and respect for diversity and cultural differences.

Knowledge and skills included the ability to communicate effectively a sound knowledge of teaching and learning to other teachers across all subject and class contexts. Experience included extensive teaching experience and successful practice in mentoring teachers (including beginning teachers) and providing professional learning to other teachers.

The 2006 pilot included centrally funded professional support for the SCTs. This support comprised:

- The establishment of an SCT advisor in each of the Schools Support Services regions to provide support, assistance and professional development to SCTs as they developed this new role

- The publication of an SCT handbook

- An electronic network. A dedicated online network *Teachers Talk Teaching* was established similar to LeadSpace, and tapping into and expanding its research and reading resources.

- Initial training. A one-day regional hui was provided to undertake initial training and guidance, introduce the electronic network, distribute and discuss the SCT handbook, and commence the development of SCT cluster networks.

- Encouragement for the development of cluster networks by schools.

In addition, a three-day national hui for all SCTs was held in Auckland in April 2006. At this hui, SCTs were provided with both a range of professional learning opportunities and an opportunity to network and discuss the initial stages of their role. They also met with their advisors during the hui.

Schools were also advised to consider providing the following support for SCTs:

- A confidential but accessible office space away from the management/administration area of the school

- Access to the school's network of others who have some aspect of professional oversight of teachers such as professional learning coordinator or HoDs

- Professional learning opportunities to support their work.

The role of the SCT advisors appears to have been pivotal in 2006. They provided SCTs with professional support and guidance, as well as reading materials and co-ordinated and facilitated cluster meetings and professional learning opportunities within those. The SCT role in some schools was an isolated one and the advisors provided a professional contact.

The review of the pilot

The purpose of the commissioned review was to collect and analyse data on the experiences of the SCTs during 2006, including appointment processes; support for the role both within and beyond the school; and the development of the role to give effective professional support to secondary teachers in 2006. It was intended that the review identified areas of concern or issues that require further investigation; helped inform future policy and practice; and helped develop shared understandings of future directions for teacher career pathway developments and ongoing professional learning. The work undertaken was not seen as an evaluation but as an opportunity to provide stakeholders with a range of data surrounding the implementation of the pilot

The review was iterative in nature and provided snapshots of the implementation of the SCT pilot across three time periods: its initial establishment in schools early in 2006; its implementation during the year (June – September); and its impact at the end of the year (December). Data and findings from preceding data collection rounds were used to inform subsequent rounds. In this way, emergent themes and ideas were continuously revisited and further unpacked as the review progressed. Both oral and written reports were provided to key stakeholders at the end of each data collection cycle. These interim progress reports form the basis of each of the findings chapters in this report.

Four key areas were considered:

- School planning and implementation processes

- The efficacy and validity of the approach by schools and overall

- The characteristics of SCTs

- The impact of the SCT position.

The scheme in 2007

During 2006 the key stakeholders, MoE, NZSTA and PPTA, confirmed the continuation of the position with significant changes to some aspects. These changes related to the eligibility criteria for selection of an SCT and the recommended focus of the SCT role. The time allowance (four hours), the number of SCTs per school (one) and the salary allowance ($6500 per annum) remained the same. Also remaining the same was the description of the role as an alternate career pathway for teachers who "want to remain centred in teaching practice, rather than following a management and administration pathway" (Ministry of Education et al., 2006, p. 2).

The eligibility criteria were expanded so that:

- Boards could offer a permanent appointment

- SCTs could hold one fixed term unit

- External appointments could be made where schools were appointing additional staff and there was no suitable internal appointment

- Part-time teachers could be appointed (with a recommended minimum teaching load of 12 hours per week).

In addition, the criteria for appointment were expanded to include the knowledge, skills, experience and personal qualities that the pilot year had shown were needed for an SCT to be effective.

In 2006, the suggested focus for SCTs had been comparatively narrow, something commented on by some of the case study schools. In particular, the schools used as exemplars in this report had moved well outside the suggested focus. This has been expanded on for 2007 with a number of possible focuses for the role, including:

- Supporting and assisting beginning teachers to develop and demonstrate effective teaching practices

- Supporting and assisting beginning teachers to maintain a purposeful learning environment that engages students

- Supporting and assisting other teachers in the school with effective teaching practices and maintaining a purposeful learning environment that engages students

- Supporting and assisting teachers to expand their knowledge, skills and attributes to increase teaching effectiveness

- Encouraging collaborative and shared practice.

These new focus areas better exemplify the wide range of implementation models found during the review and discussed in this report.

> 3. Theoretical Framework

This SCT review sits inside a theoretical framework that encompasses a broad range of literatures and research. Each of these areas in itself is complex and will often encompass conflicting perspectives. A consideration of the following five areas and their interconnection will help to highlight the complexities of implementing a project such as the SCT pilot:

- School improvement through policy implementation

- Changing teacher practice

- Teacher leadership

- Professional learning and development

- Professional learning communities.

Each area is briefly discussed in this chapter as an introduction to the wider body of research and literature surrounding the SCT pilot.

School improvement through policy implementation

The SCT pilot can be seen as an example of a policy implementation that has been initiated in an effort, if not to reform our secondary schools, to at least enhance the professional practice that occurs within them. Within the context of current strategic educational policy with its explicit focus on school reform and meeting the needs of the 21st century through new pedagogies one could argue, however, that enhanced practice equals reform.

At the least, the SCT role can be seen as an innovation designed to make a difference. The history of educational research and evaluation is littered with stories of failed reforms and innovations (Tyack & Cuban, 1995). Hatch (1998) contends that "stories about successful and sustained school improvement are rare, but the tales of unrealised expectations and failure in reform efforts are legion" (p. 4). This raises an important question about why educational reforms and innovations frequently fail to become embedded in school practice. Is the failure a result of inadequacies in the policy underpinning the reform or is it a result of inadequate implementation of the policy at a school and/or classroom practice level (Selwyn, 1999)?

The SCT pilot appears to be founded in a strong theory of practice. There is substantial evidence regarding the need for in-school professional learning support, for coaching and mentoring that is firmly based in practice and which meets the needs of individual teachers. There is also a growing body of literature which suggests that teacher leadership is an idea whose "time has come", is a "sleeping giant with the potential to be a strong catalyst for change" (Katzenmeyer & Moller, 2001). The policy itself, therefore, appears to be adequate and well-supported by a wide body of literature.

The next consideration is whether the policy is being implemented adequately at a school level. This review is designed to consider the pilot implementation of the SCT role and to provide evidence to support future implementation to ensure adequacy at all levels. The need to consider school level implementation is supported in a range of literature, which highlights the difficulty of changing teacher practice.

Teacher change literature frequently attributes the failure of reforms to implementation issues, including a view of teachers as resistant to change, as well as organisational features and the personal characteristics of teachers. Richardson (1990), for example, argues that any new practice needs to be "embedded within a theoretical framework of importance to teachers and education" and that concepts need to "filtered through [teachers'] beliefs, intentions and understandings of context" (p. 16). This view is also supported by Trigwell, Prosser and Taylor 1994, cited in (Verloop, Van Driel, & Meijer, 2001), who state that "there is growing consensus that educational innovations are doomed to fail if the emphasis remains on developing specific skills, without taking into account the teachers' cognitions, including their beliefs, intentions and attitudes". Bolman and Deal (1991) suggest that change often fails because those at the top "overemphasize rationality and underestimate the power of lower-level participants to resist" (p. 402). As a final example, Kennedy (2004) cites a number of studies showing that teachers are more likely to implement policies when they agree with them and will avoid those that are inconsistent with their own values and beliefs.

Other literature specifically considers the difficulty of changing teacher practice through policy, particularly in areas of practice such as task and discourse (Spillane & Jennings, 1997). These studies provide insights into the importance of the teacher as a mediating factor in the extent and success of policy implementation where pedagogical reform, is desired. They also provide evidence about the importance of context, of what are called "zones of enactment".

Spillane and Jennings (1997) explored the idea of aligning policies in order to promote more demanding learning goals for students. What they found was that while the policy alignment strategy was effective in changing teaching at a surface level, it was less successful in altering task (what students do in the classroom) and discourse (how students and teachers interact with each other). As a result of their findings, they argue that teacher learning is critical to the successful implementation of policy and that this requires a shift from viewing instructional policy as "a vehicle for putting ideas into practice" to one which sees "teachers as learners from policy" (p. 478). This would seem true of the SCT pilot where the main purpose of the policy implementation is to provide new learning opportunities for practising teachers. Where the SCT role is focussed on facilitating and promoting professional learning it would seem to be meeting this goal.

In a later study, which considered the implementation of mathematics reforms in the United States, Spillane (1999) argues that the "extent to which teachers revise the core of their practice depends on their enactment zones", the zone "in which teachers notice, construe, construct and operationalise the instructional ideas advocated by reformers" (p. 144). These enactment zones may be very

individualistic and mostly private and, as such, can explain the differential levels of implementation of policy. The enactment zones of those teachers who had changed their practice extensively as a result of the mathematics reforms had three characteristics, which Spillane (1999) believes explains their ability and willingness to make the changes.

The first of these is the extent to which their zones extend beyond their individual classrooms. Teachers discussed the reforms with colleagues and experts from outside the classroom rather than simply working in isolation. Secondly, these interactions and deliberations were focussed on not only a desire to understand the reform ideas but also grounded in their day-to-day attempts to enact the reform ideals in their classrooms. This allowed them to learn about practising the reform's ideas and how to cope with the problems that arose through enacting the new pedagogies. The third characteristic that distinguished these teachers' zones of enactment from others lay in the availability of material resources or artefacts that were consistent with the reform ideals. They "harnessed an array of resources", which facilitated their discussions. In this way, these teachers "apprehended the reforms in an environment that supported ongoing enquiry about the ideas represented … and what these ideas involved for their day-to-day teaching of mathematics" (p. 164).

These three characteristics would seem to be desirable outcomes from the work of the SCTs and, indeed, describe many of the activities undertaken by SCTs. That is, the SCT:

- Serves as an expert and colleague with whom the teacher can share ideas and discuss practice

- Focuses firmly on actual classroom practice

- Provides additional resources or artefacts to teachers.

Changing teacher practice

As discussed above, changing the core of teacher practice is not easy and requires deep shifts in values and beliefs, many of which are not espoused. Additionally, teachers are the final mediators of what happens in classrooms. This power, or autonomy, has been described as the result of two factors. Firstly, most teachers work in "relative isolation from adult supervision or intervention" and secondly, there is a "norm of autonomy (or individualism) operating amongst teachers", which has minimised the impact of external influences (Doyle & Ponder, 1977, p.2). These factors are largely due to the loose coupling model of traditional schools (Weick, 1976) where teaching is seen as requiring a high degree of individual judgement. This right of individual judgement or professional autonomy is closely guarded in many instances (Elmore, 2000). This close guarding can be seen in the reluctance of many teachers to self-refer to their SCT or even to open their door to them, to deprivatise their practice.

How then do we change practice in order to improve outcomes? Firstly, it is essential to gain the co-operation and involvement of teachers (Stern & E, 1977; Wixson & Yochum, 2004) because teachers

are the "final arbiters of classroom practice" (Doyle & Ponder, 1977). In order to do this it is important not only to analyse why teachers react to innovations in the way they do but also to understand their current practice in order to change it.

Teacher practices can be seen as solutions to practical problems of what to do within a given situation (Robinson, 1993). In order to resolve a problem, teachers must take into account a range of constraints: that is, conditions that determine the appropriateness and efficacy of their solution (Robinson, 1998). Changing practice requires an understanding of the logic and reasoning that led to that practice in the first place. In this way, an alternative solution or new practice can be offered that both meets the original constraint set and offers significant new benefits. Without such understanding, any new practice may be an inadequate solution when judged against the constraint set of practitioners or may be viewed as unnecessary by practitioners satisfied with their current practice. Where a reform is perceived by practitioners to be an improved solution to the practical problems they face, its chances of successful implementation are greatly increased. For this to occur, practitioners must believe that all the constraints impacting on their original problem have been considered.

Supporting this view is research in New Zealand (Ward, Robinson, & Parr, 2005) considering the implementation of ICT policy in secondary schools, which showed that the way teachers constructed their practice was a key determinant in the use of ICT. Those teachers who had broad constructions of practice, who were open to innovation and risk, and who desired a broad range of outcomes for their students were also relatively high users of ICT. Similarly, Yung (2002) discusses the extent to which "professional consciousness" determines teacher practice. He found in his work that some teachers adopted a passive role regarding policy implementation while others adopted a more proactive one. He found that to change practice it is necessary to make teachers aware of the professional consciousness behind their actions, which he acknowledges is not an easy task.

This idea of practice, as being in response to a complex set of factors, has important implications for the implementation of any innovation. As Hoban (2002) points out, "most attempts at educational change involve learning how to do something in a classroom that has consequences for other aspects of classroom practice" (p. 2). Innovation, or change of any kind, therefore, has the potential to upset the delicate equilibrium individual teachers have created. When this occurs two results are possible. Either there are shifts throughout the system and a new equilibrium is created, or the new component is absorbed and the status quo remains. The SCT would seem to be in an ideal situation to understand both the initial constraint set and the impact of any shift in practice.

Supporting this view, Doyle and Ponder (1977) suggest there is a need to analyse "how teachers actually respond to influences which impinge upon their established habits and practices" if teacher practice is to change. Their study focuses on the "decision making processes which appear to underlie teacher reaction to change proposals" (p.1). They suggest that teachers evaluate messages about teaching in terms of their practicality and that where innovations are perceived as practical they are likely to be incorporated into teaching practice. Thus an innovation is evaluated on the consequences

of attempting to implement it. They suggest that decisions about the practicality of an innovation are immediate and based on instinct rather than rational deliberation and that three general criteria are used by teachers for the evaluation of an innovation:

- Instrumentality (practicality) – an idea must be able to be taken from the abstract and transformed into concrete procedures that will work in the classroom. Does it allow for classroom contingencies?

- Congruence (situation) – there needs to be a match between the change proposed and the current conditions in the classroom. Does it fit their classroom situation?

- Cost – what is the amount of return for the amount of investment? How easy is it to implement?

The SCT model would seem to allow for these three criteria to be successfully met. In most instances, SCTs are providing practical ideas and resources to teachers that they have already utilised or trialled. They are also practising classroom teachers, who are aware of the context within which the teachers they are supporting are working.

Teacher leadership

Any discussion of teacher leadership must be based in a theory of leadership. At its most simplistic, leadership can be seen as being about the influence of one person or group of people over others. Teacher leadership can therefore be described as being about "who can exert influence over colleagues and in what domains" (Frost & Harris, 2003, p.485). Additionally, the role of teacher leaders is frequently linked with school reform and with the empowerment of other teachers. Wasley (1991) defines teacher leadership as "the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader" (p. 23).

According to Frost and Harris (2003), teacher leadership is powerful for two reasons. Firstly, it has the potential to directly impact on school improvement and secondly, it has the potential to contribute to teacher morale through greater engagement and collaboration. However, it appears difficult to define the nature of what a teacher leader does or even is. The role appears to be "institution-specific", operating in ways that are particular to the school context in which they work. Indeed, research has shown that teachers themselves do not always hold shared meanings of teacher leadership even within the same context (Brooks, Scribner, & Eferakoroho, 2004).

Lambert (2003) suggests that both the definition and practice of teacher leadership is "elusive", while Muijs and Harris (2003) state that there is some "conceptual confusion over the exact meaning of teacher leadership" (p. 438). Brooks, Scribner and Eferakorho (2004) see the problem of defining teacher leadership as more than a quibble over semantics. They suggest that the definition and implementation of teacher leadership is institution specific. Indeed the range of implementation models seen in this review of the SCT pilot would seem to support this.

Teacher leadership is still frequently interpreted through traditional leadership theories, which emphasise leadership as a formal position and this seems to be the case with the SCT role. Within this traditional lens only some teachers, those who have a "formally sanctioned" role to play, are leaders. Highly skilled teachers in particular areas are often given new roles designed to implement new programmes or bring about change in the school structure. It is this new role that defines their work and gives them authority over other teachers. "The teacher leadership role is a career path with designated roles, requiring specific training and certification and identifies teacher leadership as open and transactional" (Gonzales & Behar-Horenstein, 2004).

However, there is another view of teacher leadership that "expands the role of classroom teacher to teacher leader participating in leadership within and beyond the classroom and identifies teacher leadership as open and transformative" (Gonzales & Behar-Horenstein, 2004). In its most democratic form, this definition views all teachers as having the potential to be leaders, regardless of position or designation. The defining characteristic of such leadership is that the "teacher has chosen to act strategically to contribute to school improvement" (Frost & Harris, 2003, p.483). Interestingly, in one of the case study schools, the SCT seemed to be facilitating this model of teacher leadership.

Katzemeyer and Moller (2001) suggest that "teacher leadership develops naturally among professionals who learn, share and address problems together" (p.12). They also believe that all teachers are leaders: "Teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice" (2001, p.5). That is, they take responsibility for improving not only their own teaching but also that of their colleagues (Brooks et al., 2004).

It could be strongly argued that where the SCT role is being used to promote deprivatised practice and a sharing of practice, it is promoting a learning culture that potentially allows for all teachers to become teacher leaders. This type of culture is quite different to the more traditional school culture where the nature of teachers' work remains isolated and where teachers are reluctant to ask for assistance from others, preferring to resolve problems alone rather than work collaboratively and collegially.

The extent and nature of teacher leadership is determined by three groups of factors: the construction of the professional role of teachers, the organisational environment and personal capacity. What teachers view their professional role to be, as well as how others in the wider community view it, will determine the extent to which they can exert leadership (Frost & Harris, 2003). Also important is the extent to which formal leaders, such as principals, allow them to exert leadership in that they have the power to initiate the development and structures within which teacher leadership can operate.

Within the organisational environment itself, three factors influence the potential for teacher leadership. The first of these are the management arrangements that exist and which establish the patterns of accountability and communication. The second is the organisational culture and the extent to which teachers feel that the exercise of leadership is accepted, and legitimate. Finally, there is

social capital and the degree of trust within the community. For teacher leadership to be exercised, colleagues must allow others to do so.

The third group of factors relates to personal capacity. These are authority, knowledge, situational understanding and interpersonal skills. Traditionally, authority comes from position within the hierarchy but other sources include technical-rational authority, professional authority and moral authority. Technical-rational authority comes from the ability to present carefully prepared proposals or ideas firmly based in evidence. A key source of authority for teacher leadership comes from the reputation of a teacher for excellence in the classroom: that is, professional authority based on "informed craft knowledge and personal expertise" (Frost & Harris, 2003, p.491). Moral authority is characterised as "felt obligations and duties derived from widely shared community values, ideas and ideals" (Sergiovanni, 1992, p. 39 quoted in Frost & Harris, p. 491). Frost and Harris suggest that where teacher leadership is based on moral authority it gives rise to a learning community.

Teacher leaders need not only the tacit knowledge that comes from experience and is seen in good classroom practice; they also need pedagogical knowledge that is more clearly articulated and publicly demonstrable. Organisational knowledge is also necessary for teacher leaders so that they know when and how to act within their organisation. The third dimension of knowledge is community knowledge such as knowledge of local interest groups and sources of expertise and support.

Leadership requires the ability to read situations and determine how to deal with specific contexts. Teacher leaders need to be aware of how others will respond to suggestions and understand the micro-politics of the context in which they are working. Finally, teachers' interpersonal skills will affect the degree to which they can influence each other.

Each of these factors was shown in this review to be important in the successful implementation of the SCT role.

Professional development and learning

Comprehensive lists exist of the characteristics of effective professional development. Such lists will often identify that professional development should be needs-based and contextualised, that feedback and self-reflection are needed, as is cognitive dissonance and an opportunity for teachers to investigate problems of practice. Other characteristics commonly mentioned in discussions of effective professional development include motivation and time to engage fully as well as whole school involvement (Hawley & Valli, 1999)

Professional development here in New Zealand, such as that undertaken in Mangere and Otara (McNaughton, Lai, & MacDonald, 2004) and the work of Bishop and Berryman (2005), suggests that the analysis and discussion of student outcomes can be a catalyst for effective professional learning and the changing of practice. Both of these projects have shown significant changes in teacher practice and student outcomes.

Guskey (2003) analysed 12 major lists and found only two characteristics present in most of the lists. These were the enhancement of teachers' content and pedagogical knowledge, and the need for sufficient time and resources. This range of characteristics demonstrates the complexity of professional development while the lack of agreement helps to explain why changing teacher practice can be challenging (Hawley & Valli, 1999).

A professional learning view of professional development adds a further dimension to this already diverse list of characteristics. Hannay, Mahony, & MacFarlane (2004) distinguish between professional development, which they say has connotations of delivering some kind of information to teachers in order to influence practice, and professional learning, which implies a more internal process through which individual teachers create and develop professional knowledge.

However, there is perhaps another way of distinguishing between the two: professional development can be seen as one means of providing for professional learning. It is the structured activities that are undertaken in workshops and whole staff sessions as opposed to the often more unstructured and individual types of learning that occur through collegial discussion, deprivatised practice and the guidance of colleagues. Within the SCT role the full range of such activities was described reflecting the diversity of implementation.

The need for professional learning communities

A key conclusion from Timperley's research into the sustainability of professional development in literacy is that the most successful schools in terms of raising student achievement are those that create strong professional learning communities. For her research project a professional learning community was defined as "one in which teachers update their professional knowledge and skills within the context of an organised, school-wide system for improving teaching practices. In addition, teachers' efforts, individually and collectively, are focused on the goal of improving student learning and achievement and making the school as a whole become a high-performing organisation" (Ministry of Education, 2003, p. 3) .

In a professional community of teachers, a core responsibility is the professional learning of other teachers, the heart of the SCT role. Teachers must be able to take what they have learned collectively back to the isolated and individualistic world of the classroom. Thus the professional community has responsibility not only for the collective learning of the group but also for that of individuals within the group. This is a radical departure from the norm and requires a deprivatisation of practice. Teachers must be willing to criticise and accept criticism from others; willing to "engage in critique in order to further collective understanding"; and "argue productively about ideas that cut to the core of personal and professional identity" (Grossman, Wineburg, & Woolworth, 2001, p. 980). They must also be willing to contribute their insights and ideas to the community as a whole and to be held accountable for doing so. SCTs alone cannot create the necessary culture and environment but can be a strong catalyst for its development and a central resource in its maintenance and growth.

Within schools, the most logical place for professional learning communities, there are a number of structural, cultural and vocational barriers to their implementation. Firstly, most teacher learning, aimed at extending their pedagogical content knowledge, actually occurs outside the school at workshops, conferences or professional development days, which are sporadic and not designed to sustain intellectual community. Grossman et al argue (2001) strongly for professional learning within the workplace rather than outside. They suggest that it is not realistic to take someone out of their workplace, transform them, and then expect them to go back and battle the status quo. Rather it is necessary to transform both the individual and the social setting in which they work. This would seem a powerful rationalisation for the SCT role.

Secondly, there is the much discussed isolation within which teachers work, due largely to the model of loose coupling so prevalent in our schools and the emphasis on professional autonomy (Elmore, 2000). Individual teachers vary in their degree of interaction both within and between schools and, given the large measure of autonomy associated with the profession, "make individual choices on the basis of individual considerations within the context of the school organization". There is no established culture of a collective responsibility for teacher learning. Traditionally, teachers' responsibility is to their own students rather than to other teachers or the students of those other teachers (Grossman et al., 2001).

Grossman et al suggest that although the effort to create a professional learning community is great it is worth it for several reasons. Firstly, teachers cannot be expected to create a community of learners in their classrooms if they have no parallel community to sustain them. Secondly, teachers must keep abreast of developments in the subjects they teach and yet this is not easy, given the demands schooling places on them. They need a venue for continuous learning about their subject rather than merely new pedagogical innovations. Professional learning communities are also venues for not only developing teacher leaders but for allowing teacher leaders to thrive. They also allow for the development of a shared vision and a common goal.

It is here, in the ideals of professional learning communities or cultures, that the intersection of the diverse literatures discussed in this framework and the SCT role can be seen. Teacher leadership by SCTs, as evidenced in the professional mentor/facilitator model described in chapter seven, can be a key resource in the creation and/or ongoing development of a professional learning community or culture within schools. Such a culture is essential if professional learning that promotes enriched professional practice and enhanced student outcomes is to occur: that is, if the policy goals of the SCT innovation are to be met. In the subsequent chapters of this report, the extent to which this has been achieved, the way in which the role has been implemented and the key factors impacting on that implementation are considered.

4. Methodology

Methodological approach

The original request for proposals made it clear that the review was intended to be **educative**; to "improve educational policy making or practice" (Hammersley, 2003). As such, it was important the methodology used provided the key stakeholders with in-depth and timely information on which to base future policy directions and decision-making. The methodology was, therefore, underpinned by an **utilisation-focussed approach**: that is, the review was designed to ensure that the information needs of those who would be making decisions based on its findings were met. As Patton (2002) states, this approach "answers the questions of whose values will frame the [review] by working with clearly identified, primary intended users who have the responsibility to apply evaluation findings and implement recommendations". In this instance the primary intended users were the MoE, the PPTA and the NZSTA. There was, however, an important secondary audience to consider when undertaking the review: the school leaders/managers responsible for implementing the SCT and providing an appropriate supportive context for SCTs to work in.

In order to achieve the necessary level of collaboration an iterative data collection process was developed. This allowed for the presentation of initial findings from each data collection point to key stakeholders. They were then able to provide feedback and engage with the researcher in critical discussion around the emerging themes. This feedback and discussion informed the development of the subsequent data collection tools and the final report. Schools were also provided with summary reports based on both the baseline and implementation surveys. In addition, two oral presentations were made to the SCT advisors. In this way, schools were provided with substantial information during 2006/2007.

Both quantitative and qualitative data collection methods were utilised. This meant that more extensive collection of specific data was possible through surveys, and the resultant findings could be both triangulated and further explored through focus groups, interviews and school visits. The survey allowed for the gathering of specific data from a wide group of participants. It also allowed for statistical analysis of data relating to the core research questions. However, survey analysis can lead to a reduction of data to averages and simple correlations. It was, therefore, important to corroborate and build on the survey data with more qualitative material. The case study approach allowed for a detailed study of the context within which the SCTs were working. It also allowed the SCT pilot to be viewed more closely through the lens of the practitioners responsible for its implementation and those directly impacted by it.

The specific methodology used for each data collection activity has been described in the relevant chapter. What follows is an overview only.

Review questions

The review questions were focussed in four areas as outlined below:

- School planning and implementation processes

- Demographics and characteristics of the SCTs

- The efficacy and validity of the approach by schools and overall

- The impact of the SCT position.

Data collection

Data were collected in four distinct phases across these time phases. These phases and the chapters they are reported in are:

1. Baseline or establishment data were collected through both a survey distributed to all SCTs and telephone interviews with advisors and non-participant schools. (chapter five)

2. Implementation data were collected through two surveys (one for SCTs and one for senior management) distributed to 72 selected schools. A log was also sent to the SCTs for recording their activities over a two-week period. (chapter six)

3. Case study data were gathered through visits to 12 selected schools. These provided further, more detailed implementation data. (chapters seven and eight).

4. Impact data were collected through three online surveys (SCTs, senior management and teachers who worked with the SCTs). These were made available to all schools. (chapter nine)

> 5. Establishment Data

Executive summary

This chapter considers the initial data gathered at the beginning of the review. It focuses on the demographics and past experience of the SCTs and their expectations surrounding the role. It also focuses on the initial establishment phase of the programme in schools. This data and the emergent conclusions drawn provided an establishment stage information set on which the remainder of the review was built. The data and findings in this chapter were provided to key stakeholders to help inform planning for 2007, which was occurring at the same time (April, June 2006).

Data for this chapter were gathered from three different sources:

1. Initial baseline survey distributed to all SCTs. (see Appendix One)

2. Telephone interviews with SCT advisors from each of the six regions: Auckland/Northland, Waikato, Massey, Wellington, Christchurch and Dunedin. (see Appendix Four for interview questions)

3. Telephone interviews with principals from those schools that did not appoint an SCT for 2006. (see Appendix Five for interview questions)

The chapter considers data from each of these three sources separately and is primarily descriptive in nature, providing a snapshot of the pilot in its initial stages. A synthesis of findings from the reported data suggested some emergent themes not only for unpacking in subsequent data collection but also for informing the next iteration of the SCT role implementation which was being considered at the time these data were collated and initially reported on. These themes are briefly summarised in this executive summary.

The overall impression gained through synthesising these data is that the initial stages of the pilot were very successful and that the initiative was welcomed by respondents. The themes below are perhaps best identified as areas for fine-tuning. The findings also needed to be considered more deeply before any clear themes could be drawn. This occurred in subsequent data collection and the emerging themes here are further explored in the appropriate chapters.

1. The question of whether teachers should be allowed to retain some management units was discussed by both the SCT advisors and the schools who had not appointed an SCT. There appeared to be an issue around school capacity for some schools where either the most suitable person (as perceived by senior management) already had management units they did not want to give up or they were unable to give them up as there was no one to take over their management role. There was some consensus that while roles such as HoD could create tensions when combined with the SCT role, other roles could be compatible. A blanket limitation on management units was therefore perceived as too rigid.

2. The question as to whether being an SCT is perceived as an alternative career pathway was also raised by these data. A clear need was identified to unpack further how the SCTs perceive the role, where they were at in a career pathway when they took on the role and what their next step was likely to be. Given the number of SCTs who already had management roles, one could question whether it is perceived as an alternative pathway *out of* management rather than *into* teacher leadership or whether it was a pathway into a new opportunity. Also raised was the question of both time and financial remuneration, and whether being an SCT was in fact an attractive alternative for many exemplary or expert teachers.

3. The themes raised in paragraphs one and two lead to questions around the criteria for selection. For example:

   ■ To what extent is there a perception that the only teachers with appropriate professional authority and mana to be an SCT are those that have been or are currently in management roles?

   ■ How difficult is it for an exemplary classroom teacher to step up to this leadership role? While their capability can be raised through professional development, recognition from peers may be more difficult to gain. On the other side of the coin, there is also the question of the extent to which people in management roles automatically have the appropriate traits for a coaching/ mentoring role.

4. Size equity also appeared to be an issue on two fronts. Firstly, the qualitative data arising from the telephone interviews suggested that smaller schools potentially have trouble appointing someone and, therefore, utilising the offered resource. Secondly, in larger schools the data suggested that the resource may be too small to have any perceptible impact unless coupled with other initiatives or used in a very intensive manner.

5. The final theme centres around job definitions and the need for senior management, and SCTs, to fully understand the nature of the role and how it can be best implemented in their school to maximise the impact on teaching and learning.

Method

Specialist Classroom Teacher baseline survey

A survey comprised of 21 questions was initially distributed at the SCT national hui in Auckland in April 2006. It was handed to all attending SCTs after one of the hui's plenary sessions. A total of 291 schools appointed SCTs in 2006, and the initial return rate was 67% or 194 surveys. A copy of the survey was then posted to all those SCTs who had not returned one at the hui. An additional 63 surveys were returned through this process resulting in an overall return rate of 89% (n=257).

There were a number of missing responses across the survey. The total number of responses for each question has been included in data tables. Where the percentage of participants for a response is given, this has been determined on the actual number of respondents for that question, rather than on the total of 257 surveys returned.

In some instances, initial analysis of the data showed that there was a need to add response options to some questions where a number of participants either had chosen more than one option or given the same response for the "other" option. This has been explained within the text as part of the discussion for those questions.

The survey was divided into four sections as detailed below. Responses within each of these sections are considered in turn in this chapter.

- Demographics

- Establishment

- Expectations

- Initial impact

SCT Advisor comments: Telephone interviews

One SCT advisor from each region was interviewed by telephone about the initial implementation of the pilot; what they believed was required for successful implementation; what it was looking like in schools; and what, if any, concerns they had and what recommendations they would make for 2007. The interviews were semi-structured around a group of focus questions (Appendix Four). Each interview lasted between 45 and 75 minutes.

The data gathered from these interviews were coded into topic areas, which are discussed separately in subsequent sections. These areas are:

- Main activities

- What was happening in the schools

- Successful implementation

- Considerations for 2007

- General comments.

Non-participant schools: Telephone interviews

In order to develop a better understanding of the reasons why some schools (n=25) did not appoint SCTs, telephone calls were made to the non-participant schools. The questions are available in Appendix Five.

In most instances, it was possible to interview the principal over the telephone. These interviews were between ten and twenty minutes in length. As it was difficult to make contact with some of the

principals, an email was sent to a final group of 12 schools that had not returned calls. Of this group, two telephoned and two responded by email. Eight of the schools did not respond at all.

Findings and discussions from the SCT establishment survey

Who were the SCTs in 2006?

The demographics section of the survey consisted of seven questions related to gender, ethnicity, experience, curriculum area and leadership roles within the school.

In terms of gender, 70% of all SCTs in 2006 were female (n=181) and 30% male (n=76). Across all secondary schools, approximately two-thirds of teachers are female while they hold 49% of those positions that have management units attached[4]. They do, however, hold only 29% of principal positions. These figures suggest that for a number of reasons females are not necessarily well represented at middle and senior management and the SCT role may well be providing a necessary route into leadership roles for them. It may also be providing a more desirable alternative role. What these figures do show is they are represented in the SCT position in proportion to their overall representation as teachers.

Table 5.1 summarises the ethnicity data for all SCTs who returned survey data.

Table 5.1: Percentage of participant SCTs within each ethnic group

Ethnicity	n	%
NZ European	187	74
British	18	7
European	17	7
Mäori	14	5
South African	4	2
Pasifika	2	1
Asian	0	0
Other	13	6
Total responses	!Invalid Character	

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[4] These figures are based on the March 2004 returns available from the Ministry of Education website. They serve as a guide only.

This table shows a clear dominance of NZ European teachers (73%). Of those who identified as 'other' five indicated an ethnicity. These were Indian (n=2), Australian (n=2) and American (n=1). What these figures, combined with those above, suggest is that the stereotype SCT is a NZ European female.

One of the criteria for acceptance as an SCT was that the person had to be an experienced teacher with at least six years of teaching. However, three exemptions were granted allowing schools to appoint less experienced teachers to be SCTs. In order to coach and mentor other teachers, it would seem important that the person had professional authority. Such authority arises primarily from respect for their expertise as a teacher. While questions could be asked about the direct correlation between years of experience and professional expertise, professional authority has been shown to be an important prerequisite for successful teacher leadership (Ward & Parr, 2006).

Table 5.2 summarises the total years of teaching and the number of years participant SCTs have taught in their current school.

Table 5.2: Years of teaching in all schools and in current school

Range of years teaching	In all schools		In current school	
	n	%	n	%
Less than 2 years	0	0	31	12
3 – 5 years	6	2	71	28
6 – 10 years	52	20	58	23

More than 10 years	199	77	94	37
Total responses	!Invalid Character Setting		!Invalid Character Setting *	

* Not all participants completed each question

What these data show is that the clear majority of these teachers were highly experienced with 77% having taught for more than 10 years. The length of time in their current school was more variable as only 37% had been there for more than 10 years and 12% had been there for less than two years. It would be interesting to determine the extent to which professional authority, based on perceived expertise and knowledge, is context-based and, if so, how long it takes (and under what conditions) to establish a reputation for excellent teaching in a single school.

The fourth question, in this section, related to the curriculum area that the SCTs primarily taught in. Initial analysis of the data showed it was necessary to create an additional response as 10 SCTs reported teaching across more than one of the core curriculum areas. These teachers were predominantly home room teachers or teachers in composite secondary schools teaching in the junior years.

Figure 5.1 is a graphic representation of the percentage of participant SCTs who taught in each major curriculum area. English teachers were the most strongly represented, accounting for 26% of the SCTs surveyed (n=67). This was followed by science (20%), social sciences (16%) and mathematics (12%). These findings suggest that the SCTs were being drawn predominantly from the major curriculum areas. These are the largest departments within any school which would suggest that they would provide the most SCTs. They may also be areas with experienced teachers unable to gain promotion within their department due to its large size.

Figure 5.1: Percentage of participant SCTs within each curriculum area
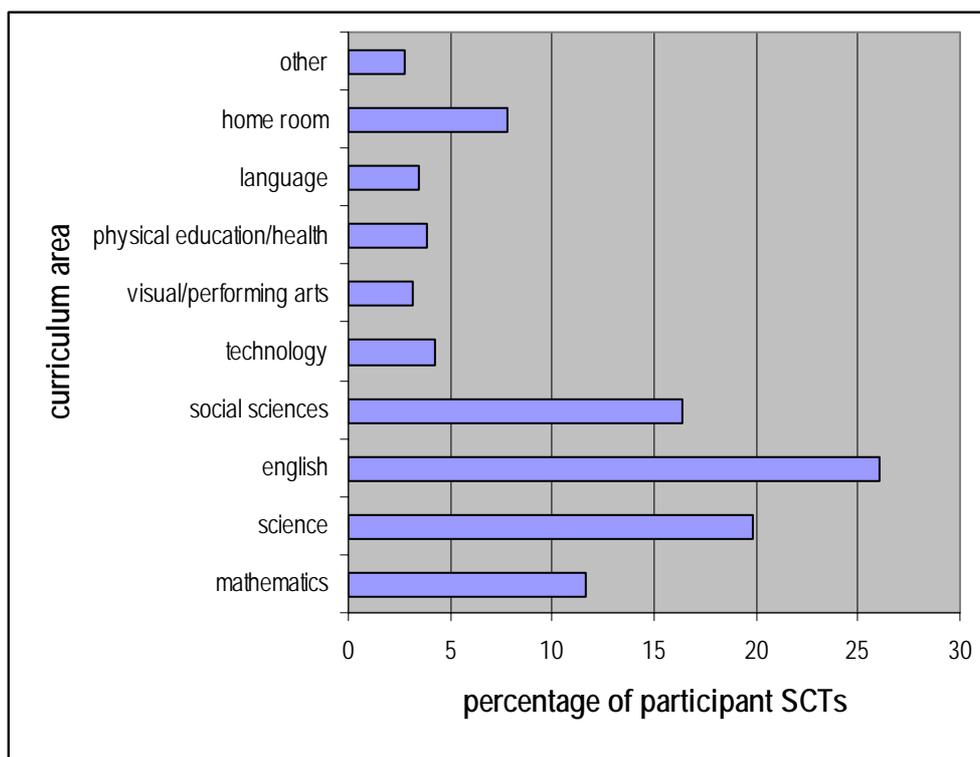
One of the criteria for the SCT role in 2006 was that the person did not hold any other management units within the school. For the 2006 pilot year, teachers appointed to the SCT position were expected to relinquish positions of responsibility, and their associated management units, where applicable. This was to ensure that this additional resource in schools was used appropriately and the appointee could focus on the needs of his/her new role in secondary schools. Any position and management units relinquished were protected for the year, and SCTs had the right to return to previous positions and permanent units at the end of the 2006 pilot year, if they chose to. As with the years-of-teaching criterion, some exemptions to retain one fixed-term unit and some extra responsibility (n=11) were granted to schools. Three schools were allowed to appoint teachers with permanent management units of which one held three and the other two SCTs held only one. In addition, one SCT retained a careers allowance. In all cases, where these exemptions were granted, the schools were very small and it would have been impossible for the school to appoint an SCT without the exemptions.

Participants were asked whether they currently held any leadership roles within their school and then whether they had held them in the past in any school. It became clear that the question of other leadership management roles needed to be considered in much more depth than the data gathered at this point allowed for. The requirement to give up management units and the related issues for schools in finding teachers with sufficient professional authority who did not already have management roles were central concerns for both non-participant schools and for the SCT advisors.

Interestingly, given the criteria outlined above, 111 or 44% of responding SCTs indicated that they did hold another leadership position within their school. There are a number of potential explanations for this. Firstly, it may be that many felt they still technically held these positions as they were being held

open for them. Secondly, it also appeared from comments from SCT advisors that some SCTs, although they have given up their units, had in fact retained the responsibilities associated with their former roles. Finally, it may be that many of the self-reported "leadership roles" did not have associated management units and, therefore, there had been no need for the SCTs to give them up. This was in fact the case for some of the SCTs.

An analysis of the leadership roles that participants indicated they held is displayed in Table 5.3 (a complete list is available in Appendix Two). These roles ranged from lead teacher roles for specific initiatives through to assistant principal. They included the community education coordinator, guidance counsellor and NCEA responsibilities as well as sports coordinators, deans and heads of department. The largest groups were teachers in charge of a subject area and lead teachers. These last two are roles that would hold few, if any, management units.

Table 5.3: Leadership roles reported as currently held

Role	n	%
Teacher in Charge – subject area	28	25
Lead teacher [2]	24	22
Head of Department	14	13
Assistant Head of Department	11	10
Dean	10	9
Coordinator [3]	8	7
Beginning Teacher Coordinator	4	4
Pastoral [4]	4	4
Teacher in Charge – sport	3	3
College of Education Liaison	3	3
Senior Management [1]	2	2
Number of responses	!Invalid Character Setting	

Notes:

1 Both these are at an assistant principal role.

2 Roles related to specific initiatives such as literacy, numeracy and RAFA have been grouped as lead teacher roles.

3 This category includes a wide range of responsibilities such as adult education, timetabling, library.

4 This category includes teachers with some responsibility for student welfare generally.

The diversity of roles within these categories suggests widely variable time commitments and a range of management units and fixed-term units. In some instances, there would probably be no additional payment for the non-SCT role(s). These responses also suggest a wide interpretation from participants of what leadership roles are within a school. This supports the contention in some of the current literature that the notion of teacher leadership is not widely understood and is contextually determined to a large extent.[5]

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[5] There is a more detailed discussion of this in Ward & Parr (2006). This article refers to other literature which discusses the "elusive nature" of teacher leadership and the extent to which its implementation is "institution specific".

These findings do raise the question of the extent to which management responsibilities and the SCT role are mutually exclusive in practice. The rationale for asking teachers to give them up is logical if this is an alternative career path to the commonly recognised middle management to senior management pathway. To hold both a head of department (HoD) role and a SCT role could create some tension for individuals and would require clarity about which "hat" the HoD/SCT was wearing at any given time.

This tension could arise from the role an HoD has in both attestation and appraisal. Teachers may be reluctant to approach an SCT for advice or support if they feel it will be used in more formal appraisal/attestation processes. However, concerns over school staffing capacity and the difficulty of finding sufficient "good" staff to cover both roles also need to be considered. It may be that not all management units or fixed-term units need to be given up as was the situation in 2006. Much could depend on the demands and nature of the roles and the extent to which they are compatible. In addition, as subsequent data collection showed, some SCTs saw no problem in holding both roles. Rather, they saw it as part of being professional to be very clear on the "hat" they were wearing at any time.

When asked if they had in the past held any leadership roles in any school, 83% (n=212) reported they had. This again raises some issues for consideration in terms of school capacity, something which was discussed by both the SCT advisors and those principals who did not appoint an SCT in 2006.

In addition, the number of SCTs who reported that they had held more than one leadership role in the past suggests that "good" teachers are already filling a variety of roles. It also suggests that for some SCTs, the decision to take on this new role may reflect the desire for a change from the more traditional career options and roles.

Table 5.4 summarises the roles the SCTs have held in the past by categories (a complete list is available in Appendix Three). In some instances, the allocation of a response to a category was subjective and so this table should be treated as indicative only.

