

THE ROLE OF THE TEACHING PRINCIPAL
IN ONE RURAL MANITOBA SCHOOL DIVISION

A Thesis

Submitted to

The Faculty of Graduate Studies

University of Manitoba

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Harvey C. Kingdon

May, 1985

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ABSTRACT

The purpose of this study was to determine the unique aspects of the teaching elementary school principal.

The procedure involved: identifying the most commonly accepted general role expectations of principals through a study of the related literature; interviewing and studying daily logs of activities of the teaching elementary principals in one school division to determine how they define and practice their actual jobs; identifying the differences in the defined and practiced role with that of the commonly accepted role; and determining the unique aspects of the role of the teaching principal.

The research provided information on each of the research questions. The review of the literature identified a dozen major categories of expectations of principals. From the daily logs of activities the major areas of the teaching principal's role were identified. These were confirmed by the interviews which illustrated both the professional aspects of teaching and the administrative aspects of management.

The role of the teaching principal, although including the basic expectations of principals, is somewhat different from the non-teaching principal. Several unique role definitions were identified. The study concludes with comments on the implications of the findings for both practice and future research.

ACKNOWLEDGEMENTS

A sincere thank you is extended to Dr. David Marshall, my thesis advisor, for his guidance, support and encouragement. Thanks also to Dr. Hal May and Dr. Joe Von Stein, the other members of the Thesis Committee, for their advice and encouragement. Your contributions have been greatly appreciated.

Special acknowledgement is extended to the Morris Macdonald School Division and to the teaching principals who participated in this study. A special thank you goes to Mrs. Colleen Dodd, the typist for this thesis.

Thanks to my wife, Loraine, for her patience and understanding during the many hours that were committed to this study.

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CHAPTER 1

INTRODUCTIONOVERVIEW

The role of a Manitoba school principal is cumbersome, all encompassing and lacking in clarity. The expectations of the various "publics" - School Board, senior administrators, teachers, students and parents often differ resulting in conflicting role expectations for the principal. The role of the teaching principal in a small elementary school, as compared to that of the non-teaching principal, is even less well defined. Role clarification is required.

The expectations for principals are specified by provincial regulations (Manitoba Regulation 106/70 and 64/71). Section 32 of Part VI of Regulation 106/70 states, "The principal shall be in charge of the school in respect of all matters of organization, management, discipline and instruction." There appears to be no difference in the expectations of teaching and non-teaching principals.

For example, Cullers (1976:179) states that from School Boards, "The pressure is on for the principal to identify with management." However, Sackney (1980:4) states, "Principals must furnish instructional leadership whether they want to or not." Students may find fault with a teacher; however, according to Culler (1976:179), "Regardless of the complaint, the principal is often expected to take sides against the teacher; yet the teacher expects the opposite." Gould (1980:3) found

that, "Many of these various and varying expectations conflict." There is a need to clarify the role of the teaching principal.

The expectations of a principal, including teaching principals, vary according to the public in question. Vetter (1976:22) stated, "As office holder, the principal is expected to simultaneously perform in many roles by a host of role senders." However the most apparent role conflict resulting from varied expectations appears to be between management and instructional responsibilities. Anderson (1967:293) commented, "The conflict is, rather, between two entirely different bases of authority - professional versus bureaucratic."

Amongst those who are showing discontentment with the current status of schools are principals. Blood (1978:4) refers to an article in "Newsweek" (March 14, 1978), "Burnt-Out Principals." It signifies a growing public concern in Americas schools and depicts the stress which principals face, "Worse yet, the very best principals are quitting at an even higher rate."

The importance of the principal to a school cannot be underestimated. Authorities, such as Gould (1980:1) states that, "The principal is the most important and influential single person in the school system." It is the principal that has the greatest influence on more people affecting the, "teaching-learning process than any other single person." With the principalship being such a vital position, it is essential that the best person available be sought for the position and that conditions be such that the principal will be encouraged to remain and provide the essential leadership.

In spite of such an inadequately defined role, the position of

the principal remains most important and influential. It is the principal who is in charge of the education provided in the school. To assist in the provision of the best quality of education possible, it appears that the expectations and the role of the principal, whether teaching or non-teaching, are in need of greater clarity. Blood (1978:22), referred to the Gaton and McIntyre (1978) study of "The Effective School Principal" in which, "the principals most frequently cited role clarification as the number one need."

Still further pressures result from teacher militancy, public demands for accountability, trends towards centralization and decentralization, curriculum changes and student unrest. These increased demands add to the role expectations of the principal and make the responsibilities of the teaching-principal greater and more difficult to accomplish.

There are still many small schools in Manitoba. A low enrollment will result in one of the teachers being designated principal. This teaching principal has the added responsibility of these tasks considered administrative. The time and assistance provided for this extra work varies according to the school enrollment. The teaching principal's situation is rather unique and the role needs clarification.

STATEMENT OF THE PROBLEM

The purpose of this study is to investigate the nature of the teaching elementary school principalship. The problem to be addressed is the question of the difference between the general role expectations of principals and those of the non-teaching principal. Consequently the research question for this study is, "How is the general role

expectation of the principal different from the role of the non-teaching elementary school principal?"

In order to address this major problem, the following research questions were formulated:

1. What are the established or most commonly accepted general role expectations of principals?
2. How do teaching principals in small elementary schools define and practice their actual jobs?
3. How is the role of the teaching principal as defined and practiced different from commonly accepted role expectations of principals?
4. What role definitions are unique to teaching principals?

SIGNIFICANCE OF THE STUDY

The study of "The Role of the Teaching Principal In One Rural Manitoba School Division" can be justified on both practical and theoretical grounds. This is illustrated in the following comments which are significant for both present practices and for further study and research.

Significance for Practice

In Manitoba there are many small elementary schools in which the principal must provide the required administration as well as teach for a portion of the work day. This is a condition which has existed since the first schools were established. Recent indications are that it will continue as evidenced in the granting of special funds and support services for small schools. The principals of these small schools provide the educational leadership, carry out the administrative-management responsibilities and also teach. The significance of this study is to determine if there is a difference between the

accepted responsibilities of principals and their actual efforts. Further knowledge on the unique aspects of the job can assist in a number of ways; for example, in the provision of professional development.

Significance For Further Study

This study has theoretical significance for the teaching elementary principal. It could form the basis for further study and research on both teaching and non-teaching principals. The role of the teaching principal in Manitoba has not been studied to date and as a result several aspects are in need of study. This local study could provide the basis for further study at both divisional and provincial levels. The results could provide specific information which would provide greater understanding on the role of the non-teaching principal.

DEFINITION OF TERMS

The following are definitions on the basic terms used in this study.

Teaching Principal

The person appointed by the local School Board to fulfill the position of principal, as outlined by the Manitoba Department of Education (Manitoba Regulation 106/70 and 64/71), "shall be in charge of the school in respect to all matters of organization, management, discipline and instruction." The teaching principal has both instructional and administrative responsibilities.

Publics

The term "publics" refers to those groups served by the school

and includes the following: school board members, students, teachers, parents and tax-payers.

Role

"Role" was considered to be the necessary functions to the position of principal.

Senior Administration

This term refers to the school superintendent and the Coordinator of Special Services, the only two division based administrators in the division under study.

Small Schools

Definition of small schools vary; however, for the purposes of this study a small school was identified as one not having sufficient students to qualify for a full time principal under the policy of the School Board in the Morris Macdonald School Division, thus necessitating a teaching principal.

During the 1983-84 school year the Manitoba Department of Education has defined small schools as: a) elementary (K-8) schools having, on average, fewer than 15 students per grade; b) secondary (9-12) schools having, on average, fewer than 50 students per grade.

METHODOLOGY

The research design for this study of the teaching elementary school principal was of a descriptive nature. The data was collected by means of 1) a structured interview which assesses the teaching principals perception of the role and 2) a daily record of the principal's school work day which illustrates the activities under-

taken while the principal carries out his/her role.

Sample Selection

The seven elementary schools within the Morris Macdonald School Division #19 which have teaching elementary principals provided the data for the study. One of these schools, although having a teaching principal, does not qualify as a small school according to the Manitoba Department of Education guidelines. This school was used as a pilot school while the remaining six, three with principals who teach full time and three with principals who teach part time, formed the sample schools. See Table 1 for detail.

Data Collection and Analysis

Data was collected and analyzed as the following points indicate.

1. Information to answer the first research question, which attempts to identify the established or most commonly accepted general role expectations of principals, was identified from the review of the literature.
2. Data in response to the second research question, how teaching principals in small elementary schools define and practice their actual jobs, was identified through the use of an interview guide, and from additional comments from teaching principals, and daily records of the school work day.

a) Interview Guide

A structured interview guide was used by the researcher for interviews with each of the principals. As the interviewer questioned the principal, according to the guide, responses were recorded. (See Appendices II and III)

2. b) Daily Record of School Day Work Day

Each teaching principal was provided with a form on which the principal kept a daily record of activities. After discussions regarding procedures between the researcher and principal the record form was left for completion by the principal. (See Appendix II C)

3. Data Analysis

Information for the remaining two research problems, concerning the differences between the accepted role expectations of principals and the role of teaching principals as defined and practiced, and the unique role of the teaching principal, was obtained from the data.

Once the data was collected it was analyzed and presented in detail. The importance placed upon specific role expectations and accomplishments, together with the analysis of the descriptive workdays, provided the information for interpretations of results.

DELIMITATIONS

This study was limited to one small, rural school division. It involved only the seven schools with teaching principals as illustrated in Table #1.

The information was collected in the spring and fall of 1984. Since the data was collected through a questionnaire and daily record of the school work day, it was of a perceptual nature based on the researcher's findings.

LIMITATIONS

Since this study is based on the small schools in one rural school division it has several limitations. The foremost limitation is the small number of schools involved. Only seven schools form the basis of the study - one as a pilot school and the other six forming the sample - three with full time teaching principals and three with part time teaching principals. This is a small sample from which to determine the rôle of the teaching principal.

The difference in the type of school - size, grades and location, result in different principal contacts and role expectations. This tends to make the sample with differences in principal responsibilities greater.

The relation of the sample, one small rural school division, makes it more pertinent to that type of area. Comparisons to non-teaching principals, to different divisions and to other provinces would form still other limitations.

SUMMARY OF THE THESIS

In this introductory chapter of the study, "The Role of the Teaching Principal In One Rural Manitoba School Division", the following aspects are included: the introductory background, a statement of the problem, the significance of the study, definition of terms, the methodology, delimitations and limitations.

The second chapter includes a review of the current literature in order to illustrate what research identifies as the expectations and role of the principal, and in particular that of the teaching principal.

The third chapter presents the conceptual framework of the study including the research design.

The fourth chapter presents the research findings as gathered through observation, discussion and questionnaire results.

The fifth chapter provides an analysis of the research data.

The sixth chapter includes the summary and implications for practice and future research.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to review the current available literature concerning the role of the principal and in particular, on the role of the teaching elementary school principal.

First, the need for role clarification is considered. This is necessary as a result of the lack of well defined roles and the varying job descriptions. The expectations of the principal's role have changed with time and may differ with both location and among the various publics.

Statements regarding the expectations of what principals should be doing are considered. The expectations vary greatly and include a wide variety of activities. They include roles of a school manager, of middle management, of instructional leader and of leadership in general. There is considerable overlapping in the roles; however, emphasis is placed on two areas - those of school management and those of instructional leader.

An attempt is made to identify the role of the teaching elementary principal and to summarize the major expectations of principals.

Role Expectations

Changes With Time

Both Williams (1983:10) and Smyth (1982:20) refer to the traditional role of the principal as one with unquestioned authority and respect as the head teacher. Besides teaching full time the principal tended to

such administrative duties as scheduling, discipline, filing reports and school maintenance. This is similar to the expectations of the teaching elementary school principal today.

Research shows that the role of the principal has changed over the years and tends to reflect the dominant group in society. William Enns (1981:15) stated that, "The functions performed by principals, and the expectations for the principalship, have developed and changed as schools, school systems, communities, and societies have changed." When the business ethic was scientific management it was reflected in school organizations and administration as was human relations when it became the dominant ethic. Similarly, emphasis have been placed on centralization-decentralization, program planning and budgeting, management by objectives and emphasis on accountability. In the pre-war period the principal performed functions of a line officer - implementing, directing, evaluating and reporting to superiors. With different conditions following the war, emphasis for the principal was placed on instructional supervision.

Sackney (1980:4) also comments on the changes over the past twenty-five years. There has been a change from the traditional management and control role of (1982:9) ". . . planning, co-ordinating, directing, controlling, communicating and evaluating . . ." to one requiring the ability to function constructively and professionally in order to achieve professional ends. Williams and Curry (1982:3) point out that society ". . . is no longer willing to trust the experts to the degree which it once did." Since the principal has become the target of protest, a leadership containing appropriate skills and strategies must be developed." Barraclough (1973:1) stated that ". . . roles must be defined, and both

roles and principals must change to keep pace with society and with developments in the field of education."

Differs With Location

There are basic role expectations of the principal which include a wide variety of responsibilities. These have been stated in the Public Schools Act, the regulations of the Department of Education and job descriptions as defined by the various school divisions.

The Policy Handbook for the Morris Macdonald School Division #19 contains a section on the "Role of the Principal." It states (1981:L5) "The principal shall be responsible to the superintendent for administering the general policies and programs of the school system, and for keeping his staff informed about such policies and programs." This includes school organization, assignment of staff duties, program supervision and the promotion of good community relations.

Although similar expectations are required by other school boards, each specifies both duties and roles to meet the specific needs of the school. The C.E.A. (1971:52) discusses the role of administrative assistants in Winnipeg. The principal may oversee their responsibilities but the role of actually doing much of the work in such areas as supplies, repairs, textbooks, finance and lunchrooms are left to the administrative assistants. This is not the case in small rural schools.

Marshall (1982:4) referred to a study done by the New Brunswick Teachers' Association in 1980 which states that the key role of principals should be that of educational leaders. Enns (1981:15) comments upon the Alberta School Trustees' insistence that the principal be a part of management and removed from the teachers' bargaining union. This

illustrates the continuing differences in the expectations and roles of principals from one location to another.

Differs With Publics

The several publics which interact with the principal have their own specific role expectations of the principalship. This is evident in the work of Mazzarella (1977:13), Vetler (1977:22), Blood (1978:22), Gould (1980:3), Webster (1982:5) and Bogue (1976:67). Blood (1978:22) refers to these expectations as a ". . . kaleidoscope of demands for control." Regardless of the efforts taken by the principal, Webster (1982:4) believes, ". . . that a principal will be viewed as a success by some groups, while being simultaneously deemed an abject failure by others." The publics include: students, teachers, parents, central office personnel, school board members, and Department of Education officials.

Students

Since the majority of students are satisfied with their school, Webster (1982:4) found their demands few. They expect the principal to be fair and to be the authority figure in the school. Rogers (1980:15) found that students expect the principal to provide sound leadership and set a positive tone and style for the school. Student unrest, even at the elementary level, indicates frustration with the school and the leadership provided by the principal. Jacobson (1973:18) referred to the Becker study, under the direction of Goldhammer, (1971), involving elementary school principals in fifty states. It identified outstanding educational institutions as ". . . beacons of brilliance. . ." and the very poor schools as ". . . pot holes of pestilence. . ." The characteristics of good schools portrayed conditions which students want - enthusiastic leadership, the

staff working as a team, high morale, extended services, effective appraisal, programs which emphasize meeting student needs.

Teachers

Teachers look forward to the principals' leadership that is evident in schools considered to be "beacons of brilliance". They also want the principal to involve them in decision making. Williams (1983:13) refers to this as ". . . participatory decision making. . .", Cullers (1976:179) as ". . . democratic administration. . ." and Williams (1982:5) as treating ". . . teachers in a collegial fashion." Teachers want their principal to take a sincere interest in their work. Jones (1980:15) states that the principal needs to maintain a good rapport with the staff while Gould (1980:1) stresses the importance of appropriate team work and the development of an ". . . esprit des corps."

Sackney (1980:2) found that teachers want to be left alone in the classroom but to have ". . . the principal make their job less frustrating." They want the principal to be fair, to minimize rules, to assist with difficulties, to exert authority over others, to advocate the staff's point of view to superiors, and to involve teachers in decision making. Although teachers accept the principal's authority over resources and external personnel they question, ". . . the principal's intrusions into domains requiring specific expertise in respect of teaching and classroom processes." This, according to Blood (1978:14), is due to the increased experience, specialization and improved qualifications of teachers.

Cullers (1976:176) refers to the Chase study of teacher expectations of principals in forty-three states. Teachers expected principals ". . . to stress individual needs, decentralize authority and to use a minimum of

rules." Webster (1982:5) listed other expectations. Teachers want an authority figure to whom they may submit disputes for fair arbitration. They want someone to act as a buffer between themselves and others and to support them in times of need. The principal is also expected to see that the necessary instructional resources are provided and that the physical conditions are satisfactory.

Parents

Webster (1982:6) stated, "Parents share the feelings of the students with regard to fairness and authority and that of the teachers with regard to resource provision, but they also have their own particular expectations." Parents expect principals to be experts in education and to be able to provide instant knowledge in most areas and levels of the public school system. They want principals to further the interests of children in most areas - hot lunches, extra-curricular activities, the basic skills and a variety of programs.

Parents have specific expectations of the principal in regard to discipline. According to Sackney (1980:3), "Parents. . . expect the principal to be fair and to reach decisions that protect their children from arbitrary, punitive actions of teachers." They want discipline established and upheld. Principals are expected to be sound problem solvers whether it be handling the students, making referrals to appropriate external agencies or locating lost articles. Due to the changing societal needs and the diverse mix of school clientele there are many new expectations of the principal's role.

Central Office Personnel

Central office personnel have two basic groups of expectations of

principals - professional and bureaucratic. Among the professional expectations, Webster (1982:7) includes: educational leadership; improvements in curriculum and pedagogical technique; evaluation of curricula, materials and staff; improve student and staff morale; correctly and legally administer discipline; and maintain good rapport with the community. Bureaucratic expectations include efficient, safe plant management, supervision of personnel, and the submission of requested statistics. As business managers principals are to be accountable for the expenditures of allocated funds and in handling the many financial transactions and funds.

Sackney (1980:2) found that central office personnel expected principals to be ". . . forceful in their relationships with subordinates, to initiate appropriate decision making action, to emphasize the achievement of organizational goals and to show greater concern for the institution than for the individual."

School Board Members

The expectations of school board members are many. They tend to be bureaucratic in nature, similar to those of central office, and also to conform to the expectations of the many interest groups. The board expects principals to provide sound educational programs.

Department of Education

The Department of Education is responsible for the provision of education throughout the province and leaves the local responsibilities with elected school boards. The expectations of the principal are specified in the Public Schools Act and the various regulations of the Department of Education. The principal is responsible for school organization, assign-

ment of staff responsibilities, supervision of instruction and personnel, providing data on the school's operation, submitting requisite forms, fulfilling program requirements and encouraging community involvement in education.

Teacher Organizations

Unions see the principals role as a facilitating one providing co-ordination, leadership and involvement. They see principals as teachers working in a collegial manner and providing teachers with the support and assistance to do their job.

Principals are expected to be, Webster (1982:5) ". . . a first among equals. . ." respecting the teachers' professional competence and aspirations.

Several authors including Cullers (1976:179) and Mazzarella (1977:13) state that teacher associations challenge the principals' role as an instructional leader. They believe that with specialized training and increased experience, the teachers are in a better position to provide this leadership. Teachers have used negotiations to settle teacher-board agreements and in gaining power and influence have altered the duties and authority of the principal. Berg (1973:165) and Jacobson (1975:24) found that the elementary principals role is affected less by such developments than those at the secondary level. Becker (1971:152) saw the principals role becoming less influential as they were forced to ". . . consult teacher union representatives rather than the teachers directly."

Principals

Webster (1982:9) stated that principals ". . . have their own

principles, educational philosophies, dreams, and standards." According to Rogers (1980:26-31), who studied the role of the principal, the principals indicated the changes that they would like to see in the school system. They wanted greater control over their own schools - selection, supervision and training of staff, school regulations and policies, authority over internal school funding allocations and budgets, and students; adequate staff to provide the kind and quality of education required; clarity of role and authority - more carefully defined duties, job descriptions and expectations; greater personal growth, recognition and rewards in their jobs. Since roles are not clearly defined Mazzarella (1977:3) stated that principals are legally". . . still free to interpret their roles in the instructional program as they see fit." Principals need to take advantage of this opportunity. Recognizing that principals may show remarkable peer solidarity and that their group power is weak, several authors - Webster (1982:9) Williams (1982:4), Sackney (1982:11) and Smyth (1982:3) recommend that principals and their associations speak out on behalf of their group. There is a need for principals to define their own role.

The role of the principal varies from public to public and the responsibilities are comparable to a kaleidoscope of requests. Since meeting the expectations of all are not possible, there is a need for role clarification. The basis expectations of principals, in general, are similar for those who are full time administrators and for those who are elementary teaching principals.

The Need For Role Clarification

Job Descriptions

When one accepts the principalship of a school many of the expectations are listed in specific job descriptions. In the Morris Macdonald School Division the Policy Manual includes a section on "The Role of The Principal" (1981:L5).

Its introductory paragraph states:

"The principal shall be responsible to the superintendent for administering the general policies and programs of the school system, and for keeping his staff informed about such policies and programs. Subject to the provisions of the Public Schools Act, the regulations of the Department of Education, and this handbook, the principal shall be responsible for the detailed operation of the school, for the assignment of duties to members of his teaching staff, and for the supervision of the instructional program and for the promotion of good community relations of the school and the staff as far as it may be in his power to do so."

In order to carry out this role the principal has specific duties to perform. These include: regular reports to the superintendent, staff assignment and evaluation, orientation for new staff members, arranging for substitutes, staff meetings, classroom observation, student registration and reports, student organizations and fund raising projects, discipline, safeguarding the health and well being of all school personnel, student activities, inspecting playgrounds and facilities for possible hazards, reporting serious damage to police, school patrols, fire drills and keeping staff informed of all policies.

The Manitoba Teachers' Society (1978:21) listed the various tasks that principals do. The list included: clerical work, curriculum, professional development, pupil contact, school finance, evaluation of professional staff, evaluation of support staff, community relations, meetings, teaching, school associated functions, timetabling and others. Some significant comments

which reflect the need to clarify the principal's role included: a conflicting and/or increased expectations and pressures from outside groups, the amount of time required to spend on clerical work, and the increased workload resulting from the school involvement in new areas.

Certain administrative authority is granted to the principal. Wood (1969:53) lists the following areas where principals make decisions: assigning teachers, the teaching schedule, committee assignments, daily operational policies and procedures, administer control and discipline over students, allocate supplies and materials, indicate extra-curricular duties, programs to strengthen community relations, and hold faculty and committee meetings. As teachers request a greater say in the decision making there is a need for the re-examination of the principals' rights and responsibilities.

The manner in which school systems define the duties, responsibilities, and limitations vary widely. Although job descriptions exist, they are difficult to keep current and fully operative. Thus, there exists a need for role clarification.

The Confused Role

The ambiguity created by poorly defined roles creates much anxiety and confusion for the principal. Although school boards list specific duties, the extent of involvement ⁱⁿ is managerial and educational responsibilities is left to the principal. As Becker (1971:6) pointed out, "They must perform the managerial or 'housekeeping' chores, but they are uncertain about how . . . to obtain more time for supervision, planning, and evaluation." The present principals' role appears to be associated with each. This ambiguity makes it difficult to determine the expectations for the principals'

performance and the criteria to measure that performance. This difficulty was expressed by Jacobson (1973:19), Anderson (1967:295) and Barraclough (1973:4)

Principals are expected to increase the productivity of their schools. According to Sackney (1980:1) such productivity is limited due to numerous road blocks and the ". . . brevity, variety and fragmentation. . ." of the managerial tasks which take the majority of the principals' time. Mazzarella (1977:11) referred to the McNally study of 1974 which also showed that principals were not ". . . exercising to any considerable degree the instructional and program leadership function that is widely agreed to be their most important responsibility." Similarly, in an article in the Canadian Education Association (1971:53) the author states that the principal ". . . needs reassurance and confirmation that his prime role is that of an educational leader, rather than a business manager of sorts."

Recent studies by Volk (1981:11), Smyth (1982:4), Sackney (1982:11), the Peel Board of Education (1983:23) and Williams (1983:14) all stress the necessity of the principal being an educator placing emphasis on instructional leadership. At the present time there is considerable confusion regarding the role of the principal.

Teacher Influence on Role

Principals are expected to carry out an administrative-management role which includes administering policy, interpreting objectives and co-ordinating programs. According to Wood (1969:43) principals tend to administer teachers rather than programs. This domination and intimidation has encouraged teachers to seek improvements through collective bargaining. When teacher needs are not met they too become negotiable items. Teachers have become

better qualified with specific competencies and have requested greater input into decisions regarding civil rights, academic freedom, and working conditions. Becker (1971:152) and Cullers (1976:179) support Mazzarella (1977:13) who stated that through collective bargaining ". . . the principals' original power as an instructional leader has been gradually transferred to teachers."

Karlitz (1979:95) referred to the many types of decisions now being made by teachers that once were left to principals. The Berg (1973:8) study did reveal that many of the fears of the effects of collective bargaining upon the principal were not as serious as originally believed. In fact, the elementary principal in a small school received considerable assistance.

