Developing tomorrow's school leaders: The Western Australian Catholic education Aspiring Principals Program

Shane A. Glasson

University of Notre Dame Australia

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Appendix A
The Aspiring Principals Program

1. Introduction

The Aspiring Principals Program (the program) is a two-year principal preparation program convened by the Catholic Education Office of Western Australia (CEOWA) for selected assistant principals and deputy principals from Western Australian Catholic schools aspiring to principalship. Participation in the program is fully funded by the Catholic Education Commission of Western Australia (CECWA) School Personnel Committee. Program commitment involves 23 days of face-to-face professional learning, 14 days in year one and nine days in year two. Aspirants are also required to complete tasks and activities in both the workplace and at home (Catholic Education Office of Western Australia, 2014e).

2. Purpose

The purpose of the program is to create a pool of aspirants with the knowledge, skills and networks required to rapidly adjust to the rigours of the role post-appointment and survive the early, turbulent years of principalship (Catholic Education Office of Western Australia, 2014e). The program attempts to achieve this aim in four ways. Firstly, the program strives to provide aspirants with a thorough understanding of Catholic principalship role components and the capabilities required for effective performance. Important in the development of these understandings is the use of a 360-degree psychometric tool to identify aspirant leadership capabilities. Equipped with data provided by the tool, aspirants work with a trained coach to form capability improvement goals. To achieve these goals, strategies are developed within coaching sessions and enacted through the role of the aspirant before being evaluated and refined. Secondly, the program guides aspirants through a process to develop a leadership vision statement. Amongst other outcomes, the development process challenges aspirants to identify their leadership values and clarify their attraction to principalship. Thirdly, program activities provoke aspirant reflection with regard to principalship disincentives before exploring mitigation strategies. Fourthly, the program attempts to enhance aspirant self-efficacy to commence principalship by, amongst other measures, providing opportunities to develop support networks. These networks comprise aspirant principals, program
3. Selection Process

In any given year, approximately 10 aspirants, eight primary school assistant principals and two secondary school deputy principals, are selected to participate in the program. The size and nature of the cohort, however, is determined by the anticipated number of beginning principals required to replace their experienced colleagues as they leave the system through transition to retirement or attrition. Nonetheless, completion of the program does not guarantee aspirants appointment to principalship nor is it a prerequisite for the role (Catholic Education Office of Western Australia, 2014e).

Program entry is comprised of a three-stage process. The first stage involves submission of a written application. The application requires candidates to provide demographic data and respond to a series of questions. Specifically, candidates are asked to reflect on and describe their reasons for seeking principalship, their leadership style and leadership experiences with regard to the four domains of the Leadership Framework: Catholic identity; stewardship; education; and community. When addressing this part of the application, candidates are required to state their understanding of each domain, provide examples of initiatives led and subsequent outcomes. The second stage is a written endorsement of responses by candidate principals. The third stage involves a selection panel, comprised of a CEOWA representative, a primary school principal, a secondary school principal and a parish priest, reviewing applications and shortlisting candidates for an hour-long interview. When preparing for interviews, panellists conduct thorough checks of both listed and non-listed referees including candidate parish priests and current and former principals (Catholic Education Office of Western Australia, 2014e).

4. Program Facilitation, CEOWA Personnel and Practicing Principals

The majority of facilitators for modules within the theoretical programs associated with both years of the program are CEOWA support staff with specialist knowledge pertinent to principalship. Support staff include human resource,
industrial relations, finance and capital development (building and facilities construction) consultants. Other program facilitators are current and ex-Catholic school principals. Facilitators are trained using David Kolb’s theory of experiential learning. Kolb’s theory is called experiential learning because it emphasises the role that experience plays in the learning process (Kolb, Boyatzis, & Mainemelis, 2001). Facilitators are trained in the four broad adult learning styles described by Kolb: concrete experience; reflective observation; abstract conceptualization; and active experimentation (Catholic Education Office of Western Australia, 2014e; Kolb et al., 2001). Kolb asserts that the process of learning represents a cycle whereby a learner first experiences immediate or concrete experiences before reflecting upon their learning. Reflections are then absorbed and translated by the learner before being actively tested and/or experimented with (Kolb et al., 2001). This cyclical process enables the learner to create both new learning and experiences (Kolb et al., 2001).

For example, within program modules a facilitator may introduce new theory as a lecture (abstract conceptualisation) before reinforcing concepts through the use of images or video footage (concrete experience). Participants are then asked to engage in individual reflection on the theory using a series of questions (reflective observation) before discussing their perspectives with colleagues in small groups (active experimentation). Small group responses are then probed by the facilitator during a whole group feedback and discussion session (active experimentation) (Catholic Education Office of Western Australia, 2014e).

For both years associated with the program, each day of the theoretical program begins with aspirant reflection regarding changes in their leadership perspective and/or practice as a result of participation in previous modules. Post-reflection, aspirants are encouraged to share their thoughts with a colleague before the facilitator gathers the thoughts of small groups in a whole-group feedback session. The reflection process is intended to provide aspirants with an opportunity to critically reflect upon their learning and build collegial relationships with fellow aspirants (Catholic Education Office of Western Australia, 2014e).

Likewise, every day of the theoretical program associated with both years of the program concludes with a 30-minute ‘Inside Leadership’ session. During these sessions, the program convenor uses the topic of the day and a series of pre-prepared questions to explore the leadership perspectives and experiences of a practicing
Catholic school principal. A variety of principals are invited to participate in ‘Inside Leadership’ sessions: male and female; novices through to significantly experienced; principals with country, remote and metropolitan school experience; and those from co-education and single-gender schools. ‘Inside Leadership’ sessions are intended to provide aspirants with an opportunity to reflect on theory introduced during the module in the light of the experiences and wisdom of the guest principal. Moreover, interaction between guest principal and aspirants is designed to build collegial support networks. When designing ‘Inside Leadership’ sessions, guest principals are encouraged by the program convenor to use personal stories, anecdotes and metaphors when discussing learning associated with principalship successes and challenges (Catholic Education Office of Western Australia, 2014e).

5. The Aspiring Principals Program Year One: Theoretical Underpinnings

The program’s first year is predominantly based on a constructive transactional model of leadership as it applies to Western Australian Catholic principalship. However, transformational leadership theory, described in section 6 (The Aspiring Principals Program Year Two: Theoretical Underpinnings), is also introduced during the latter part of the program’s first year. The constructive transactional model of leadership is used to frame an in-depth study of the managerial aspects of the role and the capabilities for effective performance as expressed through the domains and capabilities of the Leadership Framework (Catholic Education Office of Western Australia, 2014e).

Constructive transactional leadership applies primarily to managerial situations and is relational in that it involves an exchange process between the leader and staff (Burns, 1978). In the context of this relationship, the leader invites staff to complete duties and tasks in exchange immediate, tangible rewards (Avolio, 2010; Burns, 1978; Lowe et al., 2013; Walumbwa & Wernsing, 2013). In Catholic schools, the first stage of constructive transactional leadership occurs at appointment when a staff member signs an employment contract in exchange for salary and other benefits. In return, the staff member becomes accountable to the principal for the professional execution of the role they are employed to perform (Catholic Education Office of Western Australia, 2012a, 2012b).
When recruiting staff, the principal as constructive transactional leader is required to adhere to policy statements and procedures generated by the governing system. When inducting new staff, the principal is expected to assist recruits to understand their roles, performance expectations, rewards for exceptional performance and penalties for under achievement (Catholic Education Office of Western Australia, 2012a, 2012b). When supervising staff, the principal clarifies expectations of staff, works collaboratively to set appropriate goals, consults with staff as they perform their roles, suggests strategies for improvement, provides feedback, praise and recognition when warranted and exchanges rewards for accomplishments (Avolio, 2010; Lowe et al., 2013; Marzano et al., 2005). Managing in this way, the principal is likely to inspire staff achievement of goals, the result of their direct involvement in the management process (Avolio, 2010; Bass, 1990; Lowe et al., 2013).

Some researchers consider transactional leadership to be an out-dated model for contemporary organisations (Bass, 1990; Silins, 1994). However, research into the needs of beginning principals in the Western Australia Catholic education system concludes that part of the aspirant formation process should focus on the transactional aspects of leadership if schools are to function in an orderly manner (Sayce & Lavery, 2010). Specifically, because Western Australian Catholic schools are required to adhere to CECWA policy statements and procedures, designed by standing committees to meet legislative requirements, principals are required, at times, to lead in this way (Sayce & Lavery, 2010).