Table 5.4: Leadership roles held in the past by SCTs

Role	n	%
Head of Department	59	29
Dean	41	20
Dean & HoD	26	13
Senior Management	22	11
Assistant Head of Department	20	10
Teacher in Charge – subject area	19	9
Lead teacher [1]	6	3
Coordinator [2]	5	2
Pastoral [3]	4	2
Beginning Teacher Coordinator	1	0
College of Education Liaison	1	0
Teacher in Charge – sport	0	0
Number of responses [4]	!Invalid Charact er Setting	

Notes:

1   Roles related to specific initiatives such as literacy, numeracy and RAFA have been grouped as lead teacher roles.

2   This category includes a wide range of responsibilities such as Adult education, timetabling, library.

3   This category includes teachers with some responsibility for student welfare generally.

4   Eight teachers indicated that they had had a leadership role but did not then state what that was.

This table (5.4) shows clearly that many of the current SCTs have had traditional senior and/or middle management roles within a school (65%, n=168). These roles include dean, assistant HoD, HoD or senior management. The question this raises is the extent to which a classroom teacher who has not had such a role but is a successful teacher is seen as having the necessary expertise and professional authority for such a position. Can a classroom teacher move into leadership without being a middle manager? If it is too difficult for them to do so, the SCT role is at risk of becoming an alternative only for those already at management level rather than being a career pathway for talented professional teachers looking for an alternative career opportunity to traditional management roles. However, the diversity of people filling the SCT role, as evidenced in subsequent data collection, suggests the role is in fact serving a number of purposes and providing a range of career opportunities or pathways.

Whether this is an issue or not could depend on how flexible the notion of alternative career pathways is and what the overall desired outcomes of the initiative are. An alternative pathway could, conceivably, be taken to mean either moving into the role rather than going into management, or moving out of a management role into a more classroom-focused role. In the past, there has not been an option for teachers with management positions that allowed them to easily return to the classroom and to utilise the leadership and professional skills gained from their management positions without a considerable drop in pay and perceived professional status. As one of the SCT advisors suggested, the "mechanisms for moving between roles are not readily available". SCTs could be one such mechanism. It should be noted, however, that in 2006 there was a perception that the SCT role lacked status.

The other thing to consider is what the ultimate desired outcome for the role is. The return to the classroom of experienced school managers could be seen to benefit both students and other teachers who stand to gain from the expertise and knowledge these managers have (provided they have maintained an interest in teaching and learning and were exemplary classroom teachers prior to promotion).

How was the role established in schools?

Six questions from the survey related to the establishment and early developmental stages of the implementation of the pilot. These questions considered role definition, appointment processes, explaining the role to other staff and the extent of their acceptance by staff. In addition, SCTs were asked how many hours, on average, they spent on their SCT duties and how useful they found the initial training day and the handbook they were given when carrying out their role and responsibilities.

When was the role defined and made clear to SCTs?

Participants were firstly asked when the role was defined and made clear to them. In the survey, four response options were given. While analysing the data, a fifth code was used because a number of SCTs reported that, while the job was defined and made clear prior to being advertised/made

available, it was also redefined collaboratively with them once they were appointed. Table 5.5 summarises the percentage of SCT participants for each response option.[6]

Table 5.5: Percentage of participants by response option

Response option	n	%
Collaboratively with me after I was appointed (b)	161	63
Prior to the job being advertised/made available (a)	52	20
Never been defined – still no clear description of what expected (c)	26	10
Other (d)	10	4
Both prior to advertisement and collaboratively after appointment (a+b)	8	3
Total responses	!Invalid Character Setting	

These responses suggest that in the majority of the schools there was no clear job description or role definition until after the appointment was made and that it was then developed collaboratively with the SCT. In addition, many of the responses counted as "b" included comments suggesting that the definition process was still being undertaken when these data were collected. This is, perhaps, not surprising given that the initiative was a pilot only for 2006 and that for many schools the idea would have been a new one to consider and develop.

The finding does, however, reinforce comments by the SCT advisors about the importance of the hui in clarifying the role and what it entailed, and the need for deeper understanding by school management. In some instances, comments suggested that the SCTs have had a large role to play in the collaborative process and that many had developed their own job descriptions. In terms of the "other" comments, not all indicated what the process was. However, five of the SCTs reported that their SCT job description, inclusive of their SCT role, was the same as one they had already held within the school prior to appointment.

What were the application/appointment processes in schools?

The second question in this section asked SCTs about the application/appointment processes. As with other questions initial analyses showed the need to develop some new codes to reflect the greater complexity in some schools than the initial response options allowed for. It would appear that in many

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[6] The letters in brackets reflect the numbering of the options in the survey.

cases more than one response option applied. As a result, an additional seven response options were included [7] (Table 5.6).

Table 5.6: Percentage of participant SCTs reporting different application/appointment processes

Response option	n	%
Asked to take the role informally by Senior Management (a)	50	20
It was suggested I take the role as a result of formal appraisal processes/discussions (b)	3	1
I applied through a formal process after the role was advertised internally. There were other applicants (c)	136	53
I applied through a formal process after the role was advertised internally. There were no other applicants (d)	24	9
I applied through a formal process after the role was advertised internally. I do not know whether there were other applicants or not (new code)	5	2
I initially approached Senior Management after hearing about the role through other sources (e)	8	3
After approaching Senior Management the SCT applied through a formal process with other applicants (e+c)	4	2
After approaching Senior Management the SCT applied through a formal process with no other applicants (e+d)	1	0
The SCT was asked to take the role informally by Senior Management and then applied through a formal process with other applicants (a+c)	9	4
The SCT was asked to take the role informally by Senior Management and then applied through a formal process with no other applicants (a+d)	4	2
After it being suggested through formal appraisal processes/discussions the SCT applied through a formal process with other applicants (b+c)	1	0
After it being suggested through formal appraisal processes/discussions the SCT applied through a formal process with no other applicants (b+d)	1	0
Other	10	4
Total responses	!Invalid Char	

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[7] As above

The most common response (53%, n=136) was that the SCT applied formally and there were other applicants for the job. This suggests that, in many schools, the role was seen as attractive by teachers although it makes no comment on the suitability of applicants. Indeed, some schools that did not appoint stated that although there were applicants they did not consider them to be appropriate.

The next most common response was that the SCT was approached informally by senior management (20%, n= 50). A clear majority reported going through formal application processes. However, 61 schools did not appear to have done so (24%).

It would also appear that in most schools there were other applicants. A total of 150 SCTs responded that they were aware of other applicants (59%) while a further five were not sure whether there were other applicants or not. As already mentioned, this suggests the position was seen as attractive by teaching staff in many schools. This is somewhat contrary to comments made by these schools who had not appointed an SCT as discussed subsequently. It is also a little contrary to case study findings, which suggest that in many cases there were only one or two applicants.

Ten respondents indicated other processes were used. In three cases, the SCT stated that it was other staff who suggested they apply. In one instance, the job was re-advertised after no one applied and then the principal approached the SCT. In another instance, the original SCT left and the current one was approached by senior management to take the role.

What was the quality of support received?

SCT participants were asked about the quality of support they received from senior management. As subsequent discussions in this report show, support from senior management appears to be one of the main prerequisites for successful implementation of the pilot.

Table 5.7 displays the percentage of participant SCTs reporting each level of support.[8] As this table shows, the quality of support at a clear majority of schools was good or above with 78% of respondents (n= 187) reporting support that was either good, very good or excellent. Of concern is the minority of SCTs (10%) who reported no support at all and the further 11% who reported either poor or very poor support (n= 54). There were suggestions from the SCT advisors that this was indeed the case in some schools and at the time of this data collection phase they were working with SCTs to improve the situation.

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[8] In some instances SCT chose two adjacent response options. In these instances the lower option was chosen.

Table 5.7: Percentage of participants reporting levels of quality of support

Level of quality of support	n	%
None offered	25	10
Very poor	6	2
Poor	23	9
Good	82	33
Very good	82	33
Excellent	31	12
Total responses	!Invalid Character Setting	

How was the role explained to and accepted by staff?

For the role to be successful, both acceptance from the staff and a clear understanding of the SCT role by the staff are important. Two questions considered this. The first asked how the role had been explained to the staff while the second considered how, in the SCT's view, the role had been received by the staff.

In the survey, six response options were offered to explain how the role and responsibilities were explained. However, a number of participants indicated more than one response option and so an additional code, which indicated multiple options, was included. Table 5.8 summarises the responses to this question. What it shows is that most commonly, the SCTs had responsibility for explaining their role (41%, n=105). It also shows that in a number of schools more than one method was used. (38%, n=98).

Table 5.8: Percentage of respondent SCTs reporting different ways of explaining SCT roles and responsibilities

Response option	n	%
By senior management at a staff meeting	25	10
By myself at a staff meeting	105	41
Informally by myself when colleagues ask	9	4
In writing to all staff	7	3
Never been explained	9	4
Other	4	2
More than one means of explaining used	98	38
Total responses	!Invalid Character Setting	

The second question asked how, in the respondent's view, the role had been received by the staff. Again, six response options were offered and where there were adjacent responses chosen the lower of the two was counted. Table 5.9 summarises the responses to this question. Based on the views of SCTs, this table shows that most staff responded to the new role with a positive attitude. Just over 5% of participants reported any negative attitude at all. What these data do not show is whether this reported positive attitude was related more to ambivalence than a belief that the role was important.

Table 5.9: Percentage of participant SCTs reporting levels of acceptance by the staff

Level of acceptance	n	%
Very negatively	1	0
Modestly negatively	2	1
Slightly negatively	9	4
Slightly positively	48	19
Moderately positively	117	47
Very positively	72	29
Total responses	!Invalid Character Setting	

Time spent on SCT responsibilities

SCTs, as part of their role, were given a time allowance of four hours per week in 2006. In the survey they were asked to indicate how much time per week, on average, they spent on SCT responsibilities.

Table 5.10 displays the responses to this question. These data suggest that 33% of respondents (n=81) were doing more than five hours per week while 60% were within the range of 3–5 hours (n=147). Very few participants reported less than three hours (8%, n=20). How much more than five hours the SCTs in this category were doing cannot be determined by these data. In subsequent sections, the activities of the SCTs are discussed in more detail.

Table 5.10: Percentage of participants reporting average time per week spent on SCT duties

Average time per week	n	%
<1 hour	1	0
1–2 hours	5	2
2–3 hours	14	6
3–4 hours	41	17
4–5 hours	106	43
>5 hours	81	33
Total responses	!Invalid Character Setting	

How useful was the professional development provided?

Two initial professional development activities had been undertaken, across all regions, prior to the hui.[9] These were the initial training day and the handbook they were given during that day. The survey asked participants to indicate how useful they had found the knowledge and information gained from each of these in carrying out their roles and responsibilities. Table 5.11 is a summary of this information. Where respondents chose two adjacent response options the lower (level of usefulness) was entered into the data table and counted.

It would appear that on the whole, the SCTs found these activities moderately useful. Certainly, only a small minority found them not useful at all. There appears to be little difference between the level of reported usefulness with only 12% of respondents reporting that the initial training day was less then moderately successful and only 16% reporting the same for the handbook. However, 33% reported the initial training day to be extremely useful compared to 22% for the handbook.

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[9] SCT advisors would have also undertaken different professional development activities and these could have varied by region and potentially cluster.

Table 5.11: Percentage of participants reporting levels of usefulness for PD activities

Level of usefulness	Initial training day		Handbook	
	n	%	n	%
Not at all	5	2	4	2
Slightly	24	10	34	14
Moderately	53	22	88	36
Quite a lot	77	32	67	27
A lot	62	26	47	19
Extensively	16	7	7	3
Total responses	!Invalid Characte r Setting		!Invalid Character Setting	

What were the expectations of the SCT?

Three questions asked about the expectations of the SCTs with respect to the role as a career opportunity and their potential impact on teaching practices and student learning for 2006. For this section, where there were adjacent responses, the lower response was entered and counted.

Table 5.12 is a summary of the extent to which respondent SCTs saw the role as a career opportunity. Interestingly, 19% of the SCTs saw the role as either not a career opportunity or only slightly perceived it as such. However, for just over a third (35%, n=87) of the respondents the role was strongly perceived as a career opportunity. This is in line with the intentions of the pilot to provide classroom teachers with an alternative career path.

Table 5.12: The extent to which the role is perceived as a career opportunity by participants

Extent of perception	n	%
Not at all	28	11
Slightly	19	8
Moderately	62	25
Quite a lot	56	22
A lot	58	23
Extensively	29	12
Total responses	!Invalid	

	Charact er Setting

Two questions related to the extent to which they believed they could make a difference to teaching and learning in 2006. Whether it is possible to make a difference in such a short time is debatable but it could be argued that with a focussed approach, it should be possible. Table 5.13 summarises the responses related to both teaching practices and student learning. It is likely that the former of these is the most likely to change to a sufficient degree for evidence to be gathered in the relatively short time period of one year. Changes in teacher practice are necessary for changes in student learning and thus they are a precursor for such change.

The results shown in Table 5.13 suggest that the overall, the SCTs believed that they would make more difference in teaching practices than in student learning although the differences were not great and unlikely to be significant. They also appeared to believe that they would make some difference, even if it was only slight. The largest single level of difference was moderate, which would seem a reasonable expectation for the first year of a new initiative and at this time (term 1) in the pilot, with all the developmental and implementation issues that a new position brings. One could presume, based on other comments and the SCT advisor interviews, that those SCTs suggesting they would make a lot of difference or even an extensive difference were focussed on one area of the school or had already been performing a similar role. The question of the difference between breadth of impact (how broadly across the school they were working) and depth of difference (how deeply they were working within a small, focussed area) was considered in the impact surveys.

Table 5.13: Extent to which participants believe they can make a difference in 2006

Extent of difference	To teaching practices		To student learning	
	n	%	n	%
None at all	0	0	0	0
Slight	40	16	52	21
Moderate	102	40	107	43

Quite a lot	75	30	71	28
A lot	28	11	18	7
Extensive	7	3	2	1
Total responses	!Invalid Charac ter Setting		!Invalid Charac ter Setting	

What was the initial impact of SCTs?

The final section of the survey asked the SCTs the extent to which they believed they had already made an impact, by the time of the hui, in the three key areas that the SCT pilot was intended to focus on: teaching practices, student learning and beginning teachers. It should be acknowledged that these questions were controversial with respondents. Most felt that they had only just begun to settle into their role and that it was too early to see any impact. However, as already discussed, it could be argued that a narrowly focussed and effectively implemented approach could expect to begin to show results. In fact, as the Table 5.14 shows, some SCTs did report making "quite a lot" of impact. Again, the lowest response was recorded where adjacent selections were made.

Table 5.14: Perceived extent of impact prior to national hui

Extent of difference	On teaching practices		On student learning		On beginning teachers [1]	
	n	%	n	%	n	%
None at all	10	4	20	8	14	6
Slight	97	39	108	45	38	17
Moderate	94	38	85	35	65	28
Quite a lot	31	13	22	9	57	25
A lot	13	5	5	2	40	17
Extensive	3	1	2	1	16	7
Total responses	!Invalid Charac ter		!Invalid Character Setting		!Invalid Charac ter	

	Setting		Setting

Note: 1 Twelve respondents reported they do not have beginning teachers at their school

Findings from the telephone interviews with the SCT advisors

An SCT advisor from each of the six school regions was interviewed by telephone in June/July 2006. In this section, their responses to a number of questions are collated. As discussed elsewhere, the role of the advisors was an integral feature of the professional support provided to the SCTs over 2006. The SCT advisors are, therefore, those most involved in the implementation beyond the SCTs themselves and their views provide an interesting and important perspective on the implementation of the SCT pilot. For this reason, they are discussed in some detail here.

What were the main activities of the SCT advisors at this stage?

The length of time that the advisors had been working with SCTs in their region was variable at the time of the interviews. In some instances, the appointment of a dedicated advisor was not made until May 2006. In all cases, a dedicated SCT advisor did not start prior to term 1 2006 and, therefore, at the time of the interviews none had been working in their region for more than five months.

However, in that time, it would appear that a range of opportunities for learning and support had been offered, and activities were similar across regions. These included cluster meetings with professional development opportunities attached, the use of email to provide support, and the sending of electronic newsletters which included, amongst other items, suggested professional readings. Many of the advisors had also started to talk to principal associations and/or individual principals about the role and its implementation. In some instances, SCTs had completed a questionnaire on the kind of support they wanted, which was designed to inform the tasks undertaken by the advisor. Advisors had also begun to undertake school visits across their regions. The main professional development activities, at the time, seemed to centre on how to be an effective coach, how to undertake classroom observations, and defining the SCT role in terms of what it was and what it was not. The development of focussed, manageable job descriptions seems to have been a central concern.

What was happening in the schools in these early stages?

All of the advisors spoke of the diversity of implementation models in each school, reinforcing the idea that the practice of teacher leadership is in fact context specific. In a number of instances, teachers

were reported as working with beginning teachers in a focussed, sustained approach while in other schools they were reported as providing "instant pay off" coaching for more experienced teachers who wanted help with a solution for a particular problem. Still others were reported as working in an intensive manner with teachers who were struggling professionally. In many schools, the SCT role was reported as being closely linked with an already existent initiative such as literacy, numeracy, raising achievement for all (RAFA) or information communication technology professional development (ICTPD), which provided an instant focus for the SCT. Resourcing of the position was reported as widely varied between schools. Some schools were reported to have increased the number of non-contact hours the SCT had while others apparently had extra people on board working as a team. Others combined the role with other teacher leadership roles. Interestingly, none of these extensions appeared in the case study schools.

What facilitates successful implementation?

The advisors were asked what processes or features of implementation they saw as facilitating success within schools. Their comments were coded into 13 categories (see Table 5.15). Each type of comment was only counted once although advisors may have made the same point more than once during the interview. The maximum number of counts for any category was therefore seven. This was done to avoid overemphasis where an SCT Advisor may have spoken at length and repetitively compared to others.

Table 5.15: Advisor comments on successful implementation

Code Category	Counts
Senior management support and mentoring for the SCT	7
The right person with sufficient credibility has been appointed	7
Senior management have a clear understanding of the role – what it is and what it is not	5
The work being undertaken by the SCT fits with the school vision and strategic plan and works alongside other initiatives	4
A chance for SCTs to network, share ideas and reflect on practice (clusters & hui)	4
Additional resourcing is provided (time, people, a budget)	3
A focussed approach	3
Staff acceptance of the SCT and their role	3
SCTs have access to an office space and easy computer access	3
The school already had someone performing a similar role	2
A high trust model operates in the school	2
That there is ongoing professional development	1

In subsequent paragraphs, a number of these categories are considered in more detail. Two categories – senior management support and appointing the right person – were mentioned by all the advisors interviewed and may be seen as the most important features of successful implementation. Both of these categories are obvious: school leadership is known to be crucial to the successful implementation of initiatives and, similarly, if teachers are to be a coach and mentor to peers they must have a number of characteristics enabling them to be effective in the role, including credibility with other staff.

Senior management support

Advisors spoke of the importance of the SCT having a mentor figure within the school who was most likely to be in senior management. Having a mentor was seen as allowing the SCT to share concerns and to discuss issues in a confidential manner. It was also suggested that where such a system operated there was more likely to be high trust between the SCT and senior management. In the, apparently more successful schools, advisors reported that the SCTs also met regularly with their mentor and/or senior management to discuss their work plan, allowing for a monitoring and accountability model to operate.

Appointing the right person

Credibility with the teaching staff was seen as crucial. What provides that credibility was something to be unpacked further in the review. How important, for example, are years of experience? As reported in the next section, a number of the schools that did not appoint said it was because they did not have an appropriate staff member able to take the role. Characteristics of quality SCTs suggested by the advisors were:

■ Being motivated and using initiative rather than waiting for others to come to them

■ Having a strong personality and sense of role – not easily "bullied" into performing tasks outside the role

■ Having good communication skills

■ Willing to make an effort, to sit in the staffroom and talk to different people

■ Being a highly competent classroom teacher and recognised as such

■ Being willing to share what they have developed with others

■ Being able to work in a team with others

■ Being prepared to learn

■ Being sensible about what can be achieved

■ Being able to prioritise

■ Being organised – replying to emails promptly

■ Having good systems for record keeping.

Senior management understanding of the role

It was also seen as vital by most advisors (n=5) that senior management had a clear understanding of the role. In particular, they spoke of the need for the principal to understand its supportive nature as opposed to a compliance/management role. At the time of the interview, a number of the advisors were working with individual principals as well as principal associations to ensure that there was a clear understanding of the job and that appropriate job descriptions were being developed. Another concern expressed was around the confidentiality of the SCT/teacher relationship. The advisors, on the whole, seemed supportive of the emphasis on confidentiality.

It was suggested by an advisor that one of the more successful cases in this region was where the deputy principal (DP) had attended the initial training day as the SCT was unable to. The DP was therefore seen as able to provide the SCT with valuable support and guidance from an informed position. This became a case study school and interestingly, this knowledge may also have limited the potential of the SCT role to be developed to fit the specific context of the school. It appeared, during the visits, that this school had rigorously adhered to the model suggested despite some concerns experienced by the SCT who saw other opportunities for the role.

Fitting the school vision and culture

Some advisors mentioned the need for "cohesion between the principal, the school vision and the role of the SCT". One of the advisors spoke of a school she perceived as being a highly successful case. This was a very traditional, large school in which the role could, potentially, have not been accepted by teachers or management. However, the advisor felt that the SCT had worked hard to ensure that there was a fit between her development and implementation of the role and the entrenched school culture. She was seen as having a very clear focus on what she was doing, which had grown out of her knowledge of the school. Again, this became one of the case studies. In the case study, the SCT did not appear as certain of the success of the role, which may reflect the very high standards the SCTs place on themselves.

Other advisors spoke of successful implementation where the SCT role had been closely linked to other professional development initiatives within the school. In this way, the SCT had a clear focus and resources were being combined to maximise impact. Case study visits supported this view. One of these schools is described in the exemplars.

Providing the SCTs with opportunities to network

Both ongoing cluster meetings and the hui were mentioned by advisors as having been crucial to the successful implementation of the pilot. The advisors saw these as having provided SCTs with an opportunity to network, to share not only their successes but also their concerns, and to reflect on what was happening in their schools. The clusters were also seen by the advisors as providing SCTs with reassurance that they were on the right track and with an opportunity to share ideas amongst themselves. One advisor commented that at cluster meetings, SCTs are able to "front up to their mistakes" and to "problem solve with colleagues". Both were also described as important forums for engaging the SCTs in more formal professional development. It should be noted that during the case study visits, one or two SCTs commented that the clusters took up too much time and too much was expected of them. In reality, their value may have varied between SCTs.

What needed to be considered for 2007?

While all the advisors were highly supportive of the SCT pilot and excited by current results and its potential, some concerns were expressed and points that needed consideration for 2007 were offered. These changes have been coded into categories, as shown in Table 5.16.

Table 5.16: Suggested considerations for 2007

Points for consideration	Count
Allowing the retention of some management units	6
Providing for size equity in terms of the time and numbers of SCTs	6
Providing ongoing professional development for existing SCTs and initial training for new ones	6
Training for senior management similar to that initially undertaken by SCTs	4
Increasing the time allowance	4
A more flexible model such as sharing SCTs, clusters, allowing part time teachers	3
Increasing the monetary allowance (increase to around equivalent of 3 management units)	3
Including area schools	2
Professional development for advisors including an annual meeting	1

Allowing some management units to be retained

Most of the advisors felt that some management units should be able to be retained when a teacher became an SCT. There was acknowledgement of the potential for conflict with a HoD role in terms of the accountability/appraisal role of a HoD and the supportive role of the SCT, and it was generally agreed that this combination was problematic. However, it was felt that a blanket criterion covering all management units was too strict. The need to consider this seemed to arise mainly out of issues related to the capacity of some schools to find suitable teachers who did not already have management units. In fact, this was the most common reason given by schools for not appointing SCTs. The issue was particularly relevant to smaller schools. It was also felt that some roles were so closely linked to that of the SCT that allowing a teacher to retain both could maximise the SCT resource.

Size equity

The next main issue centred on the need for a model that allowed for school size equity. A number of the advisors suggested that a formula be developed relating the size of the school to the number of hours allocated for the SCT role. There was a general consensus that four hours was insufficient in the larger schools and that SCTs in these schools were "rushed off their feet" and unlikely to make much impact across the school. During the case studies, school leaders were asked what was preferable – more time or more SCTS. In general, it was felt that more SCTs were preferable to more time for one SCT.

Ongoing professional development

The need to ensure ongoing professional development was commented on by six of the SCT advisors. This was supported in some instances in the case study visits and impact data. Comments here included the perceived need for both a national hui every two years, and for the advisors' role to continue as well as need for induction training for new SCTs who came on board. The advisors and the hui were described as critical for the provision of targeted professional development for the SCTs. The advisors' role was also seen as vital because it "pulls the SCTs together" and "ensures they are not isolated in their work". It should be noted that it was the advisors themselves commenting here and that the comments do, therefore, need to be read with caution as recommendations from a particular view point.

Leadership training

Related to the above suggestion was the perceived need to provide school leaders with specific education around the role of the SCT. Many of the advisors felt that if school leaders had been provided at the beginning with training similar to that offered to the SCTs, they would have been in a stronger position to provide the support and guidance the SCTs were seen as needing in their schools. Many of the reported issues surrounding role definition would also potentially have been avoided. The advisors appeared to have begun providing this on an individual school basis and at a principals association level at the time of the interviews. It would be interesting to determine whether such training would have made a difference to the appointment selection.

Revisiting criteria

Four of the remaining five points were related to the reported need to revisit the criteria for selection of SCTs and the allowances provided. Some of the advisors felt a more flexible model that allowed for options such as part-time teachers, the sharing of SCTs and a cluster model should be considered. Others felt that more time than the four hours per week across all schools was needed and that more money would make the role both more attractive and provide it with more status. These comments need to be considered within the context of only 25 schools not having appointed an SCT. However, it could also be argued that making the criteria more flexible and the role more attractive could improve both the quality and effectiveness of the SCTs. Indeed, support for these ideas was forthcoming in the case studies.

General comments

In their general comments about the SCT pilot, some of the advisors raised concerns related to the above considerations. A concern for many of the SCT advisors (five) was staff capacity, something that has already been mentioned. The need to give up management units seems to have made it difficult for some schools to appoint an SCT while in other schools it appears that SCTs were still continuing in previous roles without the management units. In both cases, the reason was reported as being related to a lack of suitably experienced and capable staff who were not currently in these other positions. Small schools, in particular, appear to have often struggled to find an appropriate person.

This view was reinforced by comments from those schools that did not appoint an SCT. In addition, advisors commented that although the majority of appointed SCTs were of a very high calibre, a few appointments may not have been appropriate.

Linked to this was the concern expressed by some advisors about the perceived unattractiveness of the job for experienced teachers because it meant a decrease in pay. In some cases, they reported that this meant schools had not always appointed the person they wanted to or other schools had not appointed anyone rather than appoint a "token person". One SCT advisor commented that there was a need to make the role a true alternative career pathway with greater recognition and status if it was to be more attractive.

Other concerns expressed by the advisors centred on the job definition. In one case, an advisor was concerned about potential conflicts between PRT (Provisionally Registered Teachers) coordinators and the SCT while another felt there was potential for the SCT to become overloaded where the job was defined too broadly. There were also concerns expressed around the knowledge of the senior management in schools and their understanding of what the role entailed. As one SCT advisor commented, for some it was "seen as a way of getting staffing into the schools" while others "insisted on all sorts of things that shouldn't have been asked for from SCTs". It was also suggested that a low trust model between SCTs and senior management was operating in some schools.

However, these concerns were heavily outweighed by the positive comments on the pilot implementation to date. The advisors generally felt that most SCTs would continue in 2007 and that they were enjoying their roles. The SCTs were frequently described as the "accelerate class". Advisors commented that sessions with them were always "buzzing" and that they were an "amazing group" to work with. They believed that on the whole, schools had made good choices and that their appointment was seen by the SCTs as affirmation that they were "good teachers". They all reported positive experiences in most schools and felt that the SCTs were starting to have some impact.

It was also generally felt by the advisors that the role should be held for a minimum of two years. It was seen as detrimental to re-appoint each year when the SCTs were only just beginning to develop a very specific set of skills and get to the point where they were beginning to make a difference. While some could see the benefit in sharing the role around the staff as a means of raising capacity it was felt that this conflicted with the idea of an alternate career pathway. Of course, that depends on where the career pathway goes. The question this raises is the extent to which the SCT role is an end in itself or an alternate stepping stone to senior management. It may be that the SCT role leads into a senior management position focussed on teaching and learning. These ideas were considered in subsequent data collection, particularly the case studies.

Findings from telephone interviews with schools that did not appoint an SCT for 2006

A total of 25 schools did not appoint an SCT for 2006 (Table 5.17). This is less than 1% of eligible schools, suggesting that the initiative was very well-received and utilised by schools. Given this very

small percentage, the findings in this section need to be read with caution. Principals from these schools were interviewed in May 2006.

Table 5.17: Demographics for schools without an SCT in 2006

	All schools without an SCT		Schools participating in interviews	
	n	%	n	%
Region				
Northland	2	8	1	6
Auckland	4	16	2	12
Waikato	4	16	3	18
Massey	9	36	8	47[10]
Wellington	0	0	0	0
Christchurch	4	16	2	12
Dunedin	2	8	1	6
Roll size				
Less than 250	8	32	7	41
250–499	7	28	3	18
500–749	2	8	1	6
750–999	2	8	1	6
1000−1499	2	8	2	12
1500−2000	2	8	2	12
more than 2000	2	8	1	6
Decile				
1−3	12	48	8	47
4−7	7	28	6	35
8−10	6	24	3	18

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[10] The Massey region has a large proportion of very small schools, which may have struggled to find an appropriate person. Alternatives such as sharing an SCT had been suggested.

What these demographics show is that 32% of all schools without an SCT for 2006 had a roll size of less than 250. Combining these with the 28% of schools whose rolls were less than 500 means that 60% of the schools without an SCT could be described as a small secondary school. In addition, nearly half of these schools were low decile (48%). These findings suggest there is some accuracy in the concerns expressed by the advisors regarding smaller school capacity to appoint an appropriate SCT. Smaller schools have fewer staff to choose from and potentially a higher proportion of staff already holding management units. There is also often a correlation between decile and school size, which could account for the number of low decile schools not appointing (i.e. they tend to be smaller).

The following is a summary of the comments made by the non-SCT schools in the telephone interviews. Except for three cases, where the deputy principal was spoken to, all interviewees were principals. Their comments have been grouped into four areas: the reasons they did not participate; whether they intend to do so in 2007; what changes they would like to see for 2007; and general comments. Each of these is discussed separately. Within each of these areas the comments have been coded into categories. For each school each category is only counted once. The maximum number of counts for each category is therefore 17.

Why didn't schools participate?

Table 5.18 is a summary of the reasons given for not participating in the pilot project. As it shows, most reasons given for not participating were centred on the theme that the criteria were too rigid and that schools had been unable to find someone who met the criteria and who they considered suitable.

Because of the perceived rigid criteria, one principal from a small school commented that "the intersection of sets" was just too small, and there was no one appropriate who met both the experience criteria and who did not have management units or was willing to give them up. This seems to have been the case in a number of the schools. Staff numbers in small schools mean any staff with the necessary expertise were very likely to already have management units. Even if they were willing to give these up (and many were not, it seems), someone else then had to be found to fill the new vacancy at management level. This redistribution of responsibilities was an issue for some schools, particularly as the SCT role was to be filled from within existing staffing.

The second main group of comments was to do with the role being unattractive for teachers. In a number of instances, principals commented that despite shoulder tapping no one was interested in taking on the role. It was "just not attractive enough", either because of a resultant drop in pay or because the time allowance was not seen as large enough to do the job properly. Some spoke of how staff did not want to give up roles they had developed into and which they had a sense of pride and ownership for.

Table 5.18: Reasons given for not participating in 2006

Reason given	Counts
Suitable staff already had management units	11
Unattractive to teachers – no one wanted the role	10
The criteria were too rigid	8
The school was too small to be able to find anyone	7
Not willing to appoint anyone they did not consider suitable	5
Cut in pay for suitable staff	5
Staff who were suitable/wanted the job were not experienced enough	4
The need to replace staff who had given up management units to become an SCT	3
School was unable to release the 0.4 staffing allowance	3
School culture	3
Right person for the job was not eligible	2
Staff not want to give up current roles	2
School has other options already in place	2
The pilot is only a trial – they will wait to see what happens	2
Insufficient time allowance	1
Too much training required - felt staff member already knew a lot in this area	1
The school was too big for the role to be of any value to them	1

Did schools intend to have an SCT in 2007?

Table 5.19 is a summary of the responses the interviewees gave to this question. Of the 17 schools interviewed, 11 said they would like to appoint an SCT in 2007. These schools were supportive of the concept but had found they were unable to appoint someone in 2006 for the reasons discussed above.

Table 5.19: Participant responses regarding having an SCT in 2007

Response	n	%
Yes, if they can find a suitable person	7	41
Yes, they have a person they want to appoint	2	12
Yes, if the criteria are changed	2	12
Maybe	1	6
No, they have their own initiative in place	2	12
No, it is not practical for their school	2	12
No, it does not fit the culture of their school	1	6

As this table shows, only five schools would definitely not appoint. This was either because they already had something else in place, they felt it was just not practical for their school, or they felt it did not fit with their school culture. One school felt that as "all our teachers are specialists" there was no need to appoint anyone. The scheme "is not how we do things". One of the two schools that had another scheme was in the process of appointing a deputy principal level role (9MUs) who would be seen as a Master Teacher. The other intended to release their HoDs for an additional .15 of a workload to perform the same role. Both these schools felt that the criteria for the SCT funding were too rigid and they should have been allowed to use it in a way that best suited their school rather than in a predetermined manner.

What would they like to see changed for 2007?

Interviewees were also asked what they would like to see changed for 2007. Not surprisingly, the changes were closely related to the reasons they had given for not appointing for 2006. Their comments in this section were coded into only three categories of change: the need for more management unit equivalents for the role; the need for a more flexible model of implementation; and the need to relax the criteria. Four of the schools did not offer any suggestions for changes. Table 5.20 summarises these responses.

Table 5.20: Desired changes for 2007

Desired change	n
Relax the criteria	7
Offer more management units	5
Allow a more flexible model of implementation	4
None offered	4

The most commonly desired change was for a relaxation of the criteria. Comments here primarily related to SCTs being able to retain some management units. Two schools suggested they should be able to employ part-timers or people from outside the school.

The next most common change was to offer SCTs a greater allowance, equivalent to more management units. This was seen as making the job both more attractive and more viable as a career option. It was felt by some that the SCT role should be seen at least as equal in status to a HoD. This could be achieved through an allowance equivalent to three management units. An interesting consideration here is whether the payment of an allowance would ever have the same status and recognition as management units. Many participants spoke of SCTs being paid two management units rather than an allowance suggesting confusion. In reality, the $6500 allowance was slightly more than two management units when set. However, in 2007 it is just under two management units.

The idea of a more flexible model of implementation included allowing schools to "share a SCT". It was suggested by one school that a small school that had been unable to appoint could work with a larger school in something similar to a "buddy system". This might be possible, but probably only where schools are in close proximity and already have a close relationship and arrangements for sharing staff and resources. The credibility of the SCT with the staff of a school has been shown to be important in the establishment of the role and coming from a different school could be detrimental to credibility.

General comments

In most instances the principals spoken to were highly supportive of the concept. They felt, as one said, "that it is a step in the right direction". They tended to feel, however, that it was too "one-size fits all in approach" and did not allow for differences in school size or culture. One principal commented that it is "an idealistic situation in a big school" and this was reinforced by comments from other small school principals. In some instances, schools commented that it was a role currently undertaken by members of the senior management who did not want to give that role up. Interestingly, others felt that it was a role that fell to senior management by default and as such an SCT was badly needed.

Emerging themes from the establishment survey

The data reported in this chapter have provided insights into the initial implementation or establishment stages of the pilot and participants' view points at that stage. They provide a snapshot approximately three to four months into the 2006 school year. The findings from this data informed not only national policy level decision-making regarding 2007 but also provided a foundation on which to develop tools for the subsequent data collection phases.

This section focuses on the questions and issues raised by these initial findings. It should be stated here that there was a very positive attitude to the pilot. Certainly, the SCT advisors were excited by its potential and by the opportunity to work with what they described as the "accelerate class". Even

amongst those schools that had not appointed an SCT there was almost universal acknowledgement of the value of the role and strong support for the initiative. Most would have loved to appoint an SCT if they had felt able to do so. The issue was one of capacity, not of unwillingness.

The demographics of the SCT population suggested that the role has had strong appeal to New Zealand European females. Females comprised 70% of the SCT respondents while 74% of the respondents were New Zealand European. The reason for the dominance of females should be considered as there may be a message about the status or value placed on the role and the extent to which it is seen as a viable alternative career path. Is it an end point in itself in which SCTs continue to grow their expertise as a classroom teacher or is it an alternative pathway to senior management? Or, as has been suggested in this chapter, is it an "alternative career choice" late in one's career? Perhaps it should be seen as an opportunity rather than a pathway in the traditional linear sense.

The clear majority of the SCTs were highly experienced both in terms of the years they had been teaching and in terms of the leadership roles they held when appointed, or had held, in the past. As has been discussed in other literature, professional authority based on one's credibility as an expert teacher is important for teacher leaders. These findings suggest that in appointing the SCTs it was presumed that past leadership roles and years of experience were correlated with teaching credibility.

What is also worth considering here is the importance placed on the SCTs ability to coach others, to relate to others and to be able to learn alongside them. Again, the literature suggests that very specific qualities are required to mentor or coach peers and these are not always found in expert teachers who may believe that mentoring is an expert/novice relationship where the expert models and the novice copies.

At least 59% of the schools had more than one applicant and most used formal appointment processes to make the appointment. The selection criteria used by schools in making the appointment was further considered in the implementation survey. Many of the schools that did not appoint an SCT said it was because they did not have the right person available.

An important consideration, which has been raised through all three data sources in this chapter, is the question of whether SCTs should be allowed to retain management units and, if so, how many and for what positions. While there was some concern over the ambiguity of this question, 44% of the SCTs did report that they currently held a leadership role while 83% reported they had held one in the past. Perhaps more importantly, the interviews with the advisors and the schools without an SCT suggested school capacity and staffing issues meant it was very difficult for schools to appoint an appropriate person who did not already have management responsibilities. Both these groups felt, on the whole, that there were situations where an SCT should be allowed both. The reason for not allowing these was related to a perceived need for the SCT to focus solely on the role.

Already mentioned is the question as to whether the SCT role is truly a viable alternative career pathway, as suggested in the guidelines. From some of the SCT advisors and the schools without an SCT, the suggestion was made that the role was not an attractive alternative career pathway. This seems to have been mostly related to insufficient financial reward and a resultant perceived lack of

status. Looking at the number of SCTs who had held relatively senior roles in the past, one could also ask whether it was a "down-sizing option" for many. Whether this is an issue or not depends on the extent to which the role was meant to develop new and alternate leaders within the schools. However, these comments should be weighed against the survey data, which showed that 35% of the SCTs did see it very definitely as a career opportunity. The question of whether the role is an alternative career is considered in depth later in the report.

It would appear, both from the survey and from SCT advisor comments, that there were issues surrounding both the development of job descriptions and the nature of them. However, it would also appear that these issues were being resolved through the intervention, where necessary, of the advisors and through the knowledge gained during the hui, which appears to have helped clarify the role for many of the SCTs. Comments by the advisors also suggested that it was crucial for successful implementation that at least one of the senior management team was knowledgeable about the role and able to act as a mentor and support person. It would appear that this knowledge was also crucial for early definition of the role and that in most cases, the role was defined only after the appointment had been made and the SCT had gained some sense of what was required. Both the advisors and the schools without an SCT spoke of concerns about the time allowance. The survey data showed that 43% of the SCTs were spending an average four to five hours a week on the role while 33% were spending more than five hours. What this data does not tell is whether this time is sufficient to have an impact and what is the critical time allowance, below which an SCT cannot be effective. It should be noted that the time allowance is four hours of non-contact time. This is equal to approximately one class per week. It could be argued that retaining four hours of contact time would equate to close to six hours of work, including preparation or other professional tasks that sit around teaching.

The question of extent of impact was partially answered in the survey, where 77% of respondents reported that they felt they had already made a slight or moderate impact on teaching practices and 80% reported the same on student learning. These figures suggest that some impact can be made in a relatively short time period. The advisors suggested that this occurred where the SCTs had had a focussed approach and indeed, the reported impact on beginning teachers, as a group, was greater than the other groups.

In conclusion, these data showed there was a need for discussion and consideration around what was meant by an alternative career pathway, the allowance of some management units and the raising of the monetary and/or time allowance. It also appeared necessary to consider whether some senior management training was necessary. Further data collection, therefore, focused on, amongst other things, the criteria used for selection by principals and how difficult they actually found it to appoint someone; where the SCTs saw the next step in their career being; and what level of impact they were having.

> 6. Implementation Data

Executive summary

This chapter provides a summary of key findings from the implementation surveys distributed to a sample of 74 schools. Surveys were sent to the principals (senior management) and specialist classroom teachers (SCTs) in each school. The surveys were detailed and included both qualitative and quantitative answers. The questions in the survey largely built on and further considered key concepts from the initial establishment data.

Sections in this chapter consider: appointment processes, the implementation of the SCT role in schools, suggested changes to the pilot and the SCT role as a career pathway.

As with the establishment findings, a number of emergent themes are apparent in these data. These themes are:

- The importance of having the right person in the job

- The inference that the job is about relationships

- The need for recognition and status in conjunction with the professional individual authority of the SCT

- The inference that the role is still being established in schools and that operational definition is still occurring.

Method

The survey was posted to the selected schools with the senior management and SCT survey sent separately. As already mentioned, the schools selected had indicated a willingness to complete the surveys in a prior communication and so a high return rate was expected. Participants had been asked to respond by the middle of August 2006 but initial returns were disappointing and considerable time was spent phoning and emailing schools in order to follow up non-respondents. As a result of the follow-up work, we received surveys from 67 schools (89%). This included 59 surveys from senior managers (79%) and 56 from SCTs (75%).

In some cases, there was considerable missing data and this may be a reflection of the complexity and length of the surveys. Response tables within this chapter show the total number of responses for each question. The percentages provided are based on actual responses rather than the number of participants overall. Attached to the SCT surveys were logs for the SCTs to complete detailing their activities over a two-week period. A total of 35 SCTs returned logs. These data have been included in the survey findings.

Where qualitative answers have been categorised, a robust, iterative and open coding method (Strauss & Corbin, 1998) was used. One of the research team worked through all responses

determining a suitable response category for each comment. These categories were refined as new comments were included, or as overlap between possible categories suggested that a tightening of category definition was required. In most instances, a clustering (Bogdan & Biklen, 1992) method was then used where smaller coding patterns were grouped into bigger coding categories. Categories were used only once for each participant. That is, where more than one comment within a question could be coded to a particular category, the category was counted only once. In this way, the relative importance of categories across participants could be determined.

Reliability checking was then undertaken on the coding with the second researcher coding a sample of responses to determine whether there were similar understandings between the two researchers. Initial checking did raise some concerns over the definition of some categories. However, after discussion and further refining of category definitions, these were agreed upon. All responses were then checked against the revised coding.

Participant schools

Schools were purposively selected from all those schools that had indicated they were willing to be survey schools in an earlier response form. These schools were selected to obtain a spread across location, decile rating, school size and school type, as shown in the table below. Unfortunately, despite this, responses were not returned from all schools. It may be that the length of the survey was a deterrent to schools or they simply found themselves too busy to complete the survey. Demographics of those schools that did participate are shown in Table 6.1, along with the full group of schools selected.