In regard to the growing restrictions on the principals' role Corwin (1970:177) commented: "One cannot escape the impression that much of the leadership for militant professionalism in education has come from behind-the-scenes informal leaders as well as from officers of established teachers' organizations." Such action is more predominant in larger school areas than in smaller ones. It has also been found by Jacobson (1973:25) that where major militancy develops the principals tend to move away from the teachers and towards management. Hill, Quinn, Wood (1971:16 & 17) refer to attempts of unions to weaken the management position and to obtain power from the principal in order to gain teacher support to solidify the union's position.

Similarly, Anderson (1967:293) stated: "Such teacher militancy is an attempt, not only to achieve a professional status, but also to carve out an area of professional autonomy free from administrative and lay control

and interference.

It is evident that teachers, through the collective bargaining of their professional associations, have and are in the process of altering the principals' role. There is a need for role clarification for the principal.

Principal Dissatisfaction

It is difficult to work under trying conditions when roles are not clearly defined and measures to evaluate one's effectiveness are not based on known roles. Ready (1969:49), Sackney (1980:27) and Volk (1981:40) comment upon the many frustrations which result from such role conflict and ambiguity. These include many administrative chores, the growing legal responsibilities, the conflicting expectations of the various publics, the desired leadership, the involvement in professional growth of personnel, and the numerous management responsibilities.

Swent (1977:10) illustrates the result of such frustrations through the stages of the stress cycle. During the first stage the principal is faced with many demands or stressors. These include such daily items as meetings, self expectations, interruptions, rules and regulations, the heavy work load and conflicts. The principal perceives these during the second stage and provides a stress response in the third. One might ignore, flee, combat or alleviate the stressor. The fourth stage illustrates the consequences. If it is not adequately dealt with the result could be mental and physical illness.

When principals find that their work becomes less satisfying and frustrations continue they decide that the added pressures outweigh the benefits of a principalship. Vetter (1976:22) points out that a growing number of principals are deciding to return to teaching, take early retire-

ment or find new careers. This is supported by Seligmann (1978:17) in her American study of principals. She states ". . . principals in growing numbers are deciding that the personal and financial rewards of their careers are far outweighed by the huge sacrifices of time and energy they must make." One quarter of the 1600 principals surveyed indicated that they intended to quit their jobs. Researchers singled out sixty exceptional principals and a year later one-third had resigned. They were part of a "burning out" process.

Blood (1978:4) refers to the discontentment being voiced about schools by segments of most of the publics - parents, legislators, school boards and school personnel. Concerns range from lack of basic skills to finances, discipline, vandalism, course content and decentralization. Since the principal is in charge of the school much of the criticism is directed at the school spokesman. Such developments have placed the principal in such stressful situations that many effective principals no longer want the job. The number one response from principals to the question of what is needed to make the principal's job more manageable and effective was role clarification.

There is definite need for a clarification of the principal's role. This is evident in the variety of tasks and vagueness of job descriptions, in the confusion surrounding the expected roles, in the expectations of teachers for increasing control of what has been accepted as the principal responsibility, and in the effect upon principals in their dissatisfaction of the lack of role clarification. The frustration for a teaching elementary principal is even greater. The role of the "principal" is poorly defined but the role of the "teaching Principal", even though the job description appears different, is faced with the same expectations.

Different Roles

Management

The traditional role of the principal centered around the management of the school. Since the principal, as stated by Blood (1978:22), was a ". . . master teacher. . ." he was able both to manage the school and to provide instructional leadership. Today this is difficult to do. Several recent studies - M.T.S. (1975:2), Sackney (1982:8), McKeague (1981:8), and Mazzarella (1977:11) indicate that even though principals believe that they should be educational leaders, their actual work is management oriented.

The principal is seen as a plant manager who is expected to operate it efficiently and safely, to assist in the selection, supervision and evaluation of staff, and to supply central office with the necessary statistics - books, student age, grade and sex, and many others. Reports are required to assist with the granting of teacher certification, tenure, promotions and dismissals. Such reports must be based on formal inspection and assessment. Principals are given control over certain expenditures as part of their role as financial or business managers. These include the numerous fund raising activities, collections of monies and in some cases school based budgeting. Such managerial expectations are all indicated by C.S.A. (1981:15), Webster (1982:7), and Sackney (1980:3). Krajewski (1981:22) points out that management involves planning, organizing, integrating and measuring to achieve the organizational goals. Principals are given these responsibilities to do in their schools.

Smyth (1980:17) and Sackney (1982:8) refer to the studies of Walcott, 1973, O'Dempsey, 1976, and Peterson, 1977-78 on how principals spend their time. They found that about 60% of the time was taken on activities initiated by others and that the work was characterized by brevity, variety

and fragmentation. Smyth (1980:17) stated that principals,

"have portrayed a harried executive whose actions are characterized by extreme brevity and frequency of change, and who spends large amounts of time responding to contact initiated by others on matters unrelated to the central instructional purpose of the school."

The principal's workday is hectic, unpredictable and requiring many decisions which must be made within a few moments. The workplace seldom resembles that of a "thinker" but is more like that of a "doer." The varied jobs also include handling disturbances, allocating resources, and attempting to keep the various publics contented.

Marshall (1982:4) indicated that most school boards have developed job descriptions and that the Manitoba Teachers' Society has developed a handbook on the Role of the Principal in which many of the responsibilities of principals are of a managerial nature. He referred to the Higley, 1975 study which considered principals as shop foremen whose primary concerns were public relations, finance, facilities and operational maintenance. In reference to the Boyd-Crowson (1981:326) study the principal was compared to a "firefighter" where research showed that 80% of his time was spent on non-instructional issues.

The upper administrative bureaucracy places pressure on the principal with its requirements of routines, paperwork and conflicting regulations. An American study commented upon by Rogers (1980:20) revealed that the principals' most frequent roles were: managing and co-ordinating staff, following correct rules and procedures for administrative regulations, keeping records, evaluating teachers, carrying out student transfer and disciplinary procedures, and acting as a "firefighter" or disturbance handler.

Regardless of the desire of a principal to place emphasis on an

educational leadership role, the many other responsibilities encourage a management role. Volk (1981) questions if such a role is what aspiring principals expected. Upon becoming a principal the clerical, housekeeping, and supervisory responsibilities gain emphasis. The administrative chores take up the majority of the time. Teacher reporting systems need to be developed; programs of courses and instructional time need to be organized; the assignment and supervision of the efforts of staff must be done; and efforts to promote public involvement in education are expectations of the principal.

Principals operate in authoritarian institutions. Cullers (1976:180) refers to the research done by Robert Moser and others who found that superintendents expected principals to conform to role behaviour that stresses goal achievement, centralized authority, and instructional regulations. As a result principals tend to concentrate on organizational means with focus on "custodial or maintenance functions such as student discipline, rules and regulations, daily operation of the building, class schedules, supervision, office paperwork and survival." These are not the goal related or teaching-learning activities of the school. Mazzarella (1977:11) referred to the McPherson, Salley and Baehr study of the duties of 619 principals in the United States. They defined their jobs in terms of administrative rather than instructional functions. Lacking the skills of instructional leaders, the time required, the authority and a clear role definition, principals become managers and disciplinarians.

Research by Becker (1971:5-6), Anderson (1967:295), Wood (1969:43) and Jacobson (1973:17-19) show that principals work in authoritarian institutions where, especially elementary principals, they have limited involvement in district policies for allocation of resources, personnel,

and operating procedures. Once such decisions are made principals must enforce them. This involves the many managerial and "housekeeping" chores, conformance to rules and operating procedures and deference to hierarchical authority. The C.S.A. Report (1981:15) indicated that to accept clear directions of the Board and Central Office is easier for the principal. There is less opportunity for mistake.

When specific expectations are placed on principals the safest action is to fulfill the expected role. Rogers (1980:21) stated that principals were ". . . conscientious custodians of administrative trust, which at any time could be withdrawn if they stepped out of line." Hence, they tend to carry out the system goals, preserve the status quo, and keep clear of risks and embarrassments. Wood (1969:115) stated that, ". . . the principal must perceive himself. . . to be part of the management of the school system. In the long run, he has only his job to lose if he doesn't." Similarly, Cullers (1976:180) indicated that principals seldom lose their jobs for dissatisfaction in the area of programming. It is when there is dissatisfaction in the maintenance area of administration that demotion, transfer or loss of job may occur.

Jones (1980:15) states that, "The principal must be a manager." Not only is he aware of considerable confidential information, but many of the daily typical, working responsibilities are associated with management. This opinion is shared by Hill (1971:13) who considers the principal as ". . . the front line proponent of management's point of view and protector of management's rights under the contract." The principals' main task is to "get it across" for management regardless of whether it refers to the classroom, hallways, playgrounds, lavatories, the school office, gym, boiler room or cafeteria. This right to manage must be retained. As a

part of the management team the principal should also be involved in the formation of policy. If this is so then the principal is better equipped and more eager to see the management decisions carried out. Ready (1967:114) states that the principal concentrates on having the goals carried out without interference. Time can be devoted to improving the plant, training employees, planning ahead and setting up procedures and operations.

Working under such managerial expectations principals are forced to establish a decision making style incompatible with personal value systems. Williams (1983:13) states that principals tend to ". . . intervene in an arbitrary or authoritarian manner." This brings staff opposition, especially if a decision is overturned that was originally made by the participating groups. When principals become rigid in programming and in following regulations, suspicion and misunderstanding occur. Wood (1969:43) found that teachers fear this domination and intimidation. They see it as further constraints supplementing the restrictive curriculum guides and automatic promotional policies. This forces teachers, according to Anderson (1967:293) and Barth (1980:12), to become militant in their attempt to achieve professional status and autonomy.

Many factors encourage a management role for the principal of a small school. McKeague (1981:8) referred to the following: the necessity to do paper work after school due to teaching responsibilities; the absence of a vice-principal with whom to share management jobs; the lack of outside assistance tends to leave the principal to run his own school with his own resources; the need to handle crisis as they develop, leaving little time for program improvement or the enhancement of teaching. The priority is, "To keep things under control and running smoothly." This opinion is shared by Smyth (1982:2) who states that although the principal may farm out some

of his responsibilities and share decision making with his peers, he must do a considerable amount of administrative work outside of school hours. According to The Manitoba Teachers' Society Study (1975:38) there has been an increase in clerical work and "There seem to be many teaching principals with little time to do justice to their educational leadership role."

Risk (1982:2) referred to several studies where one principal is in charge of two schools. It was found that principals spent their energies on managing building and administrative tasks with little time for professional leadership. The principal becomes an "absentee manager, fighting brushfires."

In school divisions containing several small schools, Barth (1980:12) stated that there is a tendency to have similar expectations for all schools - personnel, policies, and expectations. His caution is clear:

"Attempts to centralize control beget bureaucracy; bureaucracy begets roles; roles beget conflicts of roles; conflicts beget low morale; low morale begets ineffectiveness and inefficiency."

Boguo (1976:204) reacts to the emphasis being placed on the management role:

"Educational managers are in danger of abdicating their leadership obligations. Too often we have substituted means for ends, focusing our attention on process rather than purpose. We have equated growth, mobility, involvement, and activity with performance and progress. We have permitted ourselves to be directed from the goals of our organization. Our privacy is taken by committees and conferences. We are tyrannized by trivia and inundated with information. Our energy is drained away in dealing with the oppression of overly complicated decision structures and processes."

Although much has been stated on the principals' current role as that of a plant manager, Smyth (M.A.P., 1980:17) believes this to be a misguided concept. He claims that it is due to unbalanced research that has placed such emphasis upon the administrative aspects of the principals' role.

Middle Management

The elementary principal fits the management discription - "working with and through people - both individually and in groups - to accomplish organizational goals." To carry out the basic managerial functions - planning, organizing, motivating and controlling, Krajewski, Martin and Walden (1981:22) state that three skill areas are necessary - technical, human and conceptual, since the skills necessary at the various management level where human skills and equal amounts of technical and conceptual skills are needed for effectiveness.

In authoritarian educational systems there are bureaucratic layers each controlling the one below and restricting the freedom with which principals and teachers can operate. Barth (1980:12) refers to sets of procedures, policies, and expectations coming down from on high and complaints, confusions and non-compliance rising from below. The principal becomes the middle manager, responsible for implementing the desires of the school board and central administration, thus leaving little opportunity for instructional leadership. Hill, Quinn and Wood (1971:13) referred to this position as ". . . the netherland that exists somewhere between the teachers and the central administration." The principal becomes the front line proponent of management's point of view and his efforts are directed towards getting this view fulfilled.

Becker (1971:18) saw the principal as the link between the managerial and technical levels. He manages the process through which goals are effected, policies are implemented, and satisfaction or dissatisfaction with the school is secured.

Rogers (1980:19, 21) also found that the social reality of the principal's place in the school system is determined by their place "in the

middle" of a large bureaucracy. His basic roles include: managing and coordinating staff; following correct rules and procedures for administrative regulations, records, teacher evaluation, student transfers and discipline; and being firefighters or disturbance handlers. Principals become the middle managers, who, aspiring to work their way up, learn the ropes, remain thoroughly trustworthy, and do not stick their necks out too far. Cullers (1976:179, 180) referred to the research done by Robert Moser. Principals are expected to conform to role behaviour that stresses goal achievement, centralized authority, and institutional regulations. As a result they tend to focus on custodial and maintenance functions to retain the status quo. By doing so their own positions are more secure.

Becker (1971:5 & 6), Jacobson (1973:19) and Smyth (1980:17) comment upon the principals' lack of independence in operating their schools. The policies are bureaucratic and range from government proclamations to local rules and regulations. They include resources, employment of personnel and basic operating regulations. As a result, especially at the elementary level, principals have little input into setting policies or making basic decisions.

In fulfilling the expectations Wood (1967:49) believes that there is the tendency for principals to hide behind the rules and regulations and give little opportunity for teacher involvement. This creates teacher suspicion and belief that the principal is more of a manager than an educator. Anderson (1967:297) commented upon the teacher desires for academic freedom and involvement in decisions affecting their professional efforts. When such requests are ignored and principals concentrate on management items, tensions develop. Teachers, through their professional organizations, seek to gain new power and influence.

Instructional Leader

Tending to agree with Smyth (1980:17), Mazzarella (1977:11) found that much of the effort given by principals in developing curriculum and in providing educational leadership is required in the reports done on such reasearch. Smyth (1983:3) believes that the ". . . principals' leadership has been taken for granted. . ." and that studies show that principals have played a key instructional leadership role in successful schools. However, these efforts are identified with the non-instructional responsibilities which are time consuming, receive superintendent and school board emphasis, and require limited professional training on the part of the principal. In spite of the efforts of some principals, according to Mazzarella (1977:11), not "... exercising to any considerable degree the instructional program leadership function that is so widely agreed to be their most important function."

Rogers (1980:8) referred to the studies of Lipham and Hoch who, in listing the main tasks of principals, placed instructional programs first. This is also evident in professional magazines - M.A.S.S.P. Bulletin, American School Board Journal and the National Elementary Principal. Although principals voice responsibility for improving the instructional quality in their schools, their main efforts are devoted to middle management responsibilities. Volk (1982:3,4) indicates that the educational leadership goals of newly appointed principals are lost in the many frustrations of the position. Similarly, Blood (1978:22) found that, "The older and rather well established expectation that the principal serves as instruction leader becomes less viable as control over the affairs of the school become more and more

diffuse."

Principals may lack certain leadership skills, refrain from taking risks regarding educational decisions, and let administrative responsibilities become the dominant responsibility. Williams (1983:14) stresses the fact the ". . . principal must be an educator as well as a manager." He believes that the conditions of learning must never be compromised in favour of conditions of work on the interests of particular groups or factions involved with the school.

In a Canadian study, Stewart (1971:53) found that the interference of non-educational matters prevented the principal from becoming the educational leader. However, to provide the principal with reassurance and time, special assistance is being provided in some places to do routine administrative jobs enabling the principal to ". . . devote time to students, teachers and educational programs."

It is generally accepted that principals should provide the educational leadership in their schools. Wood (1969:118) stated ". . . the program is what the principal must focus his attention upon and make sure that it is effective for its purpose." He expects the principal, as a professionally trained educator, to be the instructional leader and contribute to the program in the role of the perceptive generalist. Thus the basic responsibility would be to define the instructional programs, bring together and allocate the resources - human and material, and to achieve co-operatively the described objectives.

The need for instructional leadership is evident. Zyp (1982:8) pointed out that it is helpful for a principal to be ". . . a proven teacher with a wide range of successful teaching experiences." Such

background can be used to help teachers. Enns (1981:17) commented on the need for instructional leadership with emphasis on ". . . working with teachers on those aspects of the instructional program that did not specifically require the skills of experts." In Challenge (1982:6) it is stated that the principal needs to be the catalyst in ". . . producing improvements in both curriculum and pedagogical technique." Smyth (1980:17), Canadian School Executive (1983:23) and Cosens (1981:30) all stress the necessity of the principal providing instructional leadership. The Peel Board of Education (1983:23) stated that effective principals are proactive initiators, always looking for ways to make the instructional program more effective.

Principals need to be effective "people managers" according to Jones (1980:15). The principal needs to ". . . request, demand, cajole or appease teachers. . ." in order to obtain improved instruction. There is considerable freedom for the principal to interpret the instructional leadership role. This enables the principal to assist with new techniques either through in-service education or demonstrations, to visit classrooms and to provide feedback to teachers, and to supervise the testing program. By doing this the principal, as specified by Mazzarella (1977:11), is putting ". . . educational leadership in action . . ." through initiation and support.

Both Becker (1971:165) and Jacobson (1973:23) found that the quality and effectiveness of present elementary school programs is in direct relation to the quality and effectiveness of the school principal. Jacobson referred to the Foskett study of 1967 where both teachers and principals saw the principal as an instructional leader. A further study, "Issues and Problems in Elementary School Administration",

under the direction of Goldhammer was carried out by Becker, Wittycombe, Miller, Doyel, Morgan, Deloretto and Aldridge. The report included feedback from fifty states and identified outstanding schools as "beacons of brilliance" and the unsuccessful schools as "pot holes of pestilence." In the successful schools the principals displayed outstanding leadership instilling enthusiasm in staff which worked as a team to meet common goals. It featured, Jacobson (1973:18):

"An ongoing process involving teachers and principals, as well as parents, promoted constant appraisal of the effectiveness of the schools, in an attempt to devise new programs of study adaptable, the emphasis in the instructional programs was placed upon the children's needs."

Barraclough (1980:3) agreed that the principal must continue to be an educator and must maintain good relations with parents and teachers. He states that principals must place emphasis on the reading programs since this is the key to a successful elementary school.

Sackney (1980:4), (1982:10) and Smyth (1980:20) also found that in the most successful schools the principals were heavily involved in instruction. They state that principals must become involved in providing instructional leadership - if they do not know how, they must learn and if they don't have the time, they must find it. There must be, according to Sackney (1980:2), a ". . . heavy commitment to the primary function of the school, namely, teaching and learning." Teachers need help in introducing, adopting and modifying curriculum. This was illustrated in the 1978 study done by MacQueen, Carrier and Dueck which:

"found successful schools had administrators who
 a) were more concerned with instruction; b) communicated their views about instruction; c) took responsibility for decisions relating to instruction; d) co-ordinated instructional programs; e) emphasized

academic standards; and f) regularly reviewed and discussed teaching in their schools with teachers."

Maynes, Schwartz and Smilanich (1982:32/33) comment upon the principals' role in staff development to enhance teacher effectiveness. They see a need for the principal to provide feedback to teachers based on the observations of the teachers' instruction.

McKague (1981:14) in commenting on his experiences and visits to schools including California, West Africa and the Caribbean, stated that, "I've never come across an outstanding school which did not have at its helm an outstanding principal." Whenever schools make efforts at renewal and reform the principal needs to provide the encouragement, instilling ideas and facilitating with the program. The principals' impact upon teacher moral and program vitality is great. McKague (1981:7) stated that improving the quality of education is a shared responsibility but ". . . it is incumbent on the principal as an instructional leader to ensure that this task assumes the priority which it deserves." This may mean finding the needed time, acquiring the specific abilities and nurturing the inclination. Factors assisting principals in program and instructional involvement include: principals' identification with staff, the flexibility available in programs, the absence of external examinations and the limited alternative schools on the prairies.

Similarly, in small schools, Smyth (1982:314) stated that the principal needs to be a teacher first and an administrator second. The knowledge of students and their required programs is most evident to a teaching principal. Becker (1971:165), Carth (1980:20) and Risk (1982:27) all state that there is need for a principal in each school. Where a principal is an administrator over two separate

buildings he has difficulty getting to know the students, preventing programs from becoming fragmented and catching individual student problems prior to promotion. Risk (1982:27) referred to the findings of a 1974 study:

"The dual principalship imposes restrictions on the principal's ability to effectively carry out responsibilities in the areas of instruction, supervision and program development, student personnel, staff personnel, school organization and management, school community relations, and crisis management."

A study on "The Manitoba School Principal" by the Manitoba Teachers' Society (1978:37/38) found that there is a substantial change in the nature of the work of principals with, ". . . greater 'actual' and 'desired' involvement in such areas as professional development, curriculum and evaluation of professional staff." The study also revealed that "There seem to be many teaching principals with limited time to do justice to their educational leadership role."

Leadership

An important expectation of the principals' role, regardless of whether it involves management or instructional aspects, is sound leadership.

Fundamental to the leadership role of the educator-administrator, according to Jefferson (1982:29), ". . . is getting the most out of one specific set of sources, namely, people. . ." Thus as observed by Smyth (1980:4),

". . . while having one eye firmly fixed on the expectations and needs of the wider community, (administrators) deserving of the title of leader will have to have the other eye just as firmly fixed on the teaching, instructional, and pedagogical aspects of the school."

Specific skills are necessary for leaders. Included in Jefferson's list are: expertise in human relations, the conceptual skills of the whole organization and its interrelated parts; the technical skills providing an understanding of items, methods, procedures and the know-how to work with them; the resource managing skills enabling one to make use of the resources available; and the bargaining and political skills necessary to obtain and retain quality programs and instruction.

Another list of suggested administrator skills and competencies considered as prerequisites for effective leadership was identified by the Ontario Institute for Studies in Education (Musella, 1981) and referred to by Marshall (1982:6). (Appendix IV)

In every school leadership is required. Zuk (1982:8) outlined the following leadership functions: educational, facilitative, organizational and political. Regardless of the implementation of leadership functions, all principals need the following qualities and qualifications for optimum effectiveness: master teacher, master

manager, master politician and educational philosopher.

Regardless of the specific skills that a principal must know to be effective he must be a successful people manager. Jones (1980:15) stated that the principal who manages to set up a positive aura in his school and who uses good management techniques will be successful. Since leadership power is related to leadership image, Smith (1980:95) found that most successful administrators convey an abiding concern for the welfare, not of the organization alone, but for its human membership as well. The principal, as a leader, also needs to be a facilitator providing co-ordination, initiating ideas and giving encouragement to staff.

Reports by Smyth (1982:3), Smyth (1980:18), Barraclough (1973:4) and Pindera (1980:6) all stress the leadership role of involving others in plans to achieve common goals. Such participation has proven effective in motivating teachers, providing high levels of staff moral and generating effective and enthusiastic teams of teachers. Gould (1980:1) refers to this team work as "esprit des corps" and McKague (1981:6) to the impact of the principal on the moral of teachers as essential leadership functions of the principal.

Under such influence Krajewski, Martin, Walden, (1981:26) found that teachers strive willingly to meet group objectives. In summary, they stated:

"Teachers take risks, do what is necessary and sometimes risk rejection by so doing, are visionary, have a sence of timing and limits, know when to press ahead and how far, promote action through motivation, have open minds, exhibit self-discipline, point out the difficult choices and trade-offs, consider long and short range plans, listen, evaluate self, and capitalize on strengths of self and others."

The Teaching Principal

The role of the principal includes management, middle management, instructional leadership and leadership skills. These roles include a variety of expectations regardless of the size or type of school. However, there are specific requirements expected in the role of the teaching elementary principal in a small school.

During the 1950's and 1960's attempts were made to solve the problems of small schools through the process of consolidation. The expected quality of education was based on that provided in larger schools. Recently the real merits of small schools are being appreciated. Attempts are underway in Manitoba and other parts of North America to identify the needs and to find means of improving the quality of education in these small schools administered by teaching principals.

The role of the teaching elementary principal includes the management skills of effective administration, financial accountability, staff selection and evaluation. It also includes the professional skills of in-service education, implementation of sound curriculum and effective public relations.

Teaching principals must be effective administrators. They must assess the situation and influence the goals and policies, establish and coordinate activities and manage the resources. Wilson (1982:38) stated: "The rural principal should be able to control, organize and plan, and to evaluate people and programs."

Advantage needs to be taken of the renewed interest in small schools, according to Jess (1980:19), in order to change policies, regulations and grants for small schools. This is a difficult task

for the teaching principal since many of the requirements have been designed for larger schools and are imposed from beyond the school. Regardless, in Manitoba, Lee (1983:4) comments upon the needs for further funding for libraries, educational equipment and computer hardware. The teaching principal must provide considerable leadership to meet this goal.

As a result of inadequate funding Wilson (1980:83) encourages a greater frugality in consumption, greater consideration of environmental urgency and greater use of human potential within the community. Pinsent (1980:1), Brimm (1980:25), Lee (1983:4) and Nicholls (1983:109) all advocate that consideration be given to alternative educational methods that could be utilized. These include: employing itinerant teachers for specialist areas such as music or for a second language; using flexible scheduling in order to accommodate special programs; transporting students for specific courses - vocational; teaching multiple courses in the same classroom; supplementing correspondence courses; using programmed learning materials for remedial and enrichment purposes; and the use of educational technology - videotapes, films, learning packages, telephone amplifiers, computer-assisted instruction and programmed materials. It is part of the teaching principal's role to provide leadership in these areas.