5.1 Year One: Structure and components.

The program’s first year, illustrated in Figure 1, is comprised of six components. These components are 360-degree leadership profiling and coaching; a theoretical program; development of a leadership vision statement; leader-to-leader activities; school board, finance and capital development sub-committee participation; and journaling. The commitment for this year of the program is 14 days of face-to-face professional learning. Aspirants are also required to participate in workplace-based activities and complete tasks at home (Catholic Education Office of Western Australia, 2014e).
Component one, 360-degree leadership capability profiling and coaching, commences immediately upon aspirant acceptance into the program. The tool used to generate aspirant 360-degree data is known as the Life Styles Inventory (LSI). The LSI is administered by Human Synergistics, a New Zealand-based consulting firm that focuses on culture change through leadership development. The LSI is based on the research findings of seven noted psychologists: Karen Horney; Clay Lafferty; Abraham Maslow; David McClelland; David McGregor; Carl Rogers; and Harry Stack-Sullivan. Since 1990, the LSI been used by over 1,000,000 leaders from 240,000 organisations to identify and improve leadership capabilities (Human Synergistics, 2014).

To formulate the LSI, each aspirant is asked to respond to 240 online, multiple-choice questions regarding their leadership style and behaviours. Aspirants are also invited to select eight data sources (one senior to them, three at the same level and
four subordinate) willing to provide perspectives on their leadership style and behaviours by responding to the same 240 questions. Questionnaire results are presented visually using two circular diagrams called ‘circumplexes’ (Human Synergistics, 2014). An example of aspirant self and data set ‘circumplexes’ is provided in Figure 2. Viewing ‘circumplexes’ side-by-side provides aspirants with an easy-to-interpret, visual representation of their leadership behaviours and style as perceived by themselves and others.

![Self-Rating and Rating by Data Sources](image)

*Figure 2: The LSI ‘circumplexes’ (Human Synergistics, 2014)*

The leadership capabilities presented at 11 o’clock (ability to set realistic goals and achieve them), 12 o’clock (self-actualising capacity), one o’clock (humanistic and encouraging behaviours) and two o’clock (affiliative behaviours) are collectively termed ‘constructive styles’ and represent self-enhancing thinking and behaviours. These thoughts and behaviours indicate an aspirant’s proficiency at setting and accomplishing tasks and his or her level of satisfaction, ability to develop healthy relationships and work effectively with others (Human Synergistics, 2014). The leadership capabilities presented at three o’clock (approval seeking behaviours), four o’clock (conventional practices), five o’clock (dependent relationships) and six o’clock (avoidance behaviours) are collectively termed ‘passive/defensive styles’ and represent self-protecting thinking and behaviours. These thoughts and behaviours
indicate an aspirant’s tendency to meet their need for security when interacting with people (Human Synergistics, 2014). The leadership capabilities presented at seven o’clock (oppositional tendencies), eight o’clock (power-based behaviours), nine o’clock (competitive dispositions) and 10 o’clock (perfectionistic tendencies) are collectively termed ‘aggressive/defensive styles’ and represent self-promoting thinking and behaviours. These thoughts and behaviours are used by an aspirant to maintain status and position and fulfil security needs through completion of task-related activities (Human Synergistics, 2014).

The LSI informs aspirants of their predominant leadership style and indicates leadership capability strengths and weaknesses prior to commencement of the program. Generally, leadership capabilities indicated by blue shading (constructive) above the norm are considered strengths whilst those indicating excessive red (aggressive/defensive) and green (passive/defensive) are considered weakness (Human Synergistics, 2014). Prior to the start of the program’s first year, an external consultant and trained coach meets with each aspirant to interpret personal profile data before introducing the cumulative perspective of their data sources and comparing and contrasting the results. Because of the sensitive and potentially confronting nature of the process and results, aspirants are asked not to share their profile with program colleagues (Catholic Education Office of Western Australia, 2014e).

Aspirants then enter into a confidential relationship with a trained coach, a practicing Catholic school principal, for the duration of the program and participate in a total of 11, hour-long coaching sessions. Within coaching sessions, aspirants work with their coach to formulate ISMART goals (Inspirational, Specific, Measurable, Achievable, Results-driven and Time bound). Coaching goals aim to amplify constructive and minimise passive and aggressive-defensive leadership capabilities identified through the LSI (Catholic Education Office of Western Australia, 2014e). Once goals are identified, coaches use the GROWTH model of coaching (Goals, Reality, Options, Will, Tactics and Habits) to assist aspirants to identify and implement strategies in their workplaces to achieve stated goals (GROWTH Coaching International, 2009). During the program’s first year, aspirants work with their coach through five, face-to-face coaching sessions spread throughout
the year with telephone and email support provided between sessions (Catholic Education Office of Western Australia, 2014e).

Component two is a nine-module, 14-day, face-to-face theoretical program facilitated over a 12-month timeframe. The program is informed by the Mandate of the Catholic Education Commission of Western Australia 2009-2015 with content and activities based on the four domains of the Leadership Framework; the Quality Catholic Schooling (QCS) Framework and school improvement tool; CECWA policy statements and procedures; and the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standard for Principals (The AITSL Standard) (Catholic Education Office of Western Australia, 2014e).

Following a full day orientation module that presents an overview of the program, aspirants participate in two full day modules based on the Leadership Framework domain of Catholic identity. These modules, ‘Catholic identity’ and ‘the Bishops’ mandate’, are designed to familiarise aspirants with the role of the principal as the faith leader of a Catholic school community. Aspirants study the Mandate of the Catholic Education Commission of Western Australia 2009-2015 and develop an appreciation of the vision of the Bishops’ Conference for the system (Catholic Education Office of Western Australia, 2014e). Aspirants also learn about three principalship role dimensions. Firstly, aspirants study the role of the principal as evangeliser of staff, students, their parents and carers and members of the broader school community. Secondly, aspirants examine the requirement of the principal to develop their school as a faith community by, amongst other measures, reflecting the example of Jesus in their attitudes, policies and practices. Thirdly, aspirants explore the importance of fostering dynamic relationships between the school, local parish and diocesan Church (Archdiocese of Canberra and Goulburn, 2009; Catholic Education Commission of Victoria, 2013; Catholic Education Commission of Western Australia, 2008b, 2009; Catholic Education Office Sydney, 2010). Within both modules, reference is made to the QCS components of ‘Vision and mission’, ‘Evangelisation’, ‘Catholic life and culture’ and ‘Social justice and action’ (Catholic Education Office of Western Australia, 2009) and relevant CECWA policy statements and procedures.
Modules four and five focus on the Leadership Framework domain of stewardship. According to the Leadership Framework, stewardship refers to the responsibility of the Catholic school principal to ‘look after things’ in four ways. Firstly, the principal is expected to model and promote care for the natural environmental resources at their school and in the broader community (Catholic Education Commission of Victoria, 2013; Catholic Education Commission of Western Australia, 2008b; Catholic Education Office Sydney, 2010). Secondly, the principal is expected to recruit, develop and appraise staff using transparent processes and cater for the wellbeing of both staff and members of the school community (Australian Institute for Teaching and School Leadership, 2011; Catholic Education Commission of Victoria, 2013; Catholic Education Commission of Western Australia, 2008b; Catholic Education Office Sydney, 2010). Thirdly, the principal is expected to draft, administer and monitor the school budget whilst developing and maintaining school facilities in line with both financial considerations and student needs (Australian Institute for Teaching and School Leadership, 2011; Catholic Education Commission of Western Australia, 2008b; The Ontario Institute for Education Leadership, 2013). Fourthly, the principal is expected to monitor, review and report to Church, government and other authorities to ensure compliance and maintain accountability (Catholic Education Commission of Western Australia, 2008b, 2009).

