
Theses

2014

What are the professional and personal needs of beginning Western Australian Catholic school principals during the first four years of their appointment?

Debra Sayce
University of Notre Dame Australia

Follow this and additional works at: <http://researchonline.nd.edu.au/theses>



COMMONWEALTH OF AUSTRALIA
Copyright Regulations 1969

WARNING

The material in this communication may be subject to copyright under the Act. Any further copying or communication of this material by you may be the subject of copyright protection under the Act.

Do not remove this notice.

Publication Details

Sayce, D. (2014). What are the professional and personal needs of beginning Western Australian Catholic school principals during the first four years of their appointment? (Doctor of Education). University of Notre Dame Australia. <http://researchonline.nd.edu.au/theses/100>

This dissertation/thesis is brought to you by ResearchOnline@ND. It has been accepted for inclusion in Theses by an authorized administrator of ResearchOnline@ND. For more information, please contact researchonline@nd.edu.au.



APPENDIX A

LEADERSHIP FRAMEWORK FOR CATHOLIC SCHOOLS IN WESTERN AUSTRALIA

PURPOSE OF THE CATHOLIC SCHOOL

Catholic schools are important means through which the Church proclaims the Gospel of Jesus Christ and evangelises in the world of today. They are privileged places of evangelisation. It is for the principal to give leadership to the school community, promoting its evangelisation purposes, aims and ethos, its development as a faith community, its religious dimension and the outcomes of curriculum, including the religious education program.

CONCEPTUAL FRAMEWORK

This conceptual representation of the framework uses the metaphor of a growing tree to capture the organic unity of Catholic School Leadership. Behind this metaphor lies the parable of the sower.

Jesus is the soil in which the tree is planted. He is the source of nutrients. The four capabilities in which Catholic leadership is expressed are the roots, which anchor and draw nutrients into the tree.

The trunk is the structural support and system, which circulates the religious dimension that makes the Catholic school distinctive.

The branches, the five domains in which leadership is exercised, are the various ways in which the tree expresses its identity.

Catholic school leadership is devoted to the total formation of the individual and works towards this goal guided by a Christian vision of reality. Its task is fundamentally a synthesis of culture and faith, and a synthesis of faith and life. The first is reached by integrating all the different aspects of human knowledge through the subjects taught in light of the Gospel: the second in the growth of the virtues and characteristics of the Christian.

Catholic school leadership is complex, dynamic and organic:
I have come so that you may have life, and have it to the full.

Support for this conceptual representation can be found in the literature. The quality of contemporary school leadership is influenced by the **professional practices** of school leaders (what they do), the specific **contextual factors** and situations with which they engage as school leaders (why they do what they do) and the **capabilities** of leaders (how they lead).

Quality school leaders possess a range of **Personal, Relational, Professional and Organisational. Capabilities** that they employ effectively in complex and changing circumstances.

School leaders' professional practices have to be highly adaptable and attentive to their ecclesial, economic, political and socio-cultural contexts. The domains of leadership of Catholic schools in Western Australia have been identified as **Catholic Identity, Education, Stewardship, Community and Future Focus**.

DOMAINS

Domains are leaders' significant action areas in promotion of the educational mission of the Catholic Church.

CATHOLIC IDENTITY

Catholic leadership promotes the purposes and aims of evangelisation. School leaders develop the school community as a faith community, its religious dimension and the outcomes of its curriculum. School leaders ensure that Christian values are reflected in attitudes, policy and practice in their schools. They also recognise the ecclesial nature of Catholic education and maintain links with the diocesan Church, actively contributing to the Church's mission of evangelisation.

EDUCATION

Leadership in the domain of education requires a strong sense of the educational mission of the Church. It involves the capacity to lead, manage and monitor the school improvement process, attainment of knowledge, the acquisition of Christian values and the discovery of truth. Educational leadership supports learning across the local school and the wider system, offering a multiplicity of learning experiences that nurture a lifelong love of learning and enquiry leading to wise and moral choices that support a fullness of life. The educational leader demonstrates the capacity to model important values and behaviours to the school community, including a commitment to creating and sustaining effective professional learning communities within the school and across all levels of the system.