Similarly, the teaching principal needs to be resourceful and seek means to make the best use of limited funds and student opportunities. Resources need to be shared. Uxer (1982:1), Carlson (1981:303) and Loustaunau (1975) offer suggestions for a variety of opportunities, shared specialists, cooperative purchasing, staff training programs

involving several schools, shared instructional materials as well as library and material resources.

The teaching principal needs input into staff selection. The responsibilities of rural teachers are different from their counterparts in larger schools for they need to be competent generalists. This means being able to teach students who are at several grade levels during the same period of time with less peer contact and fewer specialists. They must also understand rural expectations and be willing to appreciate and to work for the rural quality of life.

In order to accomplish this the teaching principal again must provide leadership. Teacher training institutions need to be encouraged to prioritize the generalist aspect in preparing teachers for rural positions. Support needs to be given to extensive on going in service programs for teachers. The principal will be required to work closely with other staff members, providing adequate supervision and evaluation.

The teaching principal's professional responsibilities include in service education providing staff development assistance. Corresponding programs might include: school visitations, peer counselling, model teaching, travel experiences, various workshops, mobile teaching units, educational guests, use of audio-visual materials and the utilization of community personnel and resources.

Further efforts must be provided in the area of curriculum. Nachtigal (1980:20) stated that successful programs addressed the problems perceived to be important both to the school and community. The desired curriculum met the needs of local circumstances. The principal provided leadership in locating supplementary or curriculum support

materials. Again, it is the principal's role to encourage and implement such programs. Much can be accomplished by working closely with the few teachers on staff who share the same concerns. At the same time the principal needs to keep up with recent developments and up-grade personal skills.

The teaching principal needs to have both an effective public relations program and to involve community personnel. The school is the center of the community and both depend upon each other to provide effective education. Hobbs (1981:298), Edington (1978:23), Beckner (1980:7) and Wilson (1982:37) all state that community expectations need consideration in goal establishment and that community participation in various aspects of the school is a positive force. Encouragement needs to be given to establishing and maintaining close teacher-parent contact, joint parent-teacher efforts on committees and school projects, opportunities for parents to see their children involved in school programs and activities, and the school in a visible positive light.

Although most of the research identifies the role of the principal in general terms, indicating basic expectations regardless of the size or type of school, accepted differences are recognized in the responsibilities of teaching elementary principals. Many of the tasks required in large schools are non-existent, or of a much minor nature, in the small elementary schools. These include: meeting with Department Heads, with custodial and maintenance teams, and with highly structured staff groupings; the planning and balancing required with large sophisticated budgets; the handling of a

staff of teachers, support staff and custodial personnel; and many of the intricate responsibilities of school organization and evaluation - timetabling, student scheduling, administering policy and organizing goals.

As previously mentioned in discussing management roles, the teaching principal's role is different from that generally expected from principals. As McKegnie (1981:8) and Smyth (1982:1) stated: the teaching principal attempts to "keep things under control and running smoothly." Although many administrative responsibilities are done by other staff members and many decisions are made as a result of staff discussions, much of the administrative work of the teaching principal is done after school hours. Staff management is considerably different. The principal and other teachers on staff know what each other is doing as well as the strengths and weaknesses of each. Teacher evaluation becomes a different process for the teaching elementary principal in a small school.

The teaching principal is, as stated by Smyth (1981:314), "a teacher first and an administrator second." The principal knows each student and their required programs. This necessitates a different approach and a unique attack to meeting the varying student needs. The principal needs to be conscious of unique areas of responsibilities in small elementary schools. The need must be met regardless of the limited time available for the educational leadership role and the limited resources available to fulfill that role.

The teaching elementary principal needs to assess the situation carefully and examine each issue as it applies to the small

school. With a limited budget the teaching principal must be resourceful in spending, search for opportunities and apply for special funding, and devise and implement alternative means of program delivery. Teachers, who are generalists, are needed. They require appropriate training and retraining methods. With this the teaching principal needs to provide assistance. The professional skills for in-service education, curriculum implementation and public relations as they apply to small schools are needed. Similarly, the management skills of administration, finance, staff and evaluation are necessary. The teaching elementary principal must develop these skills, with their unique aspects, to operate effectively in a small school.

Future Directions

Possible Role

Research on the role of the principal illustrates that the role of the principal is poorly defined and that the resulting ambiguity is a detriment to effective leadership. The conflicting roles centre upon bureaucratic expectations as opposed to professional involvement. Although professionals need certain controls and administrative assistance, they want more authority over some of the educational decisions. Administrators get their jobs for a variety of reasons, and since some have competence in a skill other than administration, more careful screening is necessary. Warr and Wall (1975:130) believe that the administrator's job requires better clarification, separated from all extraneous non-

administrative events. When this is done then those who do and those who teach can both perform with far greater competence than at present and with greater consensus.

Evidence of the success of this is provided by Stewart (1971:54) when principals in Winnipeg were freed from some of the administrative duties enabling them to spend more time on instructional concerns.

According to Williams (1983:14) the present role of the principal is based on outdated philosophy of management and organization. He recommends a political broker role where principals are mediators between the different interest groups, coalition builders striving for quality education, and honest brokers who ensure that conditions of learning are not compromised. Thus the principal needs to be both an educator and manager with strong, clear, rigorously developed philosophies of education. Emphasis needs to be placed on shared authority. To prepare for such a role re-orientation and retraining will be required.

Williams and Curry (1982:4) stand firm in their statement that principals are administrators as opposed to teachers. They refer to the work of Corwin and of Coleman who see the principals' role as one demanding more managerial responsibilities. These include coping with shrinking dollars, enrollments and staffs which mean more stringent teacher evaluations. Principals will need to acquire new managerial skills to cope with the increasing demands for accountability.

The role of the principal must be defined and both the roles and the principals must change to keep pace with changes in education. Barraclough (1980:2) states that dynamic leadership in the role of an educational consultant is needed. The principal cannot be an expert in his many areas of involvement. Rather,

"he should be an educational leader, should solicit help from specialists and should develop a good working relationship with his staff. He should also be knowledgeable about learning theories and be able to implement them in curriculum" (P.5).

Sackney (1980:4,5), (1982:11) and Smyth (1982:3) see the need to achieve professional educational goals in terms of a larger society and not just in terms of the school's tasks and roles. The principal needs to be a participant-observer collecting data, analyzing it, evaluating and modifying decisions and finding alternative sources of action. Teachers need to be encouraged to become involved in decision making and principals must provide instructional leadership. The principal needs to be a supportive leader providing clinical supervision and the assistance required. Similar expectations are held by McKague (1981:6,7) and Maynes (1982:33).

Greater decentralization of decision making is recommended by Barth (1980:12). He recommends smaller school districts and schools and school-site management where many educational decisions will be made by the principal and faculty. Such responsibilities include decisions on programs, budgets and personnel. In doing so principals

will need to become more secure about their goals, ideas, values and practices in order to act forcefully, consistently and confidently.

Principals need to provide educational leadership. Mazzarella (1977:22) gave the results of effective administration:

"A principal benefitting from preservice and inservice preparation programs, working in an autonomous school with sufficient assistance and a willingness to lead rather than rule, can have enormous influence on the instructional program."

In a paper on principal certification Marshall (1982:40) refers to skills required of principals. He views them as hierarchial in practice and suggests the concept of a possible continuum of skills required for effective school administration. Basic survival skills are primarily related to the operational maintenance and technical-managerial role areas. A certain degree of basic human relation and conceptual abilities would also be necessary. In order to maximize effectiveness a high level of development in these areas and extending to the intellectual, abstract and philosophical levels would be necessary. It is assumed that with a greater mastery of skills the principal's role would be more evident in educational leadership. A similar suggestion is given by Williams (1983:15) who believes that employers, and professional organizations must place a much higher priority on the acquisition of skills than on the development of particular competencies related to the curriculum. Principals need to develop and make explicit

their own philosophies of education and maintain an educational vision which keeps the focus of interest groups on educational issues.

Principal Involvement

It is evident from the research on the role of the principal that, as Williams (1983:14) points out, the principal is suffering from role-overload, role conflict, and ambiguity. He wonders what principals and their organizations are doing about the problem. Although Rogers (1980:30), found from an American study that principals showed remarkable peer solidarity, their group power was weak. This needs to change if conditions are to improve. Wood (1969:86) urged principals to become involved in collective bargaining in order to maintain their administrative rights and to have an influence upon educational matters.

In order to halt the assault upon principals, Hill, Quinn and Wood (1971:23) recommend that administrators formalize their associations with each other. There is a need for principals to have close rapport with each other, to keep communication lines open, to keep close tabs on challenges and trials of colleagues, and to provide a forum for mutual aid and assistance - advice, discussion of precedents, detection of trends or patterns, and the mapping of strategy to be displayed behind a solid front. Karlitz (1979:95) referred to the American trend for middle management personnel to unionize in order to enter collective negotiations with their school authorities. The main objectives are to keep pace with teacher salaries and fringe benefits and prevent further

erosion of their authority.

Both Cullers (1976:180, 181) and Williams (1983:15) believe that input from strong principal organizations could clarify the role and alleviate the conflict. Many of the current problems centering upon the principal's role and education in general can be attributed to the lack of leadership provided from schools and principals' groups. Collectively principals have considerable status and are strong forces in decision making. There is a need for outstanding leaders from principals' groups to speak out and become dominant forces in defining their professional role and responsibility.

The work of both Corwin and Coleman, as reported by Williams and Curry (1982:4) illustrates that there are two professions in education - administrators and teachers. Coleman places principals as administrators since their managerial responsibilities outweigh their loyalty to teachers. As a result principals need to establish a new affiliation and concentrate on developing new skills to meet the increasing accountability expected from them. Principals' groups can have a meaningful influence on the educational system if they:

"Stop reacting to problems and events after the fact, and begin instead to predict issues and plan effectively in anticipation of appropriate solutions."

Regardless of the structure, principals need to organize an effective association and take the leadership in expressing their opinions.

Summary

The review of the literature has supported the statement that there is a need to clarify the role of the principal, and in particular, the role of the teaching elementary school principal.

First, the need for role clarification is considered. This is necessary due to the lack of well defined roles and to the varying job descriptions. Further, the expectations of the principal's role have changed with time and may differ with both location and among the various publics.

There may be a variety of different role expectations for the principal; however, there are two basic ones. One aligns itself with the management aspects and the other with educational aspects of the job. Since the principal is responsible for seeing that the school district's goals and expectations are carried out by the staff within the school, the principal, including a teaching principal, is considered to be middle management. Regardless of the duties, considerable leadership is required whether it involves management or educational matters. As long as the role remains undefined the school principal will direct efforts in the areas of perceived need and principal evaluation will remain a difficult task.

Although there have been shifts in responsibilities from time to time, there is need to clarify the role and to adjust it as warranted by societal changes. It is generally agreed that principals, especially teaching principals, are not expected to be specialists in a variety of areas but rather to be generalists capable of identifying areas and assisting in providing the help required. The teaching

principal must identify the unique aspects of the job and practice the ways and means to deal adequately with them. Principals themselves need to take the initiative in defining their responsibilities and roles.

In the review of the literature on the role of the principal there is little indication that the expectations for a teaching principal are much different from the expectations of a full time non-teaching principal. Many researchers have listed the most important competencies for successful principals. The following list is based on the studies of: Becker (1971), Walters (1977), The Manitoba Teachers' Society (1978), Rogers (1980), Musella (1981), Hill (1982), Webster (1982) and Zyp (1982).

1. Teaching Responsibilities
 - a) Teaching regular classes
2. Educational Leadership
 - a) Establishing, implementing and evaluating objectives and goals
 - b) Encouraging a team approach
 - c) Developing a climate in which the staff strive to meet the expectations
3. Curriculum
 - a) Evaluating existing programs
 - b) Studying and preparing for new courses
 - c) Working with teachers to revise and develop courses
 - c) Implementing and evaluating changes
4. Pedagogical Technique
 - a) Assisting in the development of effective lessons
 - b) Providing instructional assistance
 - c) Providing instructional supervision, feedback and suggestions

4. d) Attempting to provide available resources
5. Professional Development
 - a) Supervising programs
 - i) classroom observation, feedback and recommendations
 - b) Aiding staff development
 - i) identifying needs
 - ii) assistance and counselling regarding the needs
 - iii) providing opportunities to attend professional development sessions
 - iv) organizing and planning in-service sessions
 - v) giving sessions and model lessons
 - c) Providing staff support, encouragement and motivation
 - d) Maintaining personal growth
 - i) Selecting and obtaining pertinent in-service training
 - ii) Reading, doing research and sharing ideas
 - iii) Taking profession courses (University, M.T.S., Department of Education)
6. Student Growth
 - a) Providing suitable programs
 - b) Counselling
 - c) Communicating with students
 - d) Providing opportunities to work with external personnel such as psychologists, audiologists and speech therapists
 - e) Maintaining suitable discipline
7. School Associated Functions
 - a) Assisting with the organization of student activities
 - i) Coaching, managing or supervising athletics

7. a) ii) assisting and supervising parties, dances and other social activities
 - iii) working with groups on drama, music, festivals
 - iv) encouraging the Students' Council and its various projects - yearbook, graduation, jackets
 - v) organizing field trips
 - b) Participating in school division activities such as Projects' Fairs and music nights
 - c) Participating on educational committees established by the Department of Education, the School Board, the Manitoba Teachers' Society, and the local teachers' association
 - d) Attending meetings with trustees, principals, Department of Education and post secondary personnel
8. Community Relations
 - a) Coordinating school-community communications
 - b) Cooperating with and assisting the Home and School Association
 - c) Organizing school visitations for parents
 - d) Holding parent interviews
 - e) Sponsoring school teas, tours and programs
 - f) Preparing school newsletters and letters to parents
 - g) Filling requisitions for the use of school facilities
 - h) Maintaining on going contact with various publics - Department of Education and university personnel, trustees, senior administrators, teachers, parents, students, support staff, volunteers and other schools.
9. School Finances
 - a) Preparing the budgets

9.
 - b) Allocating funds
 - c) Monitoring and executing funds
 - d) Keeping records
 - e) Preparing, submitting, filing requisitions
 - f) Raising funds
 - g) Having discussions with suppliers
10. School Facilities
 - a) Making regular inspections and safety checks
 - b) Completing recommendations for repairs, renovations and replacements
 - c) Carrying out a general maintenance program
 - d) Distributing furniture and equipment
 - e) Caring for grounds, shrubs and trees
 - f) Keeping playground equipment in working condition
11. School Organization and Evaluation
 - a) Interviewing and selecting staff
 - b) Making assignments for personnel
 - c) Allocating rooms and equipment
 - d) Providing the timetable
 - e) Scheduling students
 - f) Supervising bus arrival and departure
 - g) Holding evacuation drills
 - h) Evaluating personnel - teaching and non-teaching
 - i) Planning, organizing, interpreting and measuring organizational goals
 - j) Administering policy
 - k) Developing and enforcing regulations and rules consistent with law and policy

11. 1) Holding and participating in staff, grade group or subject meetings
12. Clerical Work
 - a) Answering and responding to telephone calls
 - b) Filing
 - c) Collecting, counting, recording and banking money
 - d) Ordering supplies
 - e) Completing forms
 - f) Taking inventory of supplies, books, equipment
 - g) Keeping records
 - h) Processing invoices
 - i) Doing clerical tasks related to buildings and maintenance
 - j) Monitoring attendance
 - k) Writing letters
 - l) Getting and opening mail

CHAPTER 3

METHODOLOGY

Introduction

In this chapter the purpose of the study and the research methodology used to obtain the information are given. A general description is given of the respondents used, both the pilot and study samples. The two phases of the study and the types of data collection - activity log and interview, are discussed.

Purpose of the Study

The primary purpose of this study was to investigate the responsibilities of the teaching principal, in order to determine whether and how they differ from the generally accepted responsibility of principals.

Overview of Procedure

As indicated in the summary of Chapter II several studies identified the major responsibilities of school principals. They basically fall into two major categories - the educational and management aspects of the job. However, within these two categories the following responsibilities are identified: teaching responsibilities, educational leadership, curriculum, pedagogical technique, professional development, student growth, student associated functions, community relations, school finances, school facilities, school organization and evaluation and clerical work.

In order to determine the extent to which these responsi-

bilities were applicable to the teaching principal, further studies were undertaken.

Principals were individually informed of the study and after a request for assistance given at a principals' meeting, the teaching principals in the school division agreed to participate in the study. One principal was selected as the pilot sample and the others became the study samples.

Each principal was given a written explanation of the project and a basic outline at the principals' meeting from which a detailed log of all activities was requested for a school cycle or six day period. This was followed by a personal interview to clarify points and to gain more complete data on the teaching principal's role.

By analyzing their responses their basic role responsibilities were identified. These in turn were compared to those listed in the literature.

The Participants

All seven elementary schools with teaching principals within one rural school division participated in this study. The schools varied in several ways which included: enrollment, number of staff members, type of community, the percentage of time that the principal taught, and the school facility. Of the seven principals, four were male and three were female. Their experiences in regard to the number of years as a teacher and as a principal varied as did their experiences in different types of schools.

Pilot Sample

The principal selected for pilot purposes was an experienced teacher and principal of a school with 150 students. The principal taught half time and had the rest of the time for administrative purposes.

The first phase of the pilot sample was to collect data through the use of a daily log of activities covering the school cycle of six days. The log included all school related activities whether they were before school hours, during the school day or after school hours. The approximate time spent on each activity was recorded.

Following the completion of the log it was forwarded to the researcher for analysis. Some questionable responses were noted for clarification - more than one task at the same time, the sharing of some responsibilities, the coverage of classes when it was necessary for the principal to leave the classroom. This clarification became a part of the second phase of the research.

The daily log identified five basic categories of responsibility. These included: classroom teaching; teaching related activities of preparation and marking; general administrative duties; meetings; and an additional category for the supervisory extras. These categories were used when recording the responses of the study samples.

The second phase of the pilot sample was to clarify some aspects and to gather further data. For this purpose a questionnaire was designed for the principal to complete.

The questionnaire was based on the two major categories, the educational and management aspects of the principals job, which were identified in the literature search. The following responsibilities of these categories were listed: teaching responsibilities, educational leadership, curriculum, pedagogical technique, professional development, student growth, school associated functions, community relations, school finances, school facilities, school organization and evaluation, and clerical work.

The researcher decided to give one copy of the questionnaire to the pilot sample and to use the other as an interview guide on which responses were recorded. Permission was asked and received permitting the interview to be taped.

Following the completion of the interview the information recorded was checked with the taped response and a further recording of the information was written. Based on the findings of the pilot sample it was decided to place emphasis on the major task, with less emphasis on the illustrative aspects of the task, and to clarify points raised in the daily logs when interviewing the study samples. The major emphasis would be placed on how the teaching principal accomplished the task. A revised interview guide is illustrated in Appendix III.

An analysis was made of the data gathered from both phases of the pilot sample. From both the activity log and the interview, the responsibilities of the principal in the pilot sample were identified. They were available for comparison with those responsibilities identified in the literature search.

The Study Sample

The study sample included the remaining six teaching principals in one school division. As indicated previously and as shown in TABLE I the study samples varied. However, each was a teaching principal responsible for an elementary school.

Following is a detailed description of each of the supervising principals involved in the study:

Principal #1

Principal #1 served as the pilot example. This female principal has taught for 21 years, 15 of them as a teaching principal within the present school division with nine of them being in the present school. Her school has 150 students from kindergarten to grade six. She has a staff of nine teachers with an additional 5/6 time aide for both resource and aide assistance as well as a full time school secretary. She teaches 70% of the school time at the intermediate level and has a home room class.

Principal #2

Principal #2 has taught for twenty years which includes experiences in rural, northern and urban Manitoba schools, as well as in Brazil. He has been a principal for nine years. For the past five of the seven years in the present school division he has been a teaching principal. He is principal of two schools: a kindergarten to grade nine school of 201 students with a staff of 9½ teachers with a ½ time equivalent support staff; and the high school with 60 students in grades ten to twelve with a teaching staff of 5½ and a support staff of two ½ time persons. One full time resource

teacher works for both schools. The principal teaches grade nine science for $12\frac{1}{2}\%$ of the school day.

Principal #3

Principal #3 has taught for more than 32 years with a wide range of experiences which include a classroom teacher, principal of an elementary school and of a collegiate, a teaching assignment in Kenya, East Africa, and experiences with the Manitoba Department of Education as a Field Officer. He has been a principal for 19 years and has been a teaching principal for the 15 years that he has been in the present school division. The school has an enrollment of 134 students from kindergarten to grade nine. There is a teaching staff of nine, with a $\frac{3}{4}$ time resource teacher and both a $\frac{1}{2}$ time aide and a school secretary. The principal teaches $62\frac{1}{2}\%$ of the school day at the junior high level.

Principal #4

Principal #4 has been in teaching for six years, all in the present school division. For five of the six years he has been principal of a kindergarten to grade nine school of students. He has a teaching staff of eight with a $\frac{1}{2}$ time resource teacher, two $\frac{1}{2}$ time aides and a $\frac{1}{2}$ time secretary. The principal teaches 75% of the school day, basically at the junior high level.

Principal #5

Principal #5 has taught for seventeen years with most of his experience at the secondary school level. He has taught 15 years for the present school board, the last two as the teaching principal in a grade one to six school of 43 students. The school has a

teaching staff of three with a $\frac{1}{4}$ time resource teacher and two $\frac{1}{2}$ time aides. The principal teaches full time, basically at the grade five and six level.

Principal #6

Principal #6 has been in teaching for six years all in the present school division. For five of those six years she has been principal of a kindergarten to grade six school. It has a teaching staff of $2\frac{1}{2}$ with a $\frac{1}{4}$ time resource teacher and two aides who work $\frac{1}{2}$ and $\frac{3}{4}$ time each. The principal is a full time teaching principal who teaches in the primary area.

Principal #7

Principal #7 has taught school for twenty-one years, the past 17 in her present school as the teaching principal. During these years she has been the only teacher at this Colony school. The school has 45 students with two teachers and a full time aide. Students are from kindergarten to grade nine. The principal teaches full time, concentrating on kindergarten to grade four.

The first phase of the study sample was to have each of the teaching principals keep an activity log of their school related activities for one school cycle of six days. The same type of data was gathered from each of the teaching principals as had been collected from the pilot sample. (See Tables 5 and 6)

The second phase of the study was to interview each of the teaching principals, using the prepared interview guide. The responses were recorded and the analysis done as soon as possible

TABLE 1

OVERVIEW OF RESPONDENTS AND THEIR SCHOOLS

SCHOOL	PERSONAL DATA		EXPERIENCE				PRESENT SCHOOL											
	The School	Sex	Educational Qualifications	Years Teaching	Years as Principal	Years Teaching In Present School	Years As Principal In Present School	Number Of Students	Classroom Teachers (Including Self)	Resource Assistance	Support Staff For School	Office Assistance	Teaching Time	Administration Time	Principal of Two Schools	Grades In School	Grades Principal Teaches	Subjects Principal Teaches
Pilot Principal and School																		
1		F	B.Ed. Class 4	21	15	9	9	145	9	5/6	5/6	1	70%	30%	No	K-6	4-6 4 2-6	Math L.A. Computer
Sample Principals and Schools																		
7		F	B.Ed. Class 4	23	17	17	17	43	2	-	1	-	100%	-	No	K-9	1-4	All
6		F	B.Ed. P1 A4	6	5	6	5	44	2½	½	½; ¾	-	100%	-	No	1-6	1-2	Math/L.A. Sc., S.S. Music P.E., Art
5		M	B.A., B.Ed. P2 A4	17	2	2	2	43	3	½	½; ½	-	100%	-	No	1-6	5-6	Math L.A. Sc., S.S. P.E., Art
4		M	B.P.Ed. P1 A4	6	5	6	5	135	8	½	½; ½	½	75%	25%	No	K-9	9 8&9 5-9 7&8	Math Sc. Phys. Ed. Computer
3		M	B.Sc., P.Pdg. B.Ed. P2 A4	32	19	13	13	134	9	¾	½	½	62½%	37½%	No	K-9	7-9 7&8	Math S.S.
2		M	B.Sc. M.A.Ed. P2 A4	20	9	7	5	261	9½ 5½	1	½ ½	½ ½	12½%	87½%	Yes	K-8 9-12	9 7-9	Sc. Remedial

following the interviews. (See Table 4)

Summary

In this chapter the methodology used for the study was provided. The purpose of the study was stated and an overview of the procedure given.

Comments on the participants was followed by the discussion on the pilot sample. The two phases of the data gathering - activity log and interview were discussed as were the necessary alternatives in procedure. Finally, the study samples were identified and the procedures used to collect data from them on the role of the teaching principal were given.

CHAPTER 4

RESEARCH DATA

Introduction

In this chapter the research gained through the daily log of activities and from the interviews is presented.

The qualitative data obtained from the daily log of activities is presented separately for each of the principals involved. The pilot sample is given first, followed by the principals involved in the study samples. For each sample information is provided on the following: the principal and the school, the daily log of activities, and a summary of each of the activities presented in a single chart.

The interview data is presented in a separate section. For each of the seven principals involved, a statement is given regarding their opinion of the importance of a predetermined list of tasks for which principals are responsible. The means whereby these tasks are accomplished is provided. A summary of the tasks that the principals in this study do is also provided.

The chapter concludes with an overall chapter summary.