Table 6.1: Demographics of participant schools

		Selected schools	Participant schools
		n	n
Location	Rural	22	22
	Provincial (main centre)	24	20
	Urban (large city)	29	25
Decile	Low (1–3)	24	22
	Medium (4–7)	26	25
	High (8–10)	25	20
Roll size	Small (<500)	21	18
	Medium (500–1500)	44	42
	Large (>1500)	10	7
Type of school	Co-educational	58	53
	Girls	8	8
	Boys	9	6
Total		**75**	**67**

Findings from the surveys are summarised in three separate sections. Where the same questions were asked of senior management and the SCTs these answers are reported together. These sections are:

- The appointment processes
- The implementation of the SCT role in schools
- The SCT role as a career pathway.

Findings and discussions from the implementation surveys and SCT logs

Appointment processes

The senior managers' survey included a section that addressed aspects of the appointment process. The questions were concerned with the administrative perspective and therefore, corresponding questions were not included in the SCT survey. Questions related to how the role was advertised, how many applicants there were, the appointment processes undertaken, criteria for selection and suitability of candidates. This section provides details of the responses to those questions.

How was the role advertised to the staff?

Responses showed that in all cases there had been some form of public announcement to inform staff about the availability of the position. Senior managers cited various oral and written forms of communication, including staff bulletins, notices in pigeon holes and on notice boards, staff intranet messages, staff meeting announcements and invitations for expressions of interest. In many cases, senior managers said that they presented the information in both oral and written form. In some cases, job descriptions were made available but in others, senior managers said that there was no job description at the time of advertising. Some senior managers emphasised the fact that all staff members were well-informed about the position.

How many applicants were there?

One question asked how many teachers had applied for the position. The range of responses was from one to five and Table 6.2 summarises the number of respondents for each response. The majority of respondents (64%, n= 33) reported only one or two applicants while only five respondents (10%) reported four or five applicants. The relatively low number of applicants reported here suggests that for a variety of possible reasons, the role was not highly sought after. Other earlier evidence sources (i.e. advisor interviews, non-participant school interviews) suggested that the selection criteria may have precluded many teachers. For example, many suitable teachers may have already had management units and been unwilling to relinquish them. Subsequent data (i.e. case studies) also suggested that for many teachers the role may not have been seen as a career path and, therefore, may not have been considered an attractive alternative.

Table 6.2: Number of applicants for the role

Applicants	n	%
One	16	31
Two	17	33
Three	13	25
Four	4	8
Five	1	2
Total	**51**	

Steps in the appointment process

Senior managers were asked to outline the steps they had taken in the appointment process. Responses to this question showed that schools generally followed a formal appointment process involving advertising, written applications, shortlisting, interviewing and appointing. There were, however, varying degrees of rigour and formality.

For example, some senior managers referred to Board of Trustees participation and endorsement of the appointment. In other cases it was stated that the appointments committee included the school

PPTA representative. One senior manager said that the staff was consulted about who they felt comfortable with and an outside principal was included in the selection process, providing objectivity.

Where there was only one applicant (n=16) it appears that senior managers followed a less formal process involving one or two steps from the above. Where selections were necessary, senior managers listed two-step processes (n=7), three-step processes (n=22) or four-step processes (n=15). These findings are largely in accord with the expectations in the guidelines.

Criteria for appointment

Senior managers were asked what they saw as the three most important criteria for selecting an SCT. They were asked to consider factors such as the level of experience and personal qualities needed for an SCT. Three categories emerged through the open and clustering coding process. Similar categories re-appear throughout the analysis process reflecting their overall importance. The three categories are:

- Interpersonal skills and qualities – the ability to communicate and work with others
- Professional credibility – credibility through acknowledged professional knowledge, expertise and skill as a teacher
- Personal qualities – positive individual characteristics.

There were 56 senior managers who responded to this question. The total number of responses possible was 168 (i.e. 56 x 3). The variation from 168 is due to the fact that in some instances respondents did not offer three criteria, suggesting that their selection was based on one or two criteria only. The percentage provided in Table 6.3 is of the actual responses rather than the possible number of responses. By using the total number of actual responses to calculate the percentage for each category, a more accurate picture is provided for the relative importance of each category.

Table 6.3: Criteria for selection

Criteria	n	%
Interpersonal skills	73	46
Professional credibility	61	38
Personal qualities	26	16
Total responses	**160**	

The largest group of responses to this question (46%, n=73) related to the "interpersonal skills and qualities" considered necessary for successful implementation of the SCT pilot. These skills and qualities were all related to the way in which the SCT responded to and worked with others, to their ability to create and maintain positive relationships, and to the desire for these relationships to have positive outcomes. The qualities listed included having tact, discretion and empathy with the teaching staff as well as being trustworthy, approachable, confidential and non-judgmental. The type of skills identified included excellent communication skills, and the ability to appreciate and work with a

diverse range of staff. While these are, in one sense, personal qualities there was a strong emphasis in the responses coded in this category on the way the SCT interacted and worked with others, which separated them from the third category of personal qualities.

The second largest group of responses (38%, n=61) were clustered within the category of "professional credibility". Senior managers described professional credibility as having a proven record as an effective classroom teacher, having respect for the values of the school, a passion for teaching and learning, and the ability to coach. Also of significance was the desire for SCTs to extend their own professional learning and to share this with others. Within this category, having a proven record as an effective classroom teacher was the factor most frequently cited (47% of responses within the category, n=34). Some responses made it clear that this included notable or exceptional talent and ability. One response referred to "an innovative and adventurous teacher."

The third category of responses (16%, n=26) related to the actual personality or personal qualities of the SCT. Senior managers listed personal qualities such as dynamism, charisma, motivation, confidence as well as having a positive attitude to change, a willingness to learn, an ability to keep making progress and a strong desire to do the job. One response referred to the SCT having "a quiet confidence in her own ability". Another respondent said "personal qualities x 3 – nothing else matters". Many of these responses (e.g. a strong desire to do the job and a willingness to learn) can be seen as relating to the idea of professionalism, which in itself is a personal quality. They are included here to reflect the degree to which they are related to an individual's personality.

A subsequent question asked senior managers which of their selected criteria was the most important. No one criterion was clearly stated, reflecting what some respondents (n=5) referred to as the interdependent nature of the criteria for selection. Some senior managers (n=19) selected one criterion but these responses were complex in nature, encapsulating more than one criteria, for example, "belief in students and teachers validates commitment to personal and professional learning". In such cases, there was no clear indication which portion of the criterion was considered most important. These findings suggest that both interpersonal skills and professionalism are crucial requirements for successful SCTs. The overall implication is that in the eyes of senior managers, SCTs need to display a high degree of professionalism, which is established both through their classroom practice and in their interaction with others.

Extent to which the SCT met the criteria

Senior managers were asked the extent to which the SCT they appointed met their selection criteria at the time of appointment. There were 52 responses to this question. As Table 6.4 shows 60% (n=31) reported the SCT had met the criteria set "very well" and that they had most, if not all, of the characteristics/qualities perceived as necessary to do the job. A further 36% (n=19) reported they had met the requirements "reasonably well". Only 4% (n=2) reported that the person appointed either did not meet or only "somewhat" met the criteria. This suggests that in nearly all instances (96%) the SCTs appointed had at least many of the qualities/characteristics their senior managers were looking for in making the appointment.

Table 6.4: Extent to which criteria met

Extent to which person appointed met criteria for selection	n	%
Not at all – they were not really suitable	1	2
Somewhat – they had some of the qualities/characteristics to do an excellent job	1	2
Reasonably – they had many of the qualities/characteristics to do an excellent job	19	36
Very – they had most, if not all, of the qualities/characteristics to do an excellent job	31	60
Total	**52**	

A subsequent question asked those senior managers who had said that their SCT was either not suitable or was somewhat suitable to explain their reasons for making the appointment. Responses showed that, in both these cases, restrictive appointment criteria prevented senior managers from appointing staff members who, in their opinion, would have been better suited to the role.

The implementation of the SCT role in schools

A number of questions in both surveys related to the actual implementation of the pilot in the school. Again, while many questions were asked in both surveys there were also a number of questions specific to one survey only. Data from these questions are summarised in the following sections of the chapter. Findings from the log are also included in this section.

Who were the SCTs working with?

The first question in the survey related to activities undertaken, asked SCTs how many teachers they had worked with both as individuals and in groups. There was huge diversity in responses for both group numbers and individual numbers, as shown in Table 6.5.

Table 6.5: Number of teachers worked with

	Minimum	Maximum	Average
As individuals	2	30	11
In groups	0	88	22

The maximum reported number of teachers that respondent SCTs had worked with in groups was 88. Working in groups could be either through a whole staff professional development session or through a number of smaller group sessions. In total, at least ten SCTs reported working with the whole staff. Five SCTs reported working with groups of 60 or more while a further five reported working with the whole staff but provided no numbers. The average number of teachers a single SCT reported working with in groups was 22.

A similarly wide range of responses was given for the number of teachers worked with as individuals. The minimum reported number was only two while the maximum was 30. The average number of teachers worked with as individuals by an SCT was 11.

What these figures do not show is the level of intensity with which the SCTs were working with these teachers or how frequently. That is, whether it was a one-off whole staff session, a series of small workshops, a "just in time" chat with a teacher or an intensive programme of support.

SCTs were also asked approximately what percentage of their time had been spent with different categories of teachers. They were asked to ensure their answer added up to 100%. The category of teachers most commonly worked with was "beginning teachers". An average of 49% of respondents' SCT time was reported as spent with "beginning teachers". The range of reported time for beginning teachers was between 5% and 98%, showing that all participant SCTs have worked with beginning teachers at least some of the time. This probably explains the relatively high level of impact reported on the final impact surveys. It is also probably not surprising, given that the stated intention of the role for 2006 in the guidelines was to focus on beginning teachers.

The other three categories were:

- "Capable teachers": those who wished to enhance or change their practice in some way

- "Struggling teachers": those who needed specific support/assistance

- "Mixed groups" of teachers: professional reading groups, departments or teachers from particular professional areas, teachers of a particular form level or group and whole school groups.

Table 6.6: Percentage of time with various groups of teachers

	Minimum	Maximum	Average
Beginning teachers	5	98	49
Struggling teachers	1	80	25
Capable teachers	2	75	16
Mixed groups of teachers	0	85	23

The average reported percentage of time for "struggling teachers" and "mixed groups" was similar (25% and 23% respectively) while it was lower for "capable teachers" (16%). Again, this probably explains the relatively low level of impact reported in chapter nine. It may be that where SCTs are working with "capable teachers", it is in a group situation rather than as individuals. This implication was subsequently supported in the case studies.

Those SCTs who had reported mixed groups of teachers were asked to explain the nature of the group(s) they had worked with. As the Table 6.7 shows, the most common groups were whole school groups. Given that there were 71 responses to this question, it would seem that many SCTs reported more than one type of group.

Table 6.7: Types of mixed groups worked with

Type of group	n	%
Professional reading/discussion group	13	18
Department or teachers from a particular professional area	15	21
Teachers of a particular form level or class group	16	22
Whole school workshops	19	27
Other	8	11
Total	**71**	

Another question asked about the level of experience of teachers working with the SCTs. The results of this question are shown in Table 6.8. They support the above findings where "beginning teachers" were the most common group (49% of groups worked with) and that on average, 64% of teachers working with individual SCTs had less than five years' experience. Only 18%, on average, had more than ten years. In addition, some SCTs were working almost exclusively with "beginning teachers", as shown by the maximum percentage of 98%. That none of these groups has a minimum of 0% shows that all SCTs are working with at least one teacher from each category.

Table 6.8: Percentage of teachers at each level of experience working with the SCTs

Level of experience	Minimum	Maximum	Average
Teachers with less than 5 years' experience	10	98	64
Teachers with between 5 and 10 years' experience	2	80	24
Teachers with more than 10 year' experience	1	75	18

These findings may reflect that teachers with more experience have less need for support but they may also reflect the culture of many secondary schools where it is not the norm to ask for help or support as an experienced teacher. Again, this conclusion is supported in the case studies. They also probably reflect the emphasis placed on working with beginning teachers in the initial documentation and through the advisors.

The survey also asked participant SCTs how initial contact with these teachers had been made. They were asked what percentage of teachers they were working with had self-referred, had been approached by them or had been referred to them by management.

From the initial training days and through the work of the SCT advisors, the SCTs were advised to "start small" and to let the role grow as teacher confidence and trust in the support nature of the role grew. As a result, there was a focus on self-referral rather than SCT-initiated approaches. There was also a recognition that self-referral could take time and the SCT advisors and the SCTs themselves worked hard to break down barriers and to find ways to open communication with more experienced teachers. The extent to which this was successful was considered in the case studies. Table 6.9 summarises the responses to this question.

Table 6.9: Percentage of teachers working with SCTs for each means of initial contact

Initial contact	Minimum	Maximum	Average.
Self-referral	1	100	52
SCT initiated	0	99	38
Management referral	0	98	25
Other	5	60	30

The average number of teachers self-referring to an SCT was 52% of all teachers they had worked with. This seems low in some ways given the emphasis on self-referral in the guidelines and from advisors, alluded to above. It may be due to the large number of beginning or provisionally registered teachers (PRTs) the SCTs reported working with. In many instances these do not appear to have self-referred. Rather, working within the SCT was part of their PRT programme.

The relatively small numbers of management referrals (25%) does suggest that management were aware of the preference for self-referral and of the desire for the SCT role to be outside competency and appraisal.

SCTs were also asked what strategies they employed to initiate contact with teachers. The strategies reported include: staff and departmental oral presentations (n=48), written communication (n=23), introductions and approaches to individuals or targeted groups (n=13) and informal networking (n=11).

What were the SCTs doing?

The SCT advisors had mentioned in the earlier telephone interviews that some of the SCTs were working within specific initiatives already operating in their schools. SCTs reported in this survey that the average amount of time spent working within such initiatives (e.g. literacy, ICTPD, numeracy) was 17%. Only one participant reported that all of their time was spent in this way while six reported that

more than 50% of their time was. This suggests it was not a common use of time and probably reflects that generally, there are existing teacher coordinators or leaders for most of these initiatives.

As well as the survey questions around who they were working with, SCTs were asked to complete a log of their activities over a two-week period. A total of 35 SCTs returned completed logs. Table 6.10 summarises the average number of minutes spent on each task by an SCT while Figure 6.1 is a graphical representation of this data.

Table 6.10: Average number of minutes spent on each activity by individual SCTs over the two weeks

Activity	Average
contributing to the teachers talk teaching (ttt) site	0.00
accessing ttt site	25.00
talking with other SCTs	34.38
meeting senior management	53.33
providing informal just in time help	58.96
record keeping	59.97
searching for material on ttt site	61.58
attending SM planning sessions	71.88
working with the whole staff	73.75
talking with/working with the advisor	80.00
creating resources or materials for others	91.75
searching for material for own PD	91.88
working with small groups	95.45
working with large groups	111.25
reading material for own PD	125.63
one-one sessions with teachers	140.97
modelling practice	165.17
attending cluster meetings	188.57
classroom observations/support	198.41

Figure 6.1: Average number of minutes spent on each activity
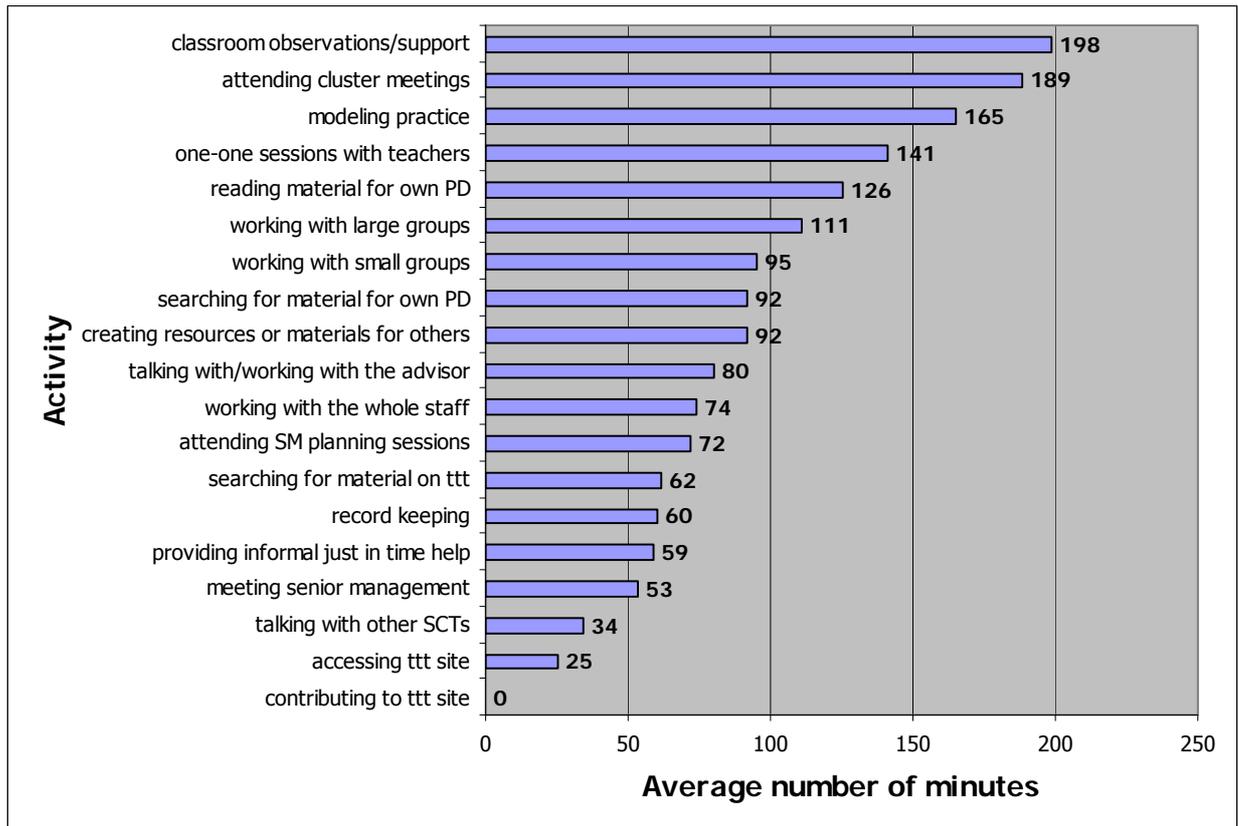
The most frequent reported activities of SCTs – those undertaken, on average, for more than two hours – were:

- Reading material for own PD

- One-one sessions with teachers

- Modelling practice

- Attending cluster meetings

- Classroom observations/ support.

This suggests that SCTs were in fact undertaking activities, known to be successful under the right conditions in providing effective professional development/learning for teachers (classroom observations, modelling practice and one-one sessions). They were also busy with their own professional development.

Table 6.11 displays the same data but provides a summary of the number of participants undertaking each activity rather than the time spent.

Table 6.11: percentage of total number of participants for each activity

School	No Participants	% of total participants
contributing to the teachers talk teaching (ttt) site	0	0
attending cluster meetings	7	20
working with large groups	8	23
working with the whole staff	8	23
talking with other SCTs	8	23
attending SM planning sessions	8	23
accessing ttt site	9	26
talking with/working with the advisor	10	29
working with small groups	11	31
modelling practice	12	34
searching for material for own PD	16	46
searching for material on ttt site	19	54
creating resources or materials for others	20	57
meeting senior management	21	60
providing informal "just in time" help	24	69
reading material for own PD	27	77
record keeping	29	83
one-one sessions with teachers	31	89
classroom observations/support	32	91

No one activity was undertaken by all SCTs. The most common – classroom observations/ support – was undertaken by 91% of SCTs. Record keeping is reported by 83%. These data clearly represent the breadth of activities and the variation between schools.

The SCT role in schools does not seem to have been necessarily fixed in that 44% of participant SCTs reported that the activities they were currently undertaking would change during 2006 either through working with new groups of teachers or working on different initiatives. Changes included a shift to a focus on specific programme initiatives (n=12) supporting targeted groups, including beginning teachers (n=15) and delivering professional development to whole staff or identified groups (n=4).

In both the Senior Management Survey and the Specialist Classroom Teacher Survey, there were several questions related to the successful implementation of the role and one related to barriers to success. These questions are considered subsequently.

What criteria are used to judge the success of the SCT pilot?

Both senior management and SCT respondents were asked to list up to three criteria that they would use to judge the success of the SCT pilot. The total number of criteria from senior management was 148 (from a possible 177) while 139 responses (from a possible 165) were entered by the SCTs. These criteria were clustered into five categories, as listed below. Despite being asked for criteria some respondents provided tools for measuring criteria which were coded as "other".

- Observable impact on teachers' practice and classroom outcomes (observable impact)

- Staff satisfaction and acceptance of the SCT and the SCT role (staff satisfaction and acceptance)

- Successful induction and support of new teachers

- Meeting the expectations of the role as defined within the school

- Other – tools used to measure success.

Table 6.12 displays the number of responses and percentage of actual responses for each of these. The first two categories (observable impact and staff satisfaction and acceptance) were the most common for both senior management and SCTs with 72% (n=107) of senior management responses and 73% (n=100) of SCT responses being coded into these two categories. Across both sets of respondents, the number of responses for each category was remarkably similar. This suggests the two criteria are equally important for both senior management and SCTs. Findings from the impact surveys suggest these criteria were ultimately used.

Table 6.12: Criteria for judging success

Coding categories	Senior management		SCTs	
	n	%	n	%
Observable impact on teachers' practice and classroom outcomes	55	37	49	36
Staff satisfaction and acceptance of the SCT and the role	52	35	51	37
Successful induction and support of new teachers	19	13	14	10
Meeting the expectations of the role as defined within the school	17	12	15	11
Other	5	3	8	6
Total	**148**		**137**	

The first category, observable impact on teachers' practice and classroom outcomes, encompassed changes that have a direct, observable bearing on what happens in classrooms. Most responses within this category, whether from senior management or SCTs, referred to improvement in teachers' classroom performance, improved learning environments, improved student achievement and better teaching and learning. In some cases, senior managers made explicit links between the work of the SCT and the outcome: for example, "Teachers state that they have been helped by the SCT and this is manifested in improved learner outcomes." In terms of the learning environment, several senior managers and SCTs referred to improved classroom management and identified aspects of student behaviour, including levels of student engagement, reduction in behavioural referrals and positive changes of attitude. In some cases, SCTs made specific connections between their work and the outcomes: for example, "effective implementation of recommended strategies", "improved learning in classes of teachers I am working with", and "evidence that initiatives bore fruit". Other SCTs referred to observable evidence based on classroom observations and "student voice about their learning being more positive."

Responses in the second category included satisfaction with the role on the part of both the teachers and the SCTs. SCTs referred to staff feeling satisfied with the support they received, teachers self-referring, openly seeking help and support, and teachers showing greater motivation and confidence as examples of success criteria. Senior managers and SCTs also referred to criteria such as the number of individuals who received support, the quality of support, acceptance of the value of coaching and the extent to which "teachers feel safe to ask for support from the SCT" Further ways in which staff satisfaction could be seen included better morale, retention of staff beyond 2006 and teacher affirmation of the role of the SCT. In addition, senior managers' responses included

references to the SCTs' personal satisfaction, including the SCT being "happy in the role" as an indicator of success.

The third category for success was the successful induction and support of new teachers. The extent to which comments could be coded into this category meant it warranted counting as an individual category although comments here could conceivably be clustered into other categories. In addition, MoE guidelines identified "mentoring beginning teachers across departments and subject areas" as a significant purpose of the role, suggesting success here was a critical criterion. Based on the responses from senior managers and SCTs, at least part of the responsibility for PRTs has been taken by the SCTs, even when another staff member is primarily responsible for the induction of PRTs. Additionally, some SCTs have taken responsibility for teachers who are new to the school but not new to teaching. One SCT referred to "rapid, low stress integration of new staff" as an example of criteria for success. Others referred to beginning teachers feeling supported and comfortable about seeking help and being able to identify specific ways in which they had been helped. In some instances, senior managers listed three different criteria that were all related to new or provisionally registered teachers, indicating that this was the main focus for the efforts of the SCT in their schools. This emphasis was apparent in the case study visits where many SCTs appeared to work almost exclusively with PRTs. Several responses referred to feedback from beginning teachers and their levels of satisfaction as indicators of the success of the programme.

The fourth category related to the impact of the role on the school in a more context-specific sense than the first category. That is, the stated criteria for success were directly related to the goals of the school as a whole rather than individual teachers. This included meeting individual school goals and expectations, and receiving acknowledgement and affirmation from senior management. One senior manager stated that the work of the SCT should be related to the school vision. Others talked about the contribution to school goals, the SCT taking a lead in school-wide professional development, ideas and initiatives, and helping to develop a "learning community". Some responses from SCTs focused on aspects such as staff being open to change and new ideas, becoming more reflective and examining their own practices. Others were more specific, such as a "school-wide implementation of a common approach to teaching research skills" and "setting better annual goals and achieving better staff appraisals". Some senior managers referred to greater evidence of professional conversations and increased focus on professional learning, initiated by the SCT. One SCT response referred to "a better ERO report regarding quality of teaching". References to "the engagement and involvement of all staff" showed that some senior managers saw the initiative impacting on the whole school.

A small number of responses were difficult to categorise. These included responses that described the tools that might be used to determine success, such as staff surveys, anecdotal evidence and data on usage while others referred to aspects such as the need for enhanced resourcing and more time, which are examined in detail in the analysis of questions related to barriers to success. These were coded under "other".

What are the requirements for SCTs to be successful in their job?

Senior managers and SCTs were asked to identify the three most important requirements for SCTs to be successful in their job. Senior managers were asked: "What factors (other than personal qualities) are needed for the SCT to be successful in their job?" and SCTs were asked: "What is needed for you to be successful in your job?" Despite the phrase "other than personal qualities", these were mentioned by some senior managers perhaps reflecting their importance. Responses to both these questions were clustered into four categories. These were:

- Recognition and resourcing of the role as part of the school structure (recognition)

- Personal and professional credibility of the SCT (credibility)

- Professional development and support for the SCT (professional development)

- Time and timetabling (time).

Table 6.13 looks at the distribution of responses across the identified categories and compares senior managers' responses with SCTs' responses. The potential number of responses for senior managers was 177 and for SCTs the potential number of responses was 165. There were a total of 149 responses from senior managers and 141 from SCTs. Again, the number of actual responses is less than potential responses because some senior managers and SCTs gave less than three responses. Senior manager responses are reasonably evenly spread across the four categories while two categories were clearly the most important for the SCTs.

Table 6.13: Requirements for success

Coding categories	Senior management		SCTs	
	n	%	n	%
Recognition and resourcing of the role as part of the school structure	43	29	46	33
Credibility: Personal and professional	41	28	9	6
Professional development and support for the SCT	38	25	63	45
Time and timetabling	27	18	23	16
Total	**149**		**141**	

The most responses were coded into the first category (recognition) for both the SCT (33%, n=46) and the senior manager (29%, n=43) respondents. Responses from senior managers included the status of the role, the extent to which the SCT was seen as a "valuable resource", the clarity of expectations, and the need for the role to be resourced. Amongst the responses in this category, SCTs said that they needed a clear job description that showed how the role fits into the management

structure, a true career pathway with suitable status and reward, and more specific objectives. They also said they needed trust and respect from staff, including senior management. Some SCTs referred to the need for a "culture change" and "a climate of self-reflection and striving amongst staff" to ensure this happened. Alongside recognising the role and acknowledging its place in the school structure, both the SCTs and several senior managers identified the need for the role to be adequately resourced. This included a private, suitably equipped office space and a specific budget to cover professional resources (books, CDs), video cameras for recording teacher practice, photocopying and other administrative costs.

For senior management respondents, the credibility of the SCT was also seen as important. The two types of credibility, involving professional and/or personal qualities, were clustered together for this question to reflect that for these respondents, having the right person for the job whether due to professional or personal qualities was an important requirement for success. The case study data suggested that which of these qualities is considered most important is a key factor in determining the nature of implementation. It also suggested that in the more successful cases the two are actually combined into a form of professionalism.

A total of 28% (n=41) of all responses from senior managers was categorised in this way compared with 6% (n=9) of SCT responses. Responses in this category included the need for the SCT to be recognised and acknowledged as an excellent classroom practitioner and a respected professional with appropriate personal qualities and interpersonal skills. It was considered important for SCTs to have knowledge and understanding of the school and its curriculum, of research and of "best practice" in teaching and learning as well as knowledge of educational change.

Although the question asked for factors other than personal qualities, some senior managers said that these were essential, including a positive attitude, commitment, passion for teaching and learning, and being active seekers of knowledge. Interpersonal factors included being approachable, confidential, trusted and respected, as well as having excellent facilitation and communication skills. This category was not widely represented amongst the responses from SCTs (6%). However, a small number of SCTs included personal qualities, interpersonal skills and levels of satisfaction as requirements for success.

The most important category for the SCTs was the need for professional development and support. A total of 45% (n=63) of all SCT responses were coded into this category while 25% (n=38) of all senior management responses were similarly coded. This category included targeted professional development relevant to the position as well as professional support from within the school and from a wider network, encompassing SCT colleagues and advisors. Senior managers considered support within the school from the senior management team to be an important factor. Some responses referred specifically to the support of the principal. The importance of a wider network of support, including cluster groups and the opportunity to meet with other SCTs, was also acknowledged by senior managers. Providing professional development specific to the role of the SCT was seen as being important by both senior managers and SCTs. This included training in coaching, mentoring,

observation and feedback techniques, as well as professional reading, updates of resources and methodologies, and resources and training on the management of change. SCTs, in particular, identified a need for formalised, ongoing professional support and supervision from senior management within the school as well as the wider network of SCT cluster groups and their advisors.

Finally, responses to this question showed that senior managers and SCTs considered time to also be a significant factor for SCTs to be successful in their jobs. One respondent listed "time" three times as the three most important things. Although not as important as the other categories, when "time" was combined with timetabling issues (ability to coordinate availability, flexibility within the timetable, provision of cover) it was regarded as important to the success of the job by many respondents. Suggestions in this area included more non-contact time for teachers to work with the SCT, employment of relief teachers to allow the SCT to spend time working with specific classes, time to listen and interact with staff, and simply "time to do the job." One SCT said: " … fourteen PRTs need more than 4 hours a week."

What gives an SCT professional authority?

There is evidence in the literature to show that teacher leaders, such as the SCTs, require authority to lead if they are to be successful. Such authority is seen as coming from a number of sources, including professional authority, moral authority and technical-rational authority. These are in addition to the formal authority that can be inherent in a leadership role such as that of the SCTs. The data discussed earlier in this chapter suggest that individual professional authority, rather than role-based authority, is crucial and that this is related both to professional credibility and to personal and interpersonal qualities and skills. The pilot nature of the role and the uncertainty over its exact place in the school hierarchy may mean that formal authority, through the role, is some time off unless schools and senior managers have already invested the role with sufficient status and recognition, as discussed in other sections. It may also be that the nature of this particular role and its position outside the formal hierarchy may always mean that personal authority is more necessary than role-based authority.

In order to consider this further, the area of SCTs and professional authority was covered in both surveys. What gives them the "right" to act as a guide, support person, mentor for their colleagues? What makes others willing to listen to them, take their advice and discuss things with them? There were 120 responses from senior managers and 115 from SCTs to these questions. Table 6.14 summarises the responses. Responses were clustered into four categories. These categories were:

- Professional credibility - professional knowledge, expertise and experience
- Interpersonal skills – the ability to communicate and work with others
- Personal qualities – positive individual characteristics
- Recognition of the role.

Table 6.14: Factors giving an SCT professional authority

	Senior management		SCTs	
	n	%	n	%
Professional credibility	50	42	66	57
Interpersonal skills	27	23	25	22
Personal qualities	25	21	13	11
Recognition of the role	18	15	11	10
Total	**120**		**115**	

In terms of having authority as a teacher leader, the largest group of responses from SCTs (57%, n=66) and senior managers (42%, n=50) referred to credibility gained from successful teaching experience, expertise, competence and being professional. One SCT response referred to "having respect through their actions" and another said "If students respect the SCT, other teachers will respect them as well." Senior managers said the authority of the SCT came from factors such as being respected by staff and students "as an experienced teacher of ability and standing within the school", from "being able to discuss pedagogy and back it up with reference materials and practical examples" and from involvement with all aspects of school life. Other sources of authority included willingness to present to the staff, being open to change and innovation in their own practices, and having the characteristics of an expert professional.

The second largest category from both groups was interpersonal skills, the ability to communicate and work with others (23%, n=27 of all senior management responses and 22%, n=25 of all SCT responses). One response was that they needed to be able to "talk the walk" and this, while not always articulated as such, seems to have been an important idea for many of the respondents. That is, being a good classroom practitioner was not considered to be enough unless the SCTs could communicate and share what it was that made them successful. It is this idea of "talking the walk" as well as "walking" it that perhaps encapsulates most accurately the nature of the professionalism required from SCTs if they are to be successful.

Interpersonal skills such as the ability to build good relationships with staff and students, to have positive day-to-day interactions, to inspire confidence, to build trust and respect, and to provide an excellent role model were also seen as examples of sources of authority for the SCT. Other sources of authority included the ability to analyse and provide a range of solutions, to be seen as non-threatening and to understand and empathise with others.

Individual personal qualities, as opposed to interpersonal skills, were identified by some SCTs (n = 13) and senior managers (n = 25) as sources of authority. Personal style and mana were seen as

necessary to staff acceptance and respect for the individual in the role. A diverse range of personal attributes such as assertiveness, patience, warmth, commitment, confidence and self-belief were suggested by the SCTs. Senior managers referred to qualities such as "energy and enthusiasm" and "a personality to inspire".

The final category, recognition of the role, included comments related to support from staff and senior management and recognition of the authority vested in the role. Examples of responses that could be categorised as "recognition of the role" included clarity of job description, senior management and staff acceptance, and recognition of the SCT's expertise. Some responses said that appointment to the role presupposes authority; that it is implicit in the title. However, the least number of respondents made comments that could be coded into this category, suggesting the authority for the SCT was personal and related to their abilities rather than the role. As already mentioned, this may be due to the newness and pilot status of the role at that stage.

What things make it difficult for the SCTs to do their job?

Senior managers and SCTs were asked to list what they perceived to be the three main barriers to success. There were 128 responses from senior management and 131 from SCTs. The coding categories used were similar to those identified as requirements for success. The categories were:

- Time and timetables

- Establishment of the role

- Interpersonal factors

- Resources and funding.

As with the other questions, not all respondents listed three barriers to success so the actual responses are less than the potential total numbers. Table 6.15 summarises these responses.

Table 6.15: Barriers to success

	Senior management		SCTs	
	n	%	n	%
Time and timetables	51	40	41	31
Interpretation of the role	36	28	35	27
Interpersonal factors	27	21	45	34
Resources and funding	14	11	10	8
Total	**128**		**131**	

The most frequently used category for coding responses from senior managers was time and timetabling (40%, n=51). This category was also used to code a third of the SCT responses (31%, n=41). Both SCTs and senior managers regarded "inadequate time to do the job" as a barrier to success. This included inadequate time to develop resources, provide professional development for whole staff and PRTs, as well as classroom support, observations, individual discussions and feedback sessions. One SCT commented that "four non-contacts were consumed very quickly". Similarly, one senior manager said that "four hours only touched the surface". Other difficulties included concerns about staff workload, the number of beginning teachers requiring support and the time required for the SCT "to get to grips with the role". There were also references to the busy lives of teachers and SCTs, and teachers "lacking time to think about why they do things".

Suggestions for overcoming the perceived inadequacy of the time allocation included increasing the hours and increasing the number of SCTs in larger schools. In some instances, it appeared that limited time became a greater problem as the SCT project became more established in the role and teachers had a greater awareness of what the SCTs had to offer. Teachers, therefore, became more likely to self-refer and placed greater demands on the SCT.

Timetabling issues were also seen as barriers to success. SCTs said that it was hard to coordinate non-contact times and make sure they were available when they were needed. Some SCTs said it was necessary to find time to meet during lunch breaks and after school. In terms of time pressures, one response referred to the need to provide "just in time stuff," indicating that there were times when issues requiring urgent responses took precedence. In terms of timetables, senior managers also referred to complex, inflexible timetables creating barriers to access. Also of concern, for some senior managers, was "the lack of accountability of the SCT's time".

A total of 28% (n=36) of all responses from senior management and 27% (n=35) of all responses from SCTs were coded into the "establishment of the role" category. Responses included concerns about a lack of understanding about the role and unclear expectations, as well as a lack of recognition and status associated with the role. They also included concerns over the criteria for selection and the SCTs' own lack of understanding about the role and relevant experience.

There was a concern expressed amongst some senior managers and the SCTs themselves that the SCTs' lack of relevant experience and the "vagueness of the initial description" slowed down the implementation and uptake of their services. It was also stated that a lack of vision and clarity of expectations prevented some teachers from receiving the help they needed. Senior managers also referred to a lack of SCT experience with educational change, a lack of strategy and a lack of appropriate systems as barriers to success. One SCT response referred to a perceived "suspicion of their motives" from their colleagues and another referred to concerns about potential links with the appraisal system. One senior manager commented that "the need for confidentiality makes it difficult to raise the profile, and make teachers aware of the potential benefits".

In addition, SCTs referred to misconceptions about the role, lack of understanding on the part of school management and negativity or apathy on the part of some staff members as further examples

of barriers to success. For example, one SCT expressed concern about not being informed about school-wide initiatives. Another referred to college activities encroaching on SCT objectives while a third referred to "treading on toes – doing tasks already allocated".

However, it was also noted that the pilot year was seen as a year "to get to grips with an evolving role" and that many of these barriers are perhaps "teething problems" as everyone concerned develops a stronger understanding of the role and its place within the individual school's culture and structures. In many ways, these comments were all related to the difficulties in establishing and implementing a new role that does not have a model to build on. These issues would be particularly relevant in very traditional schools. Indeed, these findings do reflect the diverse cultures of participant schools and the diverse readiness for such an initiative.

"Interpersonal factors" was the most frequently used category for coding SCT responses with 34% (n=45) of their responses being included in it. A total of 21% (n=27) of senior management responses were included here. Unlike in other sections of this chapter, the interpersonal factors cited as barriers to success were related not only to the SCTs. Here, these appeared to recognise that success for SCTs is a two-way process and that the teachers they were working with also needed to have certain interpersonal and personal qualities or attitudes making them receptive to advice or guidance from others. This would seem to equate to the ideas of willingness and capacity to change discussed in chapter three. Some senior managers cited teachers' attitudinal factors, which impact on interpersonal relationships as barriers to success. The factors cited included aspects such as cynicism, negativity, staff members undermining the SCT, older staff members being reticent and male staff members being less likely to approach a woman for professional support. In addition, interpersonal characteristics of the SCT, which senior managers reported could be barriers to success, included "timidity of thinking" and an inability to establish rapport with staff.

SCTs also identified characteristics within themselves as well as those of other staff members as potential barriers. The characteristics and attitudes of teachers they saw as barriers included resistance to change, reluctance to admit to problems, a lack of self-awareness amongst ineffective teachers, an inability to see potential benefits and teachers feeling threatened by classroom observations. One SCT said: "You can give advice but you can't change personalities."

Additional barriers identified by SCTs included the need to wait for self-referrals and not being able to help those who clearly needed help, as well as teachers not following advice they had been given and in one case, "seeing disruptive behaviour being ignored". These ideas were further developed in the subsequent case studies where self-referral was seen as an issue by many of the SCTs and senior managers. The issue of self-referral is contentious. Willingness to change is essential but waiting for willingness is also problematic.

Further examples of interpersonal factors and influences identified by SCTs included their own reluctance to put pressure on busy or insecure teachers, the need for a more outgoing personality and the personal need to know they were making a difference. These findings suggest a deep awareness of the importance of relationships in the SCT role and of the need for both the staff generally and the

SCTs to have the necessary interpersonal skills to make the relationships work. While the onus is primarily on the SCT as coach/mentor, change cannot be forced and all participants need to be willing to change and to listen to each other.

A lack of resources and targeted funding were also seen as barriers to success. Comments clustered in this category included the lack of a private, suitably equipped office, lack of a budget for photocopying and a lack of professional resources. There was a suggestion that there should be funding for relief teachers to release the SCT for classroom observations. Senior managers referred to "additional costs" and the need for them to be covered by "a budget – not the operational grant". Referring to the financial incentive attached to the position, one senior manager said that "$6,500 is minimal to attract and retain quality personnel".

What support systems and resources were available to the SCTs?

Closely related to the previous section about barriers were questions relating to the support systems and resources available to the SCTs. The first question in this section considered whether the SCT had a private office space to use when talking to teachers. A total of 56 SCTs responded to this question with 45% of respondents (n=25) reporting they had their own office. A further 25% (n=14) reported there was an office they could access when needed while 29% (n=16) reported they did not have access to an office space. This was probably more a reflection on available office spaces in schools than on the importance placed on the role but does point towards potential status and recognition issues, as well as the difficulties SCTs may face when working with teachers on a confidential basis. Given the apparent importance of status and recognition as success factors, this is something that needs to be highlighted although it is possible that little can be done in the short term.

In the earlier interviews, the SCT advisors had all spoken of the need for senior management support and for the SCTs to have a mentor or critical friend they could discuss their work with. This seems to have been occurring, with 75% (n=41) of participant SCTs reporting there was a member of senior management who acted as a mentor/support person.

To what extent have senior management undertakings of the SCT role changed?

When asked to what extent their understanding of the SCT role had changed since the appointment was made, 52% (n=27) of the respondent senior managers (total n=52) reported that it had not changed at all. The role was very much what they had expected it to be at the outset. None reported extensive change while only 10% (n=5) reported moderate change. Slight changes were reported by 38% (n=20) of respondents. This suggests that despite some concerns over understandings of the role expressed by advisors in the earlier interviews most senior managers felt they had a clear understanding of what was required. These responses are summarised in Table 6.16.

Table 6.16: Extent of change in understanding

	n	%
Not at all – the role is very much what I expected it to be at the outset	27	52
Slightly – there have been some shifts in my understanding but they are not great	20	38
Moderately – there have been noticeable shifts in my understanding	5	10
Extensively – there have been major shifts in my understanding which have completely altered my expectations	0	0
Total	**52**	

To what extent has the role met the expectations of the SCTs?

In a similar question, the SCTs were asked to what extent the job had met their expectations in terms of what they thought they would be doing when they accepted it. A total of 53 SCTs responded to this question. Their responses are summarised in the table below.

Table 6.17: Extent job met expectations of SCTs

	n	%
Not at all – it is very different to what I expected	3	6
Somewhat – there are differences but they are not great	5	9
Reasonably well – there are only one or two differences but on the whole it is what I expected	27	51
Very well – the job is almost exactly what I expected it to be – there have been no surprises	18	34
Total	**53**	

As this table shows, for 85% (n=45) of the SCTs the role had met their expectations either reasonably well or very well. Only 6% reported that the role was very different to what they had expected. Anecdotally, there were suggestions that the April national hui was important in defining the role and making it clear. Yet both these questions, regarding expectations and understandings, suggest there had in fact been little movement in the understanding of either the SCTs or the senior management about the role and what it would look like. It is possible that the national hui provided operational understanding rather than philosophical understanding about the role as a whole.

How satisfied were senior management with the pilot to date?

Senior management were also asked how satisfied they were with the SCT initiative to date. As Table 6.18 shows, most of the 53 respondents to this question (55%, n=29) reported that they were "very satisfied". In addition, all reported at least some level of satisfaction. This suggests the pilot was well-received in schools.

Table 6.18: Satisfaction of senior managers with the initiative

Extent of satisfaction	n	%
Not at all satisfied	0	0
Slightly satisfied	5	9
Reasonably satisfied	19	36
Very satisfied	29	55
Total	**53**	

To what extent and how had individual SCTs grown in the role since they were appointed?