Module four, ‘Stewardship: Understanding system structure and policies’, consists of two full days of professional learning based on the governance structure of the Western Australian Catholic education system. Specifically, the module facilitator guides aspirant understanding of the composition and role of the Bishops’ Conference, the CECWA and the six CECWA Standing Committees and the CEOWA (Catholic Education Commission of Western Australia, 2009). An important part of this module is the study of selected CECWA policy statements and procedures using case studies and input from current and former principals (Catholic Education Office of Western Australia, 2014e). Within the module, reference is made to the QCS component of ‘Accountability and compliance’ (Catholic Education Office of Western Australia, 2009) and the AITSL professional practice, ‘Leading the management of the school’ (Australian Institute for Teaching and School Leadership, 2011).
In modules five, ‘Stewardship: School finances and capital development planning’ and six, ‘Stewardship: Schools and the law’, aspirants continue exploring the Leadership Framework domain of stewardship. In module four, aspirants experience a full day of professional learning based on school finances and capital development procedures. Within this module, there exists a specific focus on the QCS component of ‘Finances and facilities’ (Catholic Education Office of Western Australia, 2009) and the AITSL professional practice, ‘Leading the management of the school’ (Australian Institute for Teaching and School Leadership, 2011). In module six, aspirants spend a full day examining the human resource, industrial relations and legal dimensions of school operations. Content and activities within this module are based on the QCS component, ‘Staff wellbeing’ (Catholic Education Office of Western Australia, 2009), relevant CECWA policy statements and procedures and the AITSL professional practices, ‘Leading the management of the school’ and ‘Developing self and others’ (Australian Institute for Teaching and School Leadership, 2011).

Module seven is a full day of professional learning based on the Leadership Framework domain of education. This module examines educational leadership as it is defined through selected QCS components from ‘Student learning’ and ‘Student support’ (Catholic Education Office of Western Australia, 2009). Module content and activities are also based on relevant CECWA policy statements and procedures and the AITSL professional practice, ‘Leading teaching and learning’ (Australian Institute for Teaching and School Leadership, 2011). Specifically, aspirants are informed that principals are expected to engender a culture of enquiry amongst staff and students whilst modelling a personal love of learning. This responsibility includes the promotion of professional learning communities amongst teachers, the purpose of which is improvement of teacher knowledge and practice and enhancement of student educational outcomes (Catholic Education Commission of Western Australia, 2008b, 2009; Dinham et al., 2011; Dinham et al., 2013; DuFour, 2002). Aspirants are also informed that the principal, as educational leader, is required to encourage teachers to integrate Catholic values, where possible, through all curriculum areas (Catholic Education Commission of Western Australia, 2008b, 2009; Convey, 2012; Krebbs, 2000).
Module eight is a full day of professional learning based on the Leadership Framework domain of community. This topic is presented through three lenses: the QCS components of ‘Engagement with families’; ‘Engagement with parish and Church’; and ‘Wider partnerships’ (Catholic Education Office of Western Australia, 2009). Aspirants review these components alongside relevant CECWA policy statements and procedures and the AITSL professional practice, ‘Developing and working with the community’ (Australian Institute for Teaching and School Leadership, 2011). Throughout this module, aspirants develop an understanding that, as principals, they will be expected to develop, promote and sustain the Catholic life of the school community. This role dimension comprises four aspects. Firstly, principals are expected to develop and model constructive and respectful relationships with all members of the school community. Secondly, principals are required to foster safe and inclusive learning environments for students. Thirdly, principals are expected to embed and promote the Gospel values of the common good, subsidiarity, solidarity and participation into policies and practices. Finally, principals are expected to develop structures based on service, collaborative decision-making, participation and cooperation (Catholic Education Commission of Victoria, 2013; Catholic Education Commission of Western Australia, 2008b, 2009; Catholic Education Office Sydney, 2010).

After exploring the four domains of the Leadership Framework, aspirants engage with module nine. This module is comprised of five, full days of professional learning based on the topic of ‘conflict resolution’, one area of consternation for beginning principals (Sayce & Lavery, 2010). Day one focuses on conflict resolution theory. Day two explores practical strategies, including mediation processes that may be applied when working constructively with challenging staff and parents. Days three through five examine strategies that may be applied when working with challenging students. A case study approach and interactive activities are used throughout these days (Catholic Education Office of Western Australia, 2014e).

Component three focuses on the development of aspirant leadership vision statements. This process is longitudinal in that it commences during module four, ‘Stewardship: Understanding system structure and policies’, and continues for the remainder of the program (Catholic Education Office of Western Australia, 2014e). The process uses a series of 10 questions based on the work of Daresh (2002) to
guide aspirant reflection with regard to their perspectives on a range of principalship dimensions. These dimensions include the role of the principal as faith leader, steward, educational leader and community builder. The process also guides aspirant reflection with regard to their non-negotiable values (Daresh, 2002). Development of leadership vision statements has two goals: assisting aspirants to clarify their leadership values; and define their attraction to Catholic principalship (Catholic Education Office of Western Australia, 2014e; Daresh, 2002). It is envisaged that knowledge of self will assist aspirants to gain and maintain a solid footing during the early years of principalship that, in all likelihood, will be turbulent (Catholic Education Office of Western Australia, 2014e; Daresh, 2002; Sayce & Lavery, 2010; Wildy & Clarke, 2008).

Component four, leader-to-leader interviewing, requires aspirants to participate in three, between-module activities. The activities are scheduled during Terms one (February to April), two (May to July) and three (August to October). Each activity requires aspirants to reflect on a topic pertinent to Catholic principalship before engaging in discussion with their principal and a guest principal allocated to them for the task. For these activities, beginning and experienced principals are selected as guests because of their excellent reviews and willingness to guide and support aspirants. Post-discussion, each aspirant is required to post an initial comment regarding their learning on the program’s online platform before responding to comments posted by fellow aspirants. Forum one requires aspirants to reflect on their understanding of Catholic principalship role components and the capabilities required for effective performance. Forum two requires aspirants to identify and consider the factors that enhance their interest in principalship. Forum three requires aspirants to identify and consider the factors that diminish their interest in principalship (Catholic Education Office of Western Australia, 2014e).

This program component has a three-fold purpose. Firstly, these activities aim to develop a professional learning community through which aspirants are able to weigh their principalship intentions and better understand the components, required capabilities, positives and disincentives associated with the Catholic principalship. Secondly, discussion, reflection and online collaboration aim to strengthen aspirant critical thinking skills and build a collegial network with like-minded peers. Finally, it is envisaged that these activities will allow aspirants to build a professional support
network with practicing principals. Network members represent a potential source of advice and support for aspirants as they navigate their novice principalship years, a time that may be characterised a sense of loneliness and dislocation from both previous and new peers (Catholic Education Office of Western Australia, 2014e; Sayce & Lavery, 2010; Wildy & Clarke, 2008; Wildy et al., 2007).

Component five is designed to augment the constructive transactional leadership capabilities of aspirants by developing them as stewards of school finances and facilities. Upon admission to the program, the Executive Director, Catholic Education in Western Australia writes to each aspirant’s principal and school board Chair to direct aspirant inclusion on the school board as an observer for the duration of the program. In addition to school board observation, aspirants also participate as an active member on their school finance and capital development sub-committees. This program component is intended to provide aspirants with contextual, real-world experience of the complex, transactional aspects of the Leadership Framework domain of stewardship. These aspects include understanding the school board constitution, working collaboratively with board personnel and developing knowledge with regard to school financial management and capital development planning (Catholic Education Office of Western Australia, 2014e).

Component six requires aspirants to submit a 2,500-word journal at the conclusion of the program’s first year (December). The journal provides aspirants with an opportunity to reflect upon their experience of program modules, activities and perspectives regarding Catholic principalship. Aspirants are encouraged by the program convenor to portray their perceptions using a combination of narrative text, images, photographs or other forms of expression. Additionally, aspirants are required to respond to the following questions:

1. What are the role components of Catholic principalship and the capabilities required for effective performance? What features of the program or other factors have influenced your perspectives?

2. What are the attractive aspects of Catholic principalship? What features of the program or other factors have influenced your perspectives?
3. What are the unattractive aspects of Catholic principalship? What features of the program or other factors have influenced your perspectives?

4. Rate your belief in ability to commence Catholic principalship (low, medium or high). Why did you select this rating? What features of the program or other factors have influenced your perspectives? (Catholic Education Office of Western Australia, 2014e).

6. The Aspiring Principals Program Year Two: Theoretical Underpinnings

The program’s second year aims to enhance aspirant understanding of their leadership style, behaviours and capability to lead others using two theoretical models: transformational and transcendental leadership. The Catholic principal uses transformational leadership capabilities when attempting to transform or inspire staff to move from a mindset of egocentricity to one that considers the needs of colleagues and achievement of shared vision (Avolio & Yammarino, 2013; Bass, 1990; Burns, 1978; Lowe et al., 2013; Walumbwa & Wernsing, 2013). Although all transformational leaders are different, they generally achieve this shift using a combination of four strategies. These strategies are individual consideration; intellectual stimulation; inspirational motivation; and idealised influence (Avolio & Yammarino, 2013; Bass, 1990; Lowe et al., 2013).