The Respondents and Their Schools

An overview of the respondents and their schools is summarized in Table #1. All principals have either one or two degrees, they have between 6 and 32 years of teaching experience with 2 to 19 of these years as principal. Experience within their present schools ranged from 2 to 17 years as teacher and principal. The students

enrollments ranged from 43 to 261 with a variety of grades taught - K-6, K-9, 1-6, and K-12. The number of staff members ranged from $2\frac{1}{2}$ to $9\frac{1}{2}$ teachers and from 1 to $2\frac{1}{2}$ support staff members. The principals taught from $12\frac{1}{2}$ to 100% of the time which included two subjects to seven or all the subjects taught at particular grade levels.

Although this range appears great there are certain similarities among the differences. Schools 2, 3 and 4 are similar in the number of students enrolled; as are schools 5 and 6. All schools have some similarities, most importantly the principal is a teaching principal.

The data obtained was neither extensive nor definite. The daily log was based on one school cycle of five or six days. The principals listed the activities with which they were involved and gave an estimate of the time taken for each of them. This was recorded to the nearest five minutes. The study involved only seven principals, principals who were teaching principals in charge of elementary schools.

Daily Log of Activities

The daily log of activities is presented on six charts, one for each day of the school cycle during which the activities were recorded. All activities have been categorized into five areas: teaching, preparation, administration, meetings and supervision. The approximate time spent in each of the five areas is calculated to the nearest five minutes for the time spent both during and beyond each school day. A summary of the information on each of

the six days is presented on a separate chart following the daily logs of activities for each of the seven principals involved.

A summary of the major principals' activities for each of the seven schools is presented. It is based on the daily log of activities and illustrates both the number of minutes and the percentage of the total time spent on each category. This is done for the time spent during the school day, beyond the school day and for the total of both.

TABLE 2

SUMMARY
OF
MAJOR
PRINCIPALS' ACTIVITIES
FOR EACH SCHOOL

BASED
ON DAILY LOG
OF ACTIVITIES

GIVEN IN
APPROXIMATE MINUTES
PER DAY

School Day 9:00 - 3:45
405 Minutes

* Based on 5 Days
Other Schools on 6 Days

SCHOOL	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
TIME SPENT DURING SCHOOL DAY						
1	2430	1225	185	440	280	300
2	2430	400	35	990	695	310
3	2430	1220	255	565	360	30
4	2430	1325	60	365	340	340
* 5	2010	1430	90	190	120	180
6	2430	1560	120	225	150	375
* 7	2100	1455	65	90	55	435
TOTAL	16260	8615	810	2865	2000	1970
		.5298	.0498	.1762	.1230	.1212
TIME SPENT BEYOND SCHOOL DAY						
1	1160	-	325	405	185	245
2	690	-	250	45	-	395
3	870	-	175	205	275	215
4	1055	-	385	175	390	105
* 5	655	-	315	175	-	165
6	1455	-	410	830	20	195
* 7	300	-	180	70	-	50
TOTAL	6185	0	2040	1905	870	1370
			.3298	.3080	.1407	.2215
TOTAL TIME SPENT ON EACH MAJOR TASK						
1	3590	1225	510	845	465	545
2	3120	400	285	1035	695	705
3	3300	1220	430	770	635	245
4	3485	1325	445	540	730	445
* 5	2665	1430	405	365	120	345
6	3885	1560	530	1055	170	570
* 7	2400	1455	245	160	55	485
TOTAL	22445	8615	2850	4770	2870	3340
		.3838	.1270	.2125	.1279	.1488

TABLE 3

SCHOOL	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
TIME PERCENTAGE SPENT DURING SCHOOL DAY						
1	67.68	55.41	7.61	18.11	11.52	12.35
2	77.88	16.46	1.44	40.74	28.60	12.76
3	73.64	50.21	10.49	23.25	14.81	1.23
4	69.73	54.57	2.47	15.02	13.99	13.99
* 5	75.42	71.14	4.48	9.45	5.97	8.96
6	62.55	64.20	4.94	9.26	6.17	15.43
* 7	87.50	69.29	3.95	4.28	2.62	20.71
AVERAGE	73.49	54.47	5.54	17.16	11.95	12.20
PERCENTAGE		52.98	4.98	17.62	12.30	12.12
TIME PERCENTAGE SPENT BEYOND THE SCHOOL DAY						
1	32.31	0.00	28.02	34.91	15.95	21.12
2	22.12	0.00	36.23	6.52	.00	57.25
3	26.36	0.00	20.11	23.56	31.60	24.71
4	30.27	0.00	36.49	16.59	36.97	9.95
* 5	24.58	0.00	48.09	26.72	.00	25.19
6	37.45	0.00	28.18	57.04	1.37	13.40
* 7	12.50	0.00	60.00	23.33	.00	16.67
AVERAGE	26.51	0.00	36.73	26.95	12.27	24.04
PERCENTAGE		0.00	32.98	30.80	14.07	22.15
TOTAL TIME PERCENTAGE SPENT ON EACH MAJOR TASK						
1	100	34.12	14.20	23.54	12.95	15.18
2	100	12.82	9.13	33.17	22.28	22.60
3	100	36.97	13.03	23.33	19.24	7.42
4	100	38.02	12.77	15.50	20.95	12.77
* 5	100	53.66	15.20	13.70	4.50	12.95
6	100	40.15	13.64	27.16	4.37	14.67
* 7	100	60.63	10.21	6.67	2.29	20.21
AVERAGE	100%	39.48	12.60	20.44	12.37	15.11
PERCENTAGE		38.38	12.70	21.25	12.79	14.88

* Based on Five Days
Other Schools on Six Days

The Interviews

Following the collection and analysis of the data obtained from the daily log of activities each of the principals was interviewed. Any question that the researcher had relating to the principals' log of activities was clarified. These tended to relate to the timing of items when separate tasks were done at the same time; for example, marking note books while supervising student lunch time.

A copy of the detailed questionnaire was given to the principal as a guide to assist in clarifying the question asked. Each principal was asked to signify the extent of involvement in each of the identified tasks of principals and to indicate the procedures and methods used to accomplish the task. This is done for each of the following tasks identified from the research readings: teaching responsibilities, educational leadership, curriculum, pedagogical technique, professional development, student growth, student associated functions, community relations, school finances, organization and evaluation, and clerical. Each principal was given the opportunity to add additional comments.

From the interview data on the responsibilities of the teaching principal a summary of the major responsibilities is given.

Interview Data

The data obtained from the interviews on the responsibilities of the teaching principal are presented by stating the task involved and then the procedures used in meeting the identified task.

SCHOOL #1

1. Teaching Responsibilities

70% of the principals time was spent in teaching eight different subjects to all the students enrolled in each class ranging from grades 4 to 6.

Class preparations, corrections and general organization are done prior to the start of school, after school hours, during the evenings, and during the weekend. Some blackboard work, duplicating, corrections and student records are done during the school day.

2. Educational Leadership

The principal identifies a need through observation, reading or special sessions attended. This is discussed with the staff and directions set. Parents, the superintendent and others involved are informed of the planned direction of a major change; for example, special education or computer programs.

Being a teaching principal, teachers tend to be more open

in discussing educational matters. Informal discussion takes place while eating lunch, supervising students activities or working in the staff room. Specific discussions are held following verbal reports on specific studies, professional development days, possible shifts in direction or means to prevent a potential problem.

3. Curriculum

Careful note is taken of proposed changes and efforts are taken to be informed. The principal gathers supplementary materials for use with various aspects and attempts taken to make changes as needed.

The principal finds time to visit classrooms and to discuss teacher concerns. Teachers are encouraged to attend specific in-service sessions and to observe other teachers. Specific resource persons are brought in for school and/or divisional use. The principal meets with teachers - individually, in small groups, and as a staff to discuss aspects of the curriculum. This is done informally during the school breaks and after school hours.

4. Pedagogical Technique

Discussions are held regarding success, problems, alternatives and new information.

Teachers are encouraged to observe, discuss, share ideas and help each other. Use is made of community resources - people who have first hand knowledge of specific topics. Most

of these efforts are done after school hours; however, discussion closely follows classroom observations.

5. Professional Development

The principal helps identify needs and provides suggestions and recommendations.

The principal helps teachers to identify needs, shares information and offers suggestions. Teachers are invited to observe the principal teaching and the principal observes teachers while they are teaching. Time is taken after classes to discuss the observations and possible sources of assistance. The principal skims many articles and shares the information with staff members. Evening, Saturday and summer courses are taken as well as the regular in-service education sessions.

6. Student Growth

The capabilities, special problems, individual talents, home situations and aspirations are known.

There is much contact with students in a small school - teaching, supervision and co-curricular. As a result most potential problems are solved. The single grade classrooms have few students and each teacher is his/her own disciplinarian. There is good resource assistance available. During the latter part of the noon hour and after school teachers discuss concerns. Special meetings involving external personnel to discuss student cases are held during the school day.

7. School Associated Functions

These are organized by the principal and include: athletics and the arts. The principal represents the school on the Parent Association and at various meetings of principals, trustees and professional development groups.

Together with the staff, the principal outlines the various programs for the school. These include the athletic teams, drama and music concerts. Each home room teacher (including the principal) is responsible for home grade activities such as field trips. Older students are encouraged to assist. The staff cooperates well and coordinates activities at noon hour or after school meetings.

8. Community Relations

Emphasis has been placed on this area and includes: parent curriculum sessions; representation on Parent Advisory Committee; school tours; school newsletters; parent visitations.

During special evening sessions parents were informed by staff members of the course content, texts and general expectations. The principal provides considerable leadership in keeping the Parent Group functioning. The preparation of the newsletters is done by the principal and circulated through students. Although some of this work is done during school time, most of it is done after school hours.

9. School Finances

The principal is given an Instructional Budget to allocate

and use; the responsibility to operate the school within the budget; and to oversee all school fund raising.

In overseeing the school funds the principal encourages staff members to identify needs. Priorities are set and purchases made. The majority of the clerical work - letters, requests and records are done by clerical help. All teachers assist in fund raising activities, basically for student use. Most of the organizational efforts are done other than during school time.

10. School Facilities

Regular checks of school facilities and procedures taken to see that repairs and alterations are done are part of the principal's responsibilities.

Since the principal moves throughout the school several times a day and also takes regular supervision duty, any damage is quickly reported to the custodian. Students are encouraged to consider the school as they would their home.

11. Organization and Evaluation

The principal is directly involved with staff selection and evaluation, evacuation drills, assemblies, meetings, buses, timetable, room allocation, and all aspects of school organization and evaluation.

Meetings with staff to discuss student progress are held after school. Assistance to the Superintendent in selecting staff is done after school hours. Staff meetings are generally

informal and are held at noon or after school as the need arises. The allocated administration time is used to complete much of this work.

12. Clerical Work

There is considerable clerical work - typing, completing forms, mail, telephone, money, inventory, records, filing and others.

The principal completes this work during non-teaching time - before and after school, recess, noon and during the assigned administration time. During the latter, most phone calls, letters and interviews are held. A full time secretary/teacher aide completes the clerical tasks that are set out by the principal.

Additional Comments

a) Grants

Budget restrictions force careful utilization of funds. Major needs must be met over a longer period of time which include designated funds from two or three budget years. The Board provided a special computer budget and a grant in lieu of the Small Schools Grant for the schools which did not qualify for one. These enabled the principals to provide items which otherwise would not have been purchased.

b) Staff

Staff members who are generalists, capable of teaching different subjects at different grade levels, and

who are able to get along with others are needed.

c) School Size

Although there is a heavier workload in a multi-grade class, the atmosphere is more relaxing. When schools are too large the problem of knowing the students is difficult. A fully graded school providing time for the teacher to both teach and administer is ideal.

d) Community

A teacher, who is a part of the school community, is respected and treated fairly. Parents expect the same from the teacher who needs to live up to community expectations.

SCHOOL #2

1. Teaching Responsibilities

12% of the principals time is spent in teaching one class.

Class preparation is done both during the school day and beyond school hours. Assignment and test corrections are done after school hours.

2. Educational Leadership

The principal provides the basic educational leadership for the school.

At the beginning of each school year the principal reviews the direction for the school. Items are raised for staff discussion, following which, the initial goal may be modified or accepted as presented. Goals vary according to the groups involved - elementary, high school or special education. Such

discussions take place on special administration days and at after school staff meetings.

3. Curriculum

Opportunities for information gathering are given and efforts taken to know the required and proposed curriculum.

The principal coordinates meetings which are held after school hours at which subject content is discussed in order to clarify the continuity from grade to grade. The principal attempts to attend special in service sessions on new programs with a classroom teacher. The information obtained is discussed with the staff and preparations taken for implementation.

4. Pedagogical Technique

Leadership is provided in methodology to meet the varying needs of students.

Special sessions are arranged by the principal to discuss specific topics of need. These are generally done on a primary, intermediate or senior level and are held at noon or after school. The principal gives suggestions to teachers after observation or when they request assistance. Teachers are encouraged to observe other teachers while they are teaching. Resource material is recommended and the assistance of external specialists is sought.

5. Professional Development

Efforts are taken to encourage teachers to self-evaluate and improve teaching effectiveness.

Teachers are encouraged to extend their knowledge of what other teachers do and different approaches which may help them. Some teachers are encouraged to attend specific sessions. The Principal attempted, with limited success, to get all teachers to do self-evaluation, to check themselves with the use of video tapes and to improve effectiveness. Classroom visitations are made - many on a regular brief visit, others on a more formal advance notification basis. Efforts are taken to keep up with new courses and methods through evening university courses, in service sessions and conferences, and peer discussions.

6. Student Growth

The coordination of efforts to understand the students and to provide programs, counselling and assistance to enable them to reach their maximum potential is the responsibility of the principal.

The principal gets to know each student through living in the community, teaching a class, supervision in morning, supervising student detentions at the senior level, having teachers send students to him to show him examples of good efforts, supervising team practices, coaching teams, responding to student requests regarding course selections and post secondary academic needs. External personal, such as the school psychologist, hearing and speech specialists and social workers are used to help to understand students. Programs are provided and evaluation made to assist with student growth.

7. School Associated Functions

To supplement the academics a variety of co-curricular activities are encouraged by the principal who takes an active part in their organization.

The principal assists with the supervision and coordination of the co-curricular programs. This includes locating props for concerts, getting staff involvement in the Christmas banquet, arranging for senior students and staff to hold ski or canoe trips, organizing the Glee Club, drama and music concerts, attending Student Council meetings, and assisting teachers with field trips. Involvement in Parent-Teacher, teacher and principal groups is a part of the principals job.

8. Community Relations

The principal is expected to be a part of the school community and to keep parents informed of their school.

Involvement in the active Parent-Teacher Group results in several benefits to the school - the building and furnishing of a lunch area, planting trees and shrubs, and raising money for special school needs. Special parent evenings, parent-teacher conferences during the school day, and school teas help develop good home and school relationships. The principal coordinates and compiles regular school memos and spring and fall newsletters.

9. School Finances

The administration of the Instructional Budget, the Small

Schools' Grant and all fund raising activities carried out at the school are among the principals responsibilities.

Being given control of the Instructional budget, the principal divides the amount according to areas and where applicable to teachers for such items as text books. A small amount is held back to prevent overspending and to have a small reserve if needed. The principal, after consultation with the staff, sets the priorities for the Small Schools' Grant. Participation with the Home and School in raising and spending money is expected from the principal. The various Student Council fund raising activities - the one afternoon a year community work day, the special magazine and chocolate sales, and the noon lunch programs are all approved and checked by the principal.

10. School Facilities

Regular checks and inspections of the school facilities - buildings, equipment and furniture are made. Efforts must be taken to ensure the safety and health of all students.

The principal works cooperatively with the school custodians for the two separate school buildings in keeping them in good shape. The local trustee, school custodian, and parents work with school personnel, including the principal, in maintaining the grounds. Considerable school time is spent by the principal in moving from one school to the other to check school aspects including the school facilities. Consultation with various

supervisors regarding the building, fire and labour regulations, pest control, health officials and the like are expectations of the principal.

11. School Organization and Evaluation

The principal is given the responsibility of organizing and evaluating all aspects of the school - programs, staff, and policy.

The principal plays a key role in the selection of new staff through determining the needs and participating in the interviews. It is the principal who makes the teaching assignments, assigns the classrooms and instructional materials, builds the basic timetable to coordinate the use of special areas - the gym, music and art rooms, and supervises the school buses. School programs, promotional procedures and staff are evaluated by the principal. A monthly staff meeting (K - XII) is held with separate school staff meetings held as the need arises.

12. Clerical Work

There is considerable clerical work to be done by a principal who is fortunate to have the assistance of an aide.

In the elementary school the principal has the assistance of a half time aide who looks after the library, gives the flouride rinses and assists with the clerical work. At the secondary school assistance is provided by a full time aide who works in the library, does teacher typing and assists with the

administrative clerical tasks. The principal picks up the mail and sees that the mail is distributed and posted. Tasks are prepared and given to the aide for clerical work.

Additional Comments

a) The Many Tasks

It is difficult for those who have never been a teaching principal to really understand and appreciate the many different tasks that must be done and the time that is involved in carrying them out. Requests are regularly made of the principal at different times - during the school day, before and after classes, on weekends and during holidays.

b) The Many Hours

When a principal is both a teacher and an administrator, many non-school hours are required to do the tasks. The principal's classes are expected to be a model for others and promptness in assignment and test corrections to set an example for the staff is necessary. At the same time the requests of others must be met and the daily administrative tasks completed. Much of this must be done in non-school hours.

c) Advantages

There are advantages in being a teaching principal. There is a greater continuity and understanding of student

progress, development and growth. Students see the principal, not only as an administrator, but also as a teacher.

d) School Community

Since schools are small the principal must be a teaching principal. The local citizens want to see their community and the school continue to exist and tend to provide further assistance, support and cooperation. They want to be a part of their school and expect the principal to be a part of their community.

SCHOOL #3

1. Teaching Responsibility

30 of the 48 school periods are used for class instruction by the principal for math 7 to 9 and social studies 7 and 8.

Regular class periods are used for teaching purposes. Time during and beyond the school day is used for correcting materials and preparing for classes.

2. Educational Leadership

The principal is the educational leader in the school.

Direction is received from staff discussions - especially at the start of the school year, and from regular principal and administrative meetings. Teachers are asked to state in writing their goals for the year and these are checked by the principal when evaluating staff.

3. Curriculum

Efforts must be taken to provide the recommended curriculum

with the necessary adjustments to meet student needs. The major responsibility rests with the school principal.

Teachers are directed to follow curriculum guidelines with certain modifications to meet student needs. The resource teacher assists with identifying needs and program adjustments. Teachers take the responsibility of evaluating the program. The principal checks the teacher efforts and program effectiveness. New programs are introduced as the needs become evident. For example, for two years when there was need for an "Exploration of Business" courses, it was offered. In preparing for the introduction, the principal contacted the Department of Education for advice and worked with the teacher in checking with teachers who taught the course. This was done after school hours and during the summer months. The resource teacher assisted with locating materials. The principal gave leadership in an ongoing evaluation.

4. Pedagogical Technique

A principal should have the time to provide assistance and encouragement in this area to the staff members.

Due to the time required for a teaching principal to prepare for lessons, little time is available to assist teachers in this area. The principal receives an indication of what is happening in the classroom through brief class visits, discussions with teachers, displays of student work and from student and parent comments. The resource teacher provides much assistance in this area.

5. Professional Development

Efforts at self-improvement and providing leadership for staff members to continue with an on going professional development program, is the responsibility of the principal.

Needs are identified through informal class visits, teacher discussions and staff meetings. Considerable time is spent with new teachers. Teachers are encouraged to visit other teachers and schools in action and to attend in service education sessions. The principal shares information on such sessions, encourages teachers to attend and to share their experiences upon return with the staff. Through reading, listening to others and attending in service curriculum sessions, the principal attempts to be knowledgeable in this area.

6. Student Growth

Since student growth in academic, physical, emotional and social areas is an expectation of the school, the principal must provide the leadership.

The teaching principal takes efforts to know the names of every student in the school. Frequent classroom visits, classroom instruction, counselling and playground and evening activities provide numerous occasions to get to know the students. During special assemblies - Kindergarten to grade nine each Monday and grades five to nine each Thursday, special concerns are discussed with the students. Specific expectations, such as school policy and regulations are provided in writing. Knowledge

and appreciation for the expectations lead to a good rapport, conduct and pleasant working relationships.

7. School Associated Functions

The major responsibility and most of the coordination of these activities is done by the school principal.

The principal coordinates the student activities and whenever a teacher lacks the required expertise the principal assists and attempts to get others involved. The organized activities include various sports, the canteen, projects fair and concerts. Teachers are encouraged to take the initiative in planning activities and to ask for assistance when needed. This is evident in most field trips, especially the annual four day excursion. The principal is active in teacher, principal, and Department of Education related school activities.

8. Community Relations

The teaching principal needs to be an accepted member of the community and share positive information about the school.

Parents are encouraged to come into "their" school. This is done through parent volunteers helping with 4-H and school projects, special evening programs and parent teacher sessions. Efforts are taken to make the school a part of the community. As a result of the positive contacts between parents, teachers, students and other local citizens there is very little vandalism.

9. School Finances

The principal must allocate and operate on the funds

provided. These include the instructional budget, Small Schools Grant and funds raised through student activities.

It is a constant struggle to "make ends meet". Feedback on major teacher expectations for the year is received. Priorities are set with staff members at the start of the school year and guidelines are established on the amount that can be spent in each area.

Through the Small Schools Grant needed purchases have been made of items which otherwise would never have been possible. The Students' Council raises funds for its special projects through community drives such as chocolate bar sales.

10. School Facilities

The principal needs to be consulted in the planning of and the changes to the school facilities.

The school with its addition is relatively new and in good condition. The principal and staff had input in the basic needs and school design. On going needs are discussed with the custodian and local school trustee. These become known to the school-community family.

11. School Organization and Evaluation

The principal must possess good organizational skills in order to effectively organize and evaluate the school.

The principal is involved in staffing needs, the type of teacher required and in the selection of staff. The teaching assignments and room allocations are discussed with staff. The

principal builds the timetable, coordinating special areas such as physical education, library and music classes. Contact with external groups and school bus drivers is done by the principal. The monthly staff meetings are organized by the principal.

12. Clerical Work

Clerical assistance is a tremendous help to the teaching principal.

One full time school aide who spends half time with administrative work and half time as a teacher aide is employed. The aide is assigned as many clerical tasks as time permits. This results in most of the typing, filing, gathering and such clerical tasks being done.

Additional Comments

- a) The principal is "spread too thin". It is difficult to carry out the many expected tasks.
- b) The size of the school determines the amount of administrative time. If the school is too small for a full time administrator, the administrative work must be done as well as the teaching responsibility. When this happens several of the standard "principal jobs" receive little attention.
- c) The principal must wear "many hats" and be able to shift from one to the other rather rapidly. He must have a strong constitution and be a good organizer knowing when

and how to handle the many tasks. The principal must be both a good teacher and administrator.

- d) For a school to function effectively it needs above average teachers who are self-initiators, who like children, and who are prepared to carry out their professional expectations and responsibilities.

SCHOOL #4

1. Teaching Responsibility

The teaching principal teaches several subjects for 75% of the total school time. The subjects include: math 9, science 8, science 9, Phys. Ed. 5-9, computer 7 and 8.

The teaching responsibilities are done during the regular school day. In general the classes are one grade at a time although there are some double classes. Most of the class preparation and assignment corrections (85%) are done after the regular school hours.

2. Educational Leadership

The principal provides the leadership for a team approach to school goals, staff development and student progress.

On the first day of school the staff meets to set the basic goals for the year. Once a week for an hour after school the staff meets to discuss course objectives, content and sequential development. Time after school classes is taken to discuss student progress and special needs assistance.

3. Curriculum

Knowledge of the curriculum and proposed changes must be known in order to assist staff in meeting the required goals.

Encouragement and information is given to the staff upon request. Recent items were on science programs, language arts materials and computer programs. The principal attempts to keep up to date by after school efforts - worked on the computer during holidays, took non credit courses, attends divisional, regional and provincial curriculum sessions.

4. Pedagogical Technique

The principal is available for general assistance to teachers.

There is little time for a teaching principal to assist others in this area. Some is done upon request during informal sessions after school hours. Materials and assistance are available in the school library, from the Department of Education resources - films and educational kits, and from divisional, regional and provincial in-service sessions.

5. Professional Development

General assistance is available from the principal who attempts to be knowledgeable in the area and seeks means whereby this can be done.

Although the teaching principal has little time to assist others directly, teachers are encouraged to strive to improve and to attend in-service education sessions. The principal has

taught a science class as a demonstration for a new teacher. Since teacher observations must be done during administration time the classes that are observed are restricted. The principal attends in-service sessions for self improvement and recently was granted a week away from the school for professional development purposes.

6. Student Growth

A teaching principal in a small school gets to know each student individually and is in a good position to monitor student growth.

The teaching principal gets many opportunities to get to know the students - classroom teaching, involvement as an athletic coach and supervision at recess, noon and general activities. Guidance and assistance is provided with little delay. The school and division have a good resource program to assist students. It includes the school resource teacher, the divisional co-ordinator and the outside resource specialists such as the school psychologist, speech therapist and social workers.

7. School Associated Functions

The non-classroom activities provide a variety of experiences, coordinated by the principal, to assist in meeting student needs.

The principal coordinates these activities, coaches athletic teams and assists those who are helping. The basic

skills are taught in class and applied to team situations. Various seasonal activities are held: Hallowe'en, Christmas, Valentines and Easter. Although they are basically classroom activities, these are coordinative aspects carried out by the principal. Community assistance is provided for concerts and the Home and School functions. During the noon hour and non-teaching administration time the principal advises the Students' Council and yearbook committee. A school day is taken for the annual Junior High ski trip. Field trips are planned to enable two classes or a neighbouring school to travel together. A substitute is hired for division called principals' meetings while another teacher or library aide covers for the brief periods that the principal must leave the class.