As discussed earlier, 97% of senior managers reported that the SCT appointed had met their selection criteria "very well" or "reasonably well". Given this reported satisfaction with the way in which the SCT appointed matched their criteria one could have expected little reported growth. Yet, as Table 6.19 shows, only 4% (n=2) of 53 respondent senior management believed there had been no real change in the characteristics/qualities the SCT brought to the role at the time of appointment. In contrast, 40% (n=21) reported the SCT had "really grown" into the role. While 19% (n=10) reported reasonable growth and 38% (n=20) reported some growth.

Table 6.19: Extent of growth into the role

Extent of SCT growth into role	n	%
Not at all – there have been no real changes in the qualities/characteristics they brought to the role	2	4
Somewhat – there have been some minor changes	20	38
Reasonably – there have been noticeable changes	10	19
Very – they have really grown into the role	21	40
Total	**53**	

This result may reflect an awareness by senior management that the role was a new one that SCTs would need to grow into. Appointments may have been made on potential rather than actual capacity.

In subsequent questions, senior managers were asked to outline the ways in which their SCT had grown into the role and what had facilitated that growth. Responses to the first of these questions seemed to relate primarily to the ways in which growth had been facilitated rather than to the nature or type of growth. A total of 87 different ways in which SCTs were seen to have grown in the role

were reported. Clustering of these responses provided three categories, as shown in Table 6.20, for the way in which their SCT had grown in the role.

Table 6.20: Ways in which the SCT has grown into the role

Ways the SCT has grown	n	%
Successful implementation of their role	36	41
Professional growth through learning opportunities	34	39
Confidence	17	20
Total	**87**	

A total of 41% (n=36) of responses were coded in the first category. Comments included within this category reported that growth had come about through a sense of having been successful in the role, and of mastering new activities and responsibilities. This growth was seen through the provision of successful professional development, assisting teachers to reflect on their practice, leadership in school-wide initiatives and an increase in credibility with the staff. The suggestion appears to be that the SCT grew into the role as they experienced success and as more was required of them as a result. One senior manager said, "As the aims of the role were clarified, staff began asking for support and expecting change."

The second category of professional growth was related to the personal professional growth of the SCT through specific learning activities rather than through implementation. The number of responses included in this category was very similar to the first with 30% (n=34) of all comments coded in this way. Senior managers outlined sources of development such as the training and professional development provided and support and assistance from other SCTs, as well as outcomes such as the ability to meet new challenges and accept divergent approaches and the positive impact on the SCTs' own classroom teaching. These are more the means for growth rather than the outcomes of it. One could imagine that increased professional knowledge and expertise would be the result.

The final category is growth in confidence. This included statements such as "confident in working with a range of staff, sharing professional readings, resources, templates systems and ideas". This category appears to be closely related to the first in that successful implementation would be likely to cause increased self-efficacy and confidence.

Comments in response to the direct question as to what had facilitated growth were very similar to those above. Some SCTs said that growth had come about through professional satisfaction and experiencing success. They also said that as the role became more established, it had gained in status. It was also stated that the personal motivation and positive attitude of the SCT had

contributed to growth. This was supported by comments about the SCT and the role, such as: "She has relished the opportunity it has given her."

What responses to both these questions seem to be saying is that the SCTs had grown both professionally and personally through the implementation of the role and through the training provided. The result was increased knowledge and expertise, and a growing confidence in their own abilities.

Is the title of SCT an appropriate one for the role?

The question of what the role should be called was raised by many stakeholders in initial discussions. As a result, this was considered in the survey. Participants were firstly asked whether the title was a good one and then, if not, what it should be. Interestingly, the majority of the SCTs (61%, n=33) stated they did not think it was, while the majority of the 53 participant senior managers thought it was (59%, n=30).

Table 6.21: Should the name SCT be changed?

Is the title a good one?	SCTs		Senior management	
	n	%	n	%
Yes	10	19	30	59
No	33	61	9	18
No opinion	11	20	12	24
Total	**54**		**51**	

When asked whether the title "Specialist Classroom Teacher" was a good one for the job, some senior managers said that the title gave a false impression of both the role and what the SCTs do. A small number of senior managers suggested alternative titles. These included:

- Specialist Teacher Support

- Mentor

- Coach

- Reflective, proactive coordinator

- Support teacher

Amongst the SCT responses to the same question, some said that they were not comfortable with the "specialist" label as it implied that they were experts and this was not necessarily the impression they wanted to give. Several alternative titles were suggested by the SCTs. These included:

- Teacher support

- Professional support coordinator

- Staff support facilitator

- Facilitator of classroom practice

- Supportive classroom teacher

- Collegial support person

- Facilitator/Guide

- Professional learning leader

- Teacher effectiveness advocate

- Classroom support person

- Advice teacher

- Facilitator of reflective practice.

These findings may reflect a concern from the SCTs that the title implies a high level of specific expertise. In the case studies, some SCTs spoke of being called "super nanny" or "super teach", which supports their concerns about the "specialist" title.

What should be changed about the pilot?

In addition, senior managers and SCTs were asked to list up to three things they would change about the pilot if they could. There was a total of 81 senior management responses and 82 SCT responses to this question. These responses were clustered into four categories:

- Establishment, recognition and clarification of the role (establishment)

- Greater external resourcing of the role (resourcing)

- More professional development for SCTs (professional development)

- More flexible selection criteria (flexible criteria).

Table 6.22: Suggested changes to the pilot

Coding categories	Senior management		SCTs	
	n	%	n	%
Establishment, recognition and clarification of the role	27	33	47	57
Greater resourcing of the role	21	26	22	27
More professional development for SCTs	11	14	13	16
More flexible selection criteria	22	27	0	0
Total	**81**		**82**	

The first of these categories (establishment) was the most frequently used category to code both senior management and SCT responses, with 33% (n=27) of all senior management responses and 57% (n=47) of all SCT responses being included here. This was followed by resourcing, which accounted for 26% (n=21) of all senior management responses and 27% (n=22) of all SCT responses.

Establishment was a broad category, including comments focussed on the need to have a better understanding of the role, the associated expectations and where it could potentially lead. Some senior manager respondents saw the lack of status and the lack of permanency as aspects needing to be changed in order for teachers to see the role as part of a career pathway. Other areas that senior managers identified as needing to be changed included attaching management units to the position, recognising "master teachers" and establishing the role so that this became something for teachers to aspire to early in their career. One senior manager said that "the SCT should be seen as a leader of learning on the way to senior management". Responses from the SCTs said that there should be greater clarity of expectations, requirements, responsibilities and boundaries. One SCT said that the role should be "more specific: e.g. project driven". Another identified the need for "monitored and achievable goals within the timeframe". Several SCTs said that the role should be financially resourced through a designated budget. Responses indicated that resourcing the role should be a natural outcome of recognising the role as part of the school structure. In terms of a career path, some SCTs said that, at that stage, the role did not appear to lead anywhere as it was not seen as part of management or leadership. They said that there was a need to lift the profile within school and educational circles, and to ensure continuity and career progression. Several responses said that management units should be attached to the position. Changing the name was also suggested as a way of giving it greater recognition, for example: "Professional Learning Leader."

The second category of responses from both senior management and SCTs referred to the need to extend the role of the SCT through greater external resourcing to allow for expansion of it. Suggested changes from senior management included a greater time allowance and an increase in the number of SCTs relative to the size of the school. It was also suggested that schools should be able to block the time and use it more flexibly, according to their specific needs.

Several SCTs were also concerned with ways in which they would like to see the role developed. As with senior management, their suggestions included increasing the time allowance or increasing the number of SCTs, especially in bigger schools. Some SCTs also suggested allowing greater flexibility to visit classrooms and the possibility of teachers being referred by others, so they were not restricted by the need for self-referrals. These ideas of self-referral being restrictive and extending capacity were also discussed in the case studies.

The third category used to cluster comments from both groups of respondents related to the perceived need for more professional development for the SCTs. A total of 14% (n=11) of senior management responses and 16% (n=13) of SCT responses were included here. The professional development that the SCTs had received was seen as good quality but insufficient in quantity and

breadth. The need for formal training in coaching skills and the need to up-skill on best practice were also identified. Some senior managers suggested that professional development should be provided before the role commenced. There was also a suggestion that the professional development associated with the role could provide post-graduate credits towards a qualification. Suggestions for ongoing professional development included: training of SCTs and advisors, more visits from advisors, more cluster meetings for sharing of expertise and setting up visits to other schools, and a greater focus on professional development relevant to the specific requirements of the job.

The final category related to the selection criteria, which were seen by some senior management as too restrictive. From senior manager responses to this question, 27% (n=22) were coded into this category. In smaller schools, in particular, it was noted that frequently those with the credentials to fill the SCT role already had management units and held positions of responsibilities in the school. It was suggested that all staff should be eligible, including part-time teachers, those with other responsibilities and those with less than six years' experience, if they had the capacity to do the job. No SCTs commented on the selection criteria, which is probably logical as the selection of the SCT was a management task.

The SCT role as a career pathway

In both the senior management survey and the SCT survey, a section was devoted to "Career Pathways". Some questions in this section were the same or similar in both surveys but other questions appeared in one but not the other to reflect the different roles of senior managers and SCTs.

Is the SCT role an alternative career pathway?

The first question in this section of the senior management survey asked if the SCT role was seen as an alternative career pathway. There was not a parallel question in the SCT survey. Responses to this question are summarised in Table 6.23. The data shows that approximately half of the 53 respondent senior managers (49%, n=26) were unsure whether the SCT role could be seen as an alternative pathway. This probably reflects the pilot nature of the role in 2006 and uncertainty at the time about where it sat in the traditional school hierarchy, if it did at all. However, 32% (n=17) said they did see it as an alternative career pathway, which compares with the 35% of SCTs from the baseline survey who definitely saw it as a career opportunity. Only 19% (n=10) did not see it as an alternative career pathway. Interestingly, 19% of SCTs in the baseline survey saw the role as either not a career opportunity or only slightly one.

Table 6.23: Is the role a career pathway?

Is the role a career pathway?	n	%
Yes	17	32
No	10	19
Not sure	26	49
Total	**53**	

The subsequent question asked senior managers to explain the reasons for their responses. Reasons given showed that most senior managers were unsure of the future of the role in these early stages of implementation. Some said that it was too soon to predict where it might lead and others referred to changes that would need to take place (establishment of the role, resourcing, more flexible selection criteria) before it was possible to see it as a career pathway. The duration of tenure was also an issue. Some responses indicated that the need to have a turnover of personnel in order to ensure up-to-date ideas could limit the possibility of the role as a career pathway.

Amongst those who saw the role as a career pathway, most responses referred to the opportunity for "master teachers" to make a positive contribution while retaining their primary role as classroom teachers. Responses included statements about "leadership without administrative responsibility" and "teachers who are passionate about learning and teaching but don't want an HoD role". Some senior managers saw the potential for the role to lead into traditional management roles and others saw a range of possibilities of a pastoral nature. One senior manager referred to "expertise that would readily feed into advisory services".

Senior managers who did not see the role as a career pathway said that they could not see where it could lead and did not regard it as a significant role. The limited time allowance and money were seen as disincentives.

What previous management roles had SCTs held?

In order to gain an indication of the type of career pathways they might be following, SCTs were asked what management roles they had held previously, including any that they may have put on hold to become an SCT. Responses included a variety of roles in secondary schools, as well as some that had been held in primary schools or at tertiary level.

An analysis of the management roles most recently held by the 56 respondent SCTs showed that these roles could be categorised as traditional management roles, pastoral roles and teacher leadership roles.

Table 6.24 shows the break-down of different types of management roles or positions of responsibility previously held by SCTs. Previous roles were evenly divided between pastoral leadership and management roles (both 36%, n=20).

Table 6.24: Previous management roles held by SCTs

Type of role	n	%
Pastoral leadership	20	36
Management	20	36
Teacher leadership	9	16
No management roles	7	13
Total	**56**	

The pastoral leadership category included roles that involved taking care of needs that went beyond an academic focus and contributed to the wider wellbeing of staff and students. The types of roles that could be categorised as pastoral leadership included positions such as dean, director of international students, peer support coordinator, careers advisor and PRT supervisor. Management roles were those related to curriculum and school-wide leadership such as head of department or faculty, assistant and deputy principals, and principals. Fewer responses fell within the teacher leadership category than the previous two categories (16%, n=9). Those that did included roles such as teacher in charge or teacher leader roles in a variety of curriculum areas and specific, short-term responsibilities such as "leading a motivation initiative". There are generally few management units, if any, related to such roles.

Several SCTs referred to previous roles that could be seen to be within the traditional progression from middle management to senior management. This includes roles such as heads of department across a range of subject areas, deputy principal and head of faculty. Others had moved between the pastoral path and the management path already.

Seven SCT (13%) respondents said that they had not held any previous management roles. However, in many instances, SCTs had already held more then one leadership role. These findings reflect the high level of expertise of many of the SCTs.

In addition to this question, SCTs were also asked how many management units they held at the time of the survey. Table 6.25 summarises these data.

Table 6.25: Number of management units on hold

Number of units	n	%
None	22	44
One	14	28
Two	9	18
Three	4	8
Other	1	2
Total	**50**	

These data appear to contradict the earlier data, which suggested that larger numbers of the SCTs would have units on hold, given how many had reported holding leadership positions. What the lower number here probably reflected is the very wide definition of leadership roles within schools and the fact that many of these roles do not actually have management units attached. Despite this, 56% of respondent SCTs had units on hold at the time of the survey.

These respondents were also asked what they would do if they had to give up their management units permanently to retain the SCT role. Only nine SCTs, with units on hold, reported they would definitely remain an SCT while a further 15 would need to think about it some more but were likely to remain an SCT. One was likely to return to the management role while four reported they would definitely return to the management role. It seems, therefore, that the majority of SCTs at this stage were likely to remain with only 17% of SCTs with units on hold indicating a likelihood of returning to their management role.

Amongst those who would choose to remain in the SCT role, their reasons for doing so included satisfaction with and a sense of achievement in the role. Those who would not give up management units permanently cited lack of money and status associated with the SCT role. One SCT said, "There needs to be greater time and money if the SCT is to be a true alternative career pathway." Interestingly, in the case studies, some of the SCT respondents commented that money was not an issue for them and they could afford the drop in pay.

How long should the SCT role be held for?

SCTs and senior managers were asked to consider how long an SCT should ideally hold the role for if it became possible to do so permanently. A subsequent question asked them to explain their reasons for this.

There were differences between the two groups regarding the ideal length of tenure. In the case of the 47 senior manager respondents, three years was clearly the majority preference (70%, n=33). For the 53 SCT respondents, the role was seen most frequently as one that should be held indefinitely

(45%, n=24). Only four respondents from across both groups felt the job should be held for one year only.

Table 6.26: How long should the SCT hold this role?

Coding categories	Senior management		SCTs	
	n	%	n	%
One year	3	6	1	2
Two years	4	9	12	23
Three years	33	70	16	30
Indefinitely	7	15	24	45
Total	**47**		**53**	

Length of tenure was seen by many senior managers as dependent on the effectiveness and ambition of the individual and the particular school circumstances. That is, it could be regarded as a career path for some but not for others. Senior managers' responses frequently referred to the need to have enough time to consolidate and make an impact but not long enough to become "stale". It was pointed out that it takes time to learn the job, become competent, build trust and establish rapport with staff. Senior managers also said that the role was a learning opportunity for the SCT so there should be a turnover to allow others to have a chance to benefit from the experience. Appointing new people was seen by senior managers as a way of bringing in fresh ideas and allowing for growth in new directions. One senior manager said that "it should become a vital role within the structure of the school". These ideas were also expressed in the case studies. Regular turnover of the role does, however, have implications in terms of it being a career pathway unless there are clear options for the SCTs once their tenure has been completed.

The SCTs' responses to this question indicated that they would need to see how the role evolved and was structured in the future before making a decision about length of tenure. Some SCTs said that the appointee needed to stay in the position long enough to justify the training and support they had received. While there was strong support for enough time in the role to consolidate, there was also an indication that, in accord with senior managers, several SCTs saw the need to have a "roll over" to ensure new ideas and a fresh focus.

While the questions discussed above, regarding career pathways, were generic in that they referred to the role hypothetically, a further group of questions related specifically to the future of the SCT who was appointed for 2006 . These questions are considered subsequently.

SCTs were asked how long they could see themselves continuing as an SCT if the role were permanent. They were then asked to explain their response. Table 6.27 summarises the responses to the first of these questions.

Table 6.27: Length of time continuing as an SCT

Length of time	n	%
No idea at this stage	9	18
Finish at the end of 2006	6	12
Continue for one further year (2007)	10	20
Continue for two further years (2007, 2008)	8	16
Continue for three further years (2007, 2008, 2009)	5	10
Indefinitely (more than three years)	12	24
Total	**50**	

As the table shows, responses were widespread. Amongst the 50 respondent SCTs, the most frequent response was that they saw themselves remaining an SCT indefinitely (24%). The next most common response was that they would continue until the end of 2007 (20%, n=10). Only 12% (n=6) thought they would finish at the end of 2006. A further 16% (n=8) saw themselves continuing until the end of 2008 while 10% (n=5) felt they would remain until the end of 2009. A total of 18% (n=9) had no idea at the time of completing the survey.

Their explanatory comments for this question mirrored those of the earlier, more general question suggesting they saw little difference between a hypothetical ideal situation and their own. Responses showed that many SCTs were enjoying the role but did not see it as a long-term proposition. However, a few said if the role is a genuine career path it should be permanent. Some SCTs said they would stay in the role for as long as they felt they were being effective.

A few respondent SCTs (12%, n=6) said they would not choose to continue in the role. Reasons for not continuing included: inflexibility of the role criteria and having to give up other responsibilities, the amount of extra time required to fulfil the role, the role becoming increasingly complicated and stressful, lack of leadership, and the SCT having to initiate and define the role.

What were the future career positions of the SCTs?

Both the SCTs and the senior managers were asked where they thought the SCT would be in terms of their career in two years and five years time. Their responses were grouped into the following categories:

- Continuing the SCT role

- Middle management

- Senior management

- Retired/leaving teaching

- Further studies

- Classroom teaching

- Working in tertiary

- Unsure.

The majority of the 52 senior manager respondents (62%, n=32) saw their SCT continuing in the role in two years time while 32% (n=15) of the 52 SCT respondents felt the same. The same number of SCTs (32%, n=15) reported that they saw themselves in middle management in two years time while only 19% (n=10) of senior managers reported a similar situation. Less than 10% of SCTS were envisaged as being either still in the SCT role or in middle management.

Table 6.28: Where are current SCTs likely to be in two years' time?

Future role (two years)	Senior management		SCTs	
	n	%	n	%
Continuing in the SCT role	32	62	15	32
Middle management	10	19	15	32
Senior management	1	2	5	11
Retired/leaving teaching	4	8	3	6
Further studies/seeking higher qualifications	0	0	5	11
Classroom teaching	3	6	4	9
Unsure	2	4	0	0
Total	**52**		**47**	

When asked where they saw themselves in five years time in terms of their professional career several SCTs said that it was difficult to see where their future would lead although a small number had a very clear idea of future career moves and listed specific aims such as faculty manager, deputy principal or chaplain. SCTs listed possibilities in the same top six categories as in the previous table but also added working in tertiary.

Table 6.29: Where are current SCTs likely to be in five years' time?

Future role (five years)	Senior management		SCTs	
	n	%	n	%
Continuing in the SCT role	5	11	14	6
Middle management	12	27	12	27
Senior management	13	29	8	18
Retired/leaving teaching	6	13	10	23
Further studies/seeking higher qualifications	0	0	0	0
Classroom teaching	0	0	4	9
Working in tertiary	2	4	4	9
Unsure	7	16	0	0
Total	**45**		**52**	

Similar numbers of SCTs saw themselves still as an SCT (27%, n=14) and still in the classroom (8%, n=4), as had been reported, for two years' time. However, only 11% (n=5) of senior managers thought their current SCT would still be in the role and none thought they would be in the classroom in five years' time.

A greater number of respondents from both groups reported that they or their SCT would be in senior management (29%, n=13 from senior management and 15%, n=8 from SCTs than had done so for the two-year period). Numbers reporting "middle management" were similar to what they had been in the two-year responses (27%, n=12 from senior management and 23%, n=12 from SCTs). This suggests there is a belief that SCTs will move forward on a career pathway in management.

Indeed, 32% of these SCTs did not see themselves in secondary schools in five years' time while only 15% saw themselves as still in the classroom or as an SCT (which on current guidelines would mean still in the classroom for much of the time). The SCT role appears to have been seen, therefore, by a large number as a step towards something else – either out of teaching or into management (45%).

Emerging themes

The purpose of this chapter was to present the key data from the implementation surveys. Four interdependent themes or inferences were emerging strongly at this stage of the review. These themes were considered further during the case studies.

- The importance of having the right person in the job

- The inference that the job is about relationships

- The need for recognition and status in conjunction with the professional, individual authority of the SCT

- The inference that the role was still being established in schools and that operational definitions were still occurring.

The necessity of having the right person in the job can be seen in the recurring use of three categories to cluster respondent comments. These categories were interpersonal skills, personal qualities and professional credibility. They were used in terms of both the selection of the SCT and their ability to successfully implement the role in their school. The implication is that the individual, the "right person", is crucial to the success of this initiative. Judging by senior management comments in relevant sections of the chapter, the majority were clearly satisfied that they had the right person for the role.

Secondly, the emphasis on personal qualities and characteristics as well as interpersonal skills suggests success in this role was seen as being about relationships. In this sense, it can perhaps be seen as a form of moral leadership or ethical leadership. In this it is closely linked to the leadership model Sergiovanni (2005) talks about in his article *The Virtues of Leadership*, where he argues for the need for "moral mentors in schools who focus on what is important, care deeply about their work, learn from their successes and failures, take calculated risks and are trustworthy people".

The third theme is related to the authority the SCTs have to undertake their role. There was a strong inference with the data that the role needed status and recognition for successful implementation. As mentioned earlier the literature around teacher leadership suggests that such status or authority can be found in a number of guises:

- Professional authority – related to the professional credibility of the SCT
- Techno-rational authority – related to well structured plans and clearly laid out objectives
- Moral authority – related to a shared vision and understandings
- Formal authority – invested in the role rather than the person.

While one could argue that ideally all forms of authority would be present this may be unrealistic. Data presented here suggests that in 2006 the most prominent form available to the SCTs was professional authority which, in this instance, was related to both their professional credibility and their interpersonal skills. Indeed, it seemed to be related to a varying combination of both, perhaps

best described as professionalism. Findings from the case studies suggested that the proportions of each in this combination seem to have had an impact on the nature of the implementation.

The inference that formal status and recognition is required may be related to a lack of formal authority invested in the role in its early implementation. This is probably a result of the "newness" of the role. As the role is defined and developed, more formal authority is likely to develop. However, it also seems that schools and school leaders need to ensure that such status and recognition is provided. It is unlikely to develop automatically.

Finally, these three themes can be seen as part of a wider reality, which is that the pilot was still being established in schools and the role still being defined in terms of operational realities when these data were collected. At this stage, the pilot had obviously been enthusiastically received in school and there were no real complaints or issues. Those that did exist could be seen as "teething problems" as part of a natural "bedding down" process. Given the well-documented difficulties in changing the "grammar of schooling", the way things are done in secondary schools, including structures and organisations, it is likely to take some time for the role to be truly integrated into the system and for these teething problems to be ironed out.

> ## 7. Case Studies

Executive summary

In this chapter, the findings from across the twelve case study schools are collated and synthesised under a series of question headings. These questions formed the basis of the semi-structured interviews held at each school. The questions can be grouped in two categories:

■ Those designed to determine the implementation model in each school and how it was working

■ Those designed to further consider and explain some of the emergent themes that were being developed at that stage of the data collection process.

These case studies primarily showed how diverse the implementation of the SCT pilot was in schools and the extent to which school culture and leadership has played a part in determining what it looked like. It is important to note from the outset that in all instances participants were highly supportive of the role in general and of *their* SCT in particular.

The case studies raised some interesting questions around what the role of the SCT really is and how the role can best be utilised to promote enhanced professional practice and to improve student outcomes. It is these questions that are primarily discussed in this chapter in order to inform not only decisions around the SCT role but also other teacher workforce initiatives to be implemented in the future.

These case studies provide evidence that there are a number of tensions existing in the implementation of this role. These tensions can be seen in the way in which the SCT role as it was played out in these schools in 2006 sits across a number of continua:

■ Continuum of Practice: Guidance counsellor to professional mentor

■ Continuum of Delivery: Individual teacher to whole school

■ Continuum of Formality: Informal and non-structured support to structured whole school PD

■ Continuum of Content: Classroom management to developing innovative teaching practice

■ Continuum of Response: Reactive to proactive.

The key themes to emerge from the case study visits centred around the extent to which the focus on providing support rather than enrichment and the emphasis on confidentiality and self-referral have led to an apparently deficit model where the SCT is constructed as working on problems rather than on raising professional expertise across the school.

Method

As part of the SCT pilot review, 12 schools were purposively selected to be case studies. In order to facilitate selection of cases the SCT advisors were asked to recommend three to four schools from their region which would make good case studies. Commonly used criteria for recommendation included perceptions of: innovative implementation approaches, particularly successful implementation outcomes, and unusual or interesting local contexts. While it is acknowledged that this was a subjective selection process the advisors' local knowledge of the pilot programmes within each school was considered to be a useful practical guide to aid final selection decisions.

On the basis of SCT advisors' recommendations a short list of schools was constructed that were both advisor recommended and had previously indicated willingness to be a possible case study. From this list, a range of schools was chosen having regard for a representative spread of decile, roll size and location. However, a number of schools recommended by advisors had not indicated prior willingness to be a case study school. Such schools were excluded from consideration for the sample. Accordingly, it was necessary to make some additional selection judgements from the list of willing participants. These selections were based on demographic data to ensure their participation contributed to a reasonably representative sample. Advisors were asked to comment on these alternative schools and final selection was based on those responses. Table 7.1 displays the demographic data for these schools[11]. The three highlighted schools have been used as exemplar schools for chapter eight of this report.

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[11] The same categories have been used to group schools as for the survey schools.

Table 7.1: Demographic data of case study schools

School	Decile[1]	Location	Roll size[2]	Type
Miro	High	Urban	Large	Boys, 9–13
Rata	Low	Rural	Small	Co-ed, 7–13
Akeake	High	Rural	Medium	Co-ed, 9–13
Toru	Medium	Rural	Medium	Co-ed, 7–13
Pokaka	Low	Urban	Large	Co-ed, 9–13
Karaka	High	Rural	Medium	Co-ed, 7–13
Kowhai	High	Urban	Medium	Co-ed, 9–13
Matai	Low	Rural	Small	Co-ed, 9–13
Rimu	Medium	Provincial	Small	Co-ed, 9–13
Pahautea	Medium	Provincial	Medium	Girls, 9–13
Puka	Medium	Provincial	Large	Co-ed, 9–13
Titoki	Medium	Provincial	Medium	Boys, 9–13

Notes: 1: Low = 1-3, Medium = 4-7, High = 8-10

2: Small = less than 500, Medium = 500- 1500, Large= more than 1500

Visits to the school ranged in time from two to six hours with most being around five to six hours. In ten of the schools, the researcher was provided with a private office or meeting room to work from for the day. In the other two schools, interviews were in a range of locations, including the staff room.

Given previously indicated participant concerns about confidentiality and the wide range of implementation models, the SCTs were not given a specific list of data collection activities by the researcher. Rather, they were asked to arrange the visit in a way that they were comfortable with and which they felt would best showcase the implementation of the model in their school. At the interviewer's request, time was set aside for the researcher to speak with both the SCT and a member of senior management, preferably the principal. In addition, a request was made for interviews to be arranged with staff who had worked with the SCT, if at all possible.

In each school, with one exception, a range of interviews and/or focus groups were undertaken. In total, 75 interviews were held across the 12 schools. Table 7.2 provides a breakdown of these interviews.

Table 7.2: Summary of interview participants

School	SCT	SMgt	Mmgt	Teachers	PRT	Total
Kowhai	1	2	2	-	2	7
Rata	1	1	-	-	3	5
Rimu	1	-	-	-	-	1
Pahautea	1	2	1	2	2	8
Miro	1	2	1	-	2	6
Puka	1	1	-	3	-	5
Titoki	1	2	1	3	1	8
Karaka	1	2	1	-	1	5
Matai	1	1	-	-	3	5
Toru	1	3	-	2	2	8
Akeake	1	2	1	3	4	11
Rokaka	1	1	-	-	4	6
Total	**12**	**19**	**7**	**13**	**24**	**75**

In some cases, SCTs provided the researcher with documentation, including board reports, teacher surveys, personal logs and job descriptions. Focus groups were held in three schools although in these instances, only two or three teachers were involved. The one exception was Rimu where only the SCT was interviewed although documentation was provided. Table 7.3 summarises the data collection for each of the schools.

Table 7.3: Data collection methods for each case study school

School	SCT Interviews	Senior Management Interviews	Beginning Teacher Interviews	Experienced Teacher Interviews	Documentation
Akeake	X	X	X	X	
Rata	X	X	X		X
Puka	X	X	X	X	X
Toru	X	X	X	X	X
Pokaka	X	X	X		
Karaka	X	X	X	X	X
Kowhai	X	X	X	X	
Matai	X	X	X		
Rimu	X				X
Pahautea	X	X	X	X	X
Miro	X	X	X	X	
Titoki	X	X	X	X	X

The interviews and focus groups provided the reviewer with a chance to engage in critical discussion around some of the emergent themes and theories from both the baseline and implementation surveys. The nature of the interviews was very much a two-way discussion. In many instances, the impression was that the schools saw the case study visits as a chance to ask questions about the pilot. At least three of the SCTs discussed their future career options while several of them were concerned that the model they were using was "incorrect" somehow and wanted clarification as to what was happening in other schools and whether their implementation model was "okay".

The reviewer was primarily interested in how the model was implemented and the impact it was having on the individual teachers and the schools, and for this reason the opening question was very general. She also asked participants about the personal and professional qualities of the SCT in their school and what they saw as:

- The generic qualities needed for a good SCT

- Any changes they felt were needed to the pilot

- The attractiveness of the role and whether they saw it as a career step

- Where they saw the role sitting in the school administrative hierarchy.

Beyond the core questions, based on the findings from other data collection, the questions asked varied depending on the school, the participant, and the type of involvement the participant had had with the SCT. Time was also a factor in determining questions asked as some interviews were scheduled for only 20 minutes while others were up to an hour.

In the following sections of this chapter, descriptions of three SCT implementation models that were evident from a synthesis of the case study data are provided. Findings related to the more generic questions around the SCT pilot review itself are also discussed. Finally, emergent themes and key ideas are discussed.

Findings

How was the model implemented in these schools?

A diverse range of implementation models was found across the 12 schools visited. These models can be loosely categorised in three ways.

■ The guidance counsellor: supporting teachers who are struggling personally either at home or at work and providing them with a "shoulder to lean on" and "someone to unwind to". These SCTs often saw themselves as an "advocate for teachers" and one got the feeling they were providing support for the teacher personally rather than focussing on improving professional practice per se.

■ The professional mentor and coach: working with teachers to improve their practice and providing professional guidance and support. Some of the SCTs seem to have incorporated some of the "guidance counsellor" into this role but quickly moved on to a more professional practice level with a stronger focus on classroom practice.

■ Professional development facilitator: working with groups of staff to implement the school-wide professional development programme. The model of professional mentor and coach appears to arise naturally and successfully out of this model given the obvious professional learning and development focus.

These models are discussed in detail in the following sections of this report in the order outlined above. The first two models are discussed together as they appear to be on a continuum from almost entirely "guidance counsellor" at one end to almost entirely "professional mentor" at the other. Ten of the schools sat at various stages along this continuum. Some of the SCTs appeared to move along the continuum, depending on the needs of individual teachers, and so cannot be described easily as one or the other. Professional development facilitators are discussed separately as their role is substantially different in implementation due to the culture of the schools they are working in and the requirements of their job descriptions. Two schools fit the professional development facilitator implementation model.

The guidance counsellors and professional mentors

The difference between "guidance counsellor" and "professional mentor" appears to be most closely related to the personality of the SCT and their "role" in the school community, as well as to the culture of the school. There appears to be a link between the job description, as it was initially perceived within the school, and the characteristics or qualities of the person appointed. (Earlier

findings in the implementation surveys suggested that personal qualities and characteristics were a key determinant for senior management when making the appointments.)

Those SCTs closest to the "guidance counsellor" end of the continuum seemed to have a stronger focus on supporting teachers and being their advocate, on helping teachers to "survive". They saw themselves as a shoulder to lean on and someone for teachers to unburden themselves to. In most instances the role of confidant appears to have been one they had held for some time in their school. Indeed, one SCT commented that she now had time to listen to a colleague who had always come to her to discuss her personal problems. Of the 12 case studies, two SCTs seemed to predominantly fit this model while a further three moved into it at times.

There is no denying that where personal issues impact on a teacher's ability to provide effective learning experiences these need to be, at least, neutralised in terms of impacting on a teacher's effectiveness. However, whether this is an appropriate role for SCTs is a question to be considered. At what stage should the SCT return the focus to the classroom and the students and where does the SCT draw the line between personal and professional, between problems outside school and those inside?

It could be suggested that issues around confidentiality and the perceived need for the SCTs to have an external support person (a point frequently raised by advisors and some of the SCTs, both during these visits and in earlier data collection) are related to the extent to which an SCT is working within the "guidance counsellor" model. Indeed, this idea of an external support person was frequently described as being similar to that of a guidance counsellor. Certainly, these issues will be closely related to the extent to which the teachers they are working with are struggling and worried about their positions or have serious personal issues.

The inference drawn from some case study schools was that, apart from PRTs, the SCTs were working with a large number of teachers with personal problems, which were impacting on their professional practice. This was not consistent across all schools but was sufficient to suggest that in many instances, teachers who are struggling professionally often have underlying personal issues. Alternatively, it may be that where a teacher has personal issues that help explain professional performance issues, they are more likely to ask for help. Interestingly, a number of senior management interviewees expressed concern over the role becoming too focussed on the "guidance counsellor" end of the continuum.

Four of the case study SCTs seemed to be predominantly "professional mentors". Those SCTs, who were very clearly at this end of the continuum, were very professional in their manner and this was the first aspect of their personal qualities or characteristics commented on by participants in the interviews. These interviewees all commented on the reliability, organisation and efficiency of the SCT in their school. A frequent comment was that when the SCT said she would do something you could count on it being done. From the descriptions provided by their colleagues it appeared that SCTs within this model had a no-nonsense approach and that they were focussed on improving classroom practice rather than on the individual teacher or their problems. That is not to say there was no

empathy for teachers or concern, rather their focus was on practice rather than the person. They were prepared to support teachers, to work with them and to offer solutions to professional practice concerns but the comments from interviewees suggest they would not tolerate too many excuses or teachers not trying to improve. Interestingly, those most clearly at the "professional mentor" end of the continuum did express concern that their "upfront" and "business-like" approaches were not the correct ones for the role.

In some instances, there was a less clear delineation between the two models. Three of the SCTs appeared to move along the continuum, depending on what was required. For example, one SCT had supported a teacher with personal issues that were impacting on her work and appeared to have been compounded by the attitudes of others at work. For this teacher, the SCT had been a confidante, a counsellor and a support person providing a safe place. The same SCT had also provided very clear professional advice and guidance to other teachers who wanted to focus on improving a particular aspect of their teaching such as using a specific ICT tool.

In both the "guidance counsellor" and "professional mentor" models, with one exception (Puka), the SCTs worked primarily with self-referring individual teachers[12]. At Puka, the principal had selected a group of teachers he wanted to work with the SCT. Each of these teachers was sent a letter from the principal inviting them to participate. There was some concern amongst the teachers when they first received the letter and one teacher chose not to participate.

Talking to these teachers, it appeared that there had been some real discomfort when the letter first arrived and the SCT had subsequently worked hard to build their self-esteem and convince them that their selection was not a sign that they were failing teachers. On the contrary, it was emphasised that the reason for their involvement was that there was a strong belief that they had the potential to enhance their teaching practice. Beyond this initial approach, the model appears to have operated exactly as the other guidance counsellor/professional mentor models with the same confidentiality and teacher autonomy with regard to referral applying.

Although Puka was the only school to openly select teachers to work with the SCT rather than utilise a self-referral model, other principals commented that they would not hesitate to ask the SCT to work with particular teachers if they felt it was necessary. SCTs on the whole did not seem to be comfortable with this idea although they also stated that self-referral was a limiting factor in their ability to work with a range of teachers. This is discussed further in a subsequent section.

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[12] Because of this interesting implementation model Puka is one of the exemplars in the next chapter.

The apparently nebulous[13] nature of the SCT role, in these early stages of implementation, appears to have been a concern for teachers within both these models. At times, it was hard to elicit from interviewees a clear picture of exactly what these SCTs were doing. While their work with PRTs was generally clearly defined and highly structured, work with other teachers was less clear and the exact time spent, the nature of the contact and the outcomes were often difficult to determine. Many SCTs voiced concerns that they were not doing enough, that they had no evidence and that they struggled to define a position for their role in the school.

In fact, much of the work undertaken by SCTs in 2006 appears to have been informal involving "chats" in the staff room, providing resource material and "popping into" classrooms. More than one SCT spoke of just making material available and hoping teachers would use it. They were very aware that there was no compulsion on the teachers to use the materials and ideas they supplied. In this way, the ideals of volunteerism appeared strong within many of these SCTs. This ideal suggests that a person will undertake an activity or perform a service because they want to and they have chosen to do so not because of any ultimate outcome from their action [14].

As has been reported from other data, there was a strong focus on working with beginning teachers and the largest single group of teachers interviewed across all schools were PRTs. Where more experienced teachers were interviewed, they tended to be middle management for whom the SCT had supported a beginning teacher or worked with the department as a whole. Often, such interviewees were quick to point out that they had not needed the SCTs' help themselves.

In two of the schools, Akeake and Toru, there was a clear SCT focus on **all** teachers new to the school (not just PRTs), and these SCTs seem to have provided guidance into the culture and systems of the school. This is an important consideration as teachers can suffer transition issues when they begin at a new school – just as students do. The lack of knowledge around the processes and procedures in the school, the key people to ask for assistance and the "right" way of doing things can create stress for "new" teachers in a school regardless of their level of experience. Within these schools, most of the SCTs had also worked with groups of teachers such as PRTs.

The professional development facilitator model

In the two schools where the model was one of professional development facilitation the school culture was the driving force behind the way the SCT model was implemented. Both schools had a very strong professional learning ethos and their school strategic plan included a clear focus on the

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[13] Nebulous is used here to describe the way in which the SCT role is often, in practice, operating just outside the traditional structures and activities with no clearly defined outcomes or long-term goals. Much of their work appears to be instantly reactive, to be "on the run". In this sense it is not necessarily pre-planned or of a type to be followed up. Much of it also seems to be 10 minutes here or there. This is not intended to be a negative description; rather it is intended to describe the developmental state of the role in many schools and the appearance that it was still trying to find a place.

[14] This definition of volunteerism can be found in (Ward & Parr, 2006).

professional development of staff. There were, however, differences in how the role was implemented in each school. While many of their activities with individual teachers were similar to those described above there appears to have been a much stronger focus on particular aspects of teaching and learning and less of the nebulous, casual work described by other SCTs. In addition, these SCTs appeared to be more certain of their role and the desired outcomes from it.

At Akeake, the SCT was one of a number of senior teachers, including senior management, leading a professional development focus in the school. This SCT facilitated a group of teachers of one class who were working to share practice (a class learning team). She also worked with a group of PRTs and supported the PRT coordinator. In addition, she facilitated a group of teachers who were operating a peer coaching model where they worked in pairs to support practice through observation and feedback. She herself was in one of the pairs. There was overlap between the groups with some teachers being in more than one group. These were not the only professional development groups operating in the school and the SCT was seen as a valuable resource for enhancing the school's strategic goals and ongoing programmes. The teachers interviewed, who had been part of these groups, spoke of how much more successful they had been in 2006 with SCT facilitation.

In the second school, Karaka, the SCT was a member of the school leadership (senior management) team and responsible for promoting the focus on differentiated learning, which was part of the school-wide strategic plan. In this role, she delivered all full-school professional development. Her position on the leadership team was a reflection of how important professional learning was in this school and the centrality of the SCT to this. She also worked with individual teachers as did the "professional mentor" SCTs. The difference was that her focus, when working with these teachers, was primarily on implementing differentiated learning and this appears to have reduced any reluctance to engage with the SCT. In this school, there was an obvious culture of professional learning, which meant that asking for guidance or support was seen as "okay" and where many of the barriers to such requests, found in other schools, appeared to have been largely removed.

In both these schools, there was less uncertainty expressed by these SCTs. It may be that they had more clearly defined roles within the structure of the school, with more clarity about their goals and performance expectations. They also seemed to have a higher profile generally as well as greater access to the classrooms of more experienced teachers. This seemed to arise from a focus on enhancing practice through professional learning rather than "solving a problem". As a result, teachers appeared more comfortable approaching and working with the SCT. This was not always as apparent in other schools, where such approaches could be linked with failure or inadequacy by some. In addition, the school focus on professional development meant the role of SCT was a better "fit" with the school culture than in some other schools.

Of the "professional mentor" model schools there was one (Kowhai) that seemed to have a similar focus on professional development. In this school, however, the SCT role was still outside the overall strategic focus, which was co-ordinated by a deputy principal. This was seen to be an issue and there

was a strong sense that efforts would be made to link the role more closely to the strategic plan than had occurred in 2006.

This section on the implementation of the SCT role in schools has discussed a continuum of practice from "guidance counsellor" to "professional mentor", and also a continuum of delivery from individual teachers through to whole school development. Three other continua were also apparent. These were:

- From informal and non-structured support through to formal, structured professional development sessions

- From a focus on classroom management through to developing innovative teaching practice

- From a reactive to a proactive model of support.

The first of these is related to the extent to which the SCT was working in a continuous and structured manner with individual or groups of teachers. Many of those working within the "guidance counsellor" to "professional mentor" continuum appear to have had little structure to their role or the work they undertook. Much of it seemed reactive and this appears to have added to their concerns over whether they were successful. One SCT spoke of how she liked to be highly organised and to have her time carefully planned and how the need for flexibility had been a particularly difficult part of her role to adjust to (Matai).

The second continuum relates to the extent to which the SCTs were working on enhancing teaching and learning and the extent to which they were focussed on generic, classroom management issues. Talking to the SCTs on the "guidance counsellor" to "professional mentor", continuum and those teachers they were working with, much of their work appeared to be at the classroom management end of the continuum. It appears that this is related to the content silos in secondary schools and the fact that subject-specific support is generally gained from within departments and from HoDs. The SCT, if not from the same department, was not generally seen as able to offer the necessary level of subject-specific knowledge. They therefore tended to provide a more generic support related to strategies for organising and managing teaching and learning.

That is not to say this support was not valued highly and, as a subsequent section of this chapter discusses, the attitudes of interviewees – whether SCT, senior or middle management, or classroom teacher – were all positive. There is no doubt that within each of these case study schools, the SCT pilot was viewed as a success albeit in differing ways and to differing degrees.

The third continuum describes the extent to which the SCT was reacting to perceived problems and concerns (the ambulance at the bottom of the cliff) or being proactive (working at the top of the cliff to head off problems). At the proactive end, the focus was on enhancing or changing teacher practice as a whole.

Activities undertaken by the SCT

A range of activities with individual teachers were undertaken by SCTs across these schools. General tasks mentioned by SCTs included the following:

- Finding and creating resources for teachers

- Providing teachers with professional readings, often putting these in pigeon holes/mail boxes

- Helping PRTs with classroom management strategies

- Offering "quick fixes", ideas for difficult classes

- Being a 'connector" between teachers – suggesting other teachers to discuss concerns with or to share ideas with

- Providing emotional support – just being there to listen to people when they are having a bad day

- Working on specific issues with some teachers: e.g. are there gender differences in how the teacher responds to students?