STEWARDSHIP

The domain of stewardship recognises that God is creator of the universe and that policies and organisational structures serve individual and communal development, as well as care for the earth. Stewardship involves policy development, the provision, use and maintenance of the human, physical and financial resources of the school and appropriate processes to monitor, review, report and provide accountability to Church and government authorities and to the wider community. Stewardship requires responsible management and allocation of resources so as to add value to the Catholic education provided in schools; to take account of equity and diversity of school needs and to be open, transparent and accountable to public scrutiny.

COMMUNITY

Leaders sustain and promote the Catholic life of the school community. Community leaders demonstrate the ability to foster a safe, purposeful and inclusive learning environment, and a capacity to develop constructive and respectful relationships with

staff, students, parents and all involved with schooling. A community in the Catholic tradition is underpinned by principles of Catholic Social Teaching including the Common Good, subsidiarity, solidarity and participation. Consequently, leaders of school communities design organisational structures characterised by service, collaborative decision-making, genuine participation and patterns of cooperation.

FUTURE FOCUS

Future-focused leaders recognise their role in the ongoing story of Creation, Redemption and furthering the Kingdom. School leadership is grounded in present realities but not constrained by these realities. Beyond maintenance and improvement, school leaders imagine new visions through which sustainable change is realised. This form of school leadership involves creative thinking that blends intuition with rationality. Future-focused leaders demonstrate the capacity to promote a vision for the future, underpinned by common purposes and values that unify the school community in realising the potential of all students.

APPENDIX B

Interview Guide

1. What was your 'road' to principalship and why travel this road?
2. What are your main beliefs and values about Catholic school leadership?
3. What has motivated you to become a Catholic school principal?
4. The Catholic Church has particular demands on Catholic school principals. What is your understanding of these demands? How have you responded to these demands? How have you prepared yourself to be a leader of the Catholic school?
5. How have you prepared yourself for the educational demands currently being experienced in schools? Individual/personal; professional development; external
6. Considering experiences thus far, what have been the highlights as principal?
7. What have been your success stories?
8. What are the areas of challenge that you have encountered in your role?
9. Was there a significant moment when you realized that you are the principal in your first year?
10. What has the transition been like from your previous role to the one of principal?
11. Who has given you the greatest support in your new role? Who have been your role models of principalship?
12. What type of support has the CEOWA given you as principal? Was this request for support of your making or need or didn't you have a choice?
13. What or who are your key supports in the role?
14. What support networks have you accessed (professional associations, mentors, colleagues)?
15. With regard to your personal relationships, have these changed as you have assumed the role of school principal?
16. Do the professional development programs offered by the CEOWA meet your particular needs?
17. What support have your colleagues given you since taking up your appointment?
18. Do you believe that you were adequately prepared for your principalship role through the road to principalship?
19. If you were to develop the Induction Program for newly appointed principals what five main areas would you definitely have in the program?
20. In recalling your experience of the Principal Induction Program, what aspects would you consider the most helpful / least helpful?
21. With regard to the four domains of principalship in the Catholic school, how well prepared were you for being the:
 - a. Theological leader
 - b. Educational leader
 - c. Pastoral leader
 - d. Administrative leader
22. What organizations do you belong to beyond the school fence and why?
23. If you were to have a metaphor for your school principalship, what would it be and why choose this?