Individual consideration refers to the willingness and capacity of a leader to mentor marginalised staff (Bass, 1990). By taking time to engage in the mentoring process, staff appreciate the care and guidance offered by the leader and are more likely to follow them as they drive achievement of shared vision (Avolio & Yammarino, 2013; Bass, 1990; Lowe et al., 2013). Intellectual stimulation occurs when a leader encourages staff to apply new solutions to existing problems without publically criticising the history of the issue or the mistakes of individuals (Avolio & Yammarino, 2013; Bass, 1990; Lowe et al., 2013). This strategy has the potential to intellectually stimulate staff and inspire the discovery and application of hidden knowledge and skill to achieve shared vision (Marzano et al., 2005). Inspirational motivation is a strategy most often employed by the leader who is naturally charismatic. Inspirational motivation occurs when the leader communicates high performance expectations through dynamic presence, confidence and projection of power (Marzano et al., 2005). Communication in this manner has the potential to
generate optimism amongst staff, commitment to the organisation and enthusiasm for achievement of shared vision (Avolio & Yammarino, 2013; Bass, 1990; Lowe et al., 2013). Finally, a leader exercises idealised influence when modelling behaviour sought from staff including exemplary personal achievement, ethical words and actions, appropriate risk taking and consideration of the needs of others before self (Marzano et al., 2005).

In the spirit of Jesus Christ, the ultimate role model for the Catholic principal, the second year of the program also emphasises the importance of transcendental leadership capabilities and seeks to develop aspirant capacity in this regard. Transcendental leadership is a relationship-focused disposition adopted by a leader who seeks to nurture contribution-based exchanges between themselves and the staff they lead (Beckwith, 2011; Kishore & Nair, 2013; Lavery, 2012). In the context of these exchanges, the transcendental leader not only uses transformational leadership capabilities to form relationships with staff, he or she attempts to develop non-hierarchical unity and a reflective, values-centred culture through the use of genuine, collaborative dialogue (Beckwith, 2011; Cardona, 2000; Gardiner, 2006; Kishore & Nair, 2013; Lavery, 2012; Liu, 2007). The transcendental leader also engages in regular reflective practice, is deeply aware of leadership strengths and weaknesses, is quiet but fully present, open in mind, body and heart, listens unconditionally and models leadership that places service of others before self (Beckwith, 2011; Gardiner, 2006; Kishore & Nair, 2013; Lavery, 2012; Liu, 2007). As a result of these actions, the transcendental leader may assist staff to lead on their own by making decisions and accomplishing goals. Perhaps most importantly, staff may develop a transcendent motivation to serve others (Beckwith, 2011; Gardiner, 2006; Kishore & Nair, 2013; Lavery, 2012; Liu, 2007; Rebore & Walmsley, 2009). As stated previously, this leadership disposition is particularly relevant for the Catholic principal because it emulates the form of leadership enacted by Jesus Christ (Lavery, 2011).

6.1 Year Two: Structure and components.

The program’s second year, illustrated in Figure 3, consists of six, integrated components. These components are continuation of coaching sessions based on aspirant LSI profiles compiled prior to the start of the program; a school
improvement project; a theoretical program; continued service on school board and finance and capital development sub-committees; an LSI retest; and journaling. The commitment for this year of the program includes nine days of face-to-face professional learning. Aspirants are also required to participate in workplace-based activities and complete tasks at home (Catholic Education Office of Western Australia, 2014e).

During the first full day associated with the second year, the purpose and structure of the program is introduced by the program convenor. On this day, aspirants also work to achieve three goals related to component one, use of LSI data and coaching sessions and two, the school improvement project. Firstly, aspirants revisit their LSI profiles and assess progress made against coaching goals established during the program’s first year. Secondly, aspirants develop and/or refine goals that could be used within the coaching sessions scheduled for the forthcoming year. Thirdly, aspirants generate ideas for their school improvement project to be
conducted at their schools over the course of the year (Catholic Education Office of Western Australia, 2014e).

The school improvement project requires aspirants to select one of the 24 components from the QCS Framework and lead the review and improvement process using the school improvement tool sanctioned by the CECWA. The process involves five steps. Firstly, aspirants are required to work with their principals and coaches to select a QCS component for review. Secondly, aspirants form a review team comprised of relevant members of staff and/or students, their parents and carers and members of their broader school communities. Thirdly, aspirants lead their teams through a process to review school performance against QCS component descriptors. Fourthly, aspirants lead the collection of evidence to confirm their team’s rating for the component. Finally, aspirants lead the formulation, implementation, evaluation and refinement of an improvement plan for their selected component. These plans are comprised of improvement goals and a range of practical and achievable strategies that could be implemented at their schools to affect improvement. Aspirants are also expected to work with their principals to integrate their component improvement plan with their school’s strategic plan (Catholic Education Office of Western Australia, 2009, 2014e).

The project has a three-fold purpose. Firstly, the project provides aspirants with an opportunity to lead and experience the school improvement process, a requirement of Western Australian Catholic school principalship. Secondly, leadership of the project provides aspirants with an opportunity to trial strategies devised within coaching sessions to amplify leadership capability strengths and minimise weaknesses. Thirdly, the project provides aspirants with a practical way to enhance their transformational and transcendental leadership prowess by applying theory and tools introduced during the theoretical program (Catholic Education Office of Western Australia, 2014e).

Beyond the orientation day, aspirants collaborate with their coaches, allocated during the program’s first year, to schedule six, hour-long coaching sessions over the course of the year. As described previously, the role of the coach is to assist aspirants to develop ISMART goals and devise and enact leadership capability improvement strategies through their day-to-day leadership roles and their leadership of the school
improvement project. Coaches also fulfil the role of ‘critical friend’ to aspirants as they conduct their projects (Catholic Education Office of Western Australia, 2014e).

Component three is a seven-module, eight-day theoretical program facilitated over a 12-month timeframe. The program runs concurrently with coaching sessions and aspirant school improvement projects. Specifically, aspirants participate in four, full-day ‘Transforming leadership’ modules. The focus of these modules is transformational and transcendental leadership theory and tools. To develop transformational and transcendental knowledge and capabilities, aspirants are expected to apply theories and tools within their coaching sessions, school improvement projects and day-to-day roles as assistant or deputy principals.

As most aspirants consider applying for principalship at this point in the program, they also participate in a full-day module dedicated to the principal appointment process and the use of transformational and transcendental leadership language within both the application and interview processes. Mid-way through the program’s second year, aspirants also work with the program convenor for a full day to review the successes and challenges associated with their school improvement projects and recalibrate as required. The final component of the theoretical program is a two-day, overnight, reflective practice retreat. During the retreat, aspirants participate in a number of reflection-based activities designed to stimulate exploration of their inner and outer leadership journeys with reference to constructive transactional, transformational and transcendental leadership capabilities and experiences (Catholic Education Office of Western Australia, 2014e).

At some point during each face-to-face theoretical module associated with the program’s second year, the program convenor facilitates three specific activities. The first activity provides aspirants with an opportunity to develop, refine and share their emerging leadership vision statements initiated during the program’s first year. The second activity encourages aspirants to work with a critical friend from the cohort to share the progress, successes and challenges associated with their coaching sessions, LSI capability refinement and school improvement project. The third activity provides space for aspirants to debrief with a program colleague and the group with regard to their application of one transformational or transcendental tool, introduced...
during the previous ‘Transforming leadership’ workshop, at their schools (Catholic Education Office of Western Australia, 2014e).

Component four, participation as an observer on the school board and member of the finance and capital development sub-committees, is designed to continue development of aspirant constructive transactional leadership capability. Prior to the conclusion of the program’s second year (October), aspirants complete component five, a second LSI profile known as an ‘LSI retest.’ Where possible, the same eight data sources used to formulate their original profiles (one senior to them, three at the same level and four subordinate) are invited to answer the same 240 online questions regarding aspirant leadership capabilities. Cumulative data source responses are used to form a second 360-degree leadership profile for each aspirant. Once data has been processed, aspirants meet with an external consultant to debrief the self and data source ‘circumplexes.’ During the debrief, the consultant compares and contrasts the final LSI with that completed prior to the commencement of the program, the purpose of which is evaluation of the leadership capability change process. Specifically, aspirants are able to see whether or not they have been successful in amplifying constructive (blue) and minimising passive (green) and aggressive-defensive (red) leadership capabilities (Catholic Education Office of Western Australia, 2014e).