8. Community Relations

A leading role is played by the principal in providing positive community relations.

The principal is part of the Home and School Executive which meets after school hours to organize school programs and funds for school needs. Regular parent interviews are held for which classes are cancelled. Teachers are encouraged to submit items for the monthly school newsletter which is mostly done by the principal. Parents are encouraged to come to the school.

9. School Finances

The principal is responsible for school finances - the

instructional budget, fund raising activities, and the Small Schools' grant.

Most of the work involving school finances is done during the school day. The school secretary keeps the records under the principal's direction. The Students' Council undertakes one major fund raiser a year while individual classes have minor ones. The principal coordinates these and receives assistance from teachers for efforts that are done at noon and after school. Teachers are encouraged to suggest needs from the Small Schools' grant. From these the submission is made. The principal contacts various salesmen in an attempt to make the best use of one's limited funds.

10. School Facilities

The teaching principal works closely with the school custodians, staff and local trustee to see that the school facilities are good.

The principal checks the school facilities with the custodian and then makes requests for repairs. The staff was directly involved in making recommendations for the new addition to the school. The staff and students, again under the coordination of the principal, and with the local trustee's assistance, purchased, planted and are caring for trees and shrubs.

11. School Organization and Evaluation

Most of the school organization and its accompanying

evaluation are done by the principal.

The principal is involved after school hours in the selection of new staff members. After consultation with the teachers class assignments, the basic timetable is made and classes prepared. Subject meetings are held after school. Although the teacher on duty does bus supervision, it is coordinated by the principal. Much of the organization is done in June and in July and August prior to the start of school.

12. Clerical Work

Most of the routine clerical work is done by a school secretary.

The school has the services of a half time secretary who spends the other half of the day in the library and as a teacher aide.

Additional Comments

Although there are some combined classes the teacher-pupil ratio is small. This helps develop a community-school aspect where parents want to be a part of the school and help as teacher volunteers and in supporting the school band and computer programs. The school has access to many resources - human, materials and new facilities.

SCHOOL #5

1. Teaching Responsibility

Added to the full time teaching assignment are the administrative responsibilities. Students in grades one and two

are combined in one class where most of the subjects are taught.

Most of the correcting and class preparation is done before and after classes and during the weekend. Some of this work is done while the teaching principal is doing other things such as supervising lunch and while students are doing some of the seat work assignments.

2. Educational Leadership

This leadership is provided by the teaching principal.

The teaching staff of two and a half teachers meet at the end of June and prior to the start of the school term to set basic goals for the year. An open, honest and good relationship among staff leads to good discussion and agreement on goals and procedures. These discussions continue throughout the year while staff members are supervising lunches and playground activities and after school hours.

3. Curriculum

Curriculum changes must be implemented as required under the leadership of the principal. Recent changes were in the language arts and social studies curriculums. The computer program was introduced.

A half day for each of social studies and language arts was spent with the consultants at the Department of Education. Division in-services were held with the principals and two further sessions were available to teachers. Individual home

study and preparation was required. After school discussions were held with other teachers on texts, approaches and introductory procedures.

4. Pedagogical Technique

The principal discusses techniques with other staff members.

Discussions are held regarding lessons, resources and approaches with other staff members during non teaching time - eating lunch while supervising students, while on recess duty and after school hours. Assistance is received from the small schools travelling library and from the resources available through the Department of Education library.

5. Professional Development

Encouragement is provided by the principal to continually strive for improvement.

Information on in-service sessions is read and when a session appears to meet a personal need a request to attend is made.

If this takes place during the school day, a substitute, who at times are difficult to get, is hired. Teachers are encouraged to read professional materials.

6. Student Growth

Efforts to provide for the needed student growth are taken by the principal.

With a small enrollment it is necessary to combine grades within one classroom and then provide both grade or group and

individual instruction. The older students assist the younger ones. The teacher knows each student through classroom instruction and supervision during noon hour, recess, and beyond school class time. The Divisional Coordinator of Special Education and the one quarter time travelling resource teacher did the student testing, diagnosis, recommended programs, and assisted with parent-teacher conferences. The external resources of a school psychologist and speech therapist were available. A three-quarter time teacher aide is hired to work with special students.

7. School Associated Functions

The organization of a variety of school associated functions are expected from the school principal.

A variety of athletic activities are available to students. These take place during noon hours, recess and some physical education classes. Half day divisional tournaments are held for soccer, fastball and field day. The staff works together with some parent volunteers. Classtime parties are organized by the teachers for Hallowe'en, Christmas and Valentines parties. Assistance for costumes and lunch is provided by parent volunteers for the annual Christmas concert. Similarly, volunteers assist with the annual Projects' Fair, Central Office personnel and teachers from larger schools act as judges for projects and the school speaking contest held during school hours. Periodic blocks of school time are taken to enable

teachers to assist the Students' Council and its hot dog days. Teachers plan field trips and efforts are taken to plan trips of interest to the variety of classes going. At times students from two schools go together. Most Professional meetings are held after school hours; however, for the monthly principal's meeting a substitute is hired for the half day involved.

8. Community Relations

Since the school is a community school parents expect the principal to keep them informed.

A variety of activities help develop positive community relations. These include: parent volunteers who come upon teacher request; the evening community meetings called by the local trustee; two half day parent-teacher conferences when classes are cancelled; the annual awards program organized by students and staff; the posters placed in businesses by students; the school information page prepared by teachers and distributed by students; and visitors at the school which result in one teacher supervising two classrooms.

9. School Finances

The principal is responsible for the instructional budget, Small Schools' grant and any funds raised by students.

The teachers discuss needs and select priorities. The allocation must be modified to meet the needs. If the \$600.00 physical education allocation is not needed it is reallocated to library and teaching materials. In order to administer the

work and meet suppliers the class is left unattended for brief periods of time while students do seat work.

10. School Facilities

The school facilities must meet the standards set by the various government agencies.

Since the school is small numerous checks are made each day. If repairs are required they are done quickly. The principal discusses needs with both the school custodian and local trustee.

11. School Organization and Evaluation

The principal is responsible for school organization and its accompanying evaluation.

The principal assists with the interviewing of new staff members after school hours. The staff discusses work load and student assignments and make the timetable together before the start of school. The principal supervises the school bus arrival and leaving, unless attending a meeting, and then another teacher does it. For teacher evaluation it is necessary for one teacher to cover the principals class as well as the regular class to enable the principal to observe the remaining teacher.

12. Clerical Work

Assistance with clerical duties is much appreciated.

A half time teacher aide assists with the library, small group situations and basic clerical duties. Students act as

"mail men". Most of the principals clerical duties are carried out after school hours.

Additional Comments

- a) The teaching principal faces many interruptions while teaching the class. Student interaction is good with older or more knowledgeable ones assisting others. Since students are left on their own they tend to become independent workers.
- b) The school becomes one family with teachers and students working, playing and eating together. Teachers, parents and students are known by all.
- c) There are several good resources available to the small schools. These include those from the School Division, Department of Education and through exchanges with other schools. The Small Schools' Grant has been a real assistance.

SCHOOL #6

1. Teaching Responsibilities

Being a full time teacher this principal taught several subjects in a multi graded classroom. Subjects included: language arts, mathematics, science, social studies, computer and art.

Different subjects are taught in the same classroom at different grade levels. In some cases the same subject is taught to two different grade levels at the same time.

2. Educational Leadership

The principal sets goals with the other two staff members.

Most of the leadership is provided during informal discussion beyond the school day. Encouragement is given to the other staff members to do a good job by the principal taking noon duty and leaving the teachers with preparation time.

Leadership was given in obtaining an aide.

3. Curriculum

An attempt to provide an appropriate and effective curriculum is taken.

Most efforts are done through informal discussions during non-teaching time. Teachers are encouraged to attend in-service education sessions to obtain curricula information.

4. Pedagogical Technique

Assistance, especially for new teachers, is provided. The principal evaluates teachers and needs to provide suggestions and recommendations.

The principal's class is left under the care of another teacher while brief classroom visitations are made. Informal discussions are held to identify problems and discuss efforts. The travelling resource teacher and coordinator of special education provide assistance. Small Schools grants have assisted with some of the costs. "Time" is the major problem facing the teaching principal.

5. Professional Development

Little time is available for the principal to provide much assistance although encouragement is given to teachers to attend in-service sessions.

At times the principal must leave the class under the care of another teacher, who then has two classes to observe, or with an aide. Substitute teachers are hired to provide release time for teachers who are encouraged to attend in-service education programs.

6. Student Growth

Efforts need to be taken to ensure the continued growth of each child - academically, socially and physically.

The teaching principal gets to know the students through classroom teaching, school and playground supervision, the athletic and social co-curricular activities, and the general "eating, working and playing" together. Differences are identified and the resource teacher and special education coordinator provide assistance in attempting to meet the needs.

7. School Associated Functions

In order to provide an acceptable education, several school associated functions need to be coordinated by the teaching principal.

Coaching school teams - fastball, soccer and floor hockey, and supervising skating are done by the principal at noon

hour as well as before and after school hours. The seasonal class parties are held during the school day and most of the preparation done after school hours. Practices for the annual Christmas concert are done in blocks of time during the school day with the principal providing coordination within the school. Field trips are organized by the principal who attempts to cut costs by arranging such trips with another school and including several grades. Teacher and principal group meetings are held after school hours and on Saturdays.

8. Community Relations

The school is the focal point of the community and the principal needs to provide information on the school.

The principal is expected to attend meetings of the Parent-Teacher Education Committee. Informational letters and newsletters are prepared by the principal for parents.

9. School Finances

The funds which the principal distributes are quite limited - the administrative budget and Small Schools' grant.

The principal has flexibility in the spending of the instructional budget. Most of it is used on operating expenses with little left for library or other needs. The efforts involved must be done after school hours.

10. School Facilities

The principal checks the facilities for possible repair and makes recommendations for improvements.

The school facilities are grossly inadequate. The principal works closely with and has the support of the janitor and staff in improving school grounds and keeping the school in acceptable condition. These efforts take place at noon and after school hours. Funds are not available for needed renovation which is considered inadvisable.

11. School Organization and Evaluation

School organization and evaluation rests with the principal.

Although the principal is involved with the selection of teachers, few staff changes take place. There is informal discussion beyond the school day with the other staff members regarding the basic organization and evaluation of the school.

12. Clerical Work

Clerical assistance is a great help to the teaching principal.

A half time teacher aide is hired from funds available through the Small Schools' grant, who also spends time doing clerical work. The principal leaves the class unattended to answer telephone calls and to meet school visitors. The students know the principal's expectations and the principal knows the students. As a result few problems develop.

Additional Comments

- a) The small student enrollment makes it possible to teach two or three grades in the same room at the same

- time. The students tend to receive more individual attention than in the larger enrollment graded system.
- b) The parents and the School Board, who support the local trustee, want to keep the school open. The academic expectations are not as great as in the desired "need" to keep the school open.
- c) The frustrations of a beginning teaching principal in a small ungraded school are great. One's expectations must be adjusted to meet those of the local school community.

SCHOOL #7

1. Teaching Responsibilities

The teaching principal has a classroom of thirty students from Kindergarten to grade four.

The principal has been in this multi-graded school for seventeen years, and until recently, the only teacher. By having taught all the students routine methods are well established and efficient study habits developed. Students assist each other and an aide provides individual assistance.

2. Educational Leadership

Although a team approach is preferred, the principal is ultimately responsible.

Educational leadership depends upon the staff. With an inexperienced teacher the principal is the leader while with an experienced teacher a team approach develops with the

sharing of most duties being common. However, the principal is in charge.

3. Curriculum

The small schools must keep up with changes and make sure that students receive a good education.

The provincial curriculum and guidelines are followed although considerable selection of material is left to the teacher. Reading, listening to speakers and talking with teachers are means used to become familiar with new programs and implementation procedures. More workbooks are used in multi-graded classrooms.

4. Pedagogical Technique

Efforts are taken to provide effective methodology.

The two teachers in the school share ideas, approaches and information as they work, correct materials, eat and supervise students together. Each day they have a time together during the noon hour.

5. Professional Development

Professional development study is undertaken and pertinent sessions attended.

Requests for release time to attend professional development sessions has always been granted. A substitute is hired.

6. Student Growth

Knowing each student enables the principal to meet student needs.

The teaching principal has all students for several years and knows each as individuals, their strengths, weaknesses, needs and desires. An individual approach is used. The Division Coordinator of Special Education visits the schools regularly, and works with the students. This academic growth, according to the C.T.B.S. results, is favourable.

7. School Associated Functions

The school is expected to follow the beliefs of the community (Colony).

As a result of parent beliefs few school associated activities are expected. Over the years the principal has introduced special event parties including Hallowe'en, Christmas, Valentines and Birthdays. Field trips are held on days selected by the community, often without advance warning.

8. Community Relations

Regardless of the type of school good community relations are a must.

Very good relationships exist between the school and the community. Parents come into the school to take their children when they are needed for work. The school sponsors monthly coffee parties at which the mothers come. They enjoy the sessions but seldom discuss school work or activities.

9. School Finances

The principal decides on how the Instructional Budget and the Small Schools' grant will be spent.

Although the Administrative Budget is quite limited, school requests have been honoured by the Division Board. The Small Schools' grant has been most helpful and has resulted in the purchase of a duplicating machine and other such essentials requested by the principal. Discarded materials useful to the school have been located by the teachers. Some funds are donated for U.N.I.C.E.F., Terry Fox Fund and the Red Cross.

10. School Facilities

The facilities are looked after by the Colony.

Each of the two classrooms is in separate buildings. The Colony looks after the buildings needs such as new doors, step repairs and cleaning. Students do the caretaking and each week scrub the floors. The principal assists by encouraging students to look after the building and by keeping it clean their cleaning efforts are reduced.

11. School Organization and Evaluation

The principal is in charge of organizational and evaluation needs.

The basic organization and evaluation is done by the principal who works closely with the other teacher.

12. Clerical Work

The principal received clerical assistance.

One aide assists the two teachers with remedial assistance and clerical duties. The principals efforts are done after school hours.

Summary of the Interview Data

A summary of the interview data on the responsibilities of the teaching principal is presented in Table 18. The data indicates the extent to which the teaching principal is involved in the task and illustrates the procedures used in meeting the task. The summary chart identifies the major categories of activities and the tasks involved with each.

There are two basic areas of responsibility for the teaching principal - educational and administrative. Included in the educational categories are: teaching, professional assistance, resource assistance, supervision, school associated functions and community relations. The tasks involved in the administrative category include: finance, school facilities, school organization, evaluation and clerical work.

TABLE 4
SUMMARY OF MAJOR PRINCIPALS' ACTIVITIES
BASED ON INTERVIEW RESPONSES

I	<u>PROFESSIONAL ASPECTS OF TEACHING</u>	II	<u>ADMINISTRATIVE ASPECTS OF MANAGEMENT</u>
a)	<u>Teaching</u> Preparation Teaching Marking/Recording Reporting Interviews/Conferences -Professionals -Parents -Students -Aides	a)	<u>Administrative Expectations</u> Finances -Budget Allocations -Fund Raising School Facilities -Adequacy -Safety -Personnel Custodian Supervisors Inspectors School Organization -Selection of Staff -Rooms -Schedules -Assemblies Evaluation -Staff -Facilities -Programs -Students Clerical Work -Aides
b)	<u>Professional Assistance</u> Educational Leadership -Goals, Climate Curriculum -Prescribed, Alternative -Preparation, Adjustments Pedagogical Techniques -Observation -Recommendations Professional Development -Classroom Visitations -Identifying Needs -Resources to Meet Needs Student Growth -Knowledge of Students -Sharing Information -Providing Assistance	b)	<u>Supervision</u> School Buses Recess Noon Duty Co-Curricular
c)	<u>Resource Assistance</u> Resource Teacher Resource Coordinator External Personnel -Health Nurse -Psychologist -Specialists Hearing Speech Therapists -Dentist Conferences -Staff -External Personnel -Parents	c)	<u>School Associated Functions</u> Co-Curricular -Athletics -Concerts -Field Trips Extra-Curricular Groups -Parents -Professionals Teachers Superintendents -School Board
		d)	<u>Community Relations</u> Programs for Public Parent Advisory Committee School Letters to Parents Parent Visitations

Chapter Summary

In this chapter the data obtained from each of the seven daily logs of activities and the data gathered from the interview held with each of the teaching principals has been presented.

The data from the daily logs is presented by providing information of the principal and the school, by analyzing each of the days separately, and by summarizing each days log into a cumulative report. This is done for each of the seven principals involved. The log of activities was presented in five different categories: teaching, preparation, administration, meetings and supervision.

The data obtained from the interviews with each of the seven principals involved in the study is presented. A statement regarding each of the twelve previously identified tasks of principals is given and the procedures used to meet the tasks is provided. The tasks include the following: teaching, educational leadership, curriculum, pedagogical technique, professional development, student growth, school associated functions, community relations, school finances, school facilities, organization and evaluation, and clerical tasks. Supplementary comments were provided by most of the principals.

CHAPTER 5

ANALYSIS OF THE DATAIntroduction

In this chapter the research data presented in the previous chapter is analyzed and used to determine answers to the research questions presented at the commencement of this study:

1. What are the established or most commonly accepted general role expectations of principals?
2. How do teaching principals in small elementary schools define and practice their actual jobs?
3. How is the role of the teaching principal as defined and practiced different from commonly accepted role expectations of principals?
4. What role definitions are unique to teaching principals?

The answers to these questions provides the framework for the answer to the central research question for this study:

How is the role of the teaching principal different from the role of the non-teaching principal?

The answer to this question is presented in this chapter with the discussion of the research questions.

Research Question #1:

What are the established or most commonly accepted general role expectations of principals?

The interview data received was based on a predetermined list of tasks which were identified in the research of the literature as tasks for which principals are responsible. The respondents agreed that these were expectations for principals; however, the extent to which a teaching principal met the task varied greatly according to

specific instructional needs.

The established or most commonly accepted general role expectations for principals include the following:

1. Teaching Responsibilities

This includes teaching, preparation, testing and correcting.

2. Educational Leadership

Included in this category is the establishment, implementation and evaluation of goals and objectives; and the development of a climate in which the staff strive to meet the expectations.

3. Curriculum

This involves evaluating existing programs, studying and preparing new courses, working with teachers to review and develop courses, and implementing and evaluating changes.

4. Pedagogical Technique

The aspects included assisting in the development of effective lessons; providing instructional assistance; providing instructional supervision, feedback and suggestions; and attempting to provide available resources.

5. Professional Development

The responsibilities include: supervising programs which involves classroom observation, feedback and recommendations; aiding staff development through identifying needs, assistance and counselling regarding the needs, providing opportunities to attend professional development sessions, organizing and planning in-service sessions, and giving sessions and model lessons, providing staff support, encouragement and motivation;

maintaining personal growth through selecting and obtaining pertinent in-service training, reading, doing research and sharing ideas, and taking professional courses.

6. Student Growth

Expectations include the provision of suitable programs, counselling, communicating with students, providing opportunities to work with external personnel such as psychologists, audiologists and speech therapists, and maintaining suitable discipline.

7. School Associated Functions

Included in the expectations are assistance with the organization of student activities - coaching, managing or supervising athletics, assisting and supervising parties, dances and other social activities, working with groups on drama, music, festivals, encouraging the Students' Council and its various projects, and organizing field trips; participating in school division activities such as Projects' Fairs and Music Nights; participating on educational committees established by the Department of Education, the School Board, the Manitoba Teachers' Society and the local teachers' association; and attending meetings with trustees, principals, Department of Education and post secondary personnel.

8. Community Relations

These expectations include coordinating school - community communications; cooperating with and assisting the Home and School Association; organizing school visitations for parents;

holding parent interviews; sponsoring school teas, tours and programs; preparing school newsletters and letters to parents; filling requisitions for the use of school facilities; and maintaining on going contact with various publics - Department of Education and university personnel, trustees, senior administrators, teachers, parents, students, support staff, volunteers and personnel in other schools.

9. School Finances

Responsibilities involve: preparing the budget, allocating funds, monitoring and executing funds, keeping records, preparing submitting and filing requisitions, raising funds, having discussions with suppliers and other school contacts.

10. School Facilities

Included in this category is making regular inspections and safety checks, completing recommendations for repairs, renovations and replacements, carrying out a general maintenance program, distributing furniture and equipment, caring for grounds, shrubs and trees, and keeping playground equipment in working condition.

11. School Organization and Evaluation

Responsibilities include: interviewing and selecting staff, making assignments for personnel, allocating rooms and equipment, providing the timetable, scheduling students, supervising bus arrival and departure, holding evacuation drills, evaluating personnel - teaching and non-teaching, planning, organizing, interpreting and measuring organizational goals, administering

policy, developing and enforcing regulations and rules consistent with law and policy, and holding and participating in staff, grade group or subject meetings.

12. Clerical Work

The following list of clerical tasks are expected to be done: answering and responding to telephone calls, filing, collecting, counting, recording and banking money, ordering supplies, books and equipment, keeping records, processing invoices, doing clerical tasks related to buildings and maintenance, monitoring attendance, writing letters and getting and opening mail.

The established or most commonly accepted general role expectations for principals are: teaching responsibilities, providing educational leadership, curriculum involvement, implementing sound pedagogical techniques, providing professional development opportunities for the staff, stressing opportunities for positive student growth, providing a variety of school associated functions, developing positive community relations, administering the allocated school finances, maintaining school facilities, organizing and evaluating aspects of the school and completing the necessary clerical work.

Research Question #2

How do teaching principals in small elementary schools define and practice their actual jobs?

The data received through the individual interviews, which was based on "the most commonly accepted general role expectations of

principals" indicated the extent to which teaching principals consider these items in defining and practicing their actual jobs. The data accumulated through the daily log of activities supplements these findings and also illustrates how teaching principals in small elementary schools define and practice their actual jobs.

The following information is based on the interview responses and indicates the extent to which the various general role expectations of principals are a part of the teaching principal's actual job.

1. Teaching Responsibilities

The time that a teaching principal spends in actual teaching depends upon the number of students enrolled at the school and the number of staff members allocated to the school. In small schools the teaching principal may teach all the subjects covering several grade levels on a full time basis in a multi-graded classroom. In such cases, teaching becomes the major responsibility during the regular school hours.

In order to be an effective teacher under such circumstances much of the class preparations, corrections and general organization must be done prior to the start of school, after school hours, during the evenings, and during the weekend. Some of the corresponding work, including blackboard notes and explanations, duplicating, assignment corrections and the recording of marks and records are done during classtime while the students are doing their assigned work or during the noon hour while the teacher is eating lunch and supervising the students.

In multi-graded classrooms the same material, other than in language arts and mathematics, is taught to all the students in a couple of the grades. For example, if the grade five social studies program is covered one year, then the grade six program could be used the following year. Considerable student independence, self-discipline and effective study habits tend to develop. The assistance provided by the students, community volunteers and hired aides help the teaching principal meet the teaching task.

2. Educational Leadership

The teaching principal, believing that it is the principals responsibility to do so and having a strong desire to fulfill the role, provides the basic educational leadership for the school.

This leadership, initiated by the principal, tends to become a collegial model where a team approach is used to meet a common goal. Being a teacher, the teaching principal is perceived by other staff members as "one of them" and open discussion is evident. Direction is received from staff members at the start of the school year, at staff meetings and in times of need. Informal discussions take place while eating lunch, supervising student activities, and beyond school hours while working in the staff room. From such input direction is taken and the educational leadership, with the teaching principal ultimately responsible, is provided.

3. Curriculum

The teaching principals take the responsibility of seeing

that the basic provincial curriculum guidelines are followed. However, they do respond to needs of the local area and provide alternative units of work and supplementary materials. There is a strong desire to ensure that students are not placed at a noticeable disadvantage by attending a small school.

The amount of time spent and the individual effort provided corresponds to the non-scheduled teaching time of the teaching principals. Principals heavily involved in teaching tend to discuss the curriculum informally during non-teaching time and to encourage teachers to attend curriculum sessions in order to receive updated information. The more non-teaching time that principals have the more time is devoted to curriculum concerns. These include after school meetings to discuss the continuity of subject material from grade to grade, the use of specific outside resource persons on curriculum, the attendance at specific curriculum sessions, and the provision of assistance in identifying needs and curriculum adjustments.

4. Pedagogical Technique

Non teaching principals believe that they can provide assistance to others in this area. The extent of their assistance depends upon their teaching time.

The teaching principal is expected to observe the teachers in the school and some release time is provided. Discussions follow such observations. Assistance is provided through opportunities to observe others, the availability of resource materials, assistance from specialists, and in-service education

sessions. The greatest assistance is provided through the sharing of ideas, approaches and information while supervising students or correcting material.

5. Professional Development

The teaching principals attempt to be knowledgeable in this area and to provide general assistance to others. Their efforts vary according to their teaching time.

Encouragement is provided through identification of needs, attendance at specific professional development sessions, self evaluation techniques and general discussion. Emphasis is placed on teachers new to the profession and those with specific needs.

6. Student Growth

The teaching principals accepted the responsibility of coordinating efforts to understand the students and to provide programs, counselling and assistance to enable students to reach their maximum potential.

The teaching principal teaches and supervises many of the students, sometimes for several years, and knows them as individuals - their strengths, weaknesses, needs and desires. Individual assistance is provided. Further assistance is provided by the Resource Teacher, the Coordinator of Special Education, the school psychologist, hearing and speech specialists, social workers and the Public Health Nurse. Needs are assessed and programs developed to assist with student growth.