- Teaching other teachers' classes to free them up to observe colleagues

- Talking with HoDs and supporting them, particularly when they were new to the role

- Facilitating a professional reading group, which was generally held after school

- Supporting, or in some instances, leading the PRT programme, including group meetings

- Providing teachers with strategies and resources to support the implementation of new pedagogies: e.g. differentiated learning, co-operative learning groups

- Providing teachers with ideas for classroom activities

- Arranging guest speakers to attend school professional development sessions

- Creating an online reflective reading site

- Facilitating professional development workshops within the school

- Providing materials and resources to teachers

- Tracking individual classes and observing how they work with different teachers

- Developing a professional reading library for teachers

- Modelling teaching strategies in their own classroom and others

- Providing tips around teaching and learning.

Factors impacting on implementation

Both the "guidance counsellor" and the "professional mentor" model SCTs often expressed concern that they were not having sufficient impact and that they should be doing more. Many of them seemed to require reassurance that they were doing the right thing. The role when it was one-on-one support with teachers who self-referred appears to have been nebulous in nature, making it difficult for the SCTs to judge their own success and to report on it to others. Some frustration was expressed about both confidentiality and self-referral by the SCTs who saw these as limiting their effectiveness and the profile of their role. In addition, the culture of specific schools and of secondary schools in general appears to have had an impact. These factors are discussed in this section.

Confidentiality issues

One of the main concerns, related to confidentiality, was that it meant the SCT role and the impact it had remained in the shadows with a very low profile. Many staff in these schools were reportedly unaware of what the SCT was doing or even if they were doing anything. This was particularly true where the SCT work was restricted to self-referral, one-on-one work and where neither the SCT nor the teacher concerned spoke of what was happening. Certainly, those teachers who were working either at the "professional mentor" end of the continuum or as "professional learning facilitators" seem to have had much higher profiles than those who were primarily "guidance counsellors". It would seem that confidentiality would be most relevant at the "guidance counsellor" end of the continuum.

Confidentiality also raises the question of when the SCT, as a professional, should take concerns they have to senior management. Issues of professional and moral accountability could be raised for the SCT. At what point does confidentiality protect a teacher beyond what is acceptable? One could argue that an SCT should not be dealing with competency issues and therefore this should not arise but there appears to have been some issues for SCTs in this regard, and questions of professional and moral accountability could be raised. For example, confidentiality raised a serious concern for at least one SCT who had been working with a teacher but was unaware that senior management was also working with the teacher around competency. There was concern that the teacher was "using" the SCT and that there needed to be an exchange of information.

The overall impression from the case studies and other data collection is that confidentiality was maintained at all times but that in many schools the need for it has been overstated and may in fact be limiting the capacity of the SCTs to work with a wide range of teachers.

Limitations of self-referral

The concern surrounding self-referral appears to be that many of these SCTs do not feel they are necessarily reaching the teachers most in need of support and guidance, the more "experienced" teachers who are struggling in some way. These teachers are, reportedly, very unwilling to self-refer, or often to even acknowledge to themselves or others that there is an issue. As a result, SCTs have searched for other ways to get into some classrooms and work with those teachers they know or

believe need support but are not asking for it. This belief, or knowledge, was usually based on either personal observations and experience, or because senior or middle management had asked them to work with the teacher. Ideas utilised to make initial contact included focussing on a class and working with all the teachers with that class, thus providing access to teachers they were concerned about, or working within departments as a whole. One SCT (Akeake) provided an anecdote of where the first method had been particularly successful. The teacher concerned had taken an excellent lesson when the SCT was observing the class and she was able to provide positive feedback to the teacher. This seems to have boosted his confidence and anecdotally, she had heard his teaching had been enhanced. It seems that the visit from the SCT was the "kick start" the teacher needed. Another successful example was where a teacher was purposefully involved in a working team with the SCT to develop exemplars related to the professional learning focus of the school. As a result, this teacher had changed his teaching practice significantly (Karaka) and begun to incorporate new ideas. In other schools, SCTs were organising "browse week", which would allow for the opening of classroom doors and which was intended to promote deprivatisation of practice and a higher level of comfort with teachers being observed by colleagues.

Building a culture of professional learning in schools

Although methods employed to get inside classrooms of reluctant teachers were successful in the instances described above, they raise questions around secondary school cultures and the need for what could be seen as resorting to "subterfuge", when teachers are unwilling to open their classroom doors to colleagues. It would seem from these interviews that teaching practice in most secondary schools is still highly privatised with teaching and learning occurring behind closed doors. This has implications for the implementation of a programme such as the SCT.

A reluctance to be seen as needing or seeking help or support appears to be entrenched in the culture of many of the schools. However, for the PRTs who were spoken to there was no obvious unwillingness to work with the SCTs (although some Year 2 PRTs hinted at some reluctance or suggested they really did not need to).

Amongst the older, more experienced teachers a feeling of failure if they did so appears to have been common. When talking with senior teachers, such as HoDs, who had utilised the SCT in some way there was often a clear message that they had not needed help personally. Many commented that they would ask the SCT for support or guidance personally **if** they needed it but they could not imagine needing it (e.g. Kowhai, Akeake, Titoki). One principal (Akeake) actually suggested there was no need for such support in his school as all his teachers were highly professional and their professional autonomy was respected.

Interestingly, when PRTs were asked if they could envisage utilising the SCT in five years' time few said they could. Some commented that to do so would mean they were a failure; others felt there would be no need (e.g. Rata, Matai). This was disappointing as it suggests that there is not likely to be a shift in culture as the PRTs become more experienced. The ideal would be that PRTs would become used to having classroom visits and working on developing practice with collegial support

and, therefore, not be concerned about the continuation of the practice. However, their acceptance of support and help appears related to the stage of their career cycle rather than personal attitude.

Some SCTs (e.g. Rimu) expressed a real discomfort about working with their more experienced colleagues and it may be that the ideals of professional autonomy and non-critical collegiality make it difficult for some SCTs to approach their experienced colleagues or to even envisage doing so. The limitations of professional learning that arise through concerns around collegiality and professional autonomy have risen in other studies (Ward & Parr, 2006), as has the reluctance of teachers to place themselves "above" their colleagues in any way.

The question these issues raise is whether the SCT role can change these entrenched attitudes and whether SCTs can sufficiently deprivatise practice to enable them to work with a wide range of teachers in a self-referral model. This would seem to be necessary in those schools which do not already have a school-wide culture that makes seeking support and guidance not only acceptable but also "the way things are done".

Evidence would suggest that the necessary willingness and capacity to change will not be easily fostered within such schools. What is required is the development of a clearly defined culture of professional learning and deprivatised practice where classroom doors are open and where teachers openly share their practice with colleagues. The SCT role alone will not achieve this but as some of these case study schools have shown, it can be a very valuable resource for supporting its development.

Suggested changes to the way the role would be implemented in 2007

All of the SCTs spoken to talked of how it had taken at least six months to get a true sense of their role, and of what would work and what wouldn't. For at least one, this was related to the need to adapt to a flexible, unstructured work model that was more reactive than proactive. Many of the principals supported this view and in a number of interviews, very clear intentions to alter the job description or the focus were outlined.

Some of these changes were driven by necessity. For example, if the school had no PRTs the following year then this could not be a continued focus. Other suggested changes seemed to have come from a growing sense of where and how the SCT could be most successfully utilised as a resource and what the desired outcomes of that utilisation are. For example, one principal spoke of the need for the SCT to work with new teachers to the school in the following year as the school had received substantial professional development that year and any new staff would not be prepared. Another spoke of how there was a need for the SCT to work with teachers who were recognised by the management as struggling.

In addition, as the SCT had grown in confidence and the staff became more accepting of the role, new initiatives such as browse weeks (where staff visit each other's classrooms) and professional reading groups were to be implemented. The sharing of ideas at cluster meetings is likely to have had

an impact here. It was also felt that SCTs would be able to undertake increased classroom visits as the role became more established.

Another suggestion made, at more than one school, was that there was a role for the SCT in revitalising "tired" teachers, and supporting them in making decisions around their future as teachers and their eventual retirement.

The value and status of the role

When asked how they felt about the role, all those interviewed were unanimous in their approval. The role was described by many of the senior management interviewees as a "valuable resource" within their school. Most stated that they would have found a way to continue the role in some format even if it was not funded beyond the pilot. Only one principal spoken to felt the role was not one he would continue if it was not funded. This was a very large school and it may be that the impact of one SCT was too diffused to be seen as really valuable. Another principal suggested that the role as it stood was not "crucial" to the success of the school but he was still very supportive of the concept. Most stated, however, that they would find a way to continue a similar role if the pilot was not continued.

All participant teachers who had worked with the SCT felt that the help they had provided them, or others in their department, was "fantastic" and most reported an impact of three or four out of five on their teaching practice. This was based on a scale of 1= no impact and 5 = significant impact. Many of them commented that they did not know what they would have done without the SCT. Those in larger schools, while still grateful, did feel there were others they could ask for help if the SCT was not there. The reported impact was often less from these teachers. This would seem to be due to the large departments many of them worked in providing a pool of expertise for them to draw on.

Teachers reported using the SCT because the SCT had the time to support them and this seemed to assuage both the guilt the teachers may have otherwise felt at bothering a busy colleague and any reluctance they may have had to do so. For example, many of the PRTs commented on how busy HoDs are and how providing support to them was just one part of the job. This was compared to the SCT position where it was their role to do so.

There were, however, a number of questions raised about the status of the role. There was general agreement that in most instances the role did not have an equivalent perceived status to middle management. A number of reasons were suggested for this, including the emphasis on confidentiality, which was seen as keeping the role hidden from the staff. Other reasons included the lack of management units and the lack of "place" in the school hierarchy. A key reason offered was the nature of the role, which was seen by both SCT and senior managers as too nebulous or "airy" to have real status. This lack of status appears to have been difficult for some SCTs, particularly if they had held management positions in the past and felt as if they had lost some authority or influence. It was suggested that the role was in fact a step "backwards" for some SCTs.

However, it was not agreed by all participants that the role should have more status or that it should be equal to middle management. For example, one HoD felt that the role was not equivalent to what she was doing as it did not require as much time, while another felt it was worth three or four management units in a large school as it was a really important role.

It would seem from comments in this area that the perception of the value and status of the role is determined on the value and status of professional learning within individuals and schools. It is also determined by the perception of the role and the extent to which an SCT is seen as a key figure in raising professional expertise across the school.

The SCT attitudes to their role

The SCTs all reported that the role was something they were really enjoying. As already mentioned, however, there was some concern, and in some cases guilt, expressed over whether they were actually meeting the requirements of the role. In addition, there was a lack of clarity for some over what the requirements actually were and what success would really look like. This appears to have been related to the apparently nebulous nature of the role and the lack of structure for many.

The personality and professional qualities of the individual SCTs meant that many of them were highly driven, efficient and capable teachers. The nebulous nature of most of their SCT work, the confidentiality and the need to wait for self-referrals had made the role difficult for them at times. A number of the SCTs provided very detailed logs and other documentation, including reports to the Board of Trustees. These logs and reports reflected the professional approach they had taken to their role and their desire to be held accountable. All SCTs interviewed seemed very aware of the extra money and time they were being given, and did not want other staff to feel that these were not earned. For some, comments in the staffroom seem to have amplified these concerns: e.g. being called "super nanny" or "super teach".

For some of them, the role had been a chance to extend themselves and gain a promotion outside the traditional management path. A number did not want to be in management and preferred to remain in the classroom. The SCT role had given their principals a way to recognise their good practice without removing them from the classroom to any great extent. This was not the case for all SCTs and some said they would definitely return to the management path at a later stage, suggesting that for them, the SCT role would not be enough over time. This is supported by findings in other data, which suggested many will do so.

There seems, therefore, to have been two main types of SCT in the case study schools: those who did not want to be in management and those for whom there has not yet been an opportunity within the school or even elsewhere for advancement.

The SCT role as a career pathway

Both the SCTs and other interviewees were asked whether the role was an alternative career pathway. This question was important as the role is one of the work programme initiatives aimed at providing alternative or additional career paths. In addition, other interviewees were asked whether they would consider the role themselves. Responses to these questions were mixed. Some interviewees felt that the role was not taken seriously enough by staff to be seen as a career pathway and that it had insufficient status. Others saw it as a "stepping stone" to management. The views expressed here were closely related to those under the value and status section earlier in this chapter.

The SCT role was seen by most senior managers as not including enough administrative-type tasks to provide SCTs with the required expertise and knowledge to take on senior management positions, as they are currently understood in most secondary schools. More than one principal commented that it provided added value but alone was insufficient to provide the expertise needed. It must be noted than in schools where there was a strong focus on professional learning, a different view was often expressed. In such schools, the experience and qualities of the SCT were seen as very valuable to career progression.

For most, however, while it was definitely seen as added value in terms of overall work experience, an SCT would probably need to have been a middle manager or dean as well (which, it should be noted, many have been). For these reasons, the role was described by some as an opportunity for teachers to gain additional experience before proceeding on their career towards management.

In order for it to be more of a career pathway, it was suggested by a number of interviewees that one or more of the following was needed: a clearer job description, more management units and more time. As one principal stated, the number of management units linked to a position is often seen as a reflection of the importance of that role in a school. The SCT role currently, he felt, would not be seen as having the equivalent of enough management units to a move into senior management. Interestingly, he did not feel the role itself was worth more units but wanted to be able to link it to other roles, thus increasing the total number of management units an individual SCT held. This, of course, was not possible in the pilot.

The length of time the role should be held for

Interviewees were asked about the length of time an SCT should remain in the role. A similar question had been asked in the implementation survey and in both instances, responses were varied. Many interviewees felt the role should not be held for more than two to three years while others thought up to five years would be acceptable. No interviewees felt the role should be held indefinilty although many senior management interviewees would have liked to see a right of renewal for the current SCT if the role was not permanent. That is, they did not want necessarily to have to re-advertise. It should be noted that in 2006 the role was not permanent but on a one-year tenure. For 2007, it was made a permanent position. The implication from these findings, however, is that SCTs should not necessarily hold the role for lengthy periods.

The reasons for the relatively short term as an SCT centred on concerns that the SCT would become stale, that it was too intense a role for one person to have for a long time, and that it was desirable to share the role amongst other staff. This latter reason was due to the perception of the role as excellent professional development. In addition, some senior management participants suggested that there was a real concern that staff would become blasé about SCTs and what they were doing. This was in schools where there was a strong professional development focus and the SCT was seen as the expert in the current area of development. It was felt that either the SCT would need to develop new areas of expertise to continue the development of staff or a new SCT would be needed.

Qualities and characteristics of SCTs

As well as discussing the qualities of the SCT in their school, many interviewees discussed what qualities an SCT needed generally to be successful. Responses to both these included:

- Having realistic expectations

- Being approachable

- Understanding teachers and what they face

- Being successful in their own classroom

- Being reliable and doing following through on offers to help

- Being trustworthy

- Being respected by the staff

- Being highly professional

- Being a highly experienced teacher and school leader

- Getting results working with lower ability classes

- Always being enthusiastic

- Being committed to the role

- Being "human"

- Being organised and flexible

- Caring about the teaching profession

- Being a learner themselves

- Setting and maintaining high standards for themselves and others.

- Being knowledgeable and having that knowledge at their finger tips

- Being very well-read

- Being available.

What is interesting is the mix of professional qualities related to teaching, both in terms of experience and knowledge, and the personal qualities related to how the SCT relates to others. Pulling all these ideas together, the picture is of a professional teacher, with a strong classroom background and a high profile in the school who is approachable and empathetic. Perhaps this can be described best as "professionalism", an umbrella term for high personal and professional standards.

Should an SCT be able to retain management units?

An important feature for many teachers interviewed was that the SCT role was outside the main appraisal framework and therefore, they felt safer talking to the SCT. However, this appears to be related to context and perhaps the nature of the work they are doing with the SCT, as in three of the schools the SCT was also an appraiser for teachers in their department. This does not seem to have been a problem, and the SCTs and teachers concerned were confident it was just a matter of being very clear as to what "hat" they had on. It is important to note that in these schools, appraisal was totally separate to attestation. In fact, principals generally did not see a real issue with SCTs being HoDs in terms of appraisal-related activities because appraisal was usually described as being related to teacher professional development. They did agree that an SCT should not be involved in attestation.

The only real issue in maintaining management units appears to be related to workload. Particularly in larger departments, it was felt that one person could not hold both roles. There do not, however, appear to be concerns about other roles with less time commitment such as assistant HoD. For some schools, the appointment of the SCT had created problems. In one school, the department that the SCT had been head of in 2006 was struggling without her leadership and this had been a real cause of concern for both the SCT and senior management. The reality was that the school had not been able to appoint someone with sufficient capability into the role of HoD. A similar story was told by another SCT who was closely supporting and monitoring her replacement and who still undertook many aspects of her old HoD role. For a third school, there was going to be a real issue in 2007 as the current HoD was taking leave and the SCT was the obvious replacement and would be needed in a senior role in the department. The issue for the school was how to manage this and how to reimburse the SCT for both roles.

Emerging themes

Two key themes arise from this initial discussion around the case studies as discussed briefly below.

Reinforcing a privatised culture

The first of these is around the extent to which the theory of action underpinning the implementation of the pilot scheme could be seen as a deficit model. Framing the SCT role in confidentiality and self-referral seems to be reinforcing a message, already present in some schools, that asking for help or needing help is a "problem" and should be kept "secret", and that capable teachers are those whose

practice is always exemplary and does not need enhancing. The implied message is that asking for "help" or support in some ways implies failure rather then a desire to do better.

This model reinforces the norms of privatised practice and promotes professional autonomy without professional accountability both for the SCTs and for the teachers in the school. It potentially allows teachers to keep issues behind closed doors and to ignore opportunities to improve their practice. It also potentially allows them to continue to ignore, or refute, any suggestion that they are not doing the best they can for their students. These are not concepts that are in keeping with the ideals of professional learning and promoting improved professional practice.

The importance of "fit"

Another theme, which is closely linked, is the importance of "fit" between the school culture and the SCT role. The SCT alone cannot change school culture but he/she can be a very powerful tool for enhancing a professional learning culture or even for prompting and pushing for its development. This was clearly seen in two of the case study schools. The SCT role needs to be seen as a crucial part of the school strategic plan and there needs to be a very clear professional learning focus if this is to occur. This conclusion presupposes that the role of the SCT is to develop professional practice for improved teaching and learning rather than merely to provide classroom support to struggling and beginning teachers or to provide an opportunity for experienced classroom teachers to be recognised. For this to occur, the school needs to have developed or be developing the culture and climate of a learning organisation.

> 8. The Implementation of the SCT Model in Three Schools

In this chapter, a detailed summary of the responses from all interview participants in each of three schools is provided. The purpose of this chapter is to provide a more detailed description of what was happening in three of the case study schools, and the thoughts and beliefs of the teachers, senior managers and SCTs within those schools with regard to the SCT pilot. It was these three schools that provided both models of implementation and deeper insights into the SCT role.

Executive summary

Karaka, Kowhai and Puka schools[15] were selected from the 12 case study schools as successful but significantly different examples of how the SCT pilot can be implemented. The contexts within each school are different and this has impacted on what the SCT role looks like in each.

In Karaka, the SCT role was focussed on delivering whole school change through a structured professional learning programme. The SCT was a member of a senior leadership team and had an openly valued role with clear status attached. The school culture appeared to have already been collegial and focussed on teaching and learning as their core work prior to the SCT role being implemented. The SCT did not work with beginning or struggling teachers as a focus. When she did work with these groups it was within the overall school-wide approach. There was no suggestion of the guidance counsellor in this school. Rather, this SCT was solely a "professional learning facilitator". She acted as mentor, coach and expert teacher. She also supported and promoted expertise in others. The SCT role was an integral part of the overall school strategy and not seen as an "add-on' in any way.

In Kowhai, there was also a strong focus on school-based professional development. However, unlike Karaka, the core facilitation was undertaken by an external consultancy. The SCT role was seen as supporting the professional development focus but not as an integral part of it. Rather, the SCT worked with individual teachers who self-referred and with beginning teachers, and also facilitated a professional reading group. There was a suggestion from senior management that in 2007 the role would shift to be more closely aligned to the professional learning facilitator model at Karaka. As at Karaka, the SCT at Kowhai was seen as filling an important role but it was an added extra in many ways without the very clear position and status allotted the SCT at Karaka. This SCT was very much a professional mentor with little hint of the guidance counsellor. This seems to be attributable both to the qualities she brought to the role but perhaps also to a school culture that was increasingly focussing on professional learning.

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[15] The school names have been changed

The third school, Puka, is particularly interesting because of the way in which the teachers who were working with the SCT had been selected. Rather than depending on self-referral, the Principal had written to 12 teachers over the summer break inviting them to join a group of teachers who would work with the SCT in 2006. Beyond this atypical selection process, the SCT model worked in a way largely similar to many other schools. The SCT worked with the teachers concerned on an individual basis on projects and ideas that they determined. She offered them a range of ideas and support in a model that appears to have moved between guidance counsellor and professional mentor.

> Karaka

School culture and context

This school had a very strong focus on professional learning within the school, which is led and promoted from the top. The school had gone through rapid growth in recent years and as such the principal felt much of his time had been spent worrying about buildings and other material concerns. He was now able to concentrate on teaching and learning again, and the SCT was a valuable resource to further develop this focus.

The senior management team had been renamed the senior leadership team and the SCT was part of this team. As such, she was involved in strategic decision-making and her role was seen as highly valued and having status. This senior team was focussed on teaching and learning and on "really challenging our staff and doing some school-wide stuff" (KA1)[16].

There was strong agreement amongst participants that the staff and the school were ready and able to make the kinds of changes implicit in the SCT model employed. One of the senior managers commented that there were "no tired teachers … no one who won't accept change" (KA3). Another teacher commented that "most people are willing to look at different things and if they're not, they actually stand out as the person who is not willing to" (KA4).

When the SCT role was first introduced to schools by the MoE with its focus on beginning teachers there was an immediate desire to "use it in a different way" (KA1). There was already a strong PRT programme running and as such, there was no perceived need for the SCT role in this area. Rather, there was a determination to use the role to "change the behaviour of teachers" (KA1) at this school.

The implementation of the SCT role also coincided with a decision to focus on differentiated learning in the school and to "pour our time and energy into it" (KA1). The SCT role was seen as a "wonderful way of getting real focus" (KA1). In this context the SCT herself felt that this focus on differentiated learning had been "very valuable" because it was not threatening and focussed people on their practice rather than the SCT.

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[16] Refer for this participant code and all future participant code to appendix 8.

The school was described by senior management as already having a largely open door professional culture with only a few teachers who could be seen as 'reluctant" to come forward to the SCT or to someone else for advice or support. It was felt that this was partly due to the policy whereby senior management visited each classroom every day to collect absences. In this way, the senior management team was visible and had their "finger on the pulse" (KA1).

It would seem from these comments and others that the SCT role at this school was another strategy or resource to promote the type of teaching and learning culture that the senior management team saw as essential and was already trying to achieve. As the SCT stated, the role "has given us an opportunity to do things that we've mulled around with" (KA2). Things had been tried in the past but had not taken hold as there had been no resource to commit the necessary time and effort. The role had, therefore, been a "catalyst for things to happen" (KA3).

This fit between the school culture – its goals and values – and the SCT pilot are, perhaps, best exemplified in the following quote: "Maybe we are just unique but it has really focussed us on our core function … It is no longer a piecemeal approach what we are doing; it's an orchestrated approach" (KA1). In this case, the SCT was clearly the "conductor" bringing it all together.

The SCT job description

The job description for this SCT was provided and very clearly outlined the expectations of the role. The key purpose of the role was to "have the major leadership role in developing and promoting 'quality teaching' within the school". The SCTs task was to "support and assist teachers in the expansion of their knowledge, skills and teaching techniques to improve effectiveness".[17]

The job description also outlined a number of activities the SCT was expected to undertake. These included:

- Introducing and supporting differentiated learning as a school focus
- Encouraging collaboration and a supportive collegial culture
- Assisting staff in teaching and learning
- Modelling good practice.

For the SCT there had been some initial concern over the different approach they had taken and she did feel "uncomfortable … like a bit of a culprit" because she felt she was "outside what she should be doing" (KA2). She did feel it would have been helpful if the initial brief had given some thought to "helping practice … and if there had been a kind of wider brief in some ways" (KA2). This is interesting as it seems this school had, in many ways, moved straight to the model of professional learning, which the stakeholders said in the feedback session they would like to see in all schools but had felt would need more time.

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[17] Both these quotations come from the job description

The activities and impact of the SCT

One of the key activities of the SCT was to lead staff-wide professional development on differentiated learning in a specifically created time slot. There was also an after-school staff meeting for which she organised a range of activities. In some instances, members of the staff presented what they had tried and found successful in their own classrooms. In this way, the resources and ideas were modelled in the staffroom. The presenters were all highly enthusiastic staff who had been on courses or come back from tasks they had been given by the SCT and who wanted to share their experiences. One of the SCTs key roles, therefore, appears to have been facilitating the sharing and showcasing of best practice; and making sure everyone was aware of what was going on in other classes. In this way, the SCT "uses the strengths of the rest of the staff" (KA4) to support her work and this seems to have been a very successful approach taking the focus away from her and on to the practice. It also meant a deprivatising of practice and a normalising of sharing professional learning in a collegial environment. As a result, the staff "are now doing things" that were "never dreamed of" (KA1).

As well as leading whole school professional learning sessions, the SCT has a key role in providing teachers with resource material. There is a differentiated learning site on the school intranet, which the SCT ensures has a range of material on it that teachers can download and adapt to meet their needs. Teachers are also encouraged to add or contribute to this site. In addition, the SCT often provides staff with material in their pigeon holes such as pointing them to new websites. Another activity has been the development of a professional library in the workroom. Through these activities she has been able to "hit the whole school with common messages" (KA5). The result is that teachers are made to *"reflect more"* and to think about doing other things (KA5).

While the focus was primarily on whole staff development as a means of shifting teaching practices, the SCT also worked with two teams of teachers on specific tasks. In the first instance she worked with two teachers to develop new units of work in their teaching area and then to trial them. These units focussed on differentiated learning. This had worked well and the group were to be pushed to higher levels of independence later in 2006 as she withdrew some support. In this way, it was a very scaffolded approach. The initial sessions had involved some team planning with an emphasis on differentiation before a whole day had been spent making resources as a team and creating a unit to be used in the future. This cooperative team learning approach was also successful with another group, which worked on integrating Year 9 classes to try and counter the issues of transition from Year 8.

In both instances, the focus was on changing teacher practice to better meet the needs of students through the introduction of new strategies and ideas, and then reflecting on the extent to which these had been successful. As with the whole-school approach, this seems to be a very proactive rather than reactive model. That is, it is aimed at moving teachers forward rather than focussing on the negative or on problems as such. This focus on the positive rather than problems was commented on by the SCT as a key principle to both her activities and her success.

The SCT also worked within the whānau pastoral care system to shift practice. Each term there had been a different focus for the whānau teachers to work on with their classes and with the whānau as a whole. These focus areas were based around "habits of mind" and the first one was persistence followed by questioning. While the interviewee who described this was not a whānau teacher, she commented that when she looked at the material that was available on the Intranet to support the whānanu teachers she "realised I was being given reminders of how to teach better" (KA3). Again, the SCT appears to have been using a focus on a particular teaching and learning strategy or idea to improve practice generally.

For the SCT, one of the ways in which she could see the impact she was having was through self-report from other teachers who were, at the time of the interview, beginning to give her things they had done "in a sort of show-off kind of way". In some instances, she had been invited to classrooms to see the results of a new idea a teacher had had. One example she gave was of a Year 11 science teacher who had differentiated a question in a chemistry class with both a low ability and a high ability group. In another instance, she had visited a Year 8 class where the teacher had invited the parents in to see the students' presentations using PowerPoint and other things. Another example suggesting success was that the professional library she had set up was being well-utilised with books "disappearing for ages" and her "having lots of trouble getting things back off people" (KA2).

Interestingly, the principal suggested that the literacy person was more likely to work in classrooms with teachers because "she has more time" (KA1), which again suggests the SCT role has been very differently implemented in this school to many others. The two, however, are seen as working closely together. Additionally, HoDs are often released to observe classrooms so the SCT role is seen as different to this. However, the principal did suggest this was a way the role could shift and the SCT commented that, at the time of the visit, she had just started to do some classroom work. For example, an experienced teacher had come to her to ask if she could help with a problem class.

Intended changes to the role and job description for 2007

Along with three other schools in the region, Karaka applied for EHSAS (extending high standards across schools) funding in 2006. These schools saw their SCTs as crucial to the advancement of teaching and learning across the cluster. The goal was that the SCTs would provide each other with collegial support and share resources and through this collegiality be better equipped to drive the individual schools.

For the SCT, the challenge for 2007 was to see whether the work she did in 2006 went into "long-term practice or whether it was just play with something and reject it". Where 2006 was spent introducing a lot of ideas to people it was intended that 2007 would be about "refocusing and revisiting" those things in different ways (KA2).

As a result, one of the things she would like to see in 2007 was a more structured way to gather evidence of success such as including differentiated learning outcomes in the appraisal process. In

this way, she felt teachers could be looking for indicators that differentiated learning was making a difference. At the time of the interview she felt it was happening in a "vacuum" (KA2).

Characteristics and qualities of the SCT

The SCT at this school was primary–trained, which was seen as a plus by both senior managers interviewed. It appeared that one of the reasons for this was her knowledge and expertise across subject areas. In addition, she had been teaching mainly in Years nine and ten, which were key focus years for the school. She was described as an "absolutely passionate teacher" (KA1) who, despite pressure from the senior management, had never wanted a dean or head of department role, preferring to stay in the classroom.

Another interviewee, also senior management, described her as someone who "presents very well" (KA3) and has the respect of all staff. This was confirmed by another teacher interviewed, who said "she's such a good teacher she already had a fair amount of credibility". In addition, it seems she was also seen as "someone who is innovative" (KA4). It was felt that she would be welcome in all classrooms (KA3).

Interestingly, while one interviewee felt that personality was "essential in the appointment" in that if the SCT "wasn't the person she was … it wouldn't have worked", she also felt that it was what "that person does that will give the role credibility" (KA3).

Understandings and perceptions of the role

The role was described as "one of the best things that has happened for a long, long time" (KA1). It was seen as the "catalyst" that enabled the school to "stop and look at everything" (KA1). There was absolutely no doubt from senior management that they would continue the SCT role even without funding. This would appear to be due to the extent to which it met the already identified goals and values of the school and was crucial to their implementation.

In this school, the SCT was not seen as "the best teacher in the school" but as a "repository of lots of ideas", either her own or those she got from other people which she "brings forward" for the staff so that they "don't have to go home at night and sit and try and find something on some resource" (KA1). This seems to suggest a "conductor" or "facilitator" role rather than expert coach.

The SCT herself saw the role itself as "a vehicle" for ensuring that talented teachers who are experts in specific areas are brought out into the open. Being an SCT was seen as providing an opportunity for such teachers to "really drive something and …to upskill as well" (KA2). For this to occur the role would need to be shared around amongst the staff and in some ways would come close to the model of teacher leadership advocated in some literature as discussed in the introduction. It would also require the SCT role to be a fixed term one. The other alternative is that, as with the model implemented here, the SCT becomes a facilitator of the sharing of other expertise as well as her/his own.

The value and status of the role

As already mentored the SCT in this school is part of the senior leadership team. This has provided the role with real status and a clearly articulated value. The decision to do so was seen as showing the staff that the senior management "were not playing lipservice" to the role (KA1). The role, however, was not seen as a management one and it was viewed as important that it was not.

The SCT commented that being on the senior leadership team had been "really helpful" in that it had meant she could "influence informal discussions and put another perspective in" (KA2). She felt that she added some balance to the senior team and provided an opportunity for senior managers to focus on things other than "administration type issues" (KA2). A result of the role also seems to be that the staff meetings were now also focussed on teaching and learning with administration the area that "gets fitted in" (KA2). This was due to the presentations alluded to earlier.

The principal did express the hope that the school could have got to the point he believed it had without the SCT but he also felt that the role had given them a "huge impetus" in that it had "given him the licence" to say to the SCT "You need to drive this", which he would not have been able to do if she had been a volunteer (KA1). He also felt that the role gave some legitimacy to her place on the senior leadership team, which was seen as very valuable.

In this way the role very clearly met a need and solved a specific problem for the school. What is important to note here is the extent to which this school was already open to and ready for the long-term goals of the SCT role in terms of increasing professionalism and of developing professional learning cultures aimed at enhancing student achievement. The model implemented is very proactive and has not focussed on fixing problems but rather on moving everyone toward a common goal. What is not clear here is how the school reached this level of willingness or whether an SCT could drive the change earlier in the process.

In addition, it seems that the nature of the role in this school has meant that it is very much out in the open, everyone knew who the SCT was and what she did. This was primarily seen as being due to her "profile at full staff meetings" (KA3). The feeling was that there would not be a staff member who was not using something that the SCT had "prepared, presented or put forward" (KA3). This added to both the perceived value and status of the role. It was not a role hiding in the shadows, as seems to have been the case at other schools.

The question of retaining management units and positions

The SCT had a management unit prior to taking up the SCT role for Junior Science. While she felt she could have done both jobs, she also said she would not have wanted to because "it's good to share these things around". The Junior Science role had gone to a young teacher in the department for whom it would be "really good developmentally" (KA2).

The question of confidentiality and self-referral

Neither confidentiality nor self-referral appears to have been a concern for this SCT. This may have been due to her focus on shifting the professional practice of the whole staff rather than on "problems". Where there had been concerns with individual teacher practice she had managed to involve such teachers in learning teams or utilised whole staff situations. She had, therefore, never had to worry about waiting for self-referrals or working out how to get into classrooms. The result was that for her, there appeared to be none of the issues related to the nebulousness of the role or "guilt" associated with having "no clients". Her role, as the driver of the school's strategic plan for teaching and learning, had given her "carte blanche" (KA2) to work with teachers, to approach them and to talk about differentiated learning. It was also suggested "that given the high profile this SCT has people would self-refer now if they needed to" (KA3). It may be that the whole school focus provided a positive rationale for approaching the SCT. It may also be that it had provided the SCT with the positive profile necessary for other teachers to come to her on individual matters.

Interestingly, the SCT did comment that other SCTs she had met were "still floundering" with the role even at the time of these case study visits (September/October 2006). One example she gave was an SCT who told her he "felt really really guilty" because he was not doing anything as there were no self-referrals (KA2). SCTs in other case study schools also spoke of the guilt related to waiting for teachers to approach them. For this SCT, this has not been the case and she has said the whole school focus is positive whereas waiting for self-referral seems negative and reactive. In her own words: "I feel much happier working with people on a focus … than waiting at the bottom of a cliff for something that is quite horrendous often … or midway down and dropping fast" (KA2).

Another issue for self-referral, and perhaps a more significant one, was suggested by one of the senior managers who commented that her "experience of teachers [suggests that] the main problem is that the teacher doesn't recognise the problem" (KA3). For self-referral to work, a teacher needs to be willing not only to acknowledge to others there is a problem but also they firstly need to be able to recognise and acknowledge it to themselves. This does not seem to have been an issue at this school where the focus appeared to be on shifting everyone's practice.

The question of the SCT role as a career pathway

In this school, the SCT role was seen as holding credibility in terms of applying for a senior management role provided the SCT in question could prove that "they hadn't just been a person who looked after beginning teachers" (KA1). This comment highlights two things: firstly, the culture of the school appears to be one that would value the experience an SCT could bring and secondly, the definition of SCT in this school had already moved beyond that in the original documentation, which some interviewees suggested had been too limited. The question this raises is whether the SCT role could become more truly a career pathway through a greater value being placed on professional

learning in a school rather than through more traditional role status such as that recognised with management units and/or titles. This suggests the need for a culture shift.

One of the senior management felt it was a career pathway for "somebody who doesn't want to be an HoD" (KA3). A middle management interviewee felt that it would be good for teachers to be able to "go on to have leadership roles … with those skills under the belt" (KA4); that is, the skills gained through being an SCT would be valuable in another role.

This same interviewee felt that the question was more whether it should be shared around; whether others in the school should have the same opportunity. While she felt their SCT could "carry on doing it forever" she did feel it would be good for others to "stretch their own teaching … and go on to have leadership roles in the future with those skills under their belt" (KA4). This has obvious implications for the role in terms of being a career pathway.

The question of length of time in the role

While there was agreement from both senior managers interviewed that the role should not be a permanent position, concern was expressed by one as to what would happen to the current SCT when she moved on from the role. The concern was that the school couldn't "lose her middle management" (KA3). She felt it would be wrong if the SCT was to return to an assistant teacher role. While she was confident something would be found because the school was large enough to do so, her feeling was there could be an issue for smaller schools.

The interviewee felt two to three years would be the appropriate length of time in the role. What prevented her from saying three to five years was the feeling that the SCT "wouldn't keep growing'. She felt that "you need a year to grow, a year to consolidate and a year to enjoy the benefits" (KA3). The other senior manager interviewed felt that five years was an appropriate period of time. Beyond that, he felt that if the SCT were to stay in the role they would need to "be able to move forward and challenge" themselves (KA1). One of the concerns expressed was that the teachers themselves would feel they were going over the same material if the SCT did not change.

Similarly, the SCT herself felt she would not want to stay too long in the role. She felt it was "too intense" and she would not be able to maintain the necessary energy. She also felt she would get "bored and stale" and that after two years, she would want to teach full-time again.

Suggested changes to the pilot scheme

Some changes to the pilot scheme were suggested by the SCT including "a better definition and maybe some models … things that you could read that would give people ideas … and user-friendly models". What she was envisaging ranged from "what the job might entail, to models to demonstrate it … what it would look like, what you would be doing, what you would be seeing as end products" (KA2).

The overall implication from the findings at this school was that they would have liked to have seen a quite different model articulated. The reality, however is that they appear to have implemented their preferred model anyway. Any suggested changes are probably implicit in the description provided here.

> Kowhai

School culture and context

There was a very strong professional learning culture being developed at Kowhai. This was being driven by the senior management and was a school initiative rather than an externally driven programme.

This internal professional development programme was aimed at quality teaching and learning. The result was a school-wide focus on strategies such as co-operative learning. This focus had necessitated a shift in culture to allow "good dialogue" between heads of department, senior management and teachers "about what they are doing and experiencing". Classroom observations were seen as an important feature of the culture shift. The school actively promoted the "reflective practitioner model" and the staff had reportedly "moved a huge distance in a couple of years" (KO3).

The SCT was "not operating in isolation" (KO2) in that the senior management was totally supportive of what she was doing. This was exemplified in the attendance of senior management at the reading group as participants. This was one way of "publicly endorsing" (KO2) the SCT role and what was happening.

The school seemed to be already moving towards a deprivatisation of practice prior to the SCT appointment. There would therefore appear to have been a natural fit between school culture, school vision and the SCT role of supporting quality teaching and learning. In fact, it was suggested that "she's in the culture of the school and she's promoting it down other avenues" (KO2).

The SCT job description

While no formal job description was provided the role of the SCT was at least partially explained during interviews. The school had a professional development team, which included the two deputy principals: one was responsible for overall professional development strategies and the other was responsible for PRTs. The SCT was seen as part of this team, as someone who "can get out into classrooms and do the work with the young people" (KO2).

Part of the job description was that the SCT would work with teachers identified as needing "help, support and guidance to get them up to speed". It was also accepted that "the determination of whether they have reached [the necessary level] or not" was not the role of the SCT (KO2). Implicit in this was an acceptance that senior management could refer teachers to the SCT. This had not been necessary at the time of the case studies.

The activities and impact of the SCT

To ensure staff were aware of her new role and what she could offer them, the SCT created a pamphlet that outlined her role and the types of activities she would be undertaking. Her appointment was also put on the noticeboard. In addition, she made a presentation to the staff about her role. She also made ongoing announcements in staff meetings inviting staff to talk to her or to visit her class. In these ways, the SCT had worked hard to promote her role.

There was still a feeling, however, that there was a need to make people more aware of what was happening: in particular, to make it clearer that it was not just about helping "teachers with poor management or people who are in trouble and need a shoulder to cry on" (KO3). One interviewee commented that she felt "there is a tendency to forget she is there" (KO4). While there seemed to be openness from teachers who had worked with the SCT to talk about what they had achieved, this did not seem to be happening. The SCT herself was concerned about being a "bit short of business" at times and wondered whether others "should nudge teachers more" (KO7). It would seem from these comments that the lack of self-referral had been an issue.

A successful initiative, introduced by the SCT, was the professional reading group, which met weekly to discuss selected readings. Coffee and biscuits were provided and the meetings appeared to be viewed as an opportunity to meet colleagues on a professional level, which was at the same time social. Much of its success was attributed to the way the SCT had set it up and the nature or culture of the group, which was "entirely voluntary" (KO5). The meetings were described as a "very very open forum [where] you can say what you like" in a safe environment (KO5).

While the SCT provided many of the readings, participants were also invited to bring materials, which meant the choice of readings was not driven by the interests of the SCT alone. This was seen as one of the key reasons for its success. In addition, the coffee and biscuits were seen as adding to the culture and making it a more enjoyable experience in that when you are reading material which is "quite heavy going it's quite nice to have some kind of refreshment provided" (KO5).

Despite, or perhaps because of its voluntary nature, there had been up to 12 participants, including senior management at times. This was nearly 25% of the fulltime staff at the school. While there were mainly women to start with, increasing numbers of men had begun to attend. The numbers attending was, perhaps, partly due to the SCT herself and the fact that "people are willing to support it because it's her idea", because "she gets on with the staff" (KO5). In addition, the SCT was perceived as being well-prepared for the meetings and bringing "quite a lot of professional knowledge … She has read not only the article but she knows about other research around it too … That helps getting conversation started" (KO5). Timing of the meetings had been an issue as many teachers had permanent commitments such as sports practices, which often clashed, and the SCT was considering running a second group.

One of the pieces of evidence for its success had been the way "conversations that start there [have] sort of spilled out into the rest of the school and so you'll be sitting around at lunch time and

someone will say 'remember that reading we were talking about' … From a professional view point that has been hugely important this year" (KO5). One interviewee reported that some of the material had proved directly applicable to her classroom and those of others. The example she provided was the readings and discussions around boys' education. That particular topic "kept coming up for a few weeks because people kept finding other things that kind of fed into it". The discussions "made her think about the way [she did] things" in that they "raised awareness about different ideas that are out there". The result was a willingness to "try that idea … and just see what happens" (KO5). Another experienced teacher who had attended the group spoke of how the "ideas stir you up" and how they have "inspired debate and dialogue" (KO6). In this instance, it seems the professional reading group was providing experienced teachers with a chance to reflect on their own practice in an informed way and to trial and develop different strategies. As with activities at Karaka, the professional reading group can be seen as something that is proactive that offers enrichment.

The school had a "well-established" PRT programme coordinated by one of the deputy principals and the SCT expressed some confusion as to why the SCT programme had been linked to PRTs in the MoE introductory documentation. The SCT at this school was working only with those PRTs who self-referred to her or who were obviously in need of additional support. However, there were 13 PRTs at the school, suggesting a need for the SCT to work with some of them and this had been the case.

For example, one PRT described in detail how the SCT had helped her with a class. She initially approached the SCT because she had "battled with this class for a full term and [would] leave the classroom feeling like [she] had been hit by a truck" (KO4). She described the SCT as "just fantastic". The SCT firstly let the teacher "vent" for an hour, which was really appreciated, before suggesting things she could do over the holidays. The SCT also "hunted out" some key readings for the teacher to take home. In addition, she suggested other key staff members for the teacher to talk with who had encountered similar situations.