The final component is aspirant construction and submission of a 2,500-word journal at the conclusion of the program (December). As was the case at the conclusion of the program’s first year, the journal provides aspirants with an opportunity to reflect upon their experience of program modules, activities and perspectives regarding Catholic principalship. Aspirants are encouraged by the program convenor to portray their perceptions using a combination of narrative text, images, photographs or other forms of expression. Additionally, aspirants are required to respond to the following questions:

1. What are the role components of Catholic principalship and the capabilities required for effective performance? What features of the program or other factors have influenced your perspectives?

2. What are the attractive aspects of Catholic principalship? What features of the program or other factors have influenced your perspectives?
3. What are the unattractive aspects of Catholic principalship? What features of the program or other factors have influenced your perspectives?

4. Rate your belief in ability to commence Catholic principalship (low, medium or high). Why did you select this rating? What features of the program or other factors have influenced your perspectives? (Catholic Education Office of Western Australia, 2014e).
Appendix B
Interview Guides

Qualitative Interview One: Interview Guide
January 2011

Establish rapport

• Thanks for allowing me to see you today (shake hands). I appreciate that you have taken time out of your busy schedule to speak with me.

• My name is xxx xxxxxxxx and I have been contracted by the Executive of the Catholic Education Office of Western Australia to conduct a series of three interviews with you over the course of the next two years.

• As you know, the purpose of our interviews is to collect data for research being undertaken by Shane Glasson.

• Explain biography (answer questions as required).

Reiterate research limitations

• As you know, Shane Glasson is the researcher for this study.

• However, because he is the designer, convenor and now the researcher of the Aspiring Principals Program, to ensure neutrality, the CEOWA Executive have engaged me to conduct the interviews.

• This strategy reduces the potential for ‘power differential’ and researcher bias as explained by Shane at your recent meeting (clarify these limitations if necessary).

• As Shane informed you when you met recently, he has also introduced other strategies to mitigate potential power differential and bias such as ‘member checking’ of all interview transcripts and case study narratives and participation in a CEOWA peer-review process (clarify these strategies if necessary).

Reiterate participant rights

• You should be aware by now that involvement in the research is voluntary, completely confidential and you are free to withdraw your consent at any time, even during this interview.

• If you decide to withdraw, it is your prerogative to request that data previously supplied be returned to you or destroyed.
You have also been asked to select a pseudonym for use within the three interview transcripts, your resultant case study narrative and any quotes that may be published in the future. What pseudonym have you chosen? (Record chosen pseudonym).

Reiterate purpose of the research

- The purpose of the research is to explore your perceptions of Catholic principalship before, during and upon completion of the Aspiring Principals Program.
- Specifically, it is my intention to discuss four perceptions with you today using the questions that I emailed to you last week.
- The perceptions are your insights regarding the role components of Catholic principalship and the capabilities required for effective performance; factors that enhance and diminish your interest in principalship; and your self-efficacy or belief in ability to commence principalship (answer questions as required).

Reiterate researcher motivation

- Shane is motivated to conduct the research because of the potential to use the study’s findings to refine the structure and content of the Aspiring Principals Program, thereby enhancing the succession planning capacity of the Western Australian Catholic education system.
- It is also his hope that research findings may assist local, national and international designers of principal preparation programs as they consider modifying existing or developing new programs (answer questions as required).

Explain interview timeline

- This first interview will take about an hour, but we can go longer if necessary, it depends where the questions and your responses take us.
- We will meet again for the second interview in December this year and again for our final interview in December 2012, just after you complete the program.
- Are you ready to go?
- Are you happy for me to record the interview and takes notes as we proceed?
Transition to the interview (* probe responses as necessary)
- Let me begin by asking a question about you.
- Describe your professional background for me. Start at your university training and end at your current role.

Transition to specific research question one: Catholic principalship role components and the capabilities required for effective performance
- Thanks for that response. I find it fascinating to uncover the backgrounds of people involved in research like this (or like comment).
- Let’s move on to the specific perceptions the research seeks to explore.
1. What are the role components of Catholic principalship?
2. What capabilities do principals require to effectively lead and manage through these role components?

Transition to specific research question two: Factors enhancing interest in principalship
- Thanks for your response (affirm).
- Let’s move to the second set of perceptions explored by the research.
1. Why are you attracted to Catholic principalship? What is it about the role that you find appealing?

Transition to specific research question three: Factors diminishing interest in principalship
- Thanks for your response (affirm).
- Let’s move to the third set of perceptions explored by the research.
1. What are the unattractive or unappealing aspects of Catholic principalship?
2. Why did you select these aspects?

Transition to specific research question four: Self-efficacy to commence principalship
- Thanks for your response (affirm).
- Let’s move to the final set of perceptions explored by the research.
- Self-efficacy refers to ‘belief in one’s ability to achieve a stated goal.’
1. Thinking about your self-efficacy to commence Catholic principalship as a continuum from low to medium to high, where would you rate your self-efficacy at this point in time?

2. Why did you make this decision?

Maintain rapport

- I appreciate you taking the time to speak with me today and have enjoyed the experience.
- Is there anything else that you would like to add to your responses?
- Please feel free to contact me if anything comes to mind that you would like to include in your transcript after I leave here today.

Explain next steps

- As soon as I have transcribed this interview from the audio recording, I will forward a copy to you by email.
- It would be great if you could read it thoroughly and confirm its accuracy with me via email.
- If you would like to recommend changes or add to the transcript, please do so using tracked changes and email it back to me.
- I will make the changes before emailing the modified transcript back to you for approval.
- Once your transcript is confirmed, I will email it to Shane, marked with your pseudonym and he will be in touch with you from there.
- I remind you that both the electronic and hardcopy transcripts will be maintained by Shane on a password-protected file and locked filing cabinet respectively for a period of five years after submission of the final thesis for examination. At that time, both will be destroyed.
- Thanks for meeting with me. I look forward to catching up again with you in December this year.
- I will be in touch to schedule a time for us to meet (shake hands and exit).
Build rapport

- Thanks for allowing me to see you today (shake hands). I appreciate that you have taken time out of your busy schedule to speak with me.
- It’s great to see you again. Have you enjoyed your year in the Aspiring Principals Program?
- As you know, today marks the second interview in a series of three, designed to explore your perceptions of Catholic principalship before, during and upon completion of the Aspiring Principals Program.
- Today, we will be exploring your perceptions using the interview questions that I emailed to you last week.
- I also asked you to re-read the transcript from the initial interview because I am interested in finding out if, how and why your perceptions have changed.

Reiterate participant rights

- Remember, your involvement in the research is voluntary, completely confidential and you are free to withdraw consent at any time, even during this interview.
- Further, if you decided to withdraw, it is your prerogative to request that data previously supplied be returned to you or destroyed.
- Your pseudonym selected at the start of this year (restate pseudonym) will be used within this interview transcript, your resultant case study narrative and any quotes that may be published in the future.
- Do you have any questions about these rights or conditions? (Answer questions as required).

Explain interview timeline

- As was the case with the first interview, this interview will take about an hour, but we can go longer if necessary, it depends where the questions and your responses take us.
We will meet again for the final interview in December next year, just after you complete the program.

Are you ready to go?

Are you happy for me to record the interview and takes notes as we proceed?

**Transition to the interview** (* probe responses as necessary)

- Let me begin by asking you a question about your year, personally and professionally.
- How has it been for you? Share as much or as little as you want.

**Transition to specific research question one: Catholic principalship role components and the capabilities required for effective performance**

- Thanks for that response (affirm).
- Let’s move on to the specific perceptions the research seeks to explore.
- You have now completed the first year of the Aspiring Principals Program. With this experience in mind:
  1. What are the role components of Catholic principalship?
  2. What capabilities do principals require to effectively lead and manage through these role components?
  3. If your perceptions regarding role components and capabilities have changed since our last interview, what factors have influenced your perspectives?

**Transition to specific research question two: Factors enhancing interest in principalship**

- Thanks for your response (affirm).
- Let’s move to the second set of perceptions explored by the research.
  1. Why are you attracted to Catholic principalship? What is it about the role that you find appealing?
  2. If your perceptions regarding the appeal of the role have changed since our last interview, what factors have influenced your perspectives?
Transition to specific research question three: Factors diminishing interest in principalship

- Thanks for your response (affirm).
- Let’s move to the third set of perceptions explored by the research.
1. What are the unattractive or unappealing aspects of Catholic principalship?
2. Why did you select these aspects?
3. If your perceptions regarding the unattractive or unappealing aspects of the role have changed since our last interview, what factors have influenced your perspectives?