APPENDIX C
Approval from the University of Notre Dame Australia School of Education
Research Committee Clearance



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

Dean, College of Education
Bernie Prindiville Chair

19 Mouat Street (PO Box 1225)
Fremantle, Western Australia 6959
Telephone: +61 8 9433 0150
Facsimile: +61 8 9433 0160
Email: education@nd.edu.au
Internet: www.nd.edu.au

ABN: 69 330 643 210

CRICOS PROVIDER CODE: 01032F

19 April 2007

Debra Sayce
23 Patricia St
East Victoria Park
6101

Dear Debra,

On the 12 April the School of Education Research Committee received your application for ethical clearance for your proposal research to be undertaken for your doctoral studies.

The title of the project is: Professional Needs of newly appointed principals in Catholic Schools in Western Australia: the first five years of Principalship.

Your proposal has been reviewed by the school research committee to assess the extent to which it complies with the guidelines for expedited ethical clearance.

Your application has been assessed as having met all expected ethical standard that are relevant to the nature of your intended research and the instrumentation you have chosen to use. Your proposed research project has been granted ethical clearance by expedited ethical review from (April 2007 – December 2009) and consequently your research may now commence.

Clearances granted by ethical review are subject to confirmation by the Human Research Ethics Committee (HREC). The HREC may elect to review the School Research Committee's decision or request further information and/or amendments to the research project.

Should the design of the study, the choice of instrument, or the manner of administration be altered in any significant way as your study progresses, you must provide an update of your clearance application for renewed consideration.

On behalf of the University, I wish you well with what promises to be a most interesting and valuable research project.

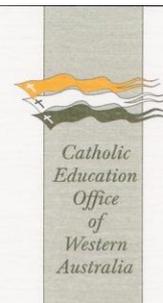
Yours sincerely

Michael O'Neill
Dean, School of Education, Fremantle

CC: Jaki Creavin, Executive Officer, Human Research Ethics Committee

APPENDIX D
Approval Letter from the Director of Catholic Education

DIRECTOR OF CATHOLIC EDUCATION



2 October 2007

Debra Sayce
23 Patricia Street
EAST VICTORIA PARK WA 6101

Dear Debra

RE: REQUEST TO CONDUCT RESEARCH IN CATHOLIC SCHOOLS IN WA

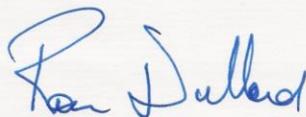
I am writing with regard to your proposal outlining your research study investigating Professional Needs of newly appointed principals in Catholic schools in Western Australia: the first five years of Principalship. I am pleased to give in principle support for this valuable research, and encourage principals in Catholic schools to participate in the study. However, it is the decision of the individual principal with regards to their participation in the research project.

I would like to request that, at the completion of the project, a copy of research findings be forwarded to the Catholic Education Office of WA.

The contact person at the Catholic Education Office of WA is Desirée Grzenda-Day who can be contacted at grzendaday.desiree@cathednet.wa.edu.au or Tel: (08) 6380 5379.

I wish you all the best with your research.

Yours sincerely



Ron Dullard

APPENDIX E

Invitation to participants



Dear (Participant)

My name is Debra Sayce. I am a student at The University of Notre Dame Australia and enrolled in the Doctor of Education course.

I would like to invite you to participate in a study titled: *What are the professional needs of beginning Western Australian Catholic school principals during the first term of appointment?*

The purpose of this research is to explore the professional needs of newly appointed principals in Catholic schools in Western Australia since 2003 in order to better support principals in their demanding roles. All principals who have been appointed within this time frame are being invited to participate in this research. It is anticipated the analysis of the data collected will promote sustainable quality leadership in Catholic education in Western Australia.

Your involvement will require a sixty-minute interview with myself, which will be taped and transcribed with your permission. Prior to analysis of data, you will have an opportunity to read and edit the transcription. You can be confident that your contribution will be entirely confidential and neither you nor your school will be identified in any way. Strict coding of identifiable material will be adhered to thus ensuring anonymity and confidentiality. This material will also be stored securely at the School of Education at the University for a minimum of five years. Should you choose to participate in the research and subsequently change your mind, you have the right to withdraw at any stage without any form of penalty. The findings of this research will be made available to you upon the completion of the study in either electronic or hard copy form.