7. School Associated Functions

The teaching principals play a major role in organizing and assisting with a number of school associated functions.

Under the leadership of the principal the staff determine the various programs for the school. These include seasonal parties, athletic events, concerts and field trips. Staff members receive assistance from community personnel and older students in providing these additional opportunities. School time is taken for some preparation, especially for concerts and projects fairs. Noon hours and recesses are used for most athletic practices with school time taken for tournaments. The extent of the school associated functions is based on the willingness of the parents to have their children involved.

8. Community Relations

Since a small school tends to be a focal point for the community, teaching principals attempt to be accepted members of the community and provide positive information about the school.

The following examples illustrate how the teaching principals attempt to meet this role: direct involvement in community activities, curriculum evening sessions for parents, representation on Parent-Advisory Committees, school newsletters, school tours and visitations, community-school projects such as planting trees and raising money for special school needs, having parents use "their" school for public meetings and for special groups such as the 4-H Clubs, encouraging parents to

assist as volunteers, and holding various special programs - concerts, teas and awards.

9. School Finances

The teaching principals are given an Instructional Budget to allocate and use; the responsibility to operate the school within the budget; and to oversee all school fund raising activities. With the implementation of the Small Schools Grant the teaching principal is responsible for its designation and use.

Once the Instructional Budget is known the teaching principals encourage other staff members to recommend needs. Priorities are then set and guidelines established on the amount that can be spent in each area. Since most of the budget is used for operating expenses little remains for library materials or for major equipment. Special fund raising projects are used to supplement the budget. The Small Schools Grant has been most beneficial. Most of the efforts taken regarding school finances are done after school hours.

10. School Facilities

By teaching in small facilities with limited equipment the teaching principal is in an ideal position to identify needs, rectify problem areas immediately and maintain a clean well kept school facility. Since it is a community school both students and parents take pride in "their" facility and assist in keeping it well kept.

11. Organization and Evaluation

The teaching principals accept as their responsibility the organization and evaluation of all aspects of the school - programs, staff, school procedure and expectations.

The teaching principal works closely with other staff members and encourages input into the organizational aspects. Once basic timetable blocks are set by the principal, teachers complete their daily schedules. The teaching principal is involved with the selection of new staff members and assigns teaching loads, classroom areas and instructional materials. It is the principal who makes external requests and referrals for assistance and supervises the school bus arrival and departure. Each principal is given some administrative time, through the hiring of a substitute, to carry out teacher evaluations.

12. Clerical Work

Although each of the teaching principals must do the necessary clerical work, each has been provided with clerical assistance for some portion of the day.

These findings based on the responses of the teaching principals can be summarized and divided into two basic groups - professional aspects of teaching and administrative aspects of management, both with accompanying sub-groups. (Table 4)

1. Professional Aspects of Teaching

a) Teaching

This includes the preparation, actual teaching,

marking, recording, and reporting. It also involves interviews and conferences with those directly involved - professionals, parents, students and aides.

b) Professional Assistance

The teaching principal is expected to provide professional assistance. This includes providing the following: organizational leadership through the establishment of goals and the development of an effective working climate; curriculum knowledge of the prescribed and alternative possibilities, together with a knowledge of the preparation required to make curriculum adjustments; assistance with implementing effective pedagogical techniques; giving recommendations and providing opportunities for professional development assistance; understanding student needs and providing opportunities to meet those needs for effective student growth.

c) Resource Assistance

It is the teaching principals responsibility to provide the necessary resource assistance. This includes working with the resource teacher assigned to the school and with the School Division's Coordinator of Special Education. It also involves discussions with various external resource personnel including the Public Health Nurse, school psychologist, school dental team, and various specialists - hearing, speech, physiotherapist. Various conferences pertaining to this help are needed

with staff, parents and the specialists.

2. Administrative Aspects of Management

a) Administrative Expectations

The teaching principal is given various administrative responsibilities. These include the following: administering the allocated finances and overseeing all fund raising activities; checking the school facilities for safety and adequacy and working closely with custodians, supervisors and inspectors; organizing the school in regard to staff, room allocation, timetables, schedules and assemblies; evaluating the staff, facilities, programs and student progress; and completing the necessary clerical work.

b) Supervision

Proper supervision of school buses, recesses, noon hours and co-curricular activities is expected.

c) School Associated Functions

School associated functions need to be organized and adequately supervised. These include the co-curricular events of athletics, concerts and field trips. Involvement with the Parent-Teacher Association is expected as well as participation in professional groups such as the teachers' and principals' associations and certain School Board committee meetings.

d) Community Relations

The teaching principal is expected to take efforts

to provide an on going positive communication with the community. This involves providing educational programs for the public, participating on the Parent Advisory Committee, sending school letters and newsletters to parents, and providing opportunities for parents to visit the school to discuss student progress.

Teaching principals in small elementary schools in one school division have defined, through interviews, those aspects of their job. Although the teaching principals state that they do these tasks, they state that the time spent on each varies greatly depending upon the size of the school, the number of staff members, school need and expectation, and personal interest.

The tasks have been reinforced through the analysis of daily logs of activities that the principals completed. The analysis indicates that the teaching principals' roles can be divided into five major areas: actual teaching, preparation aspects of teaching, administrative aspects of the principalship, meetings, and supervision. The following statements give information upon these aspects and provide a percentage estimate of the time spent during the school day, beyond the school day and in total on each of these tasks.

1. Actual Teaching

The time that the teaching principal spends in actual teaching is dependent upon the number of students in the school. In this study the time spent teaching by the teaching principal ranged from 12½% to 100% of the school day. For

some of them it meant teaching all of the subjects at several grade levels on a full time basis in a multi-graded classroom.

The following percentages indicate the amount of time that is assigned for the teaching principal to teach, as well as the portions of the school day and the total time per day spent on school related tasks. In school #1, the pilot school, the teaching principal spent 55.41% of the school day in actual teaching. This was 34.12% of the actual time spent on all school related tasks. In school #2, two buildings including K - 8 and 9 - 12, the teaching principal spent 16.46% of the school day in actual teaching. This was 12.82% of the actual time spent on all school related tasks. Schools #3 and #4 were K to IX schools with several similarities. The teaching principals spent 50.21% and 54.57% of the school day in actual teaching which was 36.97% and 38.02% respectively of the actual time spent on all school related activities. Schools #5, #6 and #7 were small schools with similar enrollments. The teaching principals spent 71.14%, 64.20% and 69.29% of the school day teaching, which was 53.66%, 40.15%, and 60.63% of the time spent on all school related tasks.

These percentages show that teaching principals spend the majority of their school time, as well as the actual time spent on all school related tasks, on their major responsibility - that of teaching.

2. Preparation Aspects of Teaching

The following preparation aspects of teaching are necessary

and are a part of the teaching principals' responsibilities - preparation for classes, preparing assignments, worksheets and tests, setting up equipment, locating materials, duplicating materials, writing assignments and notes on the blackboard, and checking and correcting student work.

The following percentages indicate the time spent during the school day and beyond the regular school hours as well as that of the total time spent on all school related tasks. The time spent varied according to the teaching principal; however, 4.98% of the school day and 32.98% of school related time beyond the regular school day, giving a total of 12.70% of all school related tasks, was spent on the preparation aspects of teaching.

3. Administrative Aspects of the Principalship

The teaching principal is responsible for the many administrative aspects of the principalship. These include: conducting assemblies, answering the telephone, locating substitute teachers, making classroom visitations, being the major disciplinarian, conducting surveys, handling student transfers, conducting evacuation drills, handling mail, administering finances, preparing staff agendas, maintaining a suitable timetable, checking school facilities, preparing school newsletters, providing teacher assistance and assisting with student projects.

According to the daily logs of activities the teaching principals, on an average, spent 17.62% of the school day and

30.80% of school related time beyond the school day on these administrative aspects of the principalship. Together, this accounted for 21.25% of the total time spent on school related items, with the majority of them being done beyond the school day.

The principals spending the most time for administrative purposes included the one in the largest school which included two school buildings and students in grades K - XII and a principal teaching full time with the least administrative experience - in the second year.

4. Meetings

The teaching principal attends a wide variety of meetings, many of which the principal must organize. Meetings include those involving the staff, groups of teachers, individual teachers, students and parents, the resource teacher, the coordinator of Special Education, public health nurse, school psychologist, school dental personnel, transportation supervisor, school custodian, substitute teachers, teacher aides, school volunteers, bus drivers, Parent-Teacher Executive members, community resource personnel such as 4-H leaders, students, trustees, the superintendent, and a host of school visitors such as salesmen, Department of Education personnel, Department of Labour and Health officials.

The daily logs of activities show that the larger the school the more meetings appear necessary and more time is spent on them. The majority of meetings are during the day

when external personnel are present. 12.30% of the principals' time is spent on such meetings. Relatively little time is spent during the school day for meetings when the principal has full time teaching responsibilities. Staff related meetings are held after school hours and account for 14.07% of this time that is used for school related business. Thus a total of 13.19% of the teaching principals time is spent in meetings. However, the time is considerably less for the three principals teaching full time and considerably more for the teaching principal with grades K - XII.

5. Supervision

Considerable time is spent by the teaching principal in supervising a variety of activities. These include: recesses, lunch, noon hour activities, extra classes, school buses, the arrival and dismissal of students, detentions, athletic events, school and playground cleanup, field trips, special programs and activities.

According to the daily log of activities, with the exception of one school where most supervisory activities have been delegated to others, all teaching principals are heavily involved in supervision. 12.12% of the time of the regular school day and 22.15% of the time spent on school related business after school hours is devoted to supervision. This accounts for 14.88% of the total time spent by teaching principals on school related items being used in a supervisory role.

The teaching principal manages to accomplish the various tasks through devoting many hours to the job. Tables #16 and #17 summarize the major principals activities, as identified through the daily log, by presenting them in approximate minutes per task per day and in percentage of the time spent on each major group of tasks. The average of the total percentage time spent on the major tasks were: teaching (38.38), administration (21.25), supervision (14.88), meetings (12.79) and preparation for teaching (12.70).

Research Question #3:

How is the role of the teaching principal, as defined and practiced, different from commonly accepted role expectations of principals?

Both the daily log of activities and the individual interview indicate differences in the role of the teaching principal as defined and practiced from commonly accepted role expectations of principals.

The major role of the teaching principal, indicated by both the time spent doing the job and major individual priority, is classroom teaching. Some teaching principals teach on a full time basis with little or no class time without the presence of students. In these situations several grade levels must be taught during the same class period within the same classroom. Most expect that the teaching principal will teach classes that are a model for others and that the promptness in assignment and test correction set examples for

other teachers to follow. This creates an added pressure to be most effective.

At the same time the teaching principal's class is frequently interrupted. In spite of efforts taken to confine administrative efforts to non-teaching time, interruptions continue. These vary from an important telephone call, a parent emergency, a specific student or teacher need, to a visitor at the school. The teaching principal meets the situation by preparing students to assist each other and become independent workers and by being flexible and well organized.

Considerable time must be spent in class preparation, organization and related activities. Some of this work can be done during the school day - supervising students prior to the start of classes and while eating lunch, and while students are doing reading assignments. However, most of this work must be done beyond the regular school day. Hours are spent in class preparation, assignment and test corrections, and in recording and evaluating results. According to the data of this study, the school day from 9:00 A.M. to 3:45 (405 minutes) accounted for 73.49% of the time spent per day. The remaining 26.51% of the time required for school related efforts was done beyond these hours.

In much of the research little mention is made of the teaching responsibilities of teaching principals, instead the responsibilities of principals are given. The teaching aspect is smothered by expectations in curriculum, pedagogical techniques, professional

development and educational leadership. These aspects tend to be related to larger schools. Although information on the teaching principal is scarce, in that identified, it was stressed that teaching principals need to be competent generalists. This aspect was supported in this study, and extended to refer to all teachers in small schools.

On going communication with others concerned with classroom instruction must be maintained. Research stresses the importance of this aspect and the need of advance planning for well organized sessions with various publics. For the teaching principal specific parent-teacher interview dates are established in advance but much of the communication is done on a day to day basis according to the need. Similarly, by working with each student every day considerable guidance and encouragement is provided on an on going basis.

The extent of time spent and general efforts given to actual classroom teaching and its related preparation is considerably greater than the commonly accepted role expectations of principals.

Research shows that the principal is expected to provide considerable professional leadership and assistance. This is expected of both the non-teaching and teaching principal.

The principal is expected to provide leadership in the establishment, implementation and evaluation of goals and objectives in a climate suitable to meet these objectives. However, some of the research questioned the extent to which this was done. Becker (1971:6) questioned the time available for extensive "supervision,

planning, and evaluation". Mezzarelli (1977:11) referred to the McNally Study of 1944 which found that principals were not "exercising to any considerable degree the instructional and program functions". A teaching principal has little time to meet this expected goal.

The teaching principals in this study do provide leadership. Before the start of the school year they meet with staff members to review past direction and present needs and to set new directions and goals for the year. The progress is discussed at staff meetings and through informal discussions after school or during class breaks. The teaching principal is informed of the progress and offers advice and encouragement. Little opportunity is available for the teaching principal to see the developments or to become directly involved in guiding them to the desired goal.

The amount of effort given to teaching related tasks of leadership, curriculum, pedagogical technique and professional development depends upon the teaching assignment of the teaching principal. Those with full time teaching assignments provided encouragement to other teachers. For example, in the area of curriculum the principal arranged for meetings with Department of Education resource personnel, encouraged study on proposed changes and new curricula and assisted with arrangements to attend special sessions on the new courses. In regard to pedagogical techniques discussion takes place while correcting materials, supervising students or eating lunch on effective methods to teach the students.

The teaching principals encourage teachers to attend in-service education programs and to share ideas upon their return.

In schools where teaching principals have administrative time, further efforts in curriculum and teaching techniques are taken. These include class visitations followed by discussion, suggestion and recommendations; after school sessions to discuss subject content; the identification of specific needs and assistance to help the teacher; arrangements to observe effective teachers; and the provision of specific in-service education assistance. These efforts are more in line with the commonly accepted role expectations of principals.

Closely related to the teaching, educational leadership, curriculum, pedagogical techniques and teacher professional development is student growth. The provision of suitable programs, proper counselling, open communication, available resources and the maintaining of suitable discipline is another of the commonly accepted role expectations of principals.

The teaching principal in a small school is in the centre of lots of student contact through teaching, co-curricular activities and supervision activities. The strengths, weaknesses, needs and ambitions of most students are known. The teaching principal teaches all the students at one time or another and knows them all by name. By living in the community the principal knows the parents and is involved in after school community activities. Potential problem areas are identified early and action taken to rectify

them. External resource assistance is available for help.

Although this role of the teaching principal as defined and practiced is handled somewhat differently from the commonly accepted role, it is an important task.

To assist with the provision of proper student growth the teaching principal has the responsibility of seeing that adequate resource assistance is provided. This study found that a well organized resource program, under the direction of a Coordinator of Special Education, provides considerable assistance and regular communication to the teaching principal. Resource teacher assistance is provided as is help from teacher aides, parent volunteers and students. Through the coordinator, assistance from the school psychologist and other specialists such as hearing, speech and physical therapy are available. The teaching principal meets with those external resources to provide information for special programs and to receive feedback on their progress.

Administering the many aspects of school management is an expected role of the school principal. The aspects include: finances, facilities, the general organization of all physical and educational needs of the school, the evaluation of staff, programs, students and facilities, and the completion of clerical work. The role of the teaching principal as defined and practiced may cover these aspects of administration but the degree of involvement is different from the commonly accepted role expectations of principals.

Research data shows that 17.62% of the school day (405 minutes)

and 30.80% of the time spent beyond the school day for an average of 21.25% of the teaching principals total time spent on school related activities is directed towards such administrative functions. It also reveals that the time during the school day that is spent on administrative duties is dependent upon the scheduled teaching time of the teaching principal. The majority of the administrative efforts of full time teaching principals is done beyond the regular school day.

The various tasks included in these percentages involve the following: telephone, substitute teachers, conducting assemblies, class visitations, discipline, completing surveys and questionnaires, student transfers, emergency drills, student activities, facility checks, mail, planning for meetings, contact with other schools, finances, school newsletters, interviews, timetables, secretary, general organization, library checks, and a host of minor activities considered as general administration.

The teaching principals readily inform their staff members as to the allocated school budget and ask them for input as to recommendations and priorities for spending. This is seldom a major task since the allocation is for instructional purposes and is quite limited. Arrangements are made with other schools to share bus transportation for field trips, to exchange some instructional materials, to exchange teachers for specific topics, to share a resource teacher and to make some cooperative purchases. Similarly, teacher input into the utilization of Small Schools Grants and

cooperation in specific school fund raising projects is common. This is rather different from the commonly accepted role expectation of detailed budget preparation, allocation of funds, monitoring and executing funds, record keeping, numerous requisitions and contacts with supplies.

In regard to school facilities the commonly expected role of principals includes the time consuming regular inspection and safety checks, the completion of request forms for repairs and specific needs, the ongoing involvement in maintenance programs and meetings with a variety of maintenance personnel. The teaching principal deals with these items; however, they are on a different scale. By being a full time teacher in a small school the teaching principal sees the facilities constantly and knows when special attention and care are required. Attention is given to the item promptly by the school custodian or by staff and students. In one of the schools most of the cleaning was carried out by the students. Some projects, such as planting trees and shrubs, playground upkeep, and window washing are done by parents and students. The community wants its school and its people are eager to see that it is well maintained.

The principal is given the responsibility of the many aspects of school organization and evaluation. Similar expectations face the teaching principal. The teaching principal is consulted regarding staff needs and is involved in the interviews and decision making process in hiring. Major emphasis is placed on obtaining

generalists capable of coping with the special needs of small schools. Staff members are consulted prior to the teaching principal's decisions regarding grade and subject assignments, room allocations and classroom needs. Blocks of time are scheduled for specific areas such as gyms, the music room and the library; however, teachers tend to make their own timetables for academic subjects. Only in extreme cases does the teaching principal become involved in discipline cases initiated in other classrooms. The teaching principals tended to supervise bus loading and unloading and believed that the contact with bus drivers was useful.

The degree of involvement - including the number of persons and tasks, the establishment of goals and objectives, the intricacies, and needed followup, is more time consuming to administer in large schools. The whole process of evaluating programs, staff, and goals takes considerable time for principals to do. However, the time available depends upon the size of the school. This study revealed that teaching principals in small schools received very little administrative time for these purposes.

There is considerable clerical work that must accompany administrative efforts. The amount of clerical work is closely related to the size of the school. With the exception of the teaching principal with little administrative experience, the amount of clerical time spent in smaller schools was less than in larger ones. In this study all teaching principals had some clerical assistance. Again, the clerical detail required of a teaching

principal is considerably less than that of a non-teaching principal in a large school.

Supervision of all aspects of school activities is a commonly accepted role of the principal. In order to accomplish this task principals must designate others to assist with or carry out many of these responsibilities. This study illustrated that the teaching principals spend considerable time in supervising roles. These included: students before school hours, recess, noon, after school, a variety of student activities and bus duty. The teaching principal is expected to be involved in regular school student supervision, in the organization and supervision of school associated functions including the co-curricular activities of athletics, concerts and field trips. During the designated school day of 405 minutes an average of 12.12% of the time was spent on student supervision. 22.15% of the time spent beyond the school day for a total time percentage of 14.88% was spent on student supervision.

It is expected that principals will attend many meetings both of an educational and administrative nature. The teaching principals in larger elementary schools who had administrative time spent considerably more time attending meetings than those principals who had full time teaching commitments. An average of 18.85% of the total time related to school activities was spent by those with designated administrative time, compared to only 3.75% of those teaching full time, on attending meetings. It was found that the teaching principals did become involved in a variety of meetings

outside of those directly related to the school. These included involvement on Department of Education, Manitoba Teachers' Society, specific School Board and community committees.

Another commonly accepted role expectation of principals is that of positive community relations. A variety of activities and events are organized, coordinated and implemented. These include: Parent-Teacher sessions, school teas, special programs, school newsletters, and participation on Home and School Associations. In larger schools the principal's task is to see that such activity takes place. Many of the tasks can be designated to others and assistance from other staff members is expected.

The teaching principal is expected to become an active member of the school community. Besides the regular school efforts of newsletters to parents, school concerts and informational educational sessions, the teaching principal is expected to become involved in the community. Assistance with 4-H clubs, ringette and hockey and participation in local curling and social circles is welcomed. This aspect as defined and practiced by the teaching principal is somewhat different from the commonly accepted role expectations of principals.

Research Question #4:

What role definitions are unique to teaching principals?

Although the role definitions of teaching principals may be the same or somewhat similar to the commonly accepted general role

expectations of principals, the way in which the role is met is unique to the teaching principal.

The major role is teaching. The greatest emphasis and the majority of time are given to the teaching role. Although most of the class preparations, assignment correction and follow up are done beyond the school day, the teaching principal manages to find time while doing other tasks to continue this work. While supervising students at work, on activities and at lunch, tests are corrected, stencils are made and notebook assignments are checked. Specific organizational skills are used to manage a multi-graded situation in a single classroom. While providing several educational programs and individual student assistance, a certain student self-discipline and independence is created. These teaching skills and the teaching role are unique to the teaching principal.

Although it varies according to the size of the school and the length of time that the principal has been in the school, the knowledge that the teaching principal has of the students within the school is unique. By having the opportunity of teaching most, if not all of the students; by coordinating, organizing, coaching and managing athletic activities and teams; by directing, assisting and working with students in concerts, seasonal programs and special fundraising projects; and by accompanying students on field trips, excursions and clean up sessions, the teaching principal knows the students. The knowledge of student strengths, weakness,

special needs and ambitions can be utilized in the development of individual educational and personal goals. The teaching principal has a unique multi-role assignment - teacher, counsellor, coach, manager, advisor, principal and adult companion.

The time spent with students in general supervision, assisting with co-curricular activities, and providing assistance for community student activities is also unique to the teaching principal. Many hours are dedicated to helping students in extra activities as well as in the academic programs.

Several of the management skills practiced are unique to the teaching principal. Several alternative educational methods are used. These include: travelling resource teachers, teacher exchange between schools for specialist areas, inter-school planning and joint use of school buses for field trips, teaching multiple grades and courses within the same classroom, flexible scheduling for special programs, the use of correspondence courses and similar programmed learning materials, and the utilization of resource and supplementary materials available from the Department of Education. Meeting these needs requires a unique role for the teaching principal.

Considerable skill is required in managing the small financial allocation of the instructional budget. Major purchases of physical education equipment, audiovisual machines or encyclopedias may have to be the result of alternative year purchases or the building

of a reserve fund over a two or three year span. The Small Schools Grant, unique to small schools, has been most helpful in meeting this need. The collegial manner in which the entire staff, under the direction of the supervising principal, share opinions and set priorities on budgetary needs appears unique to small schools. This cooperative venture is also evident in school fund raising activities.

The teaching principal is expected to provide leadership to school associated functions and to positive community relations. The school is the centre of the community and local citizens want their school to remain in existence. This situation provides a unique role for the teaching principal. Efforts are taken to involve parents as volunteers, to utilize the school building for community events, to host a variety of educational programs for parents, to become involved in the local parent-teacher association, to encourage parent participation on field trips and care of the school, and to circulate school information through school newsletters.

The many different tasks and expectations of the teaching principal makes the role unique. There is little opportunity to designate responsibilities to others. Requests are regularly made of the teaching principal during school hours, before and after classes, on weekends and during holidays. Such calls may be in regard to broken water pipes, an emergency alarm, faulty heating system, a power failure or a flooded basement as well as for calls

of an educational or school administrative function.

The teaching principal carries out the commonly accepted role expectations of principal; however, the manner in which they are done are unique to the teaching principal. For example, by working in a small school facility, needed repairs and upkeep can be noticed and rectified immediately without requisitioning specific repairs and assistance. Again, in regard to several administrative functions, such as room, subject, equipment and instructional material allocation, the arrangements can be done quickly through consultation with the few others who are involved. By being one of the teachers sharing materials, ideas and general suggestions, the teaching principal knows the other staff members. Leadership can be provided by suggesting specific references, techniques, and professional development sessions. Teacher evaluation is based on brief classroom observations combined with a good knowledge of materials and methods used, student progress, and teacher professionalism. This type of role performance is unique to the teaching principal.

Chapter Summary

The four research questions posed at the commencement of this study have been answered with reference to the data revealed through the daily logs of activities and the responses to the individual interviews as reported in the previous chapter.

The answers to these research questions provide the framework

for the answer to the central research question for this study:
How is the role of the teaching principal different from the role
of the non-teaching principal? The information is provided in
this chapter.

CHAPTER 6

SUMMARY, AND IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

The purpose of this study is to present (1) a summary of the study and its findings, (2) some implications for practicing teaching principals, and (3) recommendations regarding the need for further study on the role of the teaching-principal.

SUMMARY

The Purpose of the Study

The purpose of this study was to examine the basic research question, "How is the role of the teaching principal different from the role of the non-teaching principal." In addressing this major problem four research questions were formulated:

1. What are the established or most commonly accepted general role expectations of principals?
2. How do teaching principals in small elementary schools define and practice their actual jobs?
3. How is the role of the teaching principal as defined and practiced different from commonly accepted role expectations of principals?
4. What role definitions are unique to teaching principals?

Elements of the Study

The answer to the first of these research questions was based on the findings of previous studies as identified in the literary research. To determine the answers to the final three research questions a daily log of activities and individual interviews were held. Each of the seven teaching principals in one rural school division participated in this study. First, they kept a daily log

of their activities for one school cycle; and secondly, they participated in interviews regarding their roles as teaching principals. The analysis of these findings produced answers to each of the remaining research questions.