Transition to specific research question four: Self-efficacy to commence principalship

- Thanks for your response (affirm).
- Let’s move to the final set of perceptions explored by the research.
- Self-efficacy refers to ‘belief in one’s ability to achieve a stated goal.’
1. Thinking about self-efficacy to commence Catholic principalship as a continuum from low to medium to high, where would you rate your self-efficacy at this point in time?
2. If your perceptions regarding self-efficacy have been confirmed or changed since our last interview, what factors have influenced your perspectives?

Maintain rapport

- I appreciate you taking the time to speak with me today and have enjoyed the experience.
- Is there anything else that you would like to add to your responses?
- Please feel free to contact me if anything comes to mind that you would like to include in your transcript after I leave here today.

Explain next steps

- As was the case at the start of this year, as soon as I have transcribed this interview from the audio recording, I will forward a copy to you by email.
- It would be great if you could read it thoroughly and confirm its accuracy with me via email.
• If you would like to recommend changes or add to the transcript, please do so using tracked changes and email it back to me.
• I will make the changes before emailing the modified transcript back to you for approval.
• Once your transcript is confirmed, I will email it to Shane, marked with your pseudonym and he will be in touch with you from there.
• I remind you that both the electronic and hardcopy transcripts will be maintained by Shane on a password-protected file and locked filing cabinet respectively for a period of five years after submission of the final thesis for examination. At that time, both will be destroyed.
• Thanks for meeting with me. I look forward to catching up again with you in December next year.
• I will be in touch to schedule a time for us to meet (shake hands and exit).
Qualitative Interview Three: Interview Guide
December 2012

Build rapport
- Thanks for allowing me to see you today (shake hands). I appreciate that you have taken time out of your busy schedule to speak with me.
- It’s great to see you again. Congratulations on completing the program.
- Congratulations on you appointment as principal (if appropriate).
- Have you enjoyed your year in the Aspiring Principals Program?
- As you know, today marks the final interview in our series, designed to explore your perceptions of Catholic principalship before, during and upon completion of the Aspiring Principals Program.
- Today, we will be exploring your perceptions using the interview questions that I emailed to you last week.
- I also asked you to re-read the transcript from the mid-program interview because I am interested in finding out if, how and why your perceptions have changed.

Reiterate participant rights
- Remember, your involvement in the research is voluntary, completely confidential and you are free to withdraw consent at any time, even during this interview.
- Further, if you decided to withdraw, it is your prerogative to request that data previously supplied be returned to you or destroyed.
- Your pseudonym selected at the start of last year (restate pseudonym) will be used within this interview transcript, your resultant case study narrative and any quotes that may be published in the future.
- Do you have any questions about these rights or conditions? (Answer questions as required).

Explain interview timeline
- This interview will take about an hour, but we can go longer if necessary, it depends where the questions and your responses take us.
- Are you ready to go?
• Are you happy for me to record the interview and takes notes as we proceed?

**Transition to the interview** (* probe responses as necessary)
• Let me begin by asking you a question about you year, personally and professionally.
• How has it been for you? Share as much or as little as you want.

**Transition to specific research question one: Catholic principalship role components and the capabilities required for effective performance**
• Thanks for that response (affirm).
• Let’s move on to the specific perceptions the research seeks to explore.
• You have now completed the Aspiring Principals Program. With this experience in mind:
  1. What are the role components of Catholic principalship?
  2. What capabilities do principals require to effectively lead and manage through these role components?
  3. If your perceptions regarding role components and capabilities have changed since our last interview, what factors have influenced your perspectives?

**Transition to specific research question two: Factors enhancing interest in principalship**
• Thanks for your response (affirm).
• Let’s move to the second set of perceptions explored by the research.
  1. Why are you attracted to Catholic principalship? What is it about the role that you find appealing?
  2. If your perceptions regarding the appeal of the role have changed since our last interview, what factors have influenced your perspectives?

**Transition to specific research question three: Factors diminishing interest in principalship**
• Thanks for your response (affirm).
• Let’s move to the third set of perceptions explored by the research.
  1. What are the unattractive or unappealing aspects of Catholic principalship?
2. Why did you select these aspects?
3. If your perceptions regarding the unattractive or unappealing aspects of the role have changed since our last interview, what factors have influenced your perspectives?

Transition to specific research question four: Self-efficacy to commence principalship

- Thanks for your response (affirm).
- Let’s move to the final set of perceptions explored by the research.
- Self-efficacy refers to ‘belief in one’s ability to achieve a stated goal.’

1. Thinking about self-efficacy to commence Catholic principalship as a continuum from low to medium to high, where would you rate your self-efficacy at this point in time?
2. If your perceptions regarding self-efficacy have been confirmed or changed since our last interview, what factors have influenced your perspectives?

Maintain rapport

- I appreciate you taking the time to speak with me today and have enjoyed getting to know you over the course of the past two years.
- Is there anything else you would like to add to your responses?
- Please feel free to contact me if anything comes to mind that you would like to include in your transcript after I leave here today.

Explain next steps

- As was the case at the end of last year, as soon as I have transcribed this interview from the audio recording, I will forward a copy to you by email.
- It would be great if you could read it thoroughly and confirm its accuracy with me via email.
- If you would like to recommend changes or add to the transcript, please do so using tracked changes and email it back to me.
- I will make the changes before emailing the modified transcript back to you for approval.
• Once your transcript is confirmed, I will email it to Shane, marked with your pseudonym and he will be in touch with you from there.

• I remind you that both the electronic and hardcopy transcripts will be maintained by Shane on a password-protected file and locked filing cabinet respectively for a period of five years after submission of the final thesis for examination. At that time, both will be destroyed.

• Thanks for meeting with me. I look forward to catching up again with you in the future (shake hands and exit).
Specific research questions

1. What were aspirant perceptions regarding Catholic principalship role components and the capabilities required for effective performance before, during and upon completion of the Aspiring Principals Program? What influences provoked discernible perception changes?

2. What were aspirant perceptions regarding the factors enhancing interest in Catholic principalship before, during and upon completion of the Aspiring Principals Program? What influences provoked discernible perception changes?

3. What were aspirant perceptions regarding the factors diminishing interest in Catholic principalship before, during and upon completion of the Aspiring Principals Program? What influences provoked discernible perception changes?

4. What were aspirant perceptions regarding self-efficacy to commence Catholic principalship before, during and upon completion of the Aspiring Principals Program? What influences provoked discernible perception changes?

Qualitative interview one (January 2011): Pre-program questions

1. What are the role components of Catholic principalship?

2. What capabilities do principals require to effectively lead and manage through these role components?

3. Why are you attracted to Catholic principalship? What is it about the role that you find appealing?

4. What are the unattractive or unappealing aspects of Catholic principalship?

5. Why did you select these aspects?

6. Thinking about your self-efficacy to commence Catholic principalship as a continuum from low to medium to high, where would you rate your self-efficacy at this point in time?

7. Why did you make this decision?
Qualitative interview two (December 2011): Mid-program questions

1. What are the role components of Catholic principalship?

2. What capabilities do principals require to effectively lead and manage through these role components?

3. If your perceptions regarding role components and capabilities have changed since our last interview, what factors have influenced your perspectives?

4. Why are you attracted to Catholic principalship? What is it about the role that you find appealing?

5. If your perceptions regarding the appeal of the role have changed since our last interview, what factors have influenced your perspectives?

6. What are the unattractive or unappealing aspects of Catholic principalship?

7. Why did you select these aspects?

8. If your perceptions regarding the unattractive or unappealing aspects of the role have changed since our last interview, what factors have influenced your perspectives?

9. Thinking about self-efficacy to commence Catholic principalship as a continuum from low to medium to high, where would you rate your self-efficacy at this point in time?

10. If your perceptions regarding self-efficacy have been confirmed or changed since our last interview, what factors have influenced your perspectives?

Qualitative interview three (December 2012): End-of-program questions

1. What are the role components of Catholic principalship?

2. What capabilities do principals require to effectively lead and manage through these role components?

3. If your perceptions regarding role components and capabilities have changed since our last interview, what factors have influenced your perspectives?

4. Why are you attracted to Catholic principalship? What is it about the role that you find appealing?
5. If your perceptions regarding the appeal of the role have changed since our last interview, what factors have influenced your perspectives?

6. What are the unattractive or unappealing aspects of Catholic principalship?

7. Why did you select these aspects?

8. If your perceptions regarding the unattractive or unappealing aspects of the role have changed since our last interview, what factors have influenced your perspectives?