The result of this intervention was that the PRT did a lot of reflection over the holidays then came back and talked things through with the SCT. During this discussion, the SCT asked a lot of direct questions and made the teacher "think more specifically about what behaviours, in particular [she] wanted to see, and then to start thinking about how they could be achieved" (KO4). This was followed by a classroom observation and a feedback session about the class, the instigators of the problems and basic strategies for implementation such as having a "really consistent routine". Following this observation, the SCT just "casually popped in and out on the way past and commented to the students on how fantastic they were working … really prepping the kids up and encouraging me as well" (KO4). In addition, the SCT informally spoke with the teacher in the staffroom to check progress. Finally, the SCT undertook another full observation of the class to provide the teacher with feedback on the progress made and to "measure the success we've had in working together and targeting behaviours and putting in routines" (KO4). This narrative describes a strong coaching and mentoring model and appears to have been very successful.

A second PRT had a different request in that she was wanting the SCT to observe her class and note the extent to which boys and girls contributed, and to ensure there was a gender balance. The SCT did so and highlighted the different interactions and responses for the teacher during a one-hour feedback session. She also confirmed the pedagogies needed to counter any imbalance. Another piece of guidance provided to this PRT related to how to deal with noisy classrooms as her teaching room is above the gymnasium. In addition, the SCT suggested other rooms, which were available for the teacher to use. As with the first story, this teacher spoke of how the SCT "chats to the kids" (KO1) and got involved in the lesson as well as providing formal feedback. This natural involvement seemed to make classroom observations by the SCT a non-threatening activity.

Reporting and accountability processes

The SCT reported regularly to the deputy principal in charge of professional development. They met weekly for about half-an-hour when the SCT reflected on her week and discussed the things that came out of that. Minutes were kept of each meeting. There had been a shift in the nature of the meetings from the beginning where attempts had been made to be more analytical and to gather data and provide feedback to the staff. While this idea had not been totally abandoned the feeling at the time was that they did not have enough training or expertise to do this properly. This is an important consideration for 2007. How do SCTs and their managers get the necessary training to adequately monitor the role? The impact data in the following chapter suggests this has been an issue, if unrecognised, in a number of schools.

Intended changes to the role and job description for 2007

There was a strong sense that the role would be redefined in 2007 to reflect both a greater awareness of what could be achieved and also of changing needs within the school. As new staff would be joining the school the SCT role was seen as critical in supporting them to adapt to the culture and to help them put the expected teaching and learning strategies in place. That is, to bring them up to speed with the professional development that had already occurred.

There was also a desire expressed to provide more "structure" and greater "alignment between the SCT resource and the school" (KO3). That is, to utilise the SCT more openly in achieving the school's overall goals as related to teaching and learning and school-wide professional development

Characteristics and qualities of the SCT

The SCT held a number of senior roles in the school prior to being appointed, including being a dean, which had given her some profile. She was also a respected classroom teacher as shown by the comments below. This SCT was ambitious for more challenges and had applied for senior management roles both at Kowhai and elsewhere. Her lack of management experience (as opposed to

pastoral experience as a dean) was seen as the only issue holding her back from promotion whether internal or external.

All those interviewed were highly supportive of the SCT and felt she was "exactly the right person for the job" (KO3), an "ideal candidate" and that "the job description matched her perfectly" (KO2). This SCT was described as highly professional (KO1). She was perceived as someone who was reliable, who would follow through on promises. She was also seen as someone who was trusted and approachable as well as organised and showing initiative. One interviewee spoke of how she respected the "personal authority" (KO1) of the SCT, and how much she respected the SCT herself rather than the role.

It was suggested that "every moment" of the time spent with her was "productive" (KO1) and that while she was always happy to help it was provided in a "fairly firm sort of way" (KO2). Her manner was described as "when you hand me your problem you also hand me the right to make the solution and if you don't like what I do, don't hand me the problem" (KO2).

The SCT was also perceived as "open-minded" and as "happy to learn as much from me as I do from her" (KO4). She was not seen as "preaching" or "lording her expertise" (KO4). Other qualities ascribed to her included the "ability to go and kōrero with all kinds of people, all ages, all levels" (KO3). It seems, therefore, that her professionalism embodied both professional and personal qualities.

In addition, she was described as being "an excellent classroom teacher", as having "credibility" (KO3, KO2.) This credibility was because she "gets results" using a range of teaching and learning strategies designed to meet her students' needs (KO2). Adding to her credibility was that these results were achieved while working with lower ability classes and classes of the type that are often perceived as the difficult ones.

This credibility provided her with "real mana" in the staffroom. Importantly, this mana was "non-threatening" (KO2). She was seen as "always being enthusiastic about wanting to have a better classroom practice" (KO2) and as "having the right personality to make the changes she needs to" (KO5). For this interviewee, it was "not just about having organisational skills or being a skilled teacher in your own classroom [it was also about] having the personality and skills to deal with other people" (KO5). That is to say, professionalism and professional credibility alone are not enough.

Another quality mentioned was that she was "a little bit older so she's not, you know, a real young egg trying to tell older timers how to do their job" (KO5). She had had a range of experiences both within school and out. These included business experience prior to being a teacher.

As well as the specific qualities of the current SCT, interviewees at this school offered suggestions as to the necessary qualities for any successful SCT to hold. These included:

- Being "realistic about what goes on in the classroom … not having the belief that everyone's classroom is perfect except yours and you've got a problem" (KO5)

- Being approachable – "they don't brush you off or if they are busy they'll make a time to see you later" (KO5)

- Being "reasonably empathetic … [having] an understanding about how I'm feeling about what's going on in the classroom … I want someone to understand what I'm going through if I'm having a really crappy time in my class" (KO5)

- Being successful in their own classroom so that they are perceived as "walking the walk, talking the talk" (KO2). This is seen through the results they achieve with their students: "How you get your credibility is you're in there with your sleeves rolled up working on what some people see as the difficulty in their school and the kids are achieving" (KO2).

Understandings and perceptions of the role

When asked how they felt about the role, interviewees from this school, as in others, were unanimous in their approval. One interviewee described it as being similar to the coaches employed by professional sports people who are continuously trying to improve their game. As he explained, "Tiger Woods has a coach. It doesn't matter how good you are, you need ongoing coaching, looking at micro-details … You need time with your coach to just check how it's going" (KO3). This suggests a focus on capable teachers as well as struggling teachers.

The role was described by many of the interviewees as a "valuable resource" within their school and as "a critical role" (KO5). Another described it as "highly rewarding and creative for the right person" (KO2).

One of the Heads of Faculty (HoF) spoken to was a "huge advocate of the role generally" (KO5). She had been what was called a "Lead Teacher Best Practice" in her previous school and would have considered the role if she had not been appointed HoF at Kowhai. (It should be noted here that she did decide the HoF role was preferable to SCT which does, perhaps, comment on the career pathway question). The SCT had worked with one of the teachers in her faculty who had been "struggling with classroom management". The HoF spoke of how useful it had been to have "another person who is able to come in and look from a different perspective from the one [she] would" (KO5). This different perspective, although not clearly defined, seems to be related to the fact that the HoF would be primarily concerned with the issue of safety in a science laboratory while the SCT took a wider view of classroom management. In addition, the SCT was not part of the appraisal cycle and as such was perceived as less of a potential threat to the teacher concerned.

However, concern was expressed by one senior management interviewee over the "loose" nature of the SCT pilot in that "schools are free to do as they wish with that" (KO3). This interviewee felt that he would prefer "to tie [their SCT] more to [the school] strategic plan for professional development and use her as a resource that would help [the school] with school-wide goals rather than teachers' free-flowing ideas and needs". One of the reasons for doing this was concerns expressed to him by the SCT over her role. The other was the desire to see the "resource" (the SCT role) and the school "aligned" (KO3). This could be achieved, he felt, through "more structure". He did acknowledge there were "pitfalls and weaknesses" with the idea but believed that more people would utilise the SCT if it was aligned with the school professional development programme and vision (KO3). There was also

concern expressed over the role becoming a "cry on the shoulder thing" where it needed to be "a lot more about the professional" (KO3).

The value and status of the role

Views on the value and status of the role were mixed despite the approval expressed by all participants. While he did not necessarily agree with the implied view of the SCT role, one senior management interviewee did describe it as not being part of the "do-or-die" in schools in that if "the ship was sinking and you had to drop off weight you would drop the SCT" (KO3). This is probably a reflection of either the low value placed on internal professional learning in many schools, or of the way in which the pilot was introduced and the focus on beginning teachers and self-referral. The status issue he felt was augmented by the confidentiality surrounding the role and the self-referral requirement, which had meant that many teachers could not see the outcomes of the SCT initiative in their school, in that "there's not a lot out there about it" (KO3). Despite these reservations, the SCT role at this school was seen as a "resource, which is filling a need" (KO3). It "is an additional resource on top … It compliments what is already being done" (KO2). This is in contrast to other schools and interviewees where the role was seen as needing the equivalent status, if not higher.

The value of the role was explained by a young teacher as in having "a central person that has a greater overview of what's going on rather than being subject or department specific" (KO4). This interviewee felt that the SCT is "aware of things I wouldn't really know" through her networks in the school (KO4).

The question of whether PRTs would continue to use the SCT in the future

During the interviews, many of the PRTs were asked if they could imagine working with the SCT in five years' time when they were more experienced. One PRT, at this school, felt that there was no "shame" in working with the SCT and said she would do so if she found herself in a situation where she was "encountering behaviours that [she] couldn't handle" [KO4]. It should be noted here that this PRT had already self-referred. In other schools, they had no choice but to work with the SCT to some extent at least. Therefore, this PRT had already shown she was willing to self-refer.

The question of retaining management units and positions

The interviewee who had held a similar position previously was adamant that it was not possible to be both an SCT and an HoF simultaneously. The simple reason for her was that the "huge workload" of an HoD or HoF meant you could not have "other additional responsibilities in the school" (KO5).

The question of confidentiality and self-referral

While these were not discussed directly, the SCT did voice her concern over a "lack of clients" at times and the difficulties there were in getting teachers to self-refer. In addition, as mentioned above, confidentiality was seen as impacting on the status and recognition of the role by one of the senior management interviewees. Perhaps more importantly, the PRTs interviewed had both stated they were quite happy to openly discuss what they had been doing and, in fact, the interviews were held in the staffroom and very publicly.

The question of the SCT role as a career pathway

It was generally felt by senior managers at this school that the role was not a career pathway on its own. The "culture of schools, the way schools work" (KO3) was seen as being a deterrent to the SCT role being a career pathway. While there have been changes to the roles of senior and middle managers in secondary schools, it was felt that the bulk of their work was still "nuts and bolts stuff" (KO3). The role was described as a "stepping stone" by the HoF interviewed whereby teachers could gain additional experience before proceeding on their career.

The Kowhai SCT was a concrete example of this. She had not been perceived as having sufficient academic qualifications in her subject area to be an HoD. While "she'd make a brilliant deputy principal" (KO2), this lack of middle management experience had proved a barrier when applying for such roles in the past, both internally and externally. The role of SCT was seen as a way of both providing her with "something that is of interest to her" (KO2) and also of adding to her CV should she apply for other DP jobs.

Another issue for the role, as a career pathway, was seen as the level of experience it required to be an SCT. The view was offered that most people who had the necessary experience would already have management roles of some kind and to one interviewee, an HoF, it seemed unlikely there would be "many people in a school who would be willing to give up what they've already got … and who would be appropriate for the job". She felt that being an SCT would be a "sideways step" for these people (KO5). Another interviewee commented that the role was not taken seriously enough by staff to be seen as a career pathway; that it was perceived as being on the "fluffy kind of side of things" (KO3).

One of the PRTs, when asked if she would consider the role in a few years' time, felt that she would need to have had more experience before she became an SCT, such as having been a HoD. This was interesting as, in many instances, this is what has occurred. However, it does suggest a tension between the need for experience, the alternative career pathway ideal and the current perceived "downgrading" (KO3) for many if they give up being an HoD to be an SCT in terms of management units and potentially status.

Suggested changes to the pilot scheme

One of the suggested changes was in the way the time allocations were funded in that "it doesn't completely compensate you because you've got to build in the component of the non-contact time you have lost" (KO2).

Another issue was the requirement for SCTs to give up management units. One senior management interviewee suggested that the need to give up units meant that it was a barrier to promotion as "the three management unit positions give [candidates for deputy principal roles] great credibility … It says [the applicant] has a few important positions around the school" (KO2). The feeling from this interviewee was that the role itself was at about the right remuneration/status level but there needed to be some flexibility for SCTs to retain one or two other units. In that way, the school "can look after" the right person (KO2).

> Puka

School culture and context

The implementation of the SCT scheme at this school varied markedly from all others visited. The principal had decided that those teachers the SCT would work with were the ones who would be "most advanced by being in the programme" (PU1). They were not PRTs as the PRT programme run by the deputy principal was comprehensive and successful. Rather they were teachers who were "quite good" and had been teaching for three or four years who would "become very good over time". However, it was felt that "with a mentor they would advance more rapidly" (PU1). They were not the "weak to be saved" as it was felt the SCT would be "very disappointed" if they tried to "save the very disaffected or incompetent" (PU1). Initial selections were made to ensure there were two teachers per subject area so that they could work in pairs. However, it appears that most were working individually and in some instances not even aware of who else was on what was known as "the team". One of the interviewees did comment that they had "not worked as a group" and "there would be no benefits in more meetings" (PU3).

The selected teachers were invited to join the SCT programme in a letter from the principal and, at least initially, there appears to have been "resentment" and concern (PU2). One of those interviewed spoke of how it taken a "good couple of weeks" for her to accept and then she had "accepted out of interest" (PU4). Only one of those teachers invited to participate withdrew from the programme.

The SCT had to work hard to convince them that they were part of a "special team" and it was about "making good teachers even better", not trying to make bad teachers good (PU2). During an informal brunch with all the team members, what was most clear to the interviewer was the diversity in the group and the very different attitudes to being part of the programme. While some were very supportive, others still seemed to harbour some resentment. Certainly there was no sense of a

cohesive group or of them working together in any way. In fact, some seemed surprised to see who was on the programme with them as if they had forgotten or it had never been relayed to them.

The activities and impact of the SCT

Each member of the team had one period a week which was "untouched" to use for their SCT programme or project (PU2). The SCT supported them by doing classroom observations and modelling lessons. She also team taught with some of the teachers and acted as a sounding board as well as providing tips around teaching and learning. Each of the teachers had a self-assessment checklist.

One of the teachers in the team spoke of how successful his involvement in the programme had been for him. He had enjoyed the "flexi time" it provided and the opportunity to do some reading and "incorporate it into his classroom teaching" (PU3). He also spoke of how he had seen a "shift in demerit points" with one of his classes and how student achievement had improved. He described the SCT as "proactive" and someone who "checks up positively" (PU3). As with the other members of the team, he reported to her once a term.

Being in the team was an equally positive experience for another teacher. It had given her "time to work on her own development" and on meeting "school and department goals" and had "pushed [her] to develop" (PU4). One of her goals was to use ICT in the classroom more. She taught four foundation classes and one extension class. She had spent some of her SCT time with the technician learning how to do PowerPoint and use animated GIFs and was now confident in using ICT. She had been able to create resources for the department as a result and included ICT more in her lessons. This was something she felt she "would have got around to anyway" but having the time and support made it easier (PU4). To achieve it, she had needed "time and confidence" and the SCT had "motivated her to use the time" and helped her overcome her "fear of failure" (PU4). She had trialled a new unit of work with her classes as a result of her ICT work. The SCT was very much "part of the programme" and "in and out of the class" as she delivered it (PU4).

This interviewee would have liked more time talking with the others in the team. She felt it would have been positive to share experiences, to talk about things and to help each other as a "professional group" (PU4).

The third interviewee from the team explained how she was "pretty hard on herself" and how working in the SCT programme had "raised [her] self-confidence" (PU5). As a result of the work of the SCT, she had "more confidence with [her] own ability" and was more prepared "to take risks as opposed to the norm" (PU5). There had been things she had wanted to do but had been uncertain about which the SCT had encouraged her to try. As a result of her work in the SCT programme she was better able to facilitate group work and had begun to use "expert groups" in her lessons. She was also focussing on differentiation. For her, the SCT had been a "sounding board", someone from "outside the department" who had an "interesting perspective" and was "focussed on teaching not maths" (PU5). On a more personal note, she spoke of how the SCT was someone like herself from a "non palagi

culture" and who, therefore, appears to have been something of a role model and mentor in a different sense to the other interviewees. However, she did feel she "would have found someone" to talk to if the SCT had not been appointed.

Intended changes to the role and job description for 2007

The principal suggested that, given the success of the programme in 2006, they would consider putting a second person in a similar role in 2007. The idea was that there could be two "rounds" where teachers worked with different mentors or in different programmes. Another option was a two-year cycle with one person. However, nothing had been discussed in detail and consideration would be given to a number of options.

Characteristics and qualities of the SCT

As with some other SCTs, the Puka one had been an HoD overseas prior to coming to New Zealand. The interviewees all spoke very highly of the SCT and were appreciative of what she had done for them over the year. The success appears to be largely due to interpersonal qualities and her ability to make those she was working with feel comfortable and in control of what they are doing.

One interviewee spoke of the way in which the SCT approached those she was working with asking "is there anything we can do for you?" (PU4). In this way the "team members" appear to have been given a feeling of ownership around what they were doing. Another "team member" also spoke of how the questions asked by the SCT were directly related to discovering their needs and not imposing what she thought: "What do you want? What do you need?" (PU5).

A third "team member" interviewed described the SCT as "articulate" and someone who "knows what she is talking about" as well as an "amazing listener" and someone who "relates well with people". (PU5). In addition, she was described by one interviewee as "having a passion for making the job easier" to improve "kids learning" (PU3). Her focus was seen as "less stress for teachers" (PU3).

Understandings and perceptions of the role

Understandings and perceptions of the role appeared varied at this school. This was possibly due to the nature of the team and individual teacher reaction to the way the team was selected. It may also be due to the variable needs of the different team members. The SCT described the role as being about "managing people and where they are going…their concerns and their lives". She saw herself as a "touchstone … a safe place … but not a shoulder to cry on all the time" (PU2). In this sense she seems to have seen herself, at least potentially, in the guidance counsellor role but moving to professional mentor. As with other SCTs, she expressed some concerns over how effective she was being and the nebulous nature of the role at times. She was also uncertain over her future and where to go next. It may be that for those teachers who had experienced middle management there was some conflict over the extent to which the SCT role was a step backwards or a positive step sideways.

For one of the interviewees, the SCT role was a "mentoring one", which was class-based and promoted self-evaluation (PU5). She was very positive about the SCT programme also and "liked how it worked here" despite the fact that initially she "did not like being approached" to join. For her, it was the individual nature of the programme and the fact that it was not a course that was so successful. This was not always the case and one other team member during the brunch that was held was less complimentary, commenting on how he would prefer structure and clear outcomes with a certificate at the end.

Another of the team member interviewees felt that the SCT programme, as it was operated in Puka for 2006, could have been better. She described it as a "programme for developing teachers who were not competent in certain areas of practice" (PU4). While she felt the model was good, she would have liked more meetings with the other team members and more structure to the programme. She had "foundered" at the beginning and would have liked more guidance and perhaps "learning intentions" (PU4).

9. Impact Surveys

Executive summary

The final data collection tools utilised in this review were three online surveys, administered over December 2006. These surveys were for SCTs, teachers they had worked with, and senior management. It was hoped that the online method would provide both ease of access and completion, and also provide assurances of confidentiality. However, the return rate was disappointing. This may have been a reflection of the time of year or the nature of the surveys. At the hui and during case study visits, disquiet had been expressed about judging the impact of the pilot in its early stages and it may be that this translated into reluctance to complete the surveys. In addition, the SCT advisors had been undertaking their own impact evaluation work and potentially there was overlap. A further reason could lie in the reaction of some SCTs, who felt the need for confidentiality was a barrier to completing, or asking teachers to complete, such a survey.

There are a number of key findings that can be reported from these surveys. However, it should be noted that because of the relatively low return rate no conclusions can be drawn about the extent to which participants are representative of the whole population or the typicality of their responses. It should also be noted that while 104 SCTs responded, only 48 senior managers did so. Any comparisons between these two groups should be seen as indicative only.

It should also be noted that this was not an impact evaluation and as such detailed evidence of impact was not gathered by the reviewer. What is provided here are self-reports of perceptions of impact in the early stages of a new role. They are valid and potentially useful but have limitations.

With these limitations in mind, the following are the main findings to emerge from the impact surveys:

- The impact on capable teachers was significantly lower than on either beginning or struggling teachers. This is probably to be expected given the nature of the role in 2006.

- The area where the mean level of reported impact was highest was classroom management. Again, given the nature of the role this was probably to be expected. Beginning teachers, in particular, tend to focus on classroom management. Also, the SCT role is a generic one across subject areas and classroom management does not necessarily change by subject. During the case study visits, HoDs were often referred to as the subject-specific expert that teachers worked with.

- No statistically significant effects were found for decile, location or roll size. The total number of schools that responded means this needs to be read with caution but it does suggest other factors such as school leadership and SCT characteristics are important determinants.

- Overall, senior management reported a significantly higher mean level of impact than SCTs. Again, it must be noted this is 48 senior managers compared with 104 SCTs and is indicative only.

- Teachers reported that SCTs have had the greatest impact on them personally rather than directly on their professional activities. The greatest impact was on areas such as self-confidence and self-esteem and the least on areas such as resource development.

Method

In order to determine the reported impact of the SCT pilot, online surveys were administered to each of: SCTs, teachers the SCT had worked with and senior management in 2006 (see Appendix 9).

All SCTs, whose schools had initially indicated a willingness to be a survey school (n = 137), were asked to complete the appropriate survey. They were also asked to co-ordinate a member of senior management and up to five teachers they had worked with for survey participation. This was done in a letter to the schools outlining how to access the survey. In addition, the SCT advisors were asked to support the surveys through their direct communications with SCTs. The extent to which this occurred is not known but did mean a potential pool of 291 schools.

There were 104 responses to the specialist classroom teachers' survey; 238 responses to the teachers the SCT has worked with survey; and 49 responses to the senior management survey. Given the total of 291 schools with SCTs, this is a disappointing return rate and given there are no sampling procedures to determine extent to which respondents are representative, the findings in this chapter should be seen as indicative only.

The same questions were asked in the specialist classroom teachers survey and the senior management survey, albeit with different wordings. These questions covered four areas:

- Extent of Impact – beginning teachers, struggling teachers, capable teachers

- Area of Impact – classroom management, professional work, pedagogical practice

- Evidence base used to judge impact

- Impact on the SCT personally in a number of areas.

Of the 49 senior management responses, only six did not have a corresponding SCT survey. Despite this, all comparisons are indicative only given the large differences in sample size between the two groups.

Different questions were asked in the teachers the SCT has worked with survey. These were in the areas of:

- The extent of impact

- The type of activity that facilitated impact

- Evidence base used to judge impact.

In all surveys, questions regarding the level of impact were answered on a four point scale where 1= very limited impact, 2= limited impact, 3= moderate impact and 4= large impact. The evidence base questions were a simple yes/no response.

In determining statistical differences analyses of variance were undertaken. Bonferroni pairwise comparisons were used to determine what the differences could be attributed to.

Findings and discussion

In this section, the findings from the three surveys are presented and discussed before some emergent themes are considered.

During analyses, consideration was given as to whether there were any significant differences between responses by school decile, location or roll size. However, in all instances these were shown to be no statistically significant differences. This suggests that any differences between schools would be attributable to other factors such as school leadership, school culture and the characteristics of the SCTs.

The level of reported impact of the SCTs

The level of impact of the SCTs is considered from three perspectives: SCTs, senior managers and the teachers they worked with. It is also considered across a range of areas of impact: classroom management, pedagogical practice and professional work.

What was the overall reported level of impact?

Figure 9.1: Overall mean level of impact senior management and SCTs
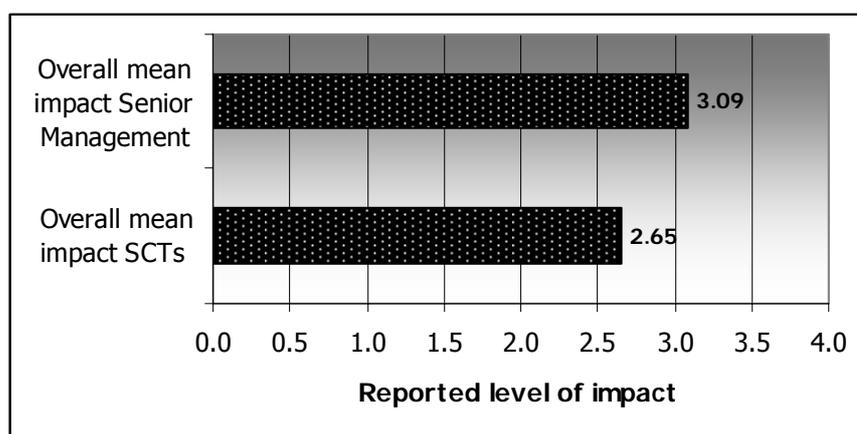
Figure 9.1 shows that the overall mean level of impact reported by senior managers was 3.09. This was shown to be statistically significantly higher than reported by SCTs, which was 2.65. ($F(1,16)$ = 7.150, P= .001). This may be a reflection of the nature of many of the SCTs. During the case studies and in discussions with the advisors, it was apparent that many of them are extremely high achievers who set very high standards for themselves.

What was the reported level of impact by teacher type?

As is shown in the figure below, the highest mean level of reported impact by teacher type was for beginning teachers for both senior management (3.51) and SCTs (2.90) The lowest mean level was for capable teachers for both groups (2.5 and 2.31 respectively).

Figure 9.2: Overall Reported Impact by teacher type
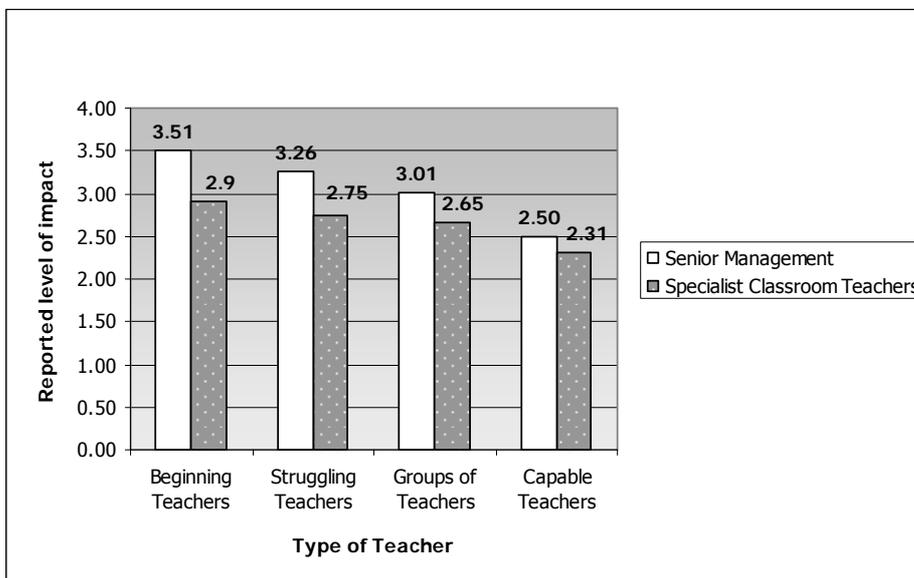
Both senior management and SCTs reported the same overall highest to lowest pattern of impact: beginning teachers, struggling teachers, groups, and capable teachers. However, the senior management participants reported a much higher mean level of impact across all teacher categories. Nevertheless, the differences between senior managers and SCTs across specific types of teachers, as shown in Figure 9.2, were not statistically significant.

Combining the reported impact by senior managers and SCTs showed that there was a statistically significant difference between the level of impact reported across both groups for the different types of teachers $(F(3,48)= 8.533, p < .001)$. This was shown to be due to a significantly lower level of impact reported for capable teachers that for all other types. This is probably not surprising, given the focus on beginning teachers that was outlined in the initial pilot document. Also, as discussed in the case study chapter, there appears to have been a focus in many schools on supporting teachers who are struggling rather than working with all teachers across the school to promote shifts in pedagogy and enriched practice. That is, it appears to have been a reactive rather than a proactive model.

What was the reported overall mean level of impact by area type?

As Figure 9.3 clearly shows, the highest reported overall mean level of impact by both senior management and SCTs was for classroom management (3.2 and 2.81 respectively). For SCTs, the next highest level of impact was reported for professional work (2.62) followed by pedagogical practice (2.54). Senior management reported a slightly higher level of impact for pedagogical practice than professional work. As already discussed, senior management reported a statistically significant

higher level of impact overall. However, this is also not attributable to any one area of impact. Nor were there any statistically significant differences between the mean levels of impact reported by area across all participants. Differences in implementation between schools would appear to be having a levelling effect on these data. That is, the diversity in models discussed in earlier chapters means that no one area of impact is significantly greater.

Figure 9.3: Overall impact by area type
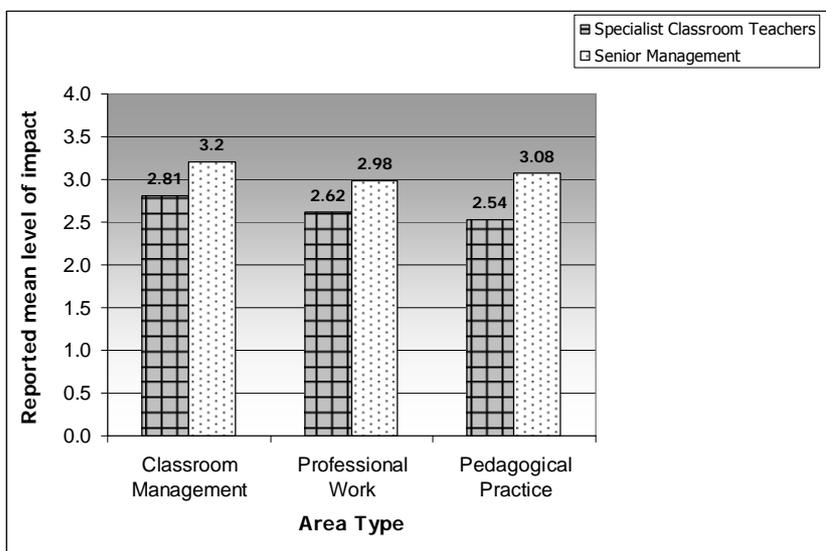
What was the reported impact of the SCT by teacher type across specific areas of development?

The impact of the SCT on the three different types of teachers (beginning, capable and struggling) was also considered across the specific areas. These areas were:

- Classroom management (student behaviour etc)

- Pedagogical practice (developing a range of teaching and learning methods – cooperative learning, group work etc, integrating ICT etc)

- Professional work (creating resources, planning, organization etc)

Figure 9.4 displays the findings for this question as reported by SCTs while Figure 9.5 displays the responses to the same question by senior management respondents.

Figure 9.4: Specialist Classroom Teachers: Impact by teacher type across areas
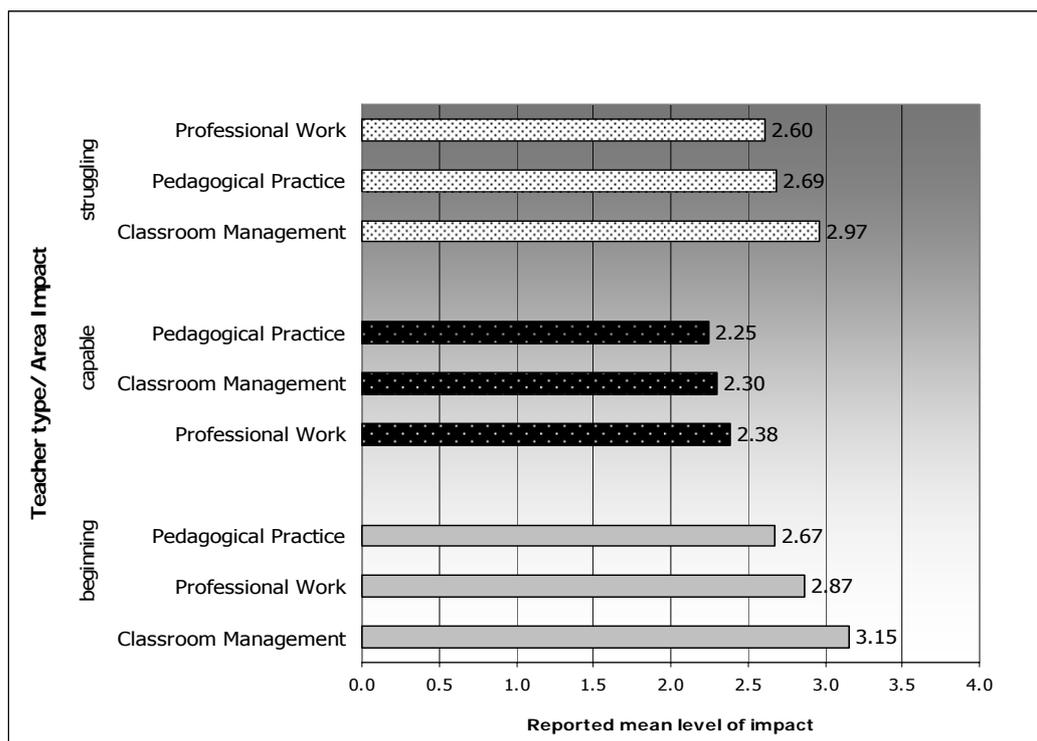
As Figure 9.4 shows, for both beginning and struggling teachers the highest reported impact by SCTs was for classroom management while the least impact was for pedagogical practice. There are two key implications from this finding, which need consideration:

1. There is evidence in the literature regarding teacher training and career stages of teachers that the common emphasis on classroom management in the early stages of teaching is not necessarily an appropriate one.

2. There appears to be an assumption that focussing on classroom management is the only solution for struggling teachers. This appears to be a negative model and raises the question of whether focussing on shifts in pedagogy might make classroom management issues redundant. That is, would moving to a proactive rather than reactive model be more successful?

The overriding implication is that there is a perception that classroom management needs to be right before pedagogy is considered.

Beyond this focus on classroom management there appear to be quite different patterns of impact across the three groups of teachers. This suggests that the SCTs are providing different types of support dependent on the type of teacher they are working with. The extent to which this is the case cannot be determined from this data. However, in the case studies it appeared that when working with beginning teachers the SCTs were focussing on generic teaching practice with a strong emphasis on classroom management. Similarly, it seemed that most teachers who had self-referred or who had been pushed in the direction of the SCT were having difficulties with classes. Support with pedagogical practices was generally seen as more the preserve of the head of department.

That professional work was the highest reported level of impact for capable teachers (mean = 2.30) is worth considering as one could have expected this to have been pedagogical practice. There is an implication that capable teachers already have good classroom management and good pedagogical practice and do not need to enrich these. What SCTs may be providing is an informal peer support, an "expert" ear for discussion.

It should be noted that the reported differences between different area types were not found to be statistically significant and this, along with the limited sample size, suggests that the findings discussed here should be taken as indicative only.

Further statistical testing showed a complex set of significant interaction effects between the type of teachers, the area of impact and the various demographic factors (roll size, decile and location). However, the relatively small sample size and the complexity of the interactions make these difficult to interpret. Perhaps what can be drawn from this is that, as shown in the case studies, the implementation of the SCT pilot has been very specific to context and the individual.

Senior management participants were asked the same questions as the SCTs and their responses are summarised in Figure 9.5. Their responses show slightly different patterns to those of the SCTs. As with the SCTs, the highest mean reported area of impact for beginning and struggling teachers was classroom management (3.65 and 3.37 respectively). This was the only similarity though as they also reported classroom management as highest for capable teachers (2.59). They then reported pedagogical practices as having the next highest mean level of impact for all types of teachers with professional work being the least. Given the small number of respondent senior management, these figures may represent only a small range of implementation models and that the same pattern is apparent across all three groups may be a reflection on the nature of the pilot in the respondents' schools and particular focus areas.

Figure 9.5: Senior management; Impact by teacher type across areas
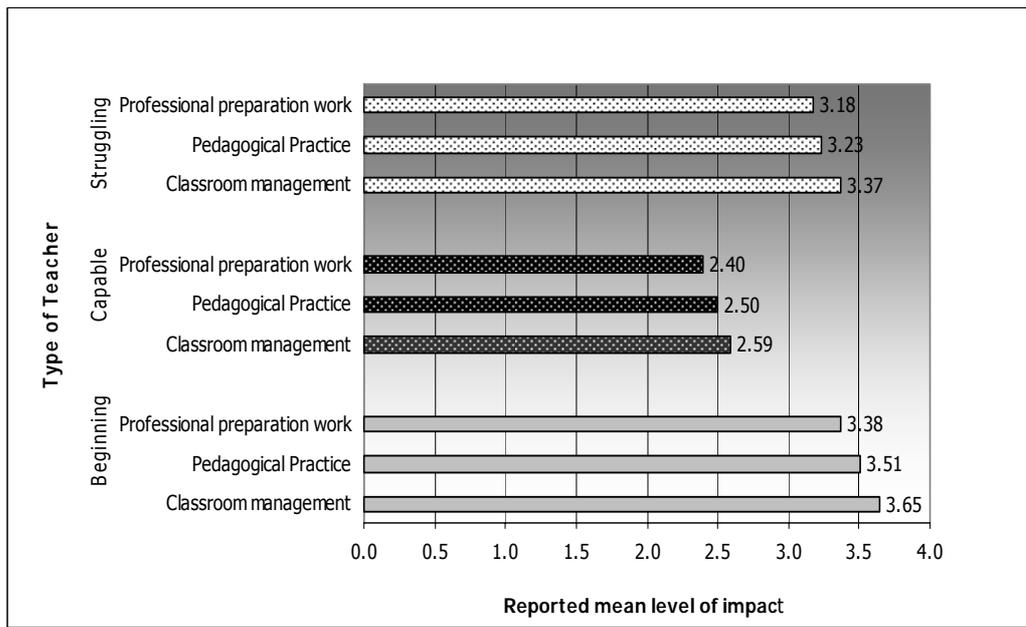
The significance testing for these impact data provided similar results to those in the earlier section on overall impact by area type with the only statistically significant difference being for overall teacher types ($F_{(2,38)} = 10.894$, $p < .001$). Again, this difference was attributable to the lesser overall impact being reported for capable teachers. Also, as with the SCT impact data, there were a number of significant interactions that became too complex to interpret, particularly given the sample size.

What was the overall reported level of impact SCTs have had working with groups of teachers?

In earlier data collection, SCTs had also reported working with groups of teachers in a number of ways. As a result, both senior management and SCTs were asked to report on the mean level of impact of SCTs on groups of teachers across a range of areas. Figure 9.6 displays the overall mean level of reported impact on groups for both SCTs (2.65) and senior management (2.91). As with the individual teacher impact data, discussed above, senior management respondents report a higher mean level of overall impact than the SCTs. However, further analyses showed this difference was not significant (t(44) = .842, p = .404).

Figure 9.6: Mean reported level of impact on groups of teachers
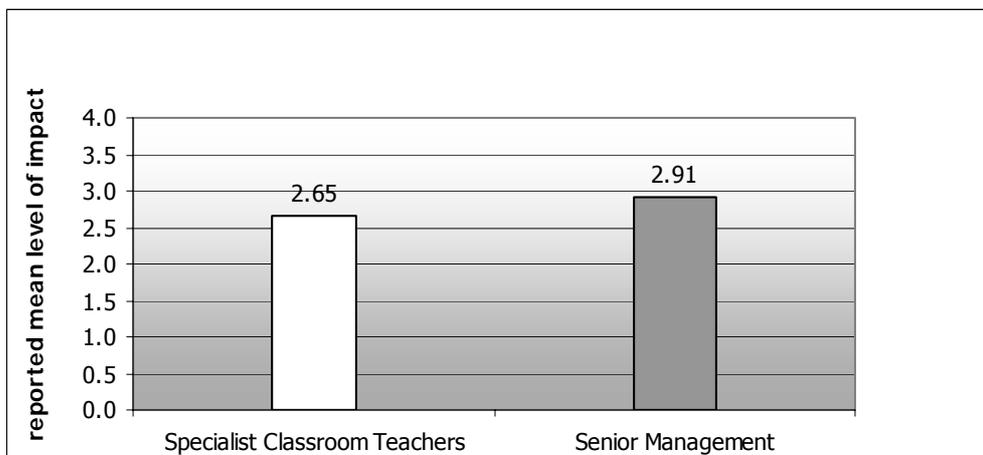
What was the mean reported level of impact on groups of teachers by area?

Senior management and SCT participants were asked what they perceived was the level of impact on groups of teachers across four areas of activity. These areas had been determined based on previous data collection. They were:

- School-wide programmes of professional development and learning (not related to a specific external initiative)

- The professional development and learning of groups of teachers (e.g. professional reading groups, reflective practice groups)

- The classroom practice of specific groups of teachers (e.g. one department, teachers of a specific class)

- The implementation of a specific initiative within the school (e.g. RAFA, numeracy, ICTPD, Te Kotahitanga).

Figure 9.7: Mean level of reported impact on groups of teachers
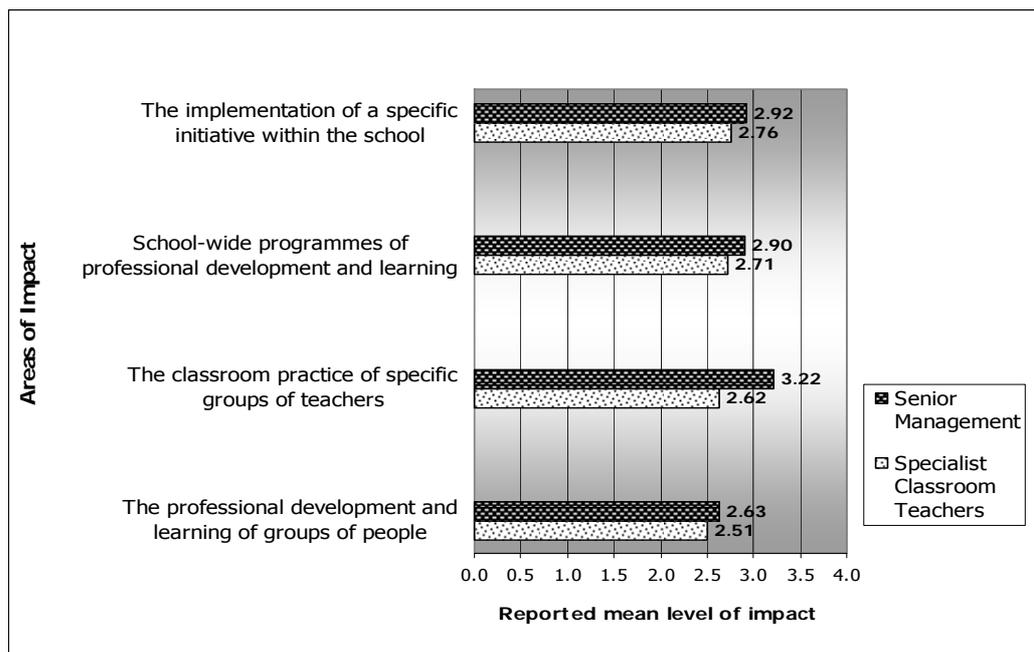
Figure 9.7 displays and compares the responses from both SCTs and senior managers. As this figure shows, senior management again reported higher levels of impact than SCTs for all areas. The pattern of impact for these respondents is, however, different. This difference could be due to the small number of senior management respondents. Given the diversity of implementation models found in other phases of this study it is not possible, within the scope of this study, to determine the extent to which these senior management responses are typical.