Summary of Research Findings

A. The Role of the Teaching Principal

1. The established or most commonly accepted general role expectations of principals as identified in the review of the literature include the following: teaching responsibilities, providing educational leadership, curriculum involvement, assisting with pedagogical techniques, encouraging professional development, providing for student growth, assisting with school associated functions, involvement in community relations, responsibility for school finances, overseeing the school facilities, providing school organization and evaluation, and seeing that the clerical work is completed.

From this established or most commonly accepted general role expectations of principals an interview guide was developed and used as the basis for gathering information from teaching principals on their practiced roles. These teaching principals indicated that each of the roles identified as accepted general role expectations of principals, in general, were roles of the teaching principal. However, the degree of involvement varied greatly depending upon the size of the school, the number of staff members, school need and expectation and personal interest. The tasks can be divided into two basic groups; the first, includes the professional aspects of teaching and their accompanying roles; and secondly, the administra-

tive aspects of management and their accompanying roles.

2. The findings illustrated that the teaching role was considered by the teaching principals as the basic role. It included the preparation, actual teaching, marking, recording, reporting, interviews and conferences. Another professional aspect of the teaching principal's role was providing professional assistance through educational leadership, curriculum knowledge, pedagogical techniques, professional development and student growth. It also included the provision of resource assistance provided through efforts with the resource teacher, the coordinator of special services, the various external personnel involved and the resulting conferences.

3. The teaching principals have a definite management role. It includes a host of administrative expectations: school finance; school facilities; school organization of staff, rooms, timetable, schedules and assemblies; the evaluation of staff, facilities, programs and student progress; and clerical work. Related administrative roles included a variety of supervisory expectations, the organization of several school associated functions, and the provision of positive community relations.

Considerable time was spent on the many administrative aspects of the principalship. Some of the tasks, such as telephone calls and responding to visitors, resulted in class interruptions. Other tasks were done while students were doing assignments; however, the bulk of the work was done beyond class time and involved many hours of work.

4. From the daily log of activities and the estimated time spent

on each of the specified tasks, the practiced role of the teaching principal was identified. This role was sub-divided into five major areas; actual teaching, preparation aspects of teaching, administrative aspects of the principalship, various meetings, and supervision. The time spent on each of these tasks varied according to the size of the school, the number of staff meetings, school needs and expectations, and personal interests of the teaching principal.

5. The major task of the teaching principal was that of teaching. In small schools this means that the teaching principal teaches, with perhaps minor relief, throughout the scheduled school day. Although some of the preparation required for teaching can be done while the teaching principal is supervising students while they do assignments or eat lunch, the majority of this work must be done beyond the school day. Since the teaching principal teaches several grades, some subjects, other than mathematics and language arts, are taught to students of two grade levels on alternate years. Such means are sought and practiced.

6. A collegial model of leadership was evident where a team approach was used to meet a common goal. General agreement was reached through informal discussion which took place while eating lunch, supervising student activities, and beyond school hours while preparing for classes.

7. The teaching principals with heavy teaching assignments tended to discuss the curriculum informally during non-teaching time and to encourage teachers to attend curriculum sessions to receive up-

dated information and to meet individual needs.

8. Little direct pedagogical assistance was provided to other staff members. The greatest assistance came through sharing ideas, approaches and information while supervising students or correcting materials.

9. Little organized assistance, other than in specific cases of need, was given to professional development. Encouragement was provided to identify needs, to attend professional development sessions and to discuss practices in use.

10. The teaching principal teaches and supervises many of the students, sometimes for several years, and knows them as individuals - their strengths, weaknesses, needs and desires.

11. Staff members receive assistance from community personnel and older students in providing a number of school associated functions.

12. The teaching principals extended their school influences to the school community through involvement of local events and as spokesperson for their schools.

13. After receiving recommendations from other staff members, the teaching principal allocated the instructional budget to cover the prioritized needs. In some cases small reserves were kept for two or three years and then supplemented from funds raised through special projects to purchase major equipment or supplies.

14. In the small community school both students and parents took pride in "their" facility and assisted in keeping it well kept.

15. Although the numbers tended to diminish with the size of the school, the teaching principal spent considerable time with

meetings. These included sessions with teachers, resource personnel, students, parents, trustees and external personnel. Although some of these meetings were conducted during the school day, the majority of them were held beyond school hours when students were not present.

16. Another task of the teaching principal was supervision. This included recess, lunch, noon hour activities, school buses, arrival and dismissal of students, athletic events, field trips, special programs and activities.

B. Unique Aspects of the Role of the Teaching Principal

The results of this study indicate that the role of the teaching principal includes the commonly accepted role expectations of principals. The study also indicated several different and unique aspects of the role of the teaching principal.

1. The major role of the teaching principal was teaching. This assignment includes several grade levels being taught during the same class period within the same classroom. The classes are expected to be model ones with prompt marking, in spite of the frequent interruptions.
2. The teaching principals in the small elementary schools need time for class preparation as well as teaching. As a result the time available for curriculum items, pedagogical techniques, professional development and educational leadership was lessened by those involved and varied according to the teaching assignment.
3. Considerable time was spent in class preparation, organization and related activities. Some of the work was done during the

school day while supervising students prior to the start of classes, while eating lunch and when students were doing reading assignments. However, most of the work was done beyond the regular school day.

4. The teaching principal was the centre of student contact as a result of the teaching, supervision, and co-curricular responsibilities. This multi-role assignment as teacher, counsellor, coach, principal and chaperone resulted in daily student encouragement and guidance and frequent parent communication.

5. The general administrative expectations of teaching principals in small schools are somewhat different from those of the non-teaching principal, with the majority of the work being done beyond the school day. Special efforts were taken to work closely with other schools in sharing specialists, bus trips, materials and teachers. The administrative detail of such items as scheduling, timetabling, requisitioning and reporting is considerably different to that performed by the non-teaching principal. For example, the teaching principal may block periods of time for music or physical education but leave the rest of the timetabling to the classroom teacher. Thus, the way in which the role is met is unique to the teaching principal.

6. The teaching principal in a small school sees the facilities constantly and knows when special attention and care are required. When needed, the caretaker, staff or students do the work promptly without detailed requisitions and meetings with maintenance personnel. In one of the schools the cleaning was done by the students.

7. This study revealed that the teaching principals in small schools

received very little administrative time for evaluating programs, staff and school goals and objectives. Much of the evaluation was done informally after school hours.

8. The clerical detail required of the teaching principals in this study was considerably less in the small schools than that of non-teaching principals in large schools.

9. This study illustrated that teaching principals in small schools spend considerable time in a supervisory role which included; students before school hours, recess, noon, after school, a variety of student activities, and bus duty.

10. The collegial manner in which the entire staff, under the direction of the teaching principal, share opinions, set priorities and work together is more easily done and somewhat unique in the small school.

11. Teacher evaluation is based on brief classroom observations combined with a good knowledge of materials and methods used, student progress, and teacher professionalism. This type of role performance is unique to the teaching principal.

12. The teaching principal in a small school is "on call", regardless of when the problem occurs. This was evident in a principal being called to the school at 2:30 A.M. when a water pipe broke.

The comparison of the established or most commonly accepted general role expectations of the principalship, with the role as defined and practiced by the teaching principal, illustrates both role differences and their uniqueness. These include the following: the teaching assignment; the knowledge of individual

students; the time spent with students while teaching, supervising and playing; the management skills related to operating a school with limited resources, facilities, equipment, materials and personnel; the collegial approach and cooperation; the care of facilities and equipment; the evaluation process; and the expected availability in times of crisis.

IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

CONCLUSIONS

The conclusions are divided into two sections: the implications (1) for practice, and (2) for future research. They are based on the results obtained from both the interviews and daily log of activities and from the review of the literature.

Implications For Practice

There are two basic implications for practice. One is in the area of preparation for a teaching principal and the other is in regard to the professional development needs of the teaching principal. These needs were stressed by Wilson (1982:38):

"The rural principal should be able to control, organize and plan, and to evaluate people and programs."

The teaching principal needs a clear understanding of the role and the necessary preparation and training to meet these expectations. The daily log of activities and interviews conducted in this study support Wilson's statement. There is a need for specific skill requirements in the administrative and professional areas.

1. All principals need specific training in the major areas of

school administration. The basic points need to be stressed to all aspiring principals regardless of the size or type of school. The administrative aspects of management, as they pertain to teaching principals, need to be provided in both the basic training and on-going professional development sessions.

2. The teaching principal needs assistance in careful management techniques of using the limited financial resources. These techniques include: accumulating funds for major purchases through designating small portions of the assigned budget over a period of years, making sound use of available funds through larger purchases by joint ordering with other principals; sharing instructional materials and teaching equipment; and cooperating with other school personnel to undertake joint field trips and excursions. Assistance in identifying available grants, in understanding possible acceptable requests and in completing application forms for such funds is required. This was evident in relation to Small Schools Grants, Special Education Funding and in the most recent provincial compensatory support programs.

Similarly, assistance in ways and means to supplement the assigned school budget would be appreciated. This could include information on special school fund raising projects, the cooperation and assistance with Home and School Associations, the requests for direct assistance from other community sources, and requests from businesses and other educational institutions for donations of usable equipment and educational materials.

3. The procedures used in maintaining the facilities in small

schools are quite different than those in larger ones. Since parents, students and others in the community take pride in their school, this cooperation needs to be utilized. Student care and parent assistance can be utilized in work parties to care for the grounds and school building, to build needed equipment, to plant trees and shrubs and to complete special projects such as providing playground equipment.

4. Assistance in providing flexible timetabling may be required.

This is of special importance when sharing teacher specialists in resource work, music, home economics and industrial arts with other schools.

5. Due to teaching responsibilities, little time is available for a teaching principal to evaluate, especially teacher performance. Assistance is required in developing evaluation skills under such unique conditions.

6. Since teaching principals spend considerable time with supervision, techniques on how to make this time more productive is needed. This may include greater shared responsibilities - especially with bus duty, the utilization of aides and volunteers, and skills at doing more than one task at the same time.

7. Teaching principals spend considerable time with school related functions. There is a need for them to be competent specialists with a wide range of interests and skills. Basic knowledge and techniques in the more common sporting events, in music and concerts and in field trips are a definite asset. Special informative training sessions in such areas are needed.

8. The school is the focal point in a small community and the

desire to keep the school in operation is evident. The teaching principal is expected to keep the public informed on educational matters and to become a part of the community. Means of supporting this concept and of including the expected responsibilities in a busy schedule are skills required of the teaching principal.

9. Although the teaching principal has many responsibilities, the major one is that of teaching. Special training, preferably in preparation for the job, and on an ongoing professional development basis is needed. The teaching principal needs the ability to teach several courses in a multiple graded classroom. For enrichment and remedial purposes programmed learning materials and correspondence courses are an asset. The efforts of student assistance, parents and community volunteers working within the school are beneficial. Knowledge in the use of educational technology such as video tapes, film, telephone amplifiers, learning packages, computer assisted instruction and programmed materials are useful to the teaching principal.

10. Although the basic curriculum requirements need to be met, the teaching principal needs to provide leadership in locating supplementary community supported programs and materials. It is important to meet the needs of the local community and to deal with the problems that the community sees as important. At the same time a knowledge must be maintained of the recent developments in education. Much of this can be provided by ongoing professional development sessions.

11. The teaching principal is expected to provide professional assistance to other staff members. Much of this can be done through

educational leadership providing shared goals and objectives being met in a collegial approach in a pleasant environment. Skills in identifying curriculum needs, assisting with pedagogical techniques and providing professional development opportunities with little opportunity to observe and assist others is required.

12. Skills in identifying student needs and in locating the appropriate resources are required. The basic knowledge of the assistance available through the resource program is needed. Much of this can be provided in the basic preparation for a teaching principal and supplemented through the professional development opportunities.

These are unique aspects in the role of the teaching principal which require specific preparation and an ongoing professional development. Teacher training institutions have a role to play. There is a need to prioritize the generalist aspect of the small school's teacher for those who will teach in such schools. This must be followed by an extensive ongoing in-service education program. Just as the teaching principal needs to be involved by assisting the teachers and by providing supervision and evaluation, the teaching principal needs similar assistance and encouragement. There is a need for advance training sessions as well as on going professional development opportunities for the teaching principal.

Implications For Future Research

This study has revealed specific implications for future study. It has shown that there is a definite uniqueness in the role of the teaching principal in a small rural elementary school. These

differences have been identified and illustrated. However, further study is required, as indicated by the following points:

1. The results of the study are based on the information received from the instruments used. These included daily logs of activities and a questionnaire designed to clarify items and to provide further information on the role of the teaching principal.

The original instrument was based on the general role expectations of the principal. This was redesigned and used as an interview guide. Aspects of the guide were more pertinent to some principals than to others. Care had to be taken during the interview to request information that was pertinent to the role of the teaching principal for that particular school. If this instrument is used in future research it is recommended that the interview guide be designed to gather data pertinent to the teaching principal in each school.

In completing the daily logs of activities the teaching principals may have missed identifying some of the numerous but less timely important tasks. Even the time assigned to the tasks may have been exaggerated. If this means of data collection is used in future research such concerns as these need further consideration.

Although the interim data received did supplement that gathered from the daily log of activities to present a good indication of the role of the teaching principal, the instruments did present some limitations to the results.

2. The daily logs of activities covered a period of only five or six school days during the spring term of the school year. The responses covered the activities of those days and indicate a certain

seasonal flavour. Some of the major responsibilities, such as time-tabling, the beginning and ending of the school year, term evaluation and reporting, teacher interviews and evaluations were not included. Daily logs of activities covering a greater scope of the school year would provide a more accurate indication of the teaching principals role.

3. A further limitation resulted from the few schools and their teaching principals used in the study. The principals varied in age, sex, teaching and administrative experiences and specific training while the schools varied in size from few to several classrooms. The results indicated greater similarities between "like" schools. All the participants were from schools within one rural school division. Certain unique factors may have been influenced by these items and may not necessarily be representative of all principals throughout the province. This factor needs further consideration in future studies on the role of the teaching principal.

4. The study indicated that certain expectations were placed upon the teaching principal. These included involvement in co-curricular and community activities. It was difficult to determine if these expectations of the teaching principal would also be expectations of a non-teaching principal. Further study is required in this area.

5. Although the role of the teaching principal was difficult and required several hours beyond the regular school day, the teaching principals remained in their position by choice and rather enjoyed their job. This raises the questions as to whether the teaching aspect of the role resulted in job satisfaction and whether all

principals, regardless of the size of the school, should do some teaching.

6. In analyzing the time spent by the teaching principals in each of the five areas - teaching, preparing for teaching, administration, meetings and supervision questions are raised. For example, principals doing little teaching spent much more time in meetings than those with heavier teaching assignments. This raises the question as to a possible point of diminishing returns. Considerable time is spent beyond the school day in preparing for classes. One wonders what would be the best ratio between teaching and administrative time. One also wonders if the teaching principal should spend as much time as the study indicates in student supervision. Such questions as these deserve further study.

The research data reported in this study clearly identifies unique characteristics of the small school and of its teaching principal. The small school needs to be accepted as a small school and efforts taken to make it as effective as possible. Its needs, in many respects quite different from those of large schools, must be identified and attempts taken to meet them. Considerable study and further research is needed in this area. Similarly, the study revealed several unique features in the role of the teaching principal. These aspects deserve further consideration and research.

The data reported in this study clearly identified unique features in the role of the teaching principal and illustrated how this role is different from the role of the non-teaching principal, but the data should be considered with respect to the limitations outlined.

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TABLE 5
DAILY LOG OF ACTIVITIES
SCHOOL #1

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
1	7:45 - 5:30	4 Spelling 20	*Homework 30	*General Administration 45	Parents 15	*Buses (A.M.) 20
		4 Language Arts 20	Preparation 15	*Phone Calls 10	*Staff 20	*Buses (P.M.) 25
	School Day 405	4 Math 40		Conduct Assembly 10		Recess 15
		5 Math 35		Discipline 5		Lunch 20
		6 Math 40		Class Observation 35		Playground 20
		4 Computer 45		*General Administration 75		5 & 6 Class 20
		4 Remedial 45		Phone 5		
	Beyond School Day 225					
	TOTAL TIME					
630	245	45	185	35	120	

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
2	8:00 - 5:10	4 Language Arts 35	*Preparation 20	*General Administration 30	Coordinator (Sp. Ed.) 30	*Buses (A.M.) 20
		4 Math 45	*Preparation 10	*Substitute 10	Transportation Super- visor 15	*Buses (P.M.) 25
	School Day 405	5 - 6 Music 45	*Homework 45	Phone 10		Lunch 20
		5 Math 30	Preparation 25	Conduct Assembly 10		Concert Costumes 40
		6 Math 30		General Administration 35		
		6 Computer 30		Phone Call 5		
				*General Administration 30		
	Beyond School Day 190					
	TOTAL TIME					
595	215	100	130	45	105	

*Beyond School Day

TABLE 5-Continued
 DAILY LOG OF ACTIVITIES
 SCHOOL #1

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
3	7:45 - 5:00	4 Spelling 20	*Preparation 30	Conduct Assembly 10	Transportation 10	*Buses (A.M.) 20
		4 Language Arts 30	Homework 45	*Phone Calls 10	Resource 80	*Buses (P.M.) 25
	School Day 405	4 Math 30		(Parents)	Coordinator 45	Lunch 20
		5 Math 35		*Phone Call 10	*Resource 5	
		6 Math 40		(Resource)	*Staff 90	
	Beyond School Day 195	5 Computer 40		*Phone 5		
TOTAL TIME						
	600	195	75	35	230	65

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
4	8:00 - 4:45	4 Language Arts 35	*Preparation 10	Phone Calls 10	*Staff 20	*Buses (A.M.) 20
		4 Math 45	Preparation 35	Conduct Assembly 10		*Buses (P.M.) 15
	School Day 405	5 Math 35	*Homework 45	Lunch/Admin. 10		4 Class Supervision 10
		6 Math 40		3 phone calls 10		
		Computer 90		Phone Calls 10		
	Beyond School Day 165			Class Visit 25		
			*Phone Calls (3) 10			
TOTAL TIME						
	570	245	90	170	20	45

*Beyond School Day

TABLE 5-Continued
DAILY LOG OF ACTIVITIES
SCHOOL #1

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
5	7:45 -	4 Spelling 15	Correcting 10	*General Admin. 40	*Caretaker 10	*Buses (A.M.) 15
	5:30	4 Language Arts 20	*Correcting 20	Conduct Assembly 10	*Staff 15	*Buses (P.M.) 15
		4 Math 15	*Homework 45	Phone Calls 20	*Parent 5	Recess 15
	School	5 Math 35	Preparation 30	Phone Call 5	Dentist 10	Noon Playground 25
	Day	6 Math 40		General Admin. 30	Teacher Group 5	Recess 10
	405	6 Math 40		*General Admin. 30		
		6 Math 30		Classroom Visit 40		
	Beyond					
	School					
	Day					
195						
TOTAL						
TIME						
	600	195	105	175	45	80
6	7:45 -	4 Math 20	*Correcting 15	*General Admin. 40	*Caretaker 10	*Bus Supervision 20
5:30	5 Math 30	*Preparation 15	*Phone Call 15	Teacher Group 30	Stage Props 30	
	6 Math 30	*Homework 20	Student Transfer 5	Teacher Group 5	Choir Practice 45	
School	4 Spelling 15	Homework 25	Phone Parent 5	*Staff 10	*Bus Supervision 25	
Day	4 Language Arts 30	*Correcting 20	Conduct Assembly 10	Health Nurse 15	Lunch Supervision 10	
405	Computer 5		Phone - Sp. Ed. 10	Psychologist 10		
			Discipline 5	Parents 5		
Beyond			General Admin. 30	Another Principal 5		
School			Survey (Psych.) 30			
Day						
190						
TOTAL						
TIME						
	595	130	95	150	90	130

*Beyond School Day

TABLE 6
LOG SUMMARY OF ACTIVITIES
SCHOOL #1

DAY	TIME	TEACHING		PREPARATION		ADMINISTRATION		MEETINGS		SUPERVISION	
		SCHOOL DAY		SCHOOL DAY		SCHOOL DAY		SCHOOL DAY		SCHOOL DAY	
1	630	4 Math	195	Correcting	10	Gen. Administration	95	Bus Supervision	25	Lunch	70
2	595	5 Math	230	Preparation	105	Phone	90	Teacher Groups	40	Recess	40
3	600	6 Math	260	Homework	70	Conduct Assembly	60	Coordinate Sp. Ed.	75	Noon Playground	45
4	570	4 Lang. Arts	170			Class Visits	100	Resource Teacher	50	Class	30
5	600	4 Spelling	70			Discipline	10	Health Nurse	15	Concert	70
6	595	4, 5, 6 Computer	210			Survey	70	Psychologist	10	Choir Practice	45
		4-6 Music	45			Student Transfer	5	Dentist	10		
		Remedial	45			Lunch/Admin.	10	Parents	20		
								Guests (Pr.)	5		
	2430		1225		185		440		280		300
		BEYOND SCHOOL DAY		BEYOND SCHOOL DAY		BEYOND SCHOOL DAY		BEYOND SCHOOL DAY		BEYOND SCHOOL DAY	
				Preparation &	140	Gen. Admin.	335	Caretaker	20	Buses (A.M.)	115
				Correcting		Phone	60	Staff	155	Buses (P.M.)	130
				Homework	185	Substitute	10	Parents	5		
								Resource	5		
	TOTAL TIME										
	1160		-		325		405		185		245
	3590		1225		510		845		465		545

TABLE 7
DAILY LOG OF ACTIVITIES
SCHOOL #2

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION						
1	8:15 - 5:15	9 Science	40	*Preparation	15	*Phone Calls	5	Parent Conference	30	*Student	10	
		Remedial	20	*Preparation	15	(parent)		Students	10	Class (Detention)	35	
	7:00 - 8:30				*Discipline	15	Teachers (El.)	5	*School Buses	15	*Fastball	90
					(firecrackers)		Teachers (H.S.)	10				
	School Day 405				Phone	10	Grad	15				
					Discipline Conf. (teachers)	15	*Staff	60				
	Beyond School Day 225				Grad - Budget	30	Lunch	35				
					Phone - Awards	15	Coffee/Teachers	15				
					Student Discipline	35						
					Letters	30						
					Phone/Bus	20						
					Administration	35						
	TOTAL TIME											
	630	60	30	210	180	150						

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION					
2	8:10 - 4:00	9 Science	40	*Preparation	15	Phone Calls	5	*Custodian	15	Students at Noon	25
		Remedial	35			Student Interview	25	*Teachers	10	Detention	35
	School Day 405				Phone-Materials	5	*Ind. Teacher	10	*Bus	15	
					Planned Conference	20	(Student Placement)				
	Beyond School Day 65				Got Student Lunch	5	Ind. Teacher	5			
					School to School	5	Sr. Students	30			
					Telephone	5	Custodian	30			
					Mail	10	Custodian	5			
					School to School	5	Teacher	5			
					Bus Transportation	30	Coffee	15			
					Discipline	20	Lunch	30			
							Coffee	15			
	TOTAL TIME										
	470	75	15	135	170	75					

*Beyond School Day

TABLE 7-Continued
DAILY LOG OF ACTIVITIES
SCHOOL #2

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION					
3	8:20 -	9 Science	40	*Preparation	15	Phone Calls	15	*Teachers	5	*Student	20
	4:00	Remedial	35	Preparation	25	General	15	Teachers	10	Playground	25
	School					Mail	15	Coffee	10	(Fastball)	
	Day					Bank	10	Substitute	10	*Buses	15
	405					School to School	10	Secretary	5		
	Beyond					Survey	10	Teacher Aide	25		
	School					Questionnaire	10	(Sp. Ed. Students)			
	Day					School to School	20	Lunch	30		
	55					(Materials)		Teacher & Transporta-			
	TOTAL					Adm. - doors	10	tion	10		
	TIME					Locating Sports					
						Equipment	20				
						Athletic Court	15				
						Phone/Coffee	10				
						Discipline	10				
						Administration	10				
	460		75		40		180		105		60

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION					
4	8:30 -	9 Science	40	*Preparation	15	*School to School	10	Coffee	10	Detentions	45
	5:30	Remedial	35			Administration	5	Teacher Group	60	Fastball	10
	School					Assembly	15	(Sp. Programs)		*Buses	15
	Day					Wrote Guidelines		Staff re: discipline	10	*Fastball	90
	405					re: Discipline	35	Fastball	10		
	Beyond					Mail	20	(student captain)			
	School					School to School	5	Soccer Refs	10		
	Day					Fastball Expectations	10	Coffee - staff	10		
	135					School to School	5				
	TOTAL					Phone - Reports -					
	TIME					Bus - Fire Drill	20				
						Phone (Parent)	10				
						Phone - Supt./Sec't./	15				
						(Printers)					
						Marked Soccer Field	10				
						Prep. for Soccer	15				
						*Administration	5				
	540		75		15		180		110		160