9. Thinking about self-efficacy to commence Catholic principalship as a continuum from low to medium to high, where would you rate your self-efficacy at this point in time?

10. If your perceptions regarding self-efficacy have been confirmed or changed since our last interview, what factors have influenced your perspectives?
Appendix C
Triangulation Data Source Two
Aspirant Journals (abridged version)

At the conclusion of each year associated with the Aspiring Principals Program, aspirants are required to submit a 2,500-word journal detailing their experiences of program modules and activities and perspectives regarding Catholic principalship. Aspirants are encouraged by the program convenor to portray their perceptions using a combination of narrative text, images, photographs or other forms of expression. Additionally, for each year associated with the program, aspirants are required to provide responses for the following questions:

1. What are the role components of Catholic principalship and the capabilities required for effective performance? What features of the program or other factors have influenced your perspectives?

2. What are the attractive aspects of Catholic principalship? What features of the program or other factors have influenced your perspectives?

3. What are the unattractive aspects of Catholic principalship? What features of the program or other factors have influenced your perspectives?

4. Rate your belief in ability to commence Catholic principalship (low, medium or high). Why did you select this rating? What features of the program or other factors have influenced your perspectives?
Appendix D
Triangulation Data Source Three
Aspirant Leadership Vision Statements (abridged version)

Early in the program’s first year, aspirants are invited by the program convenor to use responses for the following reflection questions, adapted from Daresh (2002), to develop a leadership vision statement. Development of leadership vision statements assists aspirants to clarify their leadership values and attraction to Catholic principalship. Once vision statements are formulated, they are refined over the course of the program in the light of longitudinal conversations with their principals, program colleagues, CEOWA support staff who facilitate program modules and ‘Inside Leadership’ guest principals involved in the program. Aspirant vision statements are also tested during periods of acting principalship or internship and modified accordingly.

Reflection questions
1. What is the purpose of schooling?
2. What role do students play?
3. What role do teachers play?
4. What role do support staff play?
5. What role do parents and other community members play?
6. What does the term ‘curriculum’ mean to you?
7. How do you define an ‘adequate’ education for students at your school?
8. What do you want your school to become?
9. How do you want others to see you?
10. What are your non-negotiable leadership values?
When applying for a principalship vacancy, candidates are required to provide a personal statement (2 pages maximum) in the form of a covering letter addressed to the Executive Director, Catholic Education in Western Australia. Within this letter, candidates are required to outline their reasons for applying for the vacancy and their suitability for the role (commitment to Catholic education, qualifications, experience and educational philosophy). Candidates are also required to complete an application form comprised of the following fields:

1. Personal information (name, address, current school, contact numbers, email)
2. Referee contacts (parish priest, current employer, two professional referees)
3. Tertiary qualifications (qualification, institution, year awarded)
4. Religious accreditation (accreditation registration number, year awarded)
5. Teachers’ Review Board, Criminal record check and Working With Children details (registration numbers and expiry dates)
6. Principal review summary if relevant (strengths and limitations, improvement measures enacted)
7. Professional learning (year/month, event, relevance to principalship)
8. Membership of professional organisations (organisation and member number)
9. Leadership experience (years, school(s), role(s), significant achievements)
10. The ministry of the principalship

Candidates are required to provide their understanding of the following role components of Catholic principalship, an example of an initiative implemented and led at their schools and the outcomes of the initiative (500 words per component):

- Catholic identity
- Education
- Stewardship
- Community
Appendix F
Research Approval Letter
The University of Notre Dame Australia Human Research Ethics Committee

21 December 2010
Ref. #: 010151F

Shane Glasson
2 Picolee News
Coogee WA 6166

Dear Shane,

I am writing to you in regards to your Low Risk Application for Ethics Clearance for your proposed research project, to be undertaken for the research component of your course at The University of Notre Dame Australia.

The title of the project is: “Developing tomorrow’s school leaders: the Western Australian Catholic Education Aspiring Principals’ Program”

Your proposal has been reviewed by the University’s Human Research Ethics Committee, and based on the information provided has been assessed as meeting all the requirements as mentioned in the National Statement on Ethical Conduct in Human Research (2007). I am therefore pleased to advice that ethical clearance has been granted for this proposed study.

Please note the following conditions of approval which apply to your research project:

- Ethics approval for this project is valid for 3 years. Under the National Statement you are required to report on the project’s progress on an annual basis and the first annual report is therefore due in December 2011. Once your project is completed you are required to complete the Annual Report as a Final Report on your project. You are also required to notify the HREC Executive Officer in writing if this project is abandoned. The Annual Report form can be found at: http://www.nd.edu.au/research/hrec/apply.shtml

- As a researcher you are required to immediately report to the HREC Executive Officer anything which might warrant review of ethical approval of the project, including unforeseen events that might affect continued ethical acceptability and any complaints made by participants regarding the conduct of the project.

- If the design of the study, the choice of instrument, or its manner of administration is altered in any significant way as the study progresses, you are required to submit an amendment in regards to the changes for ethical consideration to the HREC. The Amendment Form can be found at: http://www.nd.edu.au/research/hrec/apply.shtml

On behalf of the Human Research Ethics Committee, I wish you well with what promises to be a most interesting and valuable study.

Yours sincerely,

Nicolette van Dijk
Executive Officer, Human Research Ethics Committee
Research Office

cc. Professor Michael O’Neil, Dean, School of Education
Associate Professor Shane Lavery, Supervisor
Appendix G
Research Approval Letter
The Catholic Education Office of Western Australia
Research Ethics Committee

21 December 2010

Mr Shane Giasson
2 Picotee Mews
COOGEE WA 6166

Dear Shane

RE: DEVELOPING TOMORROW’S SCHOOL LEADERS: THE CATHOLIC EDUCATION ASPIRING PRINCIPALS’ PROGRAM

Thank you for your completed application received 16 December 2010, whereby this project will review the perceptions of participants (aspirants) engaged in the Western Australian Catholic Education Aspiring Principals’ Program. The aim of this research project is to explore the capacity of the program to influence aspirant perceptions of the responsibilities of the Catholic school principal, aspirant motivations to pursue the principalship and, aspirant perceptions of disincentives and role-capability.

I give in principle support for the selected Catholic schools in Western Australia to participate in this valuable study. However, consistent with CEOWA policy, participation in your research project will be the decision of the individual principal and staff members.

Responsibility for quality control of ethics and methodology of the proposed research resides with the institution supervising the research. The CEOWA notes that the University of Notre Dame Australia Human Research Ethics Committee has granted permission for the duration of this research project (Reference Number: 010151F).

Any changes to the proposed methodology will need to be submitted for CEOWA approval prior to implementation. The focus and outcomes of your research project are of interest to the CEOWA. It is therefore a condition of approval that the research findings of this study are forwarded to the CEOWA.

Further enquiries may be directed to Tanya Wray at wray.tanya@ceo.wa.edu.au or (08) 6380 5379.

I wish you all the best with your research.

Yours Sincerely

Ron Dullard
Appendix H
Sample Letter of Invitation to Participate in the Research

Dear

Congratulations on your successful application for entry to the 2011 cohort Aspiring Principals Program. I look forward to working collegially with you throughout 2011/12 and sharing your journey. Between now and 2020, Catholic Education in Western Australia faces a significant leadership challenge with 70 of our current cohort of 161 principals (43%) expected to reach or exceed retirement age. As a result, the Catholic Education Office of Western Australia Executive anticipates that demand for well-prepared successors will increase.

In an attempt to better prepare aspirants for the demands of Catholic principalship, I am undertaking research through The University of Notre Dame Australia. I anticipate that research findings will be used to refine the structure, content and activities of the program to improve its efficacy as a succession planning mechanism. The research also has the potential to benefit designers of principal preparation programs in other jurisdictions. Please refer to the information sheet included with this letter for specific details regarding the purpose of the research, data collection processes and ethical dimensions of the study. A research consent form is also enclosed.

I would like to take this opportunity to strongly encourage your participation in this important research. By participating in the study, you have the opportunity to significantly influence the way our system forms future principals. If you chose to accept this invitation, I ask that you email me to confirm your participation. I will then organise a meeting with you at a convenient date, time and venue. During this meeting, I will collect your signed consent form, explain the research and answer questions you may have. In the interim, I encourage you to contact me via telephone on (08) 6380 5234 or email at glasson.shane@ceo.wa.edu.au should the need arise.