Senior managers report the highest mean level of impact on "the classroom practice of specific groups of teachers" (3.22). For SCTs, the reported mean level of impact in this area was 2.62, the second lowest level of impact reported by them. The area with the perceived highest mean level of impact for SCTs was "the implementation of a specific initiative within the school" (2.76). This compares with 2.92 for senior managers on the same area, the second highest mean level of impact reported by them. For SCTs, the lowest reported area of impact was "the professional development and learning of groups of people" at 2.51, compared with 2.63 for senior managers (almost equal with the lowest reported mean of 2.62 for classroom practice by the SCT). In the other category, "school-wide programmes of professional development and learning", SCTs reported a mean level of impact of 2.71 (ranked second for them) while senior managers reported 2.90 (ranked third for them). Significance testing on these data showed no statistically significant difference.

What impacts did the SCTs have on the teachers they worked with?

The teachers the SCTs had worked with were asked to report their perception of the level of impact the SCT had had on them in a number of areas. If the area was not applicable (that is, NOT one that the SCT had worked with them on), respondents entered "a" and these data were, therefore, excluded from calculation of mean values displayed in Figure 9.8. The table below shows the number of teachers who responded with an "a".

Table 9.1: Number of teachers not reporting SCT working in these areas

Area	Number of teachers
Resource development	48
Personal concerns	33
Organisation and planning	22
Practical implementation of new ideas for teaching and learning	21
Professional knowledge and expertise	20
Classroom/ behaviour management	16
Self-confidence/esteem as a teacher	16
Total	**176**

That all areas included in the survey are listed here suggests that there is no one activity SCTs are universally undertaking. These data suggest, however, that the most common activities are class/ behaviour management and self-confidence/ esteem. The area least commonly undertaken appears to be resource development with 48 teachers (20%) of respondents making this non-applicable. The findings would seem to support other data regarding the activities undertaken by SCTs.

Figure 9.8: Level of impact on specific areas
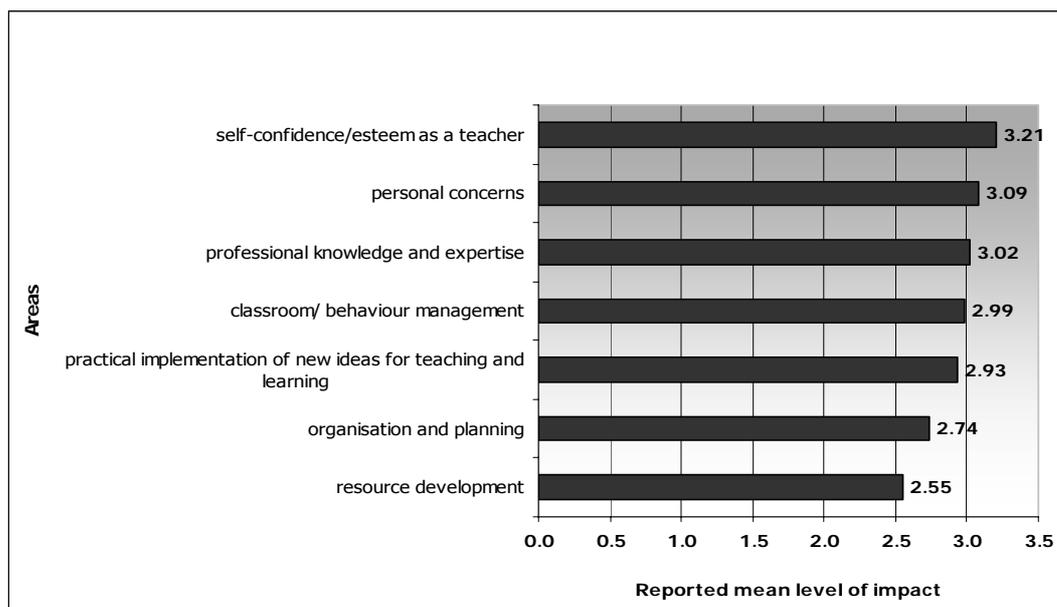
The highest level of perceived impact, as shown in Figure 9.8, was on participant teachers "self-confidence and esteem as a teacher" (3.21), followed closely by "personal concerns" (3.09). The next highest area of reported impact was "professional knowledge and expertise" (3.02). Each of these had a mean reported level of impact above 3 (moderate). Interestingly, classroom behaviour management came in fourth despite its emphasis in the SCT and senior management data, and the fact that only 16 respondents did not report SCTs working with them in this area.

There was a statistically significant difference between the mean reported impact that working with an SCT had on these various areas (F(4.966,571.049) = 4.265, p = .001). This difference was found to be attributable to a significantly lesser impact being reported for "resource development" than the other areas.

What these data suggests overall is that the SCTs are having a greater impact on the teachers as an individual (their self-confidence, their personal concerns and their professional knowledge) rather than their practice. The ranking of the areas of impact clearly show a shift from personal, individual areas of impact to professional activities.

What impact did a number of activities undertaken by the SCTs have on the teachers they worked with?

The teachers who had worked with the SCTs were also asked to what extent a range of activities had had an impact. Again, in some instances, activities would have been irrelevant and as such, an "a" for non-applicable would have been recorded and, therefore, excluded from mean value calculations used in Figure 9.9. The activities listed in the survey were drawn from previous data collection and were:

- Working with you individually in a series of structured activities (e.g. organised meetings and discussions on a semi-regular basis)

- Working with you individually on a casual basis (e.g. visiting your class just once for a specific purpose)

- Working with you on a one-off basis (e.g. visiting your class just once for a specific purpose)

- Working with you as part of a professional learning group (e.g. professional reading)

- Observing you teach and providing feedback (more than once)

- Putting you in contact with other teachers to work with (e.g. someone to observe, to talk to about a class etc)

- Providing you with professional reading and/or resource material

- Through the facilitation of whole school professional development and learning

- As part of the facilitation team for an initiative such as SAFA, ICTPD, AtoL, Te Kotahitanga, numeracy etc.

Table 9.2 shows how many "non-applicable" responses there were for each activity. That is, it shows how many teachers reported that the SCT had NOT worked with them in this way.

Table 9.2: Number of teachers reporting SCT has NOT worked in this way with them

	Number of teachers
As part of the facilitation team for an initiative such as SAFA. ICTPD, AtoL, Te Kotahitanga, numeracy etc	143
Working with you as part of a professional learning group (e.g. professional reading)	104
Providing you with professional reading and/or resource material	75
Putting you in contact with other teachers to work with (e.g. someone to observe, to talk to about a class etc)	73
Through the facilitation of whole school professional development and learning	64
Observing you teach and providing feedback (more than once)	57
Working with you on a one-off basis (e.g. visiting your class just once for a specific purpose)	48
Working with you individually in a series of structured activities (e.g. organised meetings and discussions on a semi-regular basis)	33
Working with you individually on a casual basis (e.g. visiting your class just once for a specific purpose)	16
Total	**613**

The most frequently non-applicable activity was the SCT working as part of an initiative facilitation team, which accounted for nearly 25% of all non-applicable responses. At the other end of the scale was working with teachers individually, which these data suggest, is the most common activity of SCTs.

Figure 9.9 displays the mean reported level of impact for activity and shows that the most successful activity (that is, the one with the highest mean level of impact reported) was "observing you teach and providing feedback" (3.31). The next three activities in order of descending levels of mean reported impact are all related to working with teachers individually: "working with you on a one-off basis" (3.16); "working with you individually in a series of structured activities" (3.12); "working with you individually on a casual basis" (3.09).

The least successful practice was the provision of professional reading and/or resource material. This supports findings in other research that shows professional reading is the least preferred method of professional development for many teachers (Parr & Ward, 2004).

Figure 9.9: Level of impact by type of SCT activity
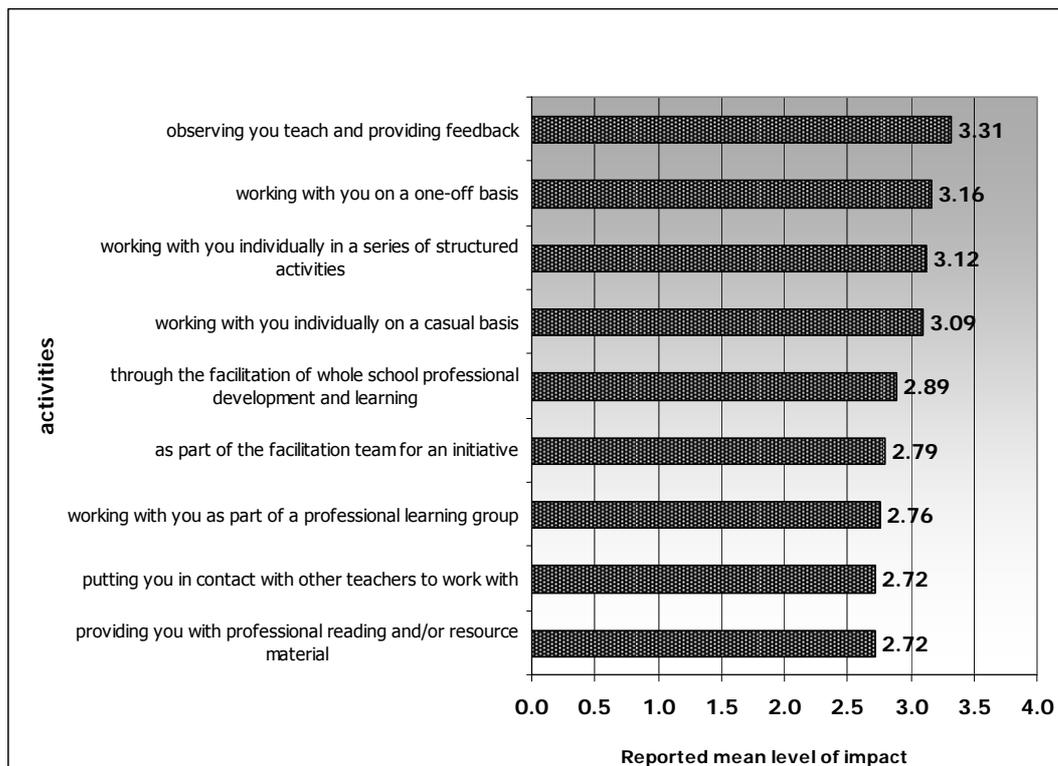
The professional development literature suggests that working with individual teachers and providing just in time support as well as classroom observations and feedback are successful means of providing professional development and learning opportunities: for example, see (Guskey, 2003; Hawley & Valli, 1999; Timperley et al., 2006; Timperley & Wiseman, n.d.). It would appear, therefore, that the SCTs are undertaking appropriate activities. What is not known, however, is the nature and content of those sessions. As with all professional development, there is also the need to ensure willingness to change and capacity to change (Spillane, 1999; Ward, 2005), and the extent to which this occurred is not known. Self-referral could be seen as presuming willingness but this is not necessarily the case. Other reasons for self-referral could include pressure through attestation and, therefore, compliance. There is also the concern, raised in the case studies, that in some instances much of the one-to-one work may have been focussed on personal counselling rather than professional practice.

Was the reported impact broadly dispersed across the school or in-depth with a few teachers/areas?

Both the SCTs and the senior management respondents were asked to indicate the breadth and depth of the impact of the SCT initiative. Depth of impact was explained as how deeply the SCTs had focussed on either a few teachers, or a few areas, to ensure substantial time was spent working on specific areas of activity, or with specific people. Breadth of impact was described as how widely the SCTs had worked, either through working with a lot of different teachers or through covering a range of activities with only limited time spent on each.

Figure 9.10 summarises these data. As with all data reported here, senior management respondents reported a statistically significant higher level of impact for both breadth and depth than SCTs ($t(108.643) = -4.079$, $p < .001$) and ($t(141) = -3.194$, $p = .002$ respectively).

Figure 9.10: Breadth vs. depth
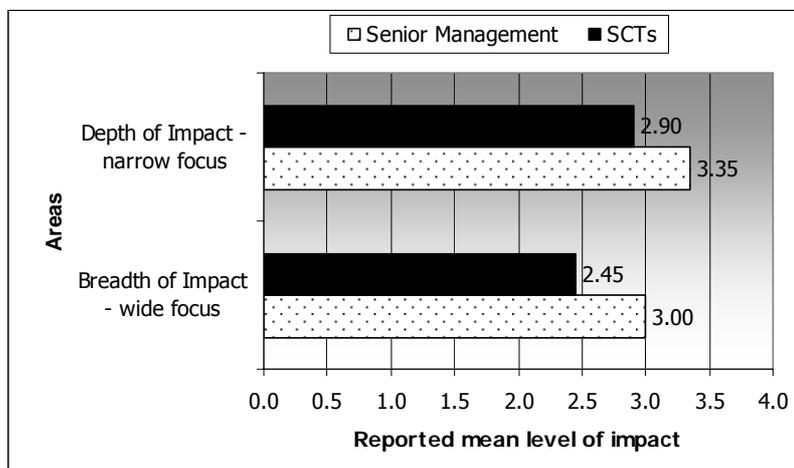
For both respondent types there was a greater level of depth reported. This corresponds to other data collection around the activities of the SCTs where most seem to have been working with small numbers of teachers on an individual basis.

Further analyses showed that the mean impact reported for depth across all participants was significantly higher than for breadth ($t(140) = -4.742$, $p < .001$).

What evidence sources were used by respondents to judge impact?

All respondents were asked what evidence sources they had used to judge the impact of the SCT in their school. They were provided with a pre-determined list of possible evidence sources and asked to select those they had used. Respondents could select as many sources as were applicable. The following figures summarise these responses.

Firstly, Figure 9.11 displays responses from SCTS. A total of 104 SCTs responded to this question and overall there were a total of 816 positive responses meaning that, on average, each SCT used about 8 (7.8) sources of evidence. The figure displays the percentage of total positive ("Yes") responses

calculated for each evidence source. The labels on the figure are the actual numbers of times that source was selected (i.e. the total number of positive responses per source).

Figure 9.11: Percentage of total positive responses for each evidence group as reported by Specialist Classroom Teachers
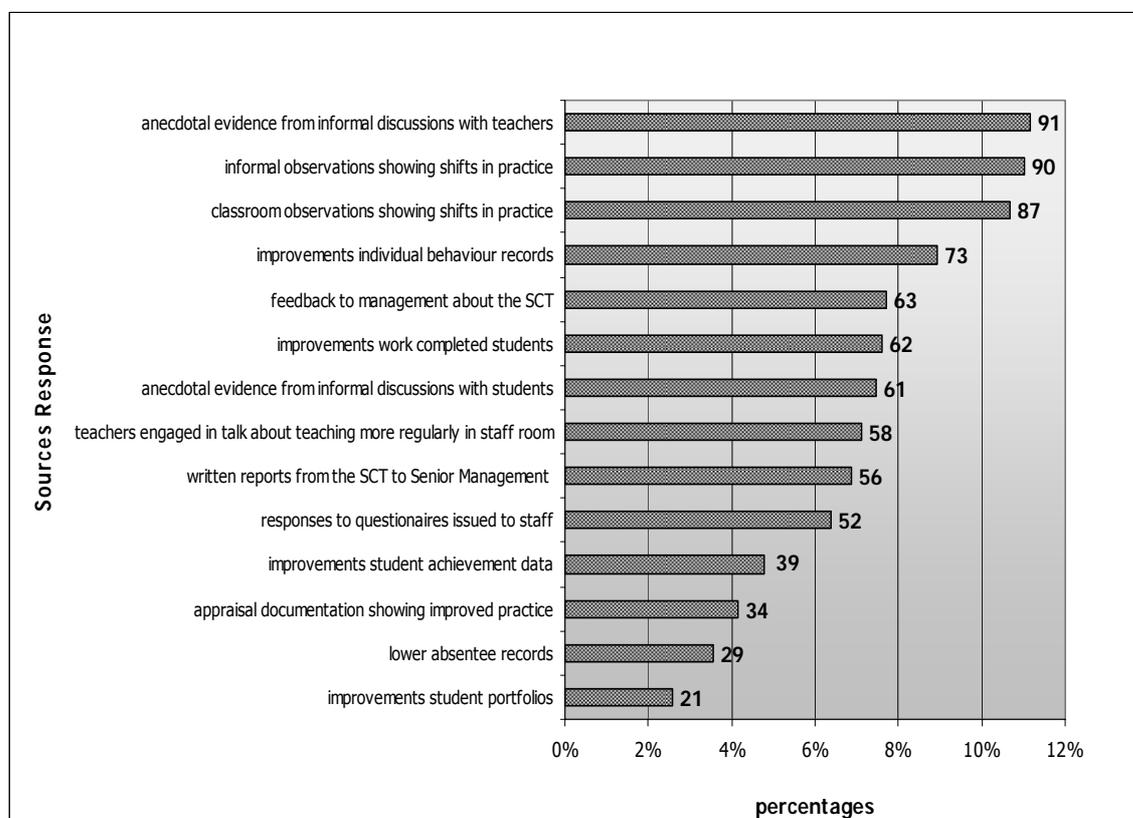
Figure 9.11 suggests three distinct levels of evidence sources used by SCTs. Firstly, three of the evidence sources each provided approximately 10% of the 11 positive responses. The most commonly selected evidence source was "anecdotal evidence from informal discussions with teachers" (11%, n=91).

The other two were informal observations showing shifts in practice (11%, n=90) and classroom observations showing shifts in practice (11%, n=87). The second group of seven evidence sources each provided between 6 and 10% of the positive responses. A wide range of sources fell into this group. The third group, or least commonly used sources, each provided between 2 and 6% of the positive responses.

The least commonly used evidence source was "improvements in student portfolios" (2.57%, n=34). Also in this group was "improvements in student achievement data" (4.78%, n=39). That these two evidence sources were used so infrequently is potentially of concern as the main, long-term objective of the SCT programme is to improve student achievement through enhanced professional practice.

What these data are suggesting is that the evidence used by the SCTs to measure initial success was likely to be anecdotal and informal in nature. Amongst the three most common types of evidence

there appears to be no formal, "hard" evidence. This may be a reflection of the fact that the SCT role was in its early stages when these data were gathered and many of the SCTs were still settling into the role. However, it may also be a reflection of the nature of the role as it has been implemented, its nebulousness in many instances, and its apparent focus on the teacher as a person rather than on the outcomes of their teaching in many schools. This may shift over time as the role becomes more established and as the impact of the SCT grows through a cumulative process over time. The use of evidence was also discussed during advisor feedback sessions and will be a focus for 2007.

As Figure 9.12 shows, the evidence used by senior management is also largely observational and/or informal and does not appear to include any "hard" data, unless the observations are involving detailed records and tracking shifts quantitatively (something which is not known). As with the SCTs, discussions with others and personal observations are the most common sources of evidence. Again, there appear to be three groupings of responses with evidence concerned directly with student achievement being amongst the least common evidence sources used. In fact, "improvements or shifts in student portfolios" was selected only 14 times accounting for 3.27% of responses. Slightly higher were "improvements or shifts in student achievement data", which was selected 20 times (4.67% of responses).

Figure 9.12: Senior management: percentage of total positive responses for each evidence group
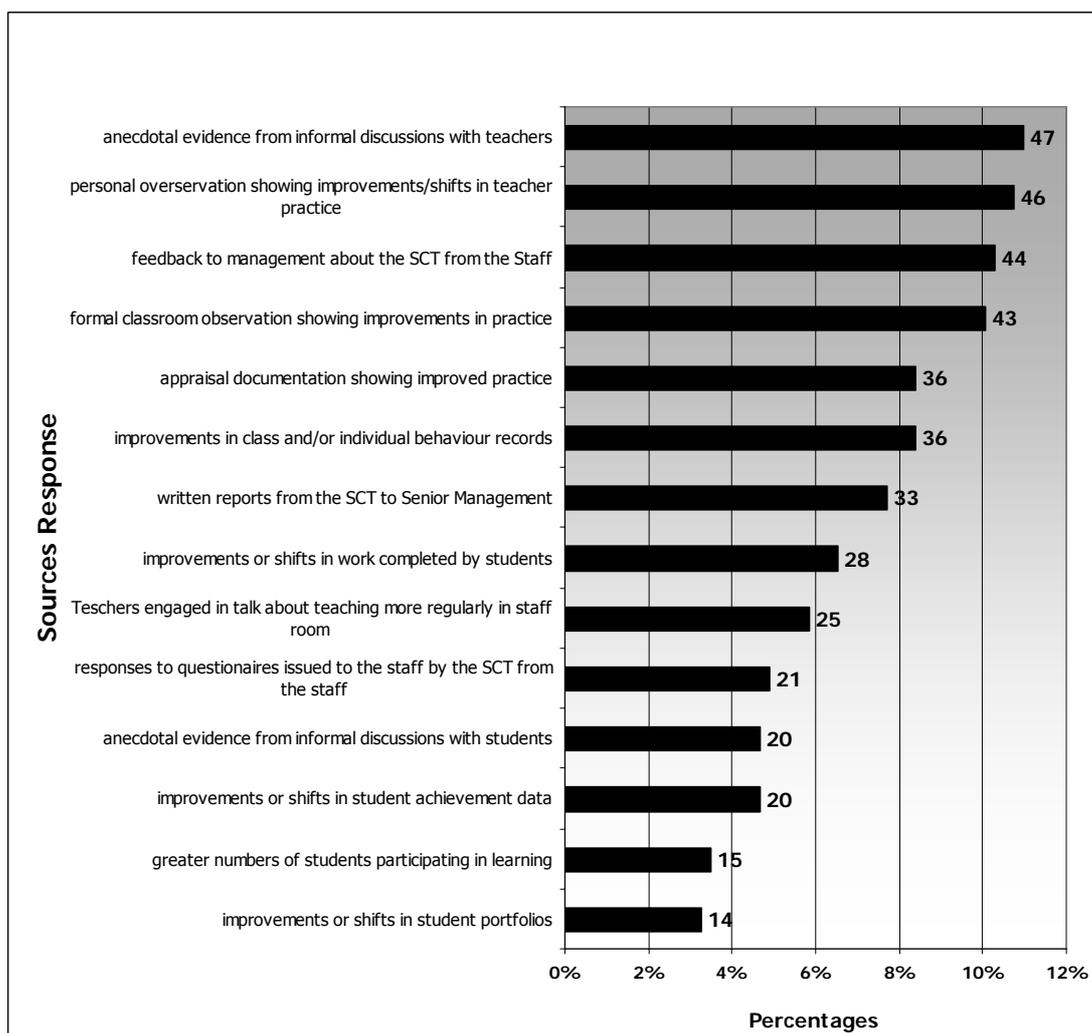
Looking at Figure 9.13, which summarises the responses from teachers with whom the SCT had worked, we see a similar pattern of positive responses as reported by the SCTs and senior management. Again, the most common forms of evidence are personal impressions and observations while student achievement related evidence is the least common.

In fact, in this case "improvements in student achievement data" accounted for only 9.03% of positive responses (n = 95) while improvements in student portfolios accounted for only 6.14% (n = 85). In comparison, "personal impressions of improvements in your own teaching practice" accounted for 15.81% (n = 219) while "personal observations of students working in your class" accounted for 13.94% (n = 193). This is not to discount the potential validity of personal observation or indeed any observation. Rather it is to highlight the lack of student achievement data being used as evidence. This is one area worth considering in future professional learning opportunities as SCTs become more confident in the role.

Figure 9.13: Teachers the SCT has worked with: percentage of total positive responses for each evidence group
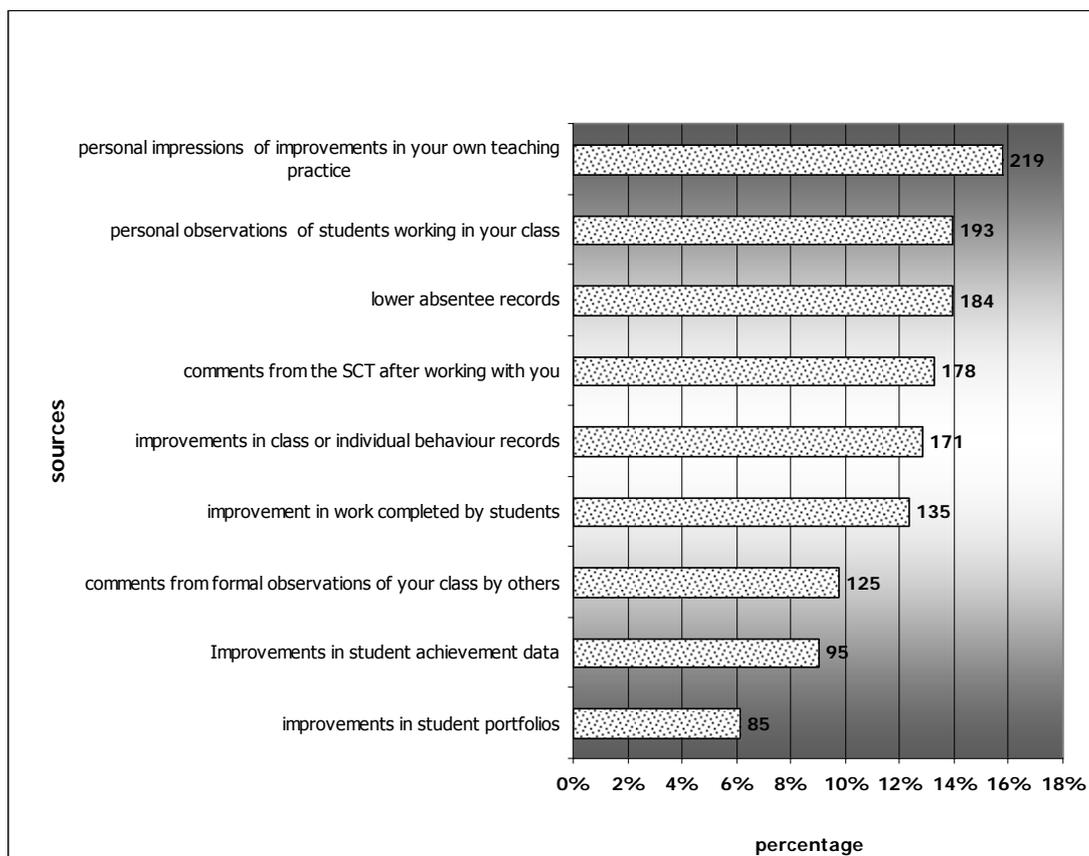
What was the level of impact of the role on the personal growth and development of the SCTs themselves?

Both the SCT and senior management respondents were asked to indicate the level of impact they perceived the role had had on the SCTs in four areas. These areas were determined based on earlier data collection, which had suggested they were essential for the successful implementation of the role. Their responses are summarised in Figure 9.14.

Figure 9.14: Reported impact of the SCT role on the personal growth and development of the SCT
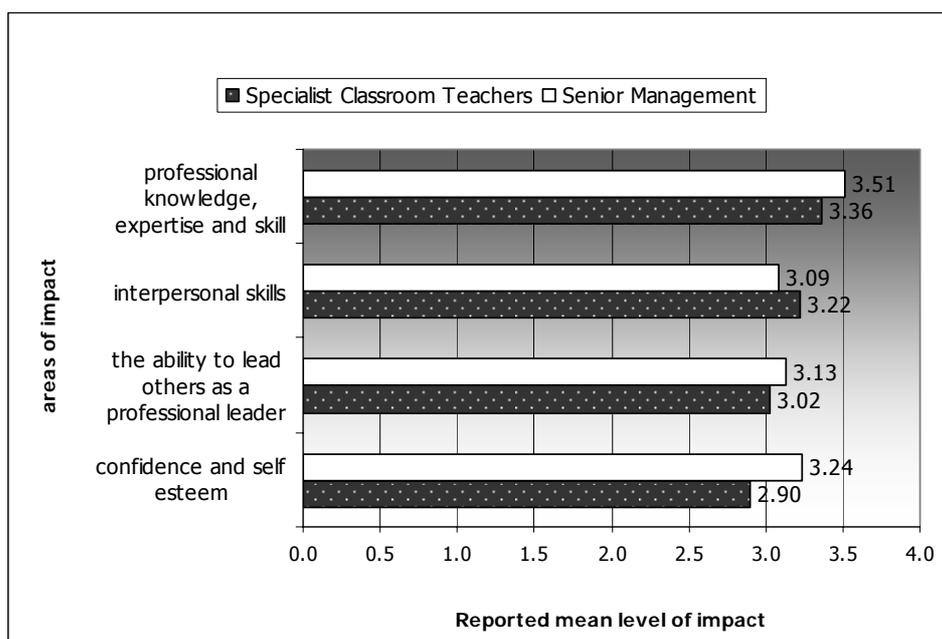
Both senior management and SCT respondents reported the highest mean level of impact as being on "professional knowledge expertise and skill" (3.51 and 3.36 respectively). As with other impact data in this chapter, senior management respondents reported a higher level of impact than SCTs across three of the potential areas of growth. However, the SCTs reported a higher level of impact for "interpersonal skills" (3.22 compared with 3.09). Unlike other areas in these data, the difference in impact ratings between the SCTs and senior management was not statistically significant.

The pattern of reported impact also varied between these two groups. While both report "professional knowledge expertise and skill" as highest, the second category for SCTs was interpersonal skills, which was ranked last by the senior managers. "Confidence and self-esteem", on the other hand, is ranked last by the SCTs (2.90) but second by the senior managers (3.24). In fact, the order of the three areas of impact after "professional knowledge expertise and skill'" was completely reversed for senior mangers compared with SCTs.

Emerging themes at this stage of the review

The key themes that arise from this chapter are threefold. As discussed elsewhere, these should be read with two limitations clearly in mind.

1. The overall poor response rate

2. The lack of senior manager responses compared to the SCTs.

Firstly, the reported mean level of impact on capable teachers is significantly less than on other teachers. There are two possible reasons for this:

- Other data have suggested that the SCTs are mainly working with beginning teachers or teachers who are struggling and so this low level of reported impact on capable teachers is to be expected.

- It may also be that the impact is less, simply because of the nature of the work undertaken with capable teachers. Reportedly, it is usually one-off, relatively small pieces of advice or guidance.

Secondly, classroom management is the area where SCTs are having the most impact for all types of teachers. Again, there are two possible reasons:

- Classroom management can be seen as generic, as non-subject specific. Comments made during case studies suggest that HoDs are generally seen as providing subject-specific, pedagogical assistance.

- When a teacher is perceived as struggling, improved classroom management is often seen as the only solution. Similarly, classroom management is generally perceived as something that is necessary for beginning teachers to get "right" from the outset.

Thirdly, it appears that SCTs are having the most impact when they are working individually with teachers, observing them teach and providing feedback.

Finally, it appears that much of the data used to determine success is anecdotal or observational. There appears to be only limited use of student achievement data. The extent to which this is an issue cannot be determined by these data. Observational data and professional judgement should not be automatically discounted as insufficient to provide evidence of success. Given the diversity of implementation models and the subsequent diversity of immediate, desired outcomes, it may be that they are more appropriate evidence sources than achievement data. This is not to deny that ultimately the aim of the SCT role was, and still is, to improve student achievement. The reality is, however, that unless the SCT is working with teachers in an action-research type activity it is unlikely that student achievement data will be gathered. What is important is that SCTs and teachers use accurate, appropriate and valid data to monitor or measure impact.

> ## 10. Key Themes Emerging from the Review

As the previous chapters have shown, there were a number of key themes that consistently emerged throughout the iterative data collection process. Those that still appear relevant given the changes for 2007 are summarised in this final chapter, following a brief guide to the changes made. What is discussed here are a number of themes that have the potential to further enhance the implementation of the SCT role. It must be reiterated again that the SCT pilot was a success and the themes discussed here highlight those considerations that are important for the future success and enhancement of the role. They are not criticisms of the pilot implementation.

Changes to the pilot

As has been discussed in the opening chapter, data collection was undertaken in 2006 when the SCT role was still a pilot. Since then, a number of changes have been made to the scheme for 2007. As a result of these changes some of the emergent themes, particularly from the early data collection, are no longer relevant. For example, there has been a significant broadening of the criteria to allow for part-time and external appointees. SCTs are also able to retain one fixed-term unit. However, schools are asked to minimise other responsibilities an SCT may have.

Perhaps more significantly, the focus of the role has been substantially broadened, partially in acknowledgement of the diverse implementation models seen in 2006. In the 2007 guidelines schools are "encouraged to continue the broad possibilities of this teacher support role".

The following is a discussion of several themes, which still appear relevant early in 2007.

Professional culture in schools

One of the key themes to emerge from this review related to the importance of a professional learning culture in schools. In those schools where the SCT was clearly focussed on enhancing professional practice and working with a diverse group of teachers there was either a culture of professional learning already present or an emergent one. Given the widely accepted difficulty in changing secondary school culture (Ward, 2005), it is unlikely the SCT role alone will ever be sufficient to change teacher practice across a school. The case studies in this report, however, suggest the role can serve as a catalyst and a valuable resource for supporting the development and continued growth of a professional learning culture in schools.

In those schools where there was a strategic focus on professional learning, the SCT was seen as just such a valuable resource. It was not the only resource but was seen as a critical initiative to overcoming some of the barriers to implementation. SCTs in these schools had a clear focus and often a more visible role than in other schools. They also seemed better able to work with a range of teachers. This included facilitating and co-ordinating whole school professional development and

working with groups of experienced teachers. The role in these schools appears to have had more status and greater recognition than in some other schools.

This was possibly due to the more proactive model in those schools where there was a school-wide focus on enriching professional practice through enhanced pedagogies. In other schools, there was often the sense of a reactive model where the SCT was seen as someone who worked with teachers who *needed* help, either because they were beginning teachers or because they had problems with a class or a colleague. This is not to undermine or devalue the work of these SCTs but to highlight the potential for a greater focus on the professional practice of all teachers.

This idea of "needing help" is not always viewed positively in secondary school cultures where professional autonomy is valued. For many teachers, their sense of professional self-efficacy is based on being in control and being the expert. To ask for *help* potentially undermines this. The real issue, of course, lies deeper. They should not even be seen as asking for help per se but as looking to enhance their professional practice in a learning environment. It was this culture shift that was most apparent in those case study schools where there was a school-wide focus on some aspect of pedagogy such as differentiated learning or cooperative learning groups. Even where the shift was only in its infancy, there was a sense of a greater focus and a wider value being placed on the SCT role.

Reinforcing privatised practice: A potentially limited model of implementation

One of the key themes to emerge throughout the review was the impact of an emphasis on self-referral and confidentiality, which seems to have limited the implementation of the model in many schools. Exactly where these emphases came from or why they were given so much credence is difficult to ascertain. It may be the translation into practice of some of the suggestions in the handbook; it may have arisen during cluster meetings; or from workshops at the hui. It may be a combination of a range of sources. What is important is that the ideals of confidentiality and self-referral assumed a very central position in the implementation of the SCT pilot. While the guidelines and handbook had been initially developed based on best knowledge of what would work, findings in this review suggest these emphases, along with the suggested focus areas in the initial documentation, may have limited the potential of the SCT role and reinforced some of the norms of behaviour the role was intended to break down. This was due to a number of valid reasons but may have resulted in some unintended consequences.

Firstly, SCTs reported frustration at waiting for teachers to come to them. This appears to have been due to both a lack of "clients" and a belief that they were not always reaching the teachers they should be. A number spoke of having to find other ways to work with teachers and to get into classrooms. Many of these ways could be seen as subterfuge, such as ostensibly following a class in order to observe a teacher and be in a position to provide feedback. While in some instances this was successful, it may be that the Puka model, where it was openly suggested teachers should work with the SCT, is preferable. Of course, what is more preferable is a culture of self-improvement and

ongoing learning where teachers are open to and willingly seek collegial support and guidance. The Puka model does appear to be a midway point.

The expectations of confidentiality also caused difficulty for some SCTs. This included concerns about working in a vacuum without access to information that senior management might have. An example of this would be working with a teacher who was facing competency review but being unaware of that situation. They also felt, at times, that they should be going to senior management with concerns but were unable to. In this sense, confidentiality can be seen as potentially creating a situation for SCTs where their professional accountability is jeopardised. At what point should they say, "I am sorry but this is a management problem and I am going to talk to your HoD or the principal"? Another issue created by the confidentiality requirement was the extent to which the SCT role continued to have low visibility in schools.

These two factors, combined with the focus in the original guidelines on PRTs and teachers who sought assistance, seem to have meant that not only is a reactive model in place in most schools but the traditional secondary school culture with its emphasis on privatised practice and teacher autonomy also seems to have been supported rather than confronted. If the SCT role is to be effective in enriching professional practice across a school to improve student outcomes, it must break down these norms of behaviour, not reinforce them. It must be part of a school-wide shift to make professional learning, deprivatised practice and the seeking of support to enhance practice the norm – not something that occurs behind closed doors. The role itself is not at fault; rather it is the manner in which it has sometimes been implemented during 2006.

The need for professional support for SCTs

All participants spoke highly of the professional development opportunities afforded the SCTs. There was a clear recognition that the SCT role required additional skills and expertise to those required of an exemplary classroom teacher. The hui, the handbook and the work of the advisors was valued and seen as necessary.

Areas in which continued, or further, professional support can be seen as necessary include developing a range of strategies to engage colleagues in critical dialogue and learning conversations around professional practice. In this way, SCTs may become more confident in approaching colleagues they believe they can support. As mentioned in the earlier theme regarding school culture, this is easier to do in an already existent professional learning culture. The reality is, however, that many SCTs are not working in such a culture and need support in determining and implementing strategies to bring about the development of one.

Another key area, where there is apparently a strong need for support, is in the monitoring and evaluation of the role and its impact. Many of the SCTs spoken to seemed uncertain of the impact they were having and this added to their concerns about the lack of self-referral. For many of the SCTs, highly professional and committed teachers, these two factors seemed to have caused some

feelings of guilt around whether they were "earning" the time and monetary allowance they had been given.

It must be noted, however, that the idea of measuring impact of the SCTs appears to remain problematic. The questions surrounding impact in the initial survey had caused some consternation and this was apparently repeated with the impact surveys. The low response rate to these and the tenor of a few phone calls from SCTs (only three or four) regarding the surveys suggests there was still some resistance to the idea of measuring impact.

Again, this concern may be related to the culture of the school. In a professional learning culture where student outcomes are openly discussed, where teachers are comfortable discussing their practice, one would imagine such concerns would be minimised. What seems to be required is professional development and learning for the SCTs and their senior managers that provides expertise and knowledge around practitioner research and evaluation and how to determine the most effective and valid evidence base, be that observation of practice or student achievement data.

Finally, the reluctance and discomfort some SCTs expressed in the case study interviews about leading school-wide professional development suggests a need to provide facilitation and leadership training. There is often an expectation that a "good" classroom teacher will also be a "good" facilitator of adult learning. This is not necessarily the case. Not only are there perceived differences in adult and child learning requirements; there is also a consideration of the need for teachers to feel confident and comfortable being in front of their peers and assuming a position of leadership or expertise. The non-critical norms of professional collegiality amongst peers can act against teacher leaders assuming any position of perceived superiority or leadership.

The nature of the relationship between SCTs and the teachers they work with

What was clear from the findings in this review was the diversity of relationships between SCTs and the teachers they were working with. These ranged from a personal confidante through to a professional mentor. Some concern was expressed by a number of the senior managers spoken to that the SCT role should not become a shoulder to cry on. Rather, they believed that the focus should be on professional practice.

As discussed in chapter seven, a number of SCTs seemed to move along this continuum depending on individual teacher need. The determination of where they sat also appears to have depended on their personality and the role they had previously held in the staffroom and school generally. For example, were they the person other teachers had always come to with personal concerns, whether home or school–based, or were they the respected expert teacher who had often supplied resources or ideas and been available to discuss teaching practice?

The issues surrounding confidentiality, and the perceived need for confidentiality, appear to have been greater when the model was closest to "guidance counsellor". This is understandable if teachers are discussing personal issues with the SCT. The question it raises, though, is the extent to which an

SCT should be dealing with personal issues and the point at which they have a professional, if not moral, obligation to inform senior management of issues impacting on a colleague's professional capacity? That is, how quickly should they move from guidance counsellor to professional mentor/coach?

The SCT role as an alternative career pathway

Both the 2006 and 2007 guidelines were clear that the role is seen as an alternative pathway for classroom teachers who do not want to follow the more traditional management pathway. The pilot was seen as an opportunity to explore the career pathways idea before the implementation of future initiatives. However, the extent to which the SCT role is a pathway and the nature of that pathway is still not clear. Part of the problem seems to be the linear picture the word pathway draws: pathways go somewhere. In reality, the role may be a career opportunity.

Many senior management participants felt that the role was not a career pathway as such. They did not, with a few exceptions, see it leading on to senior management roles as they felt the SCT would not have sufficient experience in administration or management. This presupposes, of course, that all senior management roles require such experience. A shift in definition of at least one senior management role so that it was a senior professional leadership role with responsibility for professional practice could alter that perception. It should be noted that the exceptions were schools that placed a highly visible value on professional learning and/or which had a focus on leadership rather than management.

What this review seems to have shown is that currently there are a number of "pathways":

- The role is a **stepping stone** for some. That is, it is one step on their way from the classroom towards senior management and the next stone is likely to be middle management.

- The role is a constructive downsizing, an **alternative career choice** for some. That is, they have had middle and senior management roles and have now decided to return to the classroom. In this case the role can be seen as a "backward" step in terms of a traditional career but it does provide senior teachers with an alternative to staying in management, something not available before.

- The role is a **career choice** for others. There are some SCTs who have never wanted a management role; for whom there has been no recognised leadership position available until now. The SCT role provides them with an opportunity to utilise their expertise and knowledge while remaining focussed on classroom practice.

- The role is an **interesting interlude** for some. For these teachers, the role was a chance to try something different, to be part of a pilot. Many may decide to make it a career choice; others may return to their management or classroom roles.

Figure 10.1 is a visual representation of the complexity of the pathways that currently sit around the SCT role. SCTs have had a variety of backgrounds that they have moved into the role from. The

complexity of this pathway model may simplify over time as the role becomes more established and positions itself within the school hierarchy. This does beg the question, however, whether the SCT role should be part of a more traditionally linear pathway. Career opportunity rather than career pathway is probably a better description.

Figure 10.1: Career pathways as they appeared in 2006 review
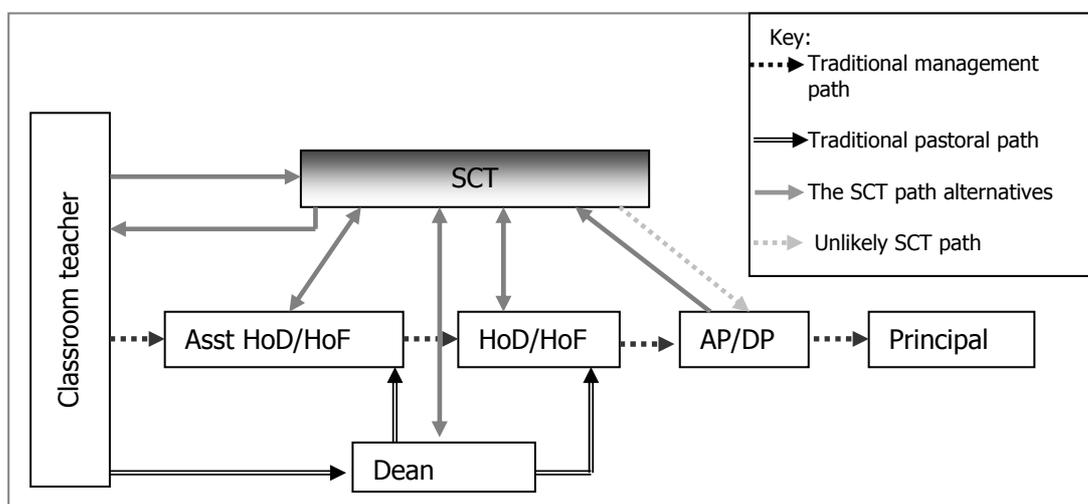
Status, recognition and value

The final theme summarised here sits around the three intertwined messages of status, recognition and value. As discussed in earlier chapters, the role currently appears to have little status or authority invested in it in many schools. In many instances, it appears to sit outside the school hierarchy removed from any real decision-making or strategic role.