I will be contacting you by telephone in the near future to seek your response. Should you accept the invitation, I will send you a consent form that is required to be completed and returned to me in the attached prepaid envelope. Upon receiving this I will schedule an interview time that is mutually acceptable at your place of work.

The Human Research Ethics Committee at the University of Notre Dame, Australia has given research ethics approval for the conduct of this research. In addition, the Director of Catholic Education, Ron Dullard, has also given his consent to the research. If you have any concerns regarding the research, you can contact the Executive Officer, Human Research Ethics, The University of Notre Dame Australia, ph: 9443 0870 or fax 9433 0855.

If you would like to discuss any aspect of this study, please contact me on 9472 4276 (home), 9212 9217 (work) or debrasayce@bigpond.com.au My supervisor is Associate Professor Shane Lavery (9433 0173; slavery@nd.edu.au) who is also available to discuss any aspect of this research.

Finally, your potential contribution to this research will be of significance in supporting all principals in Catholic education. Sustainability and durability of principals in this time of educational change cannot be underestimated. Beginning principals are to be applauded for their desire to serve Catholic education. It is anticipated that this research will contribute to your success as a principal and to the continued success of the Catholic education system in its provision of quality Catholic education.

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

Yours sincerely

Debra Sayce
Student ID: 20051284

APPENDIX F Consent Form



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

CONSENT FORM

Research Title: *What are the professional needs of beginning Western Australian Catholic school principals during the first term of appointment?*

Researchers: Debra Sayce, doctoral student (Student ID: 20051284)
Associate Professor Shane Lavery, Senior Lecturer (UNDA)

Research Purpose:

The purpose of this research is to explore the professional needs of newly appointed principals in Catholic schools in Western Australia in order to better support them in this demanding role. The findings from this research will contribute directly to addressing the professional needs of newly appointed principals. It is anticipated that the empirical data collected from the research questions will provide feedback to current practices and professional development for all principals in the system. The general patterns emerging from the empirical data will contribute to the formation of principal induction, principal professional development and future succession planning in school principal leadership for Catholic education.

Participant Rights

Permission has been granted from the Research Ethics Committee of UNDA and the Director of Catholic Education to research this area of principal leadership. Your commitment will be to participate in a one hour, in-depth and semi-structured interview. The interview will be conducted in your work environment at a mutually convenient time. The interviews will be taped and transcripts will be developed verbatim. A copy of the transcript will be sent to you for validity purposes. You have the right to edit your transcripts. Anonymity and confidentiality will be afforded to you through coding techniques and the secure storage of the data both at the university and in my home study through secure filing cabinets and rooms. In addition, access to the collected data will be limited to me and to my t supervisors, Associate Professor Shane Lavery. Should you choose to participate in the research and subsequently change your mind, you have the right to withdraw at any stage without any form of penalty. You will also have the right to withdraw any unprocessed identifiable data previously supplied.

If you agree to participate in this research, can you please read and sign this consent form. This form will be retained for the duration of this study.

I (printed name)..... give consent to participate in the abovementioned research. I am aware that the requirements will be an hour interview that will be audiotaped and transcribed. I accept the conditions regarding the ethical considerations including that I or my school will not be identified, that the researchers will keep all information pertaining to me confidential and that security surrounding my data is acceptable. I am also aware that I can withdraw at any stage prior to data analysis and that any unprocessed identifiable data can be withdrawn pertaining to my information without penalty.

Participant's Signature:	Date:
Researcher's Name: Debra Sayce	
Researcher's Signature:	Date:

If you have any complaint regarding the manner in which this research project is conducted, it may be given to the researcher or, alternatively, Executive Officer, Human Research Ethics, The University of Notre Dame Australia, ph: 9443 0870 or fax 9433 0855.