Yours sincerely,

Shane Glasson.
Appendix I
Research Information Sheet

Dear

As indicated in the letter of invitation, I am conducting research regarding principal preparation in the Western Australian Catholic education system. The title of my research is: ‘Developing tomorrow’s school leaders: The Western Australian Catholic education Aspiring Principals Program.’ My research is taking place through The University of Notre Dame Australia (UNDA) and my supervisor is Associate Professor Shane Lavery from the School of Education. My research proposal has received clearance from The UNDA Human Research Ethics Committee and the Catholic Education Office of Western Australia (CEOWA) Research Ethics Committee.

Purpose of the research
The purpose of the research is to explore aspirant perceptions of Catholic principalship before, during and upon completion of the Aspiring Principals Program together with the influences provoking discernible perception changes. Specifically, it is my intention to explore four specific perceptions: Catholic principalship role components and the capabilities required for effective performance; factors enhancing interest in principalship; factors diminishing interest in principalship; and self-efficacy to commence principalship.

I envisage that research findings will be used to refine the structure, content and activities of the Aspiring Principals Program with the aim of enhancing the succession planning capacity of the Western Australian Catholic education system. Additionally, it is my hope that research findings will assist local, national and international designers of principal preparation programs as they consider modifying existing or developing new programs.

Data collection
If you agree to participate in the research, data will be collected through three, semi-structured interviews over a two-year period. The duration of each interview will be approximately one hour. The first interview will take place prior to the commencement of the program (January 2011). The second will occur at the end of the program’s first year (December 2011). The final interview is scheduled post-
completion of the program (December 2012). Interviews will be conducted at your
school or an alternative, mutually agreed venue. Each interview will be conducted by
[redacted]. [redacted] is an educator and an experienced and independent qualitative
researcher engaged by the CEOWA Executive. If you chose to participate in the
research, [redacted] will email you his biography together with the questions for each
interview.

During each interview, [redacted] will record your conversation using a hand-held digital
audio-recorder and will electronically code the resultant file to protect your identity.
To further protect your identity, [redacted] will ask you to select a pseudonym that will be
used for all documentation associated with the research. [redacted] and I will be the only
people who will know your true identity. After each interview, [redacted] will transcribe
the audio file onto a Word document. Post-transcription of each interview, [redacted] will
forward a copy of the transcript to you by email and invite you to verify, recommend
changes or add to the transcript before returning it to him, with tracked changes, via
email. Both electronic and hardcopy transcripts will be maintained on a password-
protected file and locked filing cabinet respectively for a period of five years after
submission of the final thesis for examination. At that time, both will be destroyed.

Data analysis
After making recommended changes for each interview transcript, [redacted] will send it
to me for analysis. As part of the analysis process, I will use your interview
transcripts and, with your consent, four additional materials to draft a case study
narrative using your selected pseudonym. Your case study will reflect your
perceptions of Catholic principalship before, during and upon completion of the
program. The additional materials are [redacted] notes taken during each interview; your
mid-program and end-of-program journals; your leadership vision statement drafted
throughout the program; and cover letters and application forms you submit for
principalship vacancies during your time in the program. As your case study
narrative is progressively constructed, I will send it to you via email and invite you
to verify, recommend changes or additions before returning it to me, with tracked
changes, via email. After analysing your final interview transcript, I will email your
completed case study to you for modification and/or approval. At that point, your
case study narrative will appear in the thesis.
During the data analysis process, I will participate in a CEOWA peer-review process co-chaired by [Name] (Assistant Executive Director, Catholic Education in Western Australia) and [Name] (Team Leader, Leadership and Organisational Development Team). The aim of the peer-review process is to ensure the integrity of the research including the ethical and thorough collection and analysis of data and the drawing of research findings and conclusions. The peer-review group will meet monthly for the duration of the research.

It is also important to note that regardless of my role at the CEOWA, in no way am I inclined, or able to positively or adversely affect your future promotional prospects and remain committed to maintaining the highest standard of confidentiality and integrity. I guarantee that at no time will your identity be revealed or the content of your interviews or additional materials be shared with any party. In the event that specific comments or examples made during your interview are chosen for the final thesis, they will appear under your chosen pseudonym.

**Research recommendations**

It is likely that the Executive Director of Catholic Education will require a report regarding the findings, conclusions and recommendations of the research. This report will also be made available to the members of the CEOWA Executive and Team Leaders and the Presidents of the Primary and Secondary Principals’ Associations for circulation amongst their members. Research findings, conclusions and recommendations may also be published in journal articles and used when writing and presenting conference papers.

**Participant rights**

Involvement in the research is completely voluntary and confidential. You are free to withdraw participation at any time, even during an interview. Further, it is your prerogative to withdraw any data previously supplied. If such a request is made, previously collected data will be returned to you or destroyed. If, after reading this information, you chose to participate in the research, I ask that you read and complete the attached consent form to indicate your willingness to be involved.
Further information
Should you have questions regarding any aspect of the research, please contact me on (08) 6380 5234 or glasson.shane@ceo.wa.edu.au or Shane Lavery on (08) 9433 0713 or shane.lavey@nd.edu.au. Concerns regarding the conduct of the research should be directed to the Executive Officer, Human Research Ethics Committee at The University of Notre Dame Australia on (08) 9433 0941 or by fax on (08) 9433 0519.

I thank you for your consideration and hope you will agree to participate in this research project.

Yours sincerely,

Shane Glasson.

If participants have any complaint regarding the manner in which a research project is conducted, it should be directed to the Executive Officer of the Human Research Ethics Committee, Research Office, The University of Notre Dame Australia, PO Box 1225 Fremantle WA 6959, phone (08) 9433 0943.
Appendix J
Participant Consent Form

Developing tomorrow’s school leaders: The Western Australian Catholic education Aspiring Principals Program.

I, (participant’s name) ________________________________ agree to participate in the abovementioned research.

- I have received, read and understand the information sheet pertaining to this research project.
- I understand that this project exists for the purpose of research.
- I understand that my involvement in the research is voluntary and that I am free to withdraw my participation at any time including data previously supplied.
- I understand that the research involves the collection of my perceptions regarding Catholic principalship using three interviews (pre-program, mid-program and end-of-program).
- I understand that each interview will be conducted, recorded and transcribed by [Redacted], an educator and experienced and independent qualitative researcher employed by the CEOWA Executive.
- I understand that [Redacted] will contact me and ask that I select a pseudonym to be used in the context of interviews and data analysis including the construction of my case study narrative.
- I understand that the three interviews associated with the research will be recorded by [Redacted] using a hand-held digital audio-recorder and that resultant audio files will be electronically coded to protect my identity before being transcribed for analysis.
- I understand that post-transcription of each interview, [Redacted] will forward a copy of the transcript to me, by email, for verification purposes.
- I agree to return each transcript with changes I deem necessary, via email, to [Redacted] by a mutually agreed date.
- I understand that both the electronic and hardcopy transcripts will be maintained by the primary researcher, Shane Glasson, on a password-protected file and locked filing cabinet respectively for a period of five years post-submission of the final thesis before being destroyed.
• I understand that Shane Glasson will use the transcripts of my three interviews in addition to four additional materials during the data analysis process. These materials are [redacted] notes taken during each interview; my mid-program and end-of-program journals; my leadership vision statement developed throughout the program; and cover letters and application forms lodged for principalship vacancies during my time in the program.

• I understand that as a result of the data analysis process, a case study narrative will be produced reflecting my pre-program, mid-program and end-of-program perceptions regarding Catholic principalship using my nominated pseudonym.

• I understand that Shane Glasson will forward a copy of the case study to me, by email, at each stage of the research for verification purposes. I also understand that the completed case study will be emailed to me for verification prior to its inclusion in the final version of the thesis.

• I agree to return the case study with changes I deem necessary, by email, to Shane by a mutually agreed date.

• I understand that that all information gathered by [redacted] and analysed by the researcher, Shane Glasson, will be treated in a strictly confidential manner. Specifically, I understand that the protocol adopted by The University of Notre Dame Australia Human Research Ethics Committee and the Catholic Education Office of Western Australia Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the ‘Privacy Act’ are available at http://www.nhmrc.gov.au/

• I understand that research data gathered for the study may be published provided identifying information is not disclosed. In the event that specific comments or examples made during my interviews or other materials are chosen for the written thesis or any other publication, they will appear under my chosen pseudonym.

• I acknowledge that Shane Glasson will retain a signed copy of this form.

Participant name:  
Participant signature:  
Date:

Researcher name:  
Researcher signature:  
Date:
References


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