The need for status and recognition was a consistently recurring theme in this review. Both SCTs and senior management often alluded to a perceived lack of status. Some felt this was due to a lack of management units, others felt it was due to the way the job was defined. Any authority or recognition, in most schools, appears to have been a result of the personal, professional authority of the SCT rather than formal role recognition. This is perhaps not surprising given the newness of the role. It should, however, perhaps be considered in the light of what it implies about either the value placed on internally facilitated professional learning and support or on the way in which the role has been defined and implemented in schools.

What needs to be noted is that some schools did provide the role with real status and saw it as a very valuable resource in implementing their strategic goals around professional practice. How this was done and the focus on professional practice, on proactively moving all teachers forward, is worth noting and perhaps emulating more broadly. It may be that the role can be imbued with a status that sits outside the normal definition (i.e. it is not related to how many management units are allocated it or its place in the hierarchy). This status would need to sit alongside a high value on professional learning.

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> Appendices

Appendix One: Initial survey

In answering these questions circle the appropriate letter

Name: _____

School: _____

Section One: Demographics

1. What is your gender?

   a. Male   Female

2. What nationality/ethnic group do you most identify with?

   a. NZ European   d. Asian   g. European

   b. Māori   e. South African   h. Other (please specify)

   c. Pasifika   f. British   _____

3. How long have you been teaching in total (all schools)?

   a. < 2 years   b. 3 – 5 years   c. 6 – 10 years   d. >10 years

4. How long have you been teaching at your current school?

   a. < 2 years   b. 3 – 5 years   c. 6 – 10 years   d. > 10 years

5. What is your MAIN curriculum area?

   a. Mathematics   e. Technology   h. Other (please specify)

   b. Science   f. Visual/ performing arts   _____

   c. English   g. Physical education
                              /health

   d. Social sciences

6. Do you currently have any other leadership roles in the school?

   a. Yes   No

   b. If yes, please specify. _____

7. In the past have you had any leadership roles in any school (not currently held)?

   a. Yes   No

   b. If yes, please specify. _____

Section Two: Establishment

8. When was your role defined and made clear to you?

a.   Prior to the job being advertised/made available.

b.   Collaboratively with me after I was appointed.

c.   Never been defined – still no clear description of what expected

d.   Other (please specify)

_____

9. How did you get the role?

    a. Asked to take the role informally by Senior Management.

    b. It was suggested I should take the role as a result of formal appraisal processes/discussions.

    c. I applied through a formal process after the role was advertised internally. There were other applicants.

    d. I applied through a formal process after the role was advertised internally. There were no other applicants.

    e. I initially approached Senior Management myself after hearing about the role through other sources.

    f. Other (please specify)

    _____

10. How were your role and responsibilities presented or explained to the rest of the staff?

    a. By senior management at a staff meeting.

    b. By myself at a staff meeting.

    c. Informally by myself when colleagues ask.

    d. In writing to all staff.

    e. Never been explained

    f. Other

    _____

11. In your view what is the quality of support you receive from Senior Management to assist you in carrying out your roles and responsibilities?

    a. None offered

    c. Poor

    e. Very Good

    b. Very Poor

    d. Good

    f. Excellent

12. In your view how well has your new role been received by the rest of the staff?

    a. Very negatively

    c. Slightly negatively

    e. Moderately positively

    b. Moderately negatively

    d. Slightly positively

    f. Very positively

13. How much time per week, on average, do your currently spend on SCT responsibilities?

    a. < 1 hour

    c. 2 -3 hours

    e. 4 - 5 hours

    b. 1 -2 hours

    d. 3 – 4 hours

    f. > 5 hours

14. How useful have you found the information and knowledge you gained during the initial training day in carrying out your roles and responsibilities?

    a. Not at all

    c. Moderately

    e. A lot

    b. Slightly

    d. Quite a lot

    f. Extensively

15. How useful have you found the handbook that you were given during the initial training day in carrying out your role and responsibilities?

    a. Not at all

    c. Moderately

    e. A lot

    b. Slightly

    d. Quite a lot

    f. Extensively

Section Three: Expectations

16. To what extent do you see this role as a career opportunity?

    a. Not at all

    c. Moderately

    e. A lot

    b. Slightly

    d. Quite a lot

    f. Extensively

17. How much difference do you believe you can make to teaching practices in your school in 2006?

    a. None at all

    c. Moderate

    e. A lot

    b. Slight

    d. Quite a lot

    f. Extensive

18. How much difference do you believe you can make to student learning in your school in 2006?

    a. None at all   c. Moderate   e. A lot

    b. Slight   d. Quite a lot   f. Extensive

Section Four: Initial impact

19. To what extent do you believe your new role has had an impact on teaching practices to date?

    a. None at all   c. Moderate   e. A lot

    b. Slight   d. Quite a lot   f. Extensive

20. To what extent do you believe your new role has had an impact on student learning to date?

    a. None at all   c. Moderate   e. A lot

    b. Slight   d. Quite a lot   f. Extensive

21. To what extent do you believe your new role has had an impact on beginning teachers in your school to date? (Please tick here if there are no beginning teachers in your school ☐)

    a. None at all   c. Moderate   e. A lot

    b. Slight   d. Quite a lot   f. Extensive

Appendix Two: Current leadership roles and the categories they were coded into

Response from participant	Category coded into
Beginning Teacher Coordinator	beginning teacher coordinator
Coordinator of Beginning Teachers	beginning teacher coordinator
PRT and New Staff Coordinator	beginning teacher coordinator
PRT Coordinator, Gifted & Talented Coordinator, PD facilitator	beginning teacher coordinator
In charge of Teacher Trainees	CoE liaison
Student Teacher Coordinator	CoE liaison
Training college liaison - trainee teachers	CoE liaison
Meeting Deans	co-ordinator
No management units - coordinator role	co-ordinator
Relief Teacher Coordinator	co-ordinator
Responsibility for library, Facilitation Team	co-ordinator
Responsible for Timetabling	co-ordinator
Support for Te Kotahitanga Programme, Teacher Induction	co-ordinator
Community Education (ACE) Coordinator	co-ordinator
Director Adult Education for four colleges	co-ordinator
Dean	dean
Dean of Year 12	dean
Dean, Teacher with Library Responsibility, Media Liaison	dean
House Dean	dean
Junior Dean	dean
Literacy Coordinator, Y10 Dean	dean
Year 13 Dean	dean
Year 9 Dean, PR Learning Support (Both without PR Units this year)	dean
Yr 9 Dean	dean
Yr 9 Dean	dean
Head of Biology/Coach	HoD
Head of Religious Education	HoD
HoD Curriculum, Literacy Coordinator	HoD
HoD Economics	HoD
HoD English	HoD
HoD English (but just 1 management unit)	HoD
HoD French	HoD
HoD Geography	HoD
HoD horticulture	HoD

HoD Maths (Senior)	HoD
HoD Special Programmes	HoD
HoD Teachers/Food/Maori Support	HoD
HoD Visual Art; Literacy Coordinator	HoD
HoF Technology	HoD
Assistant English, Literacy Coordinator	HoD assistant
Assistant HoD English	HoD assistant
Assistant HoD Mathematics	HoD assistant
Assistant HoD Mathematics	HoD assistant
Assistant HOD Science But with no PR money	HoD assistant
Assistant HoD Social Sciences	HoD assistant
Assistant HoD, Art–TIC Photography & Design	HoD assistant
Assistant to HoD Social Studies, Head of History	HoD assistant
Assistant HoD English	HoD assistant
Asst HoD Social Sciences (In charge of Geography)	HoD assistant
Junior Maths	HoD assistant
Gifted & Talented Committee, Literacy Lead Teacher	lead teacher
BOT Rep., Literacy Leader, college of ED Liaison	lead teacher
Careers, Gate way Lead team committee	lead teacher
Co-facilitator Te Kotahitanga	lead teacher
director of teaching and learning/ICT leader	lead teacher
Gifted & Talented Education	lead teacher
GATE Coordinator, STAR Co-ordinator, Careers Advisor	lead teacher
Gifted and Talented Facilitator	lead teacher
ICT PD Project	lead teacher
Lead Teacher' of new initiative in junior school	lead teacher
Leader Learning Community	lead teacher
Learning Project Coordinator	lead teacher
Literacy	lead teacher
Literacy Advisor, Coordinator, Gifted & Talented Policy, Team Leaders,	lead teacher
Literacy Leader	lead teacher
Literacy Leader	lead teacher
Literacy Leader	lead teacher
RAFA raising Achievement for all	lead teacher
RASA Co-ordinator---vision for school	lead teacher
SENCO	lead teacher
SENCO, Literacy Department Leader	lead teacher

Team Leader ESOL Literacy Facilitator	lead teacher
Year 7/8, Literacy Leader	lead teacher
Talent Students, SMT	lead teacher
Head of House, Boys Initiative Group	pastoral
Pastoral Care for Maori Students	pastoral
Guidance Councillor	pastoral
Chairperson of Hauora Committee	pastoral
Assistant Principal	Senior management
Senior Master	Senior management
Responsibility for Communication staff across Yrs 12+13	TIC
Geography	TIC
In charge of Junior Debating, In charge of English Competitions	TIC
PD/SCT/IC Physics/Electronic	TIC
Principal's Nominee NZQA	TIC
Responsible for Unit Standards in Maths Department	TIC
Staff Rep BOT	TIC
Subject Leader, Professional Development Leader	TIC
Teacher in charge of Food Technology	TIC
Teacher in charge of L2 & L3 Geography (no P 1 this Yr for this role)	TIC
TIC Biology	TIC
TIC Computer Studies	TIC
TIC Drama, Arts Coordinator	TIC
TIC Environmental Education	TIC
TIC Graphics	TIC
TIC History	TIC
TIC Languages	TIC
TIC Physics	TIC
TIC Teacher Trainees/Teacher Trainee liaison	TIC
TIC Travel Destinations, Teacher Trainee Coordinator	TIC
TIC, Yr 13 Geography	TIC
Usually TIC Alternative English this year	TIC
Y12 Year Level Coordinator	TIC
Y7 curriculum co-ordinator	TIC
NCEA Health	TIC
Yr 9 curriculum Maths Leader	TIC
I/C Numeracy, I/C Unit Standard Y11, I/C Stats Modelling	TIC
asTTle, Y 7/8 Social Studies	TIC
X Country Convenor	TIC – sport

| Sports Administrator | TIC – sport |
| Netball Coordinator | TIC – sport |

Appendix Three: Leadership roles held in the past

Response from participant	Category coded into
2 IC English, HoD Drama, 2 IC Year 11	assistant HoD
Assistant English, Literacy Coordinator	assistant HoD
Assistant Faculty Manager, Timetabler	assistant HoD
Assistant Head of Science, Acting HoD	assistant HoD
Assistant HoD	assistant HoD
Assistant HoD	assistant HoD
Assistant HoD English	assistant HoD
Assistant HoD English	assistant HoD
Assistant HoD English (relinquished two units to take up SCT)	assistant HoD
Assistant HoD Science	assistant HoD
Assistant HoD Science, Acting HoD Transition	assistant HoD
Assistant HoD Science, Dean	assistant HoD
Assistant HoD, BOT Representative, Year Level Tutor	assistant HoD
Assistant HoD Social Sciences	assistant HoD
Assistant HoD English / Dean	assistant HoD
Assistant Head of English	assistant HoD
Assistant HoD Social Sciences	assistant HoD
Assistant HoD Maths, HoD Maths	assistant HoD
PR 1 as assistant HoD Science and also HoD Chemistry	assistant HoD
Assistant HoD Science, TIC Physics	assistant HoD
Teacher in charge of New Staff and PRTs	PRT coordinator
Associate Teacher	CoE liaison
Acting HoD, PPTA Representative	coordinator
Acting HoD, Specialist Teacher (Māori), Coordinator of Ara Poutama programme	coordinator
In charge of Library	coordinator
PR 1 Curriculum Linkage	coordinator
Prof. Development Coordinator, Head of Science (acting)	coordinator
Careers Advisor, Dean, HoD, Literacy Coordinator, Arts Coordinator	dean
Dean	dean
Dean	dean
Dean	dean
Dean	dean
Dean (16 years ago)	dean

Dean for six years / HoD Transition and Careers	dean
Dean for eight years	dean
Dean for four years	dean
Year 13 (Form 7) Dean	dean
Year 13 (Form 7) Dean	dean
Dean of International Students, Teacher in charge of Gifted and Talented students	dean
Dean of International Students, TIC Hockey, TIC Prize Giving, TIC Distance Learning	dean
Dean of International Studies	dean
Dean of Junior School	dean
Dean of Students	dean
Year 11 Dean	dean
Dean of Year Level	dean
Dean Year Level, Dean Vertical Structure, Assistant Principal (two terms)	dean
Year 13 Dean	dean
Dean (International Year 10–11), TIC Accounting	dean
Dean, Adult Student Coordinator	dean
Dean, Assistant HoD	dean
Dean, Behaviour Management Coordinator, Assistant HoD	dean
Dean / Master teacher	dean
Dean / TIC Drama	dean
Dean	dean
Year 11–12 Dean	dean
Head of House (Deaning role)	dean
House Dean	dean
Learning Area Head, Dean	dean
Network Administrator and Year 11 Dean	dean
Pacific Island Dean (Year 7–13)	dean
TIC Health plus Year 10 Dean (took a drop in pay for this position)	dean
TIC Health / Year 10 Dean	dean
TIC Social Studies, Dean	dean
Year 12–13 Dean	dean
Year 13 Dean	dean
Year 13 Dean	dean
Year 9 Dean, PR Learning Support (both without PR units this year)	dean
Year 9–12 Dean, Assistant HoD	dean

Dean, HoD	dean and HoD
Dean, HoD	dean and HoD
Dean, HoD	dean and HoD
Dean, HoD Special Education	dean and HoD
Dean, HoD, Acting Assistant Principal, Teacher in charge PRTs	dean and HoD
Dean, HoD Faculty	dean and HoD
Dean, HoD Science (six years)	dean and HoD
Dean/HoD	dean and HoD
Head of Department, Dean, BOT Representative	dean and HoD
Head of Faculty for Arts, Māori and other languages (3 years), Year 11–12 Dean	dean and HoD
Head of Faculty, Junior Dean	dean and HoD
Head of Lower School Maths, Dean of Senior School, TIC Gifted and Talented	dean and HoD
HoD English, Assistant HoD, Dean, Careers Advisor	dean and HoD
HoD English, Dean	dean and HoD
HoD Junior English, Arts Coordinator, Dean	dean and HoD
HoD Learning Extension, HoD Base 6 (integrated programme), Dean, Acting Assistant and Principal	dean and HoD
HoD Science, Dean	dean and HoD
HoD Science, Academic Council, Year 9–10 Dean, TIC Biology	dean and HoD
HoD Year 7–8 at previous school, Year 9–10 Dean at current school	dean and HoD
HoD Year 7–8, Year 7–10 Dean	dean and HoD
HoD Year 7–8, Year 7–9 Dean	dean and HoD
HoD, Dean	dean and HoD
HoD, Dean, ICT in charge of Laptop	dean and HoD
HoD, Dean, Māori Achievement Coordinator	dean and HoD
HoD, Dean, Night Class Supervisor	dean and HoD
HoD / Senior Management team / Senior Dean	dean and HoD
Assistant HoD Social Sciences (acting assistant in place for me 2006), HoD History, Year 10 Dean	HoD
Curriculum Delivery – HoD Intermediate Department	HoD
Head of Biology	HoD
Head of Biology, Assistant Head of Science, ICT Coordinator for Science	HoD
Head of Department (English)	HoD
Head of English	HoD
Head of Faculty	HoD
Head of Physical Education / Health PRI Year 9–10 Maths	HoD

Head of Year 7 Department	HoD
HoD	HoD
HoD	HoD
HoD	HoD
HoD	HoD
HoD and Acting DP	HoD
HoD Accounting, Economics, Special Education, Careers Advisor	HoD
HoD Chemistry / HoD Science	HoD
HoD Croatian School	HoD
HoD Drama	HoD
HoD English	HoD
HoD English	HoD
HoD English	HoD
HoD English	HoD
HoD English (but two management units – gave one to someone else this year)	HoD
HOD English, Junior Curriculum Leader	HoD
HoD ESOL	HoD
HoD Geography	HoD
HoD Geography, School (Finances)	HoD
HoD International Languages, Dean for various levels over five years	HoD
HoD Languages	HoD
HoD Languages	HoD
HoD Maths, Aotea College	HoD
HoD Maths, Dean, Literacy Coordinator, AP (acting), Timetabler	HoD
HoD Outdoor Education	HoD
HoD PE	HoD
HoD PE, TIC Outdoor Education	HoD
HoD Physics, HoD Maths, HoD Computer/Maths, PRT Coordinator, House Leader	HoD
HoD SCI / Timetable / Day-to-day relief	HoD
HoD Science	HoD
HoD Science	HoD
HoD Science, Chair PD	HoD
HoD Science, PR 1 Junior Science, PR 2 Junior Science	HoD
HoD Senior Science, Housemaster for 70+ boarding teenage boys	HoD
HoD Science	HoD
HoD Social Sciences	HoD

HoD Social Sciences, Boarding Master	HoD
HoD Social Studies	HoD
HoD Social Studies	HoD
HoD Social Studies	HoD
HoD Special Needs	HoD
HoD Technology, HoD Learning Support	HoD
HoD Visual Arts	HoD
HoD, Faculty Leader, Senior Teacher	HoD
HoD, House/Year Pastoral Role	HoD
HoD, TIC Staff Development	HoD
HoF Arts, HoD Drama, Assistant HoD English	HoD
HoF Social Sciences	HoD
HoF Technology, Chair ICT Committee, Chair Personnel Committee, etc	HoD
Primary Sole Charge Principal, HoD Social Sciences	HoD
Sports Administrator/ HoD Physical Education	HoD
Academic Mentor, Literacy Leader	lead teacher
Facilitator SSS Hamilton Social Studies Contract	lead teacher
ICT Lead Teacher	lead teacher
ICT Lead Teacher	lead teacher
Literacy Leader	lead teacher
Mentoring Teachers, Higher Level Thinking Coordinator	lead teacher
House Leader	pastoral
House Leader (a Senior Dean position)	pastoral
Senior Housemaster	pastoral
Tutor, Head of House	pastoral
Assistant Principal	senior management
Assistant Principal	senior management
Assistant Principal (Staff Development and Public Relations)	senior management
Dean, HoD, Deputy, Principal	senior management
Dean, HoD, Member of Senior Management	senior management
Deputy Principal	senior management
Deputy Principal	senior management
Deputy Principal	senior management
Deputy Principal	senior management
Deputy Principal	senior management
Deputy Principal HoD Science	senior management
Head of School / Acting DP	senior management
Head Teacher Miramar Girls School, Acting HoD Learner Support	senior management

HOD, Syndicate Leader, DP, Principal	senior management
Principal (Primary rural)	senior management
Principal, Deputy Principal, Assistant Principal	senior management
Principal, Head Teacher Technology, Head Teacher ICT	senior management
Senior Dean, Acting Assistant Principal, Acting HoD	senior management
Senior Management Team, Head of the Intermediate School, Principal Primary 300 students	senior management
Senior Management, Dean	senior management
Senior Teacher/DP (Primary)	senior management
Timetabler, Dean, Deputy, Principal, Associate Principal	senior management
Cross-curriculum team / Year 11 Applied Maths Curriculum Leader	TIC
IC Trainee Teachers, IC Prof. Skill Staff Development	TIC
ICT Coordinator / TIC Graphics	TIC
Level Head / Syndicate Leader	TIC
Management Science	TIC
PR1 for Geography	TIC
Responsibility for Special Needs	TIC
Senior Teacher	TIC
Senior Teacher	TIC
Senior Teacher	TIC
Senior Teacher (Primary Service)	TIC
Syndicate Leader, Director of Religious Studies	TIC
TIC for Year 11 Geography and History	TIC
TIC Japanese	TIC
TIC Social Studies (Year 7–10)	TIC
Team Leader, School Councillor at intermediate level	TIC
TIC English	TIC
TIC Geography	TIC
Year 7–9 Technology	TIC

Appendix Four: Focus questions for SCT advisor interview

1. What have been the main activities/tasks you have undertaken to date?

2. Where do you feel you have been most needed or useful?

3. What would successful implementation look like to you?

4. What things have you seen surrounding the implementation of the pilot that you would describe as successful features or processes?

5. How are these contributing to the success of the pilot?

6. Is there any one thing you can think of that really contributes to a successful SCT program in a school?

7. What would you like to see changed about your role for 2007, if anything?

8. What would you like to see changed about the pilot for 2007, if anything?

9. Any other comments?

Appendix Five: Focus group questions for non-SCT schools

1. What were the reasons you chose not to participate?

2. Was there one key reason that overrode the others?

3. Are you likely to consider having an SCT in the future? Why? Why not?

4. If the Ministry was to change something about the SCT initiative that might prompt you to reconsider having one in your school either this year or next year, what would that be?

5. Considering the purpose of the SCT is to coach/mentor and support teacher colleagues, is this occurring in your school now and if so how? Or do you feel there is a need which is not really being met?

6. Do you have any other comments to make which might assist with the future planning for this initiative?

Appendix Six: Implementation surveys

<div style="border: 2px solid green; padding: 10px;">

Specialist Classroom Teacher: Implementation Survey

Name:

School:

When did you start as an SCT?

</div>

For multiple choice option questions please just circle the appropriate answer. For all other questions write your answer in the appropriate space as briefly as possible

Activities/Tasks/Your role

1. How many teachers, in total, have you worked with in some way in your role as SCT to date?

    a. As individuals   _____

    b. In groups   _____

2. How many more (if any) do you envisage working with by the end of 2007?

    a. As individuals   _____

    b. In groups   _____

3. Approximately what percentage of your SCT time has been spent with the following groups of teachers to date? (Please add up to 100%)

    a. Beginning teachers   _____

    b. "Struggling" teachers who need specific support/assistance with an issue   _____

    c. "Capable" teachers who wish to enhance/change their practice in some way   _____

    d. "Mixed" group(s) of teachers working together e.g. reading groups/workshops   _____

4. If you answered (d) to Question 3 what is the nature of that group(s). You may select more than one answer.

    a. Professional reading/discussion group

    b. Department or teachers from a particular professional area

    c. Teachers of a particular form level or core class

    d. Whole school workshops

    e. Other. Please explain_____

5. What percentage of your SCT time to date has been spent working within specific initiative(s) within the school e.g. literacy, ICTPD, numeracy?   _____

6. If you are involved with the delivery of other initiatives please name the initiatives and your role (e.g. teacher participant; lead teacher).

   _____

   _____

7. Approximately what percentage of your SCT time to date has been spent with teachers with the following levels of experience? (Please total to 100%)

   a. Teachers with less than 5 years of experience   _____

   b. Teachers with between 5 and 10 years of experience   _____

   c. Teachers with more than 10 years of experience   _____

8. Approximately what percentage of the teachers you have worked with to date: (Please total to 100%)

   a. Have self-referred (that is have approached you themselves for advice/ideas etc)?   _____

   b. Have you initiated the first contact with/approached in some way?   _____

   c. Have been referred to you by management as needing your assistance?   _____

   d. Other – please explain

      _____

      _____

9. Do you see any changes to the activities you are currently undertaking during the remainder of the year? (e.g. working on different initiatives or with different groups of teachers)

   a. Yes   No

10. If you answered 'yes' to Question 9, please explain those changes.

    _____

    _____

    _____

11. What strategies have you employed to initiate contact with staff/make them aware of your role e.g. classroom observations, departmental meetings, reading groups?

    _____

    _____

    _____

    Support systems/resources

12. Do you have access to a private office space that you can use for talking with teachers?

    a. Yes, I have my own office

    b. Yes, there is an office space available I can use when I need to

    c. No, there is no office space available for me to use at all

13. Is there a member of Senior Management that acts as a mentor/support person – someone you can discuss your work with confidentially?

   a. Yes   No

14. Do you have a specific budget you can use for buying resource material etc?

   a. Yes   No

15. Do you have a mentor/support person other than your regional SCT advisor or Senior Management?

   a. Yes   No

16. If you answered 'yes' to Question 15 who is this person? (You do not need to be specific – are they a teacher in your school, a friend outside school etc)

   _____

   _____

17. What other support systems/resources, if any, do you have at your disposal?

   a. None

   b. If you do have others please list what you have here:

   _____

   _____

   _____

   _____

Career pathways

18. Where do you see yourself in two years time in terms of your professional career and how long do you see yourself in that position for?

   _____

   _____

19. Where do you see yourself in five years time in terms of your professional career and how long do you see yourself in that position for?

   _____

   _____

20. What management roles have you had previously; including any you may have put on hold to become an SCT? Please list these in order from most recent to last if more than one.

   _____

   _____

   _____

21. How many management units do you currently have on hold as a result of becoming an SCT?

   a. None   c. Two   e. Other _____

   b. One   d. Three

22. What role(s) are these management units associated with?

_____

23. If you had to permanently give up that role or roles and the management units associated to remain an SCT would you do so?

   a.   Not applicable I do not have any management roles on hold

   b.   Definitely – would remain an SCT

   c.   Not sure – would need to think about it some more but likely to remain an SCT

   d.   Not sure – would need to think about it some more but likely to return to the management role

   e.   No – would return to management role

24. If you answered (b), (c) or (d) to Question 23 please explain your answer?

_____

_____

_____

25. Do you agree that SCTs should be focussed on that particular role rather than having other responsibilities such as management positions as well?

   a.   Yes   No

26. How long could you see yourself continuing as an SCT for if the role were permanent?

   a.   No idea at this stage

   b.   Finish at the end of 2006

   c.   Continue for one further year (2007)

   d.   Continue for two further years (2007,2008)

   e.   Continue for three further years (2007, 2008, 2009)

   f.   Indefinitely (more than three years)

27. What are the reasons for your answer to Question 26?

_____

_____

_____

28. If the role becomes permanent how long do you think an SCT should ideally hold it for?

   a.   One year

   b.   Two years

   c.   Three years

   d.   Indefinitely

29. What are the reasons for your answer to Question 28?

_____

_____

_____

Being an SCT

30. Why did you choose to become an SCT? (Give up to 3 reasons)

    a. _____

    b. _____

    c. _____

31. To what extent has the job met your expectations, to date, in terms of what you thought you would be doing?

    a. Not at all– it is very different to what I thought it would be

    b. Somewhat - there are differences but they are not great

    c. Reasonably well– there are only one or two differences but on the whole it is what I expected

    d. Very well– the job is almost exactly what I expected it to be – there have been no surprises

32. If you answered (a) or (b) to Question 31 please explain the differences.

_____

_____

_____

33. What criteria would you use to judge success in your role as an SCT for 2006? What outcomes would suggest you were achieving success? List the three main outcomes/criteria.

    a. _____

    b. _____

    c. _____

34. What is needed for you to be successful in your job (resources, support, professional development etc)? List the three most important things. Be as specific as possible.

    a. _____

    b. _____

    c. _____

35. What things make it difficult for you to do your job? List the three main barriers you perceive to success.

    a. _____

    b. _____

    c. _____

36. What things would you change about the SCT scheme if you could? List up to three things.

    a. _____

    b. _____

    c. _____

37. Is the title Specialist Classroom Teacher a good one for the job you do?

    a. Yes

    b. No

    c. No opinion/not sure

38. If you answered no to Question 37 what should it be?

    _____

39. What do you see as the three most important characteristics/qualities for being a successful SCT? (Consider experience, personal qualities etc)

    a. _____

    b. _____

    c. _____

40. Which of the above do you consider to be the most important? Why?

    _____

    _____

    _____

41. What gives an SCT 'authority' as a teacher leader? (What makes others willing to listen to them, to take their advice?)

    _____

    _____

    _____

42. Do you have any further comments you wish to make?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Name:

Position:

School:

For multiple choice option questions please just circle the appropriate answer. For all other questions write your answer in the appropriate space as briefly as possible

The SCT Role

1. What criteria, outcomes would you use to judge the success of the SCT pilot in your school? List up to three criteria/outcomes.

   a. _____

   b. _____

   c. _____

2. To what extent has your understanding of the SCT role changed since the appointment was made?

   a. Not at all– the role is very much what I expected it to be at the outset

   b. Slightly - there have been some shifts in my understanding but they are not great

   c. Moderately– there have been noticeable shifts in my understanding

   d. Extensively– there have been major shifts in my understanding which have completely altered my expectations as to what the SCT role is

3. If you answered (b), (c) or (d):

   a. Please describe what these shifts in understanding were.

   _____
   _____
   _____

   b. Please explain what has facilitated/caused the shifts.

   _____
   _____
   _____

4. How satisfied are you, to date, with the SCT initiative?

   a. not at all satisfied   c. reasonably satisfied

   b. slightly satisfied   d. very satisfied

5. Please explain your answer to Question 4.

   _____
   _____
   _____

6. What factors (other than personal qualities) are needed for the SCT to be successful in their job? List the three most important things – these could be support processes, professional development, resources etc – be specific.

   a. _____

   b. _____

   c. _____

7. What things make it difficult for the SCT to do their job? List what you perceive as the three main barriers to success.

   a. _____

   b. _____

   c. _____

8. What things would you change about the SCT career pathway initiative if you could? List up to three things?

   a. _____

   b. _____

   c. _____

9. With whom in the management and/or pastoral team(s) does the SCT liaise most closely in their work?
   _____

10. Is the title Specialist Classroom Teacher a good one for the job they do?

   a. Yes   No   No opinion

11. If you answered 'no' to Question 10 what would you suggest the role should be called?

   _____

   Appointment processes

12. How was the role of SCT advertised to the staff?

   _____

13. How many applicants did you have for the role? _____

14. Please outline your appointment processes i.e. what steps did you take?

   a. _____

   b. _____

   c. _____

   d. _____

15. What do you see as the three most important criteria for selecting an SCT? (Consider level of experience, personal qualities etc)

   a. _____

   b. _____

   c. _____

16. Which of these criteria do you see as most important, as the deciding factor and why?

   _____

   _____

   _____

17. To what extent did the person you appointed meet your selection criteria at the time of appointment?

    a   Not at all– they were not really suitable

    b   Somewhat– they had some of the qualities/characteristics to do an excellent job

    c   Reasonably– they had many of the qualities/characteristics needed to do an excellent job

    d   Very– they had most, if not all, of the qualities/characteristics needed to do the job

18. If you answered (a) or (b) to Question 17 what was the reason behind making the appointment (e.g. there was no one else, we could develop the necessary capacity within the role etc)?

    _____

    _____

19. To what extent do you believe your SCT has grown in the role?

    a   Not at all – there has been no real change in the characteristics/qualities they brought to the role at the time of appointment

    b   Somewhat – there have been some minor changes

    c   Reasonably – there have been noticeable changes

    d   Very – they have really grown into the role

20. If you answered (b), (c) or (d) to Question 19:

    a   Please outline the ways in which your SCT has grown into the role.

    _____

    _____

    b   What do you think has facilitated this growth?

    _____

    _____

    _____

21. What gives an SCT 'authority' as a teacher leader? (What makes others willing to listen to them, to take their advice, to discuss things with them?)

    _____

    _____

Career pathways

22. Do you see the SCT role as an alternative career pathway?

    a   Yes

    b   No

    c   Not sure

23. Please explain your answer to Question 22?

    a   If you answered (a) in what way is it alternative and/or a career pathway?

    _____

    _____

    _____

    _____

    b   If you answered (b) or (c) please explain why you feel that way.

    _____

    _____

    _____

    _____

24. Where do you see your current SCT being in two years in terms of their professional career?

    _____

    _____

25. Where do you see your current SCT being in five years in terms of their professional career?

    _____

    _____

26. Once the role becomes permanent how long do you think an SCT should ideally hold the role for before taking on another position

    a   One year

    b   Two years

    c   Three years

    d   Indefinitely

27. What are the reasons for your answer to Question 26?

    _____

    _____

28. If you have any other comments to make about the SCT pilot please feel free to do so.

    _____

    _____

    _____

    _____

    _____

    _____

Appendix Seven: Focus questions for case study

1. How does the SCT model work in your school? What has been happening? What does it look like?

2. What are the qualities/characteristics that make your SCT successful? That make SCTs in general successful? Give them credibility?

3. What impact has the SCT had in your school? On your practice? Can you rate it out of five?

4. Do you intend to make any changes for 2007 to the way the role has been implemented?

5. Should an SCT be able to retain management units? Other key roles? Why? Why not?

6. Is the SCT role a career pathway? For whom? Why? Why not?

7. How long should an SCT hold the role for? Why?

8. How do you feel about the role generally? Are there things you would change about the role? The pilot?

9. Can you see yourself continuing to use an SCT in the future? Using one yourself?

10. Would you want to be an SCT yourself?

Appendix Eight: Participant coding schedule

KOWHAI

KO1	PRT		KO5	Middle Management
KO2	Senior Management		KO6	Middle Management
KO3	Senior Management		KO7	SCT
KO4	PRT			

RIMU

RI1	SCT

PAHAUTEA

PA1	Teacher		PA4	SCT
PA2	Focus Group (2 PRTs, 1 Teacher)		PA5	Senior Management
			PA6	Middle Management
PA3	Senior Management			

MIRO

MI1	SCT		MI4	PRT
MI2	Senior Management		MI5	PRT
MI3	Senior Management		MI6	Middle Management

PUKA

PU1	Senior Management		PU4	Teacher
PU2	SCT		PU5	Teacher
PU3	Teacher			

RATA

RA1	SCT		RA3	Focus Group (2 PRTs)
RA2	Senior Management		RA4	PR

TITOKI

TI1	SCT		TI2	Senior Management

TI3	Senior Management		TI6	Teacher
TI4	PRT		TI7	Teacher
TI5	Teacher		TI8	Middle Management

POKAKA

PO1	PRT		PO4	SCT
PO2	PRT		PO5	PRT
PO3	PRT		PO6	Senior Management

AKEAKE

AK1	SCT		AK5	Senior Management
AK2	Focus Group (3 Teachers)		AK6	Middle Management
AK3	Senior Management		AK7	Focus Group (2 PRTs)
AK4	Focus Group (2 PRTs)			

KARAKA

KA1	Senior Management		KA4	Middle Management
KA2	SCT		KA5	PRT
KA3	Senior Management			

MATAI

MA1	PRT		MA4	PRT
MA2	SCT		MA5	PRT
MA3	Senior Management			

TORU

TO1	SCT		TO5	PRT
TO2	Senior Management		TO6	Senior Management
TO3	Teacher		TO7	Senior Management
TO4	PRT		TO8	Teacher

Appendix Nine: Impact surveys

Senior Management

Please use this scale when completing questions 1 - 8

a = not applicable, b = not sure.

1 = very limited impact, 2 = limited impact, 3 = moderate impact, 4 = large impact,

*Please use **not applicable** if this is not an area your SCT has worked in.*

*Please use **not sure** if due to confidentiality or other reasons you do not feel you have enough information to answer this accurately.*

Please read these questions carefully and note the words in bold as there are distinct differences for each question.

1. Please indicate the impact you believe your SCT has had working with **individual** teachers from the following categories on their **classroom management** (lesson structure, strategies for ensuring students on task, clear behavioural guidelines and expectations, orderly and safe environment for learning etc).

   a. Beginning teachers

   b. 'Capable' teachers

   c. 'Struggling' teachers

2. Please indicate the impact you believe your SCT has had working with **individual** teachers from the following categories on their **professional preparation work** (creating resources, planning lessons and units of work, organization of materials, sourcing ideas and resources, managing paperwork etc).

   a. Beginning teachers

   b. 'Capable' teachers

   c. 'Struggling' teachers

3. Please indicate the impact you believe your SCT has had working with **individual** teachers from the following categories on their **pedagogical practice** (developing and enhancing the delivery of curriculum in their classroom e.g. co-operative learning techniques, integrating ICT, differentiated learning etc)

   a. Beginning teachers

   b. 'Capable' teachers

   c. 'Struggling' teachers

4. Please indicate the impact you believe your SCT has had working with **groups** of teachers in the following ways:

   a. School-wide programmes of professional development and learning (those that have been initiated within your school as part of a professional development focus e.g. to introduce differentiated learning)

b. The implementation of an externally developed initiative within the school which has external support (e.g. AtoL, RAFA, numeracy, ICTPD, Te Kotahitanga etc)

c. The professional development and learning of groups of teachers specifically initiated as part of the SCT pilot implementation in your school (e.g. professional reading groups, learning circles)

d. The classroom practice of specific groups of teachers (e.g. one department, teachers of a specific class)

5. Please name any other areas or groups your SCT has worked in or with (if any) and indicate the level of impact.

   a. no other areas

   b. area 1

   c. area 2

   d. area 3

6. Please indicate the level of impact you believe the role has had on the personal growth and development of your SCT in the following areas:

   a. Their interpersonal skills (i.e. ability to work with and relate to others)

   b. Their professional knowledge, expertise and skill

   c. Their confidence and self esteem

   d. Their ability to lead others

7. Please indicate the breadth of impact the SCT has had in your school. That is how widely have they worked either through working with a lot of different teachers or through covering a range of activities with only limited time spent on each.

8. Please indicate the depth of impact the SCT has had in your school. That is how deeply have they focussed on either a few teachers or a few areas to ensure substantial time has spent working on areas of activity

   Please indicate which of the following evidence sources you have based your responses to questions 1 – 8 on. Choose yes or no for each of the sources listed.

   a. Improvements or shifts in student achievement data

   b. Improvements or shifts in student portfolios

   c. Improvements or shifts in work completed by students

   d. Improvements in class and/or individual behaviour records

   e. Greater numbers of students participating in learning e.g. lower absentee records

   f. Formal classroom observations of teacher practices showing improvements/shifts in practice

   g. Appraisal documentation showing improved practice

   h. Written reports from the SCT to the Board and/or Senior Management

   i. Responses to questionnaires issued to the staff by the SCT

   j. Formal or informal feedback to management about the SCT from the staff (Not initiated by the SCT)

   k. Personal, informal observation showing improvements/shifts in teacher practice

   l. Anecdotal evidence from informal discussions with students

   m. Anecdotal evidence from informal discussion with teachers

   n. Teachers engaged in talk about teaching more regularly in staff room

Specialist Classroom Teachers

Please use this scale when completing questions 1 – 8.

a = not applicable,

1= very limited impact, 2 = limited impact, 3 = moderate impact, 4 = large impact,

*Please use **not applicable** if this is not an area you have worked in.*

Please read these questions carefully and note the words in bold as there are distinct differences for each question.

1. Please indicate the impact you believe you have had working with **individual** teachers from the following categories on their **classroom management** (student behaviour etc).
   a. Beginning teachers
   b. 'Capable' teachers
   c. 'Struggling' teachers

2. Please indicate the impact you believe you have had working with **individual** teachers from the following categories on their **professional work** (creating resources, planning, organization etc).
   a. Beginning teachers
   b. 'Capable' teachers
   c. 'Struggling' teachers

3. Please indicate the impact you believe you have had working with **individual** teachers from the following categories on their **pedagogical practice** (developing a range of teaching and learning methods – cooperative learning, group work etc, integrating ICT etc.)
   a. Beginning teachers
   b. 'Capable' teachers
   c. 'Struggling' teachers

4. Please indicate the impact you believe you have had working with **groups** of teachers in the following ways:
   a. School-wide programmes of professional development and learning (not related to a specific external initiative)
   b. The professional development and learning of groups of teachers (e.g. professional reading groups, reflective practice groups)
   c. The classroom practice of specific groups of teachers (e.g. one department, teachers of a specific class)
   d. The implementation of a specific initiative within the school (e.g. RAFA, numeracy, ICTPD, Te Kotahitanga etc)

5. Please name any other areas or groups of teachers you have worked in or with (if any) and indicate the level of impact.

    a. no other areas

    b. area 1

    c. area 2

    d. area 3

6. Please indicate the level of impact you believe having this position has had on you personally in the following areas:

    a. Your interpersonal skills (i.e. ability to work with and relate to others)

    b. Your professional knowledge, expertise and skill

    c. Your confidence and self esteem

    d. Your ability to lead others as a professional leader

7. Please indicate the breadth of impact the SCT has had in your school. That is how widely have they worked either through working with a lot of different teachers or through covering a range of activities with only limited time spent on each.

8. Please indicate the depth of impact the SCT has had in your school. That is how deeply have they focussed on either a few teachers or a few areas to ensure substantial time has spent working on areas of activity

Please indicate which of the following evidence sources you have based your responses to questions 1 – 8 on. Choose yes or no for each of the sources listed.

a. Improvements or shifts in student achievement data

b. Improvements or shifts in student portfolios

c. Improvements or shifts in work completed by students

d. Improvements in class and/or individual behaviour records

e. Greater numbers of students participating in learning e.g. lower absentee records

f. Formal classroom observations of teacher practices showing improvements/shifts in practice

g. Appraisal documentation showing improved practice

h. Written reports from the SCT to the Board and/or Senior Management

i. Responses to questionnaires issued to the staff by the SCT

j. Formal or informal feedback to management about the SCT from the staff (Not initiated by the SCT)

k. Personal, informal observation showing improvements/shifts in teacher practice

l. Anecdotal evidence from informal discussions with students

m. Anecdotal evidence from informal discussion with teachers

n. Teachers engaged in talk about teaching more regularly in staff room

Teachers the SCT has worked with

Please use this scale when completing these questions.

a = not applicable,

1= very limited impact, 2 = limited impact, 3 = moderate impact, 4 = large impact

*Please use **not applicable** if this is not an area you have worked with the SCT in.*

1. To what extent do you believe the SCT has impacted on your teaching overall?

2. What impact has working with/contact with the SCT had on you in the following areas?

    a. Classroom/behaviour management

    b. Resource development

    c. Organisation and planning

    d. Practical implementation of new ideas for teaching and learning e.g. cooperative learning, group work, individual learning plans

    e. Professional knowledge and expertise

    f. Personal concerns

    g. Self-confidence/esteem as a teacher

3. What impact has the SCT had on you through the following activities?

    a. Working with you individually in a series of structured activities (e.g. organised meetings and discussions on a semi-regular/regular basis).

    b. Working with you individually on a casual basis (e.g. 'chats' in the staff room).

    c. Working with you individually on a one-off basis (e.g. visiting your class just once for a specific purpose).

    d. Working with you as part of a professional learning group (e.g. professional reading).

    e. Observing you teach and providing feedback (more than once).

    f. Putting you in contact with other teachers to work with (e.g. someone to observe, to talk to about a class etc).

    g. Providing you with professional reading and/or resource material.

    h. Through the facilitation of whole school professional development and learning.

    i. As part of the facilitation team for an initiative such as RAFA, ICTPD, AtoL, Te Kotahitanga, numeracy etc.

    Please indicate which of the following evidence sources you have based your responses to questions 1 – 3 on. Choose yes or no for each of the sources listed.

    a. Improvements or shifts in student achievement data

    b. Improvements or shifts in student portfolios

    c. Improvements or shifts in work completed by students

    d. Improvements in class and/or individual behaviour records

    e. Greater numbers of students participating in learning e.g. lower absentee records

    f. Personal observations of students working in your class

    g. Personal impressions of shifts/improvements in your own teaching practice

    h. Comments arising from formal observations of your class by others

    i. Comments from the SCT after working with you