*Beyond School Day

TABLE 7-Continued
DAILY LOG OF ACTIVITIES
SCHOOL #2

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
5	8:15 - 4:15	9 Science 40	*Preparation 10	*Set up for Assembly 10	*Sr. Teachers 25	6 Class Supervision 50
			Preparation 30	Assembly 15	(Inservice, assembly, drama)	Student Items 20
	7:00 - 8:30		Corrections 20	Phone 5	Coffee/Discussion 10	(yearbook, soccer, fastball)
			Corrections 25	Phone 5	Aid re: Sp. Ed. 15	Soccer Nets with students 20
	School Day 405		Preparation 25	Lunch (Admin.) 15	Gr. I Teacher 20	(programs)
				School to School 5	Coffee/Discussion 10	*Bus duty 15
	Beyond School Day 165			Admin. Items 10		*Refereed Soccer 90
				(Newsletter) School to School 5		
				Admin. Items 40		
				(Janitor) (Sup't. of Bldgs.)		
			Air Conditioner 20			
			*Administration 15			
TOTAL TIME						
	570	40	110	145	80	195

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
6	8:30 - 4:00	9 Science 35 Remedial 40	*Preparation 15	School to School 5	*Staff 10	*Students 5
			Assignment 60	Administration 30	Custodian 15	Class/Teacher in 5
	School Day 405			substitute newsletter	Coffee/Staff 5	conference
				School to School 10	Coffee/Staff 15	Detention 40
	Beyond School Day 45			Fire Drill 5		*Bus 15
				Supply Order 5		
				Student Accident 5		
				Lost Item Check 10		
				Phone 10		
				Admin. 35		
			School to School 5			
			School to School 5			
			Fire Drill 10			
			Phone Calls 15			
			Admin. 40			
TOTAL TIME						
	450	75	75	190	45	65

*Beyond School Day

TABLE 8
LOG SUMMARY OF ACTIVITIES
SCHOOL #2

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
		<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>
1	630	Teaching	Preparation 35	Gen. Admin. 245	Parents 30	Class
2	470	9 Science 235		Phone 170	Students 80	Supervision 55
3	460	Remedial 165		School to School 95	Substitute 10	Detention 155
4	540			Discipline 140	Custodian 65	Students 100
5	570			Fire Drills 15	Support Staff 45	Noon, A.M.
6	450			Assembly 30	Lunch (home) 95	
				Student Activities 115	Teacher Groups	
				Bldg. Items 95	Formal 190	
				Mail 45	Informal 120	
				Surveys 20	Staff 60	
				Plan Conference 20		
	2430	400	35	990	695	310
		<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>
			Preparation 100	Phone 5		Students 35
			Correcting 45	Discipline 15		Before School
			Assignments 60	School to School 10		Referee 90
			Preparation 45	Administration 15		Buses 90
						Athletics 180
	TOTAL TIME					
	690	-	250	45	-	395
	3120	400	285	1035	695	705

TABLE 9
DAILY LOG OF ACTIVITIES
SCHOOL #3

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION	
1	8:15 - 4:00	7 Math 40	Math Test 20	*Mail 5	*Bus Driver 5	*Bus 10	
		8 Math 45	Special Ed. 10	*Bus problem 5	*Teachers 5		
	School Day 405	9 Math 40	Preparation 5	*Assembly Prep. 15	*Gr. 9 Students 10		
		7 Social Studies 40	Assembly 15	Assembly 5	K teacher 10		
	Beyond School Day 165			*Preparation 15	Information Sheets 10	Caretaker 5	
					C.P.R. Program 15	Coffee/Discussion 5	
					Discipline 10	Lunch/Discussion 15	
					Staff Agenda 35	*Staff 90	
					Admin. Reading 15		
					Gen. Admin. 10		
					Observed Class 10		
					Insurance Forms 10		
					Phone 10		
					Observed Class 15		
			Discipline 10				
TOTAL TIME			*Bus Evacuation 5				
	570	165	65	185	145	10	

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
2	8:15 - 4:00	7 Math 40	*Assembly 10	*Information to staff 5	Janitor/Coffee 15	*Before School 15
		8 Math 45	Social Studies 10	*Note for Sec't. 5	Lunch/Staff 15	*Buses 10
	School Day 405	9 Math 40		*Student Money 5	Resource Teacher 15	
		8 Social Studies 40		*Checked Lights 5	Janitor - water 10	
	Beyond School Day 120	7 Social Studies 40		Assembly 5	Janitor - waterline break 20	
		8 Social Studies 40		Phone 5	Student Council (drink machine) 10	
				Checked Power 10	*Trustee 45	
				Student Accident 5		
				Forms 5		
				Phone Calls 15		
				C.T.B.S. Scores 5		
				Registration 10		
				ministration 5		
				*Turn off Water (4:30 P.M.) 15		
TOTAL TIME			*Admin. 5			
	525	245	20	105	130	25

*Beyond School Day

TABLE 9-Continued
DAILY LOG OF ACTIVITIES
SCHOOL #3

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
3	8:15 - 4:00	7 Math 40	Duplicating 10	*New Student 10	*Caretaker re:water 20	*Before School 15
		8 Math 40	Preparation 10	Phone Call 5	Home & School 40	*Bus 10
	School Day 405	8 Social Studies 40	*Test 30	Phone 10	(President)	
		9 Math 50		Admin. Info. 30	Staff 5	
	Beyond School Day 180			K Program 5	Parent 10	
				C.T.B.S. Results 5	Parent & New Student 15	
				Phone 5	Teacher (K) 10	
				Phone Calls 5	Parent 5	
				Phone Calls 5	*Teacher Social 60	
				Discipline 10	*Parent (Saturday) 30	
				Administration 25		
		C.T.B.S. Results 15				
		Secretary 10				
		*General Admin. 5				
TOTAL TIME						
	585	170	50	145	195	25

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION	
4	8:15 - 5:30	8 Math 40	Math Test 40	*Assembly Change 5	*Home & School 20	*Before School 10	
		7 Math 35	Duplicating 10	*Piano Lessons 5	(President)	Detentions 15	
	School Day 405	7 Social Studies 45	Answer Sheet 40	Take Materials 10	*Teacher 5	*Buses 10	
		8 Social Studies 40	Corrected Test 30	Sec't. re: Sale 5	Supervisor of 15	*Ball Game 90	
	Beyond School Day 180	9 Math 30	Corrected Test 10	Timetable 5	Custodians		
			*Corrected Test 30	Administration 5	Caretaker 10		
				Phone 5			
				Fix Typewriter 15			
				*Administration 5			
	TOTAL TIME						
		585	190	160	60	50	125

*Beyond School Day

TABLE 9-Continued
DAILY LOG OF ACTIVITIES
SCHOOL #3

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
5	8:15 - 4:30	7 Math 45	Prep. S.S. 35	*Check equipment 15	*Teacher re: conference 5	Students 15
		8 Math 40		*Course information 5		
	School Day 405	9 Math 40		*Baseballs 5	*Administration 10	Students 10
		8 Social Studies 40		*Student Announcements 5	4H Leaders 15	
		7 Social Studies 40		Reading (Admin.) 30		
				Mail 10		
				Budget 20		
				Test Results 15		
				Petty Cash 20		
				General Information 10		
Beyond School Day 90		*Clean up 35				
TOTAL TIME						
	495	205	35	185	45	25

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
6	8:15 - 4:15	7 Social Studies 45	*Corrected Test 10	*Student Fight 10	Staff Group 5	*Students-Gr. 6 25
		8 Math 40	S.S. Prep. 10	Phone 10	Staff Groups 30	*Bus 10
	School Day 405	9 Math 40	Corrected Test 20	Phone 5	Parent (child transfer) 10	
		7 Math 40	*Math Test 60	Administration 15	Resource 15	
		7 Social Studies 40		Petty Cash 20	Teacher 10	
		8 Social Studies 40		General Admin. 10		
				*General 20		
Beyond School Day 135						
TOTAL TIME						
	540	245	100	90	70	35

*Beyond School Day

TABLE 10
LOG SUMMARY OF ACTIVITIES
SCHOOL #3

DAY	TIME	TEACHING		PREPARATION		ADMINISTRATION		MEETINGS		SUPERVISION	
		SCHOOL DAY		SCHOOL DAY		SCHOOL DAY		SCHOOL DAY		SCHOOL DAY	
1	570	7 Math	240	Prep. Tests	60	General Admin.	240	Caretaker	80	Students	15
2	525	8 Math	250	Correcting	60	Prof. Study	85	Sup't. of Janitors	15	Detention	15
3	585	9 Math	240	Class Prep.	110	Finance	60	Home & School Pres.	40		
4	585	7 Social St.	250	Assembly	25	Phone	80	Parents	40		
5	495	8 Social St.	240			Discipline	30	Teacher Groups	120		
6	540					Assembly	10	Student Group	20		
						Class Visits	25	Resource	30		
						Staff Agenda	35	4-H	15		
	2430		1220		255		565		360		30
		BEYOND SCHOOL DAY		BEYOND SCHOOL DAY		BEYOND SCHOOL DAY		BEYOND SCHOOL DAY		BEYOND SCHOOL DAY	
				Prep. Tests	90	Gen. Admin.	175	Home and School Pres.	20	Students	65
				Correcting	40	Discipline	15	Staff Meeting	90	Before School	
				Class Prep.	45	Assembly	15	Parents	30	Buses	60
								Teacher Groups	15	Student Activity	90
								Bus Driver	5	Ball Game	
								Student Group	10		
								Trustee	45		
								Social	60		
	TOTAL TIME										
	870		-		175		205		275		215
	3300		1220		430		770		635		245

TABLE 11
DAILY LOG OF ACTIVITIES
SCHOOL #4

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
1	8:05 -	9 Math 40	*Class Prep. 30	*Subs. 5	*Trustee 15	*Morning Supervision 25
	5:30	9 Science 40	*Evening Class 60	*Mail 5	*Substitute 10	Recess 10
		8 Science 35	(prep.)	*Sec't. 5	Supervisor re:Alarm 50	Recess 10
	School	8 Phys. Ed. 40		General Admin. 5	Sec't. 10	*Bus 15
	Day	9 Phys. Ed. 40		Mail, Sec't. 15	Parent 10	
	405	8 Science Film 30		Grants 15	*Teachers 30	
				Staff Agenda 40	Lunch/Staff 15	
	Beyond School Day 230		*Staff Agenda 30			
	TOTAL TIME					
	635	225	90	120	140	60

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
2	8:00 -	9 Math 40	*Class Prep. 35	*Discipline 5	*Teacher Group 10	Recess 15
	6:00	9 Science 40	Prep. 5	Phone Calls 5	Staff 5	Basketball 30
		8 Science 45	*Class Prep. 30	Admin. re:Playground 20	Sec't. 10	Recess 10
	School	8 Phys. Ed. 35	(homework)	Equipment	Trustee - to another 95	
	Day	5 & 6 Phys. Ed. 35		*General Admin. 25	school	
	405				*Staff 60	
					*Teachers 30	
	Beyond School Day 195			Lunch/Staff 15		
	TOTAL TIME					
	600	195	70	55	225	55

*Beyond School Day

TABLE 11-Continued
DAILY LOG OF ACTIVITIES
SCHOOL #4

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION					
3	8:00 - 5:00	9 Math	40	*Class	30	Room Check	5	*Teachers	10	*Morning	20
		9 Science	40	Class	30	Discipline	5	Superintendent	10	Recess	10
	School Day 405	8 Science	35	*Class	45	Admin.-budget	15	*Teachers	10	Basketball (noon)	30
		7-9 Phys. Ed. (boys)	40			Small Schools Grant	15	Lunch/Staff	15	Gym Supervision	20
		7-9 Phys. Ed. (girls)	40			*Phone Calls	5			Hall Supervision	20
	Beyond School Day 135	8 Computer	35			*Coca Cola Service	5				
						*Phone	5				
					*General Admin.	5					
TOTAL TIME											
	540	230	105	60	45	100					

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION					
4	8:00 - 5:45	8 Science	55	*Class	30	Assembly	25	*Teachers	10	*Morning Hall	20
		5 Computer	35	*Class	30	Secretary/Mail	5	Secretary	10	Halls (Recess)	10
	School Day 405	9 Math	40			*Phone	5	*Teachers	45	Basketball (noon)	30
		9 Phys. Ed.	40			Small Schools Grant	25	(Interview)		Halls	15
		9 Science	40			Preparation (teacher Interview)	20	*Trustee	15	Recess	5
	Beyond School Day 180	7 Computer	35			*General Admin.	15	Lunch/Staff	15		
						* Phone	5				
					* General	5					
TOTAL TIME											
	585	245	60	105	95	80					

*Beyond School Day

TABLE 11-Continued
 DAILY LOG OF ACTIVITIES
 SCHOOL #4

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
5	8:00 -	9 Math 40	*Class 20	*General 10	Teacher 5	*Morning Hall 5
	5:45	9 Science 40	*Class 30	Mail 5	Teacher 5	Recess 10
	School Day 405	8 Science 35	Class 25	Discipline 5	*Resource Coordinator 15	Gym 15
		7-9 Phys. Ed. (boys) 40		Phone 5	- Resource Teacher 75	Floor Hockey 20
	Beyond School Day 180	7-9 Phys. Ed. (girls) 40		*General 40	Lunch/Staff 15	Recess 10
		5-6 Phys. Ed. 40		Odds & Ends 10		
	9 Science 40					
TOTAL TIME	585	275	75	75	100	60

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
6	8:00 -	9 Math 40	*Class 30	General 10	*Teachers (C.T.B.S.) 10	*Hall 20
	5:00	9 Science 40	*Class 15	Newsletter 30	Teacher Group 10	Recess 10
	School Day 405	8 Computer 40		Mail 10	Local Festival 20	Basketball 30
		7 Phys. Ed. 35		Timetable 20	Trustee 10	Planting Trees 15
	Beyond School Day 135			General 25	*Teachers re: 60	Planting Trees 15
				Newsletter 30	Timetable 15	
					Lunch/Staff 15	
TOTAL TIME	540	155	45	125	125	90

TABLE 12
LOG SUMMARY OF ACTIVITIES
SCHOOL #4

DAY	TIME	TEACHING SCHOOL DAY	PREPARATION SCHOOL DAY	ADMINISTRATION SCHOOL DAY	MEETINGS SCHOOL DAY	SUPERVISION SCHOOL DAY
1	635	9 Math 240	Class Prep.	Newsletter 60	Staff Groups 105	Recess 100
2	600	9 Science 280	Day 2 5	Staff Agenda 40	Festival 20	Gym Games 140
3	540	8 Science 235	Day 3 30	Financial 70	Trustee 10	Basketball
4	585	7-9 Boys P.E. 80	Day 5 25	Budget	School Visit With	Floor Hockey
		7-9 Girls P.E. 80		Grants	Trustee 95	Noon 35
		5-6 Phys. Ed. 75		Mail 35	Superintendent 10	Plant Trees 30
5	585	9 Phys. Ed. 80		General 70	Secretary 30	Gym 35
6	540	8 Phys. Ed. 75		Discipline 10	Substitute 10	
		7 Phys. Ed. 35		Phone 15	Custodians 50	
		8 Computer 75		Assembly 25	and Supervisor	
		7 Computer 35		Interview Prep. 20	Parent 10	
		5 Computer 35		Timetable 20		
	2430	1325	60	365	340	340
		<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>
			Class Prep.	Secretary 5	Resource 75	Before School 90
			Day 1 90	Phone 15	Staff Groups 120	Buses 15
			Day 2 65	General 115	Trustee 30	
			Day 3 75	Staff Agenda 30	Staff Meeting 60	
			Day 4 60	Discipline 5	Staff Timetable 60	
			Day 5 50	Mail 5	Teacher Interview 45	
			Day 6 45			
	TOTAL TIME					
	1055	-	385	175	390	105
	3485	1325	445	540	730	445

TABLE 13
DAILY LOG OF ACTIVITIES
SCHOOL #5

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
1	8:15 -	5 & 6 Language Arts 60	Art Class 10	*Mail 10	Students re: 15	*Prior to Class 25
	5:10	5 & 6 Math 75	*To Wpg. for 75	*Made Coffee 5	Funds/Field Trip	Lunch-Wash, Blessing,
		5 & 6 Science 30	tape	*Telephone 5	Superintendent 10	Eat 20
	School	5 & 6 Science 60		Assembly 5	Staff 20	*Bus 10
	Day	5 & 6 Story 45		Mail 10	Coffee/Staff 10	
	405	5 & 6 Work Period 15		Telephone 15		
				Administration 5		
	Beyond					
	School					
	Day					
130						
TOTAL						
TIME						
	535	285	85	55	55	55

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
2	8:15 -	5 & 6 Language Arts 80	To Wpg. for Art 45	*General 15	Aide 5	*Playground 30
	4:10	5 & 6 Math 70	Materials	Assembly 10		(Ball practice)
		5 & 6 Art Discus. 15	Marking 15	Lunch/Admin. 15		*Bus 5
	5:00 -	5 & 6 Science 75	*Marking 60	Telephone 15		
	6:00	5 & 6 Story 30	*Marking 120	*Discipline 5		
	7:00 -	1 & 2 Social St. 30		*Mail 10		
	9:00			*General Admin. 5		
	School					
	Day					
	405					
Beyond						
School						
Day						
250						
TOTAL						
TIME						
	655	300	240	75	5	35

*Beyond School Day

TABLE 13-Continued
DAILY LOG OF ACTIVITIES
SCHOOL #5

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
3	8:20 - 4:10	5 & 6 Math 70 5 & 6 Language Arts 50 5 & 6 Art 90 5 & 6 Phys. Ed. 30 (Canadian Tests of Basic Skills) 1 & 2 Phys. Ed. 30	Work marked during class period.	*Made Coffee 5 *General 15 Assembly 5 Mail 5 Phone 10 Dental Forms 5 General/Coffee 15 *General 20	Parent 20 Staff re: Principal Meeting 15	*Playground 20 (Fastball Practice) To classrooms 5 Lunch - wash, prayer eat 15 Fastball Practice and Supervision 40 *Bus 5
	TOTAL TIME					
	470	270	-	80	35	85

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
4	8:20 - 3:30	5 & 6 Language Arts 65 5 & 6 Math 75 5 & 6 Art 80 5 & 6 Story 30 1 & 2 Work 15	Work marked during class period.	*Made Coffee 5 *General 5 Small Schools Grant 15 Phone 10 Mail/Coffee 15	Sp. Ed. Coordinator 10 Sp. Ed. Coordinator 15	*Playground 30 (fastball) Lunch - wash, blessing eat 20 Playground 40 (fastball)
	School Day 390					
	Beyond School Day 40					
	TOTAL TIME					
	430	265	-	50	25	90

*Beyond School Day

TABLE 13-Continued
 DAILY LOG OF ACTIVITIES
 SCHOOL #5

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION	
5	8:25 - 4:00	5 & 6 Language Arts 55	Tests marked	*Make Coffee 5		*Indoors 30	
		5 & 6 T.V. Program 30	during class	Assembly 5		Lunch - wash, blessing	
	School	5 & 6 Math 75	period	Mail 15		eat 20	
	Day	5 & 6 Art 15	Duplicating 20	Coffee/General 15		Students With Computer 20	
	405	5 & 6 Math 45	Weekend:	*General 5		*Buses 10	
		5 & 6 Homework 30	*Correcting 30	*Homework 60			
	Beyond	5 & 6 Art 30	*Preparation 30	(surveys/forms)			
	School	5 & 6 Language 30					
	Day						
	170						
	TOTAL TIME						
	575	310	80	105	-	80	
DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION	
			ONLY FIVE DAYS COMPLETED				
	TOTAL TIME						

*Beyond School Day

TABLE 14
LOG SUMMARY OF ACTIVITIES
SCHOOL #5

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
		<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>
1	535	5 & 6 Math 410	Locate Items 45	Mail 30	Staff 45	Noon Lunch 75
2	655	5 & 6 Lang. Arts 340	Class Prep. and	Make Coffee 20	Sp. Ed. Coordinator 25	Noon Playground 80
3	470	5 & 6 Reading/ Story 105	Correcting 45	Telephone 50	Parent 20	In School 25
4	*430	5 & 6 Art 230		Assembly 25	Students 15	
5	575	5 & 6 Science 165		General 65	Superintendent 10	
6	-	5 & 6 Phys. Ed. 30			Aide 5	
		1 & 2 Work - Several Areas 75				
		5 & 6 Television 30				
		5 & 6 Work Period 45				
	2010	1430	90	190	120	180
		<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>
			Locate Items 120	Mail 20		Prior to Class 105
			Class Prep. and	Telephone 5		Buses 30
			Marking 195	Discipline 5		In School 30
				General 145		
	TOTAL TIME					
	655	-	315	175	-	165
	2665	1430	405	365	120	345

Based on 5 days
*Principal left 15 minutes early (school time lessened by 15 minutes)

TABLE 15
DAILY LOG OF ACTIVITIES
SCHOOL #6

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
1	8:10 -	1 & 2 Story 10	*Preparation 5	*Made Coffee 5	Psychologist 10	*Before School 20
	5:30	1 & 2 Math 70	Spelling	*Phone 5		Recess Dismissal 5
	School Day 405	1 & 2 Language Arts	Blackboard	Opening Exercises 5		Supervision
		Spelling, phonics, etc. 75	*Preparation 10	Mail 5		Lunch Supervision 10
	Beyond School Day 155	1 & 2 Science 90	*Duplicating 5	Phone Calls 20		Noon Playground 20
		1 & 2 Story 15	*Correcting 10	General 10		Library 30
			Duplicating 10	*General 30		Clean-up 10
			*Preparation 30			*Buses 10
			Correcting & Board Work 35			
	TOTAL TIME					
	560	260	105	80	10	105
DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
2	8:00 -	1 & 2 Math 70	*Class/Black Bd. 15	*Make Coffee 5	Resource Teacher 20	*Before School 20
	6:00	1 & 2 Language Arts 75	*Corrections 30	*General 20	Special Ed. Coord. 20	5 & 6 Class 15
	8:00 -	Spelling	*Class Prep. 30	Opening Exercises 5	Resource Teacher 20	Recess Duty 15
		Phonics		*General 60		Lunch Duty 20
	10:00	1 & 3 Music 60		*Evening 120		Monitors 10
	School Day 405	2 & 3 Writing 30		(general)		*Bus 15
		1 & 2 Phys. Ed. 30				
	Beyond School Day 315	1 & 2 Story 15				
	TOTAL TIME					
	720	280	75	210	60	95

*Beyond School Day

TABLE 15-Continued
 DAILY LOG OF ACTIVITIES
 SCHOOL #6

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
3	8:30 -	1 & 2 Math 65	*Class 20	*Made Coffee 5		*Before School 20
	6:30	1 & 2 Language Arts 75	Set Up Computer 5	*General 15		Recess Dismissal 5
	9:00 -	1 & 2 Science 80	Corrections 5	Opening Exercises 5		Lunch Duty 20
	10:00	1 & 2 Printing & Writing 30	Corrections 5	Phone Calls 15		Marble Tournament Judge 40
		1 & 2 Phys. Ed. 25	*Class Prep & Board Work 30	Mail 5		Clean Up 5
	School Day 405		*Corrections 30	Phone Call 10		*Bus 15
				Phone 5		
				Sort Mail 5		
				*General 90		
				*General 60		
	Beyond School Day 315					
	TOTAL TIME					
	690	275	95	215	-	105

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
4	8:00 -	1 & 2 Math 80	Corrections 5	*Made Coffee 5	*Staff 15	*Before School 20
	6:15	1 & 2 Lang. Arts 60	Class 5	*Phone 15		Dismissal 5
		1 & 2 Science 90	- Duplicating	*General 5		Lunch 20
	School Day 405	1 & 2 Phys. Ed. Story 30 15	Corrections 15	Opening Exercises 5		Playground 5
			Class 10	Mail 5		Clean Up 10
			Class 10	Phone 25		*Bus 15
			- Duplicating	Mail 10		
			*Corrections 15	*General 90		
			*Class 30			
		Beyond School Day 210				
	TOTAL TIME					
	615	275	90	160	15	75

*Beyond School Day

TABLE 15-Continued
DAILY LOG OF ACTIVITIES
SCHOOL #6

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
5	8:00 -	1 & 2 Math 75	*Blackboard 20	*Made Coffee 5	*Volunteer 5	*Before School 15
	7:00	1 & 2 Lang. Arts 55	*For Volunteers 15	Opening Exercises 5	Volunteer 5	Recess Dismissal 5
	School Day 405	1 & 2 Science) 60	Set up Computer 5	Prepare Mail 5	Volunteer 5	Lunch 20
		3 Writing) 25	Corrections 10	Phone 5		Playground 20
	Beyond School Day 255	3 Writing) 15	*Presentation 45	Sort Mail 5		Dismissal 5
		1 & 2 Printing) 15	to Board	Phone 10		Cleanup 10
		Story 15		Mail 5		*Bus 15
				General 5		
				General 10		
				Mail 5		
				Phone 5		
			*General 135			
TOTAL TIME						
	660	260	95	200	15	90

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
6	8:05 -	1 & 2 Math 70	Set up Computer 5	*Make Coffee 5	1-6 General School 60	*Before School 15
	5:45	1 & 2 Lang. Arts 65	Corrections 10	*General 15	Staff 10	Lunch 15
	8:00 -	1 & 2 Word Game 10	Corrections 10	*Mail 5		Playground 25
		1 - 3 Art 30	*Class Prep. 45	*General 15		Dismissal 5
	9:00	1 - 3 Art 35		Opening Exercises 5		Clean up 20
				Phone 5		Dismissal 5
	School Day 405			Sort Mail 5		*Bus 15
				General 15		
	Beyond School Day 235			*Phone 20		
				*General 40		
				*General 60		
			(home)			
TOTAL TIME						
	640	210	70	190	70	100

*Beyond School Day

TABLE 16
LOG SUMMARY OF ACTIVITIES
SCHOOL #6

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
		<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>
1	560	1 & 2 Math 430	Class Prep. 25	Telephone 100	Staff 10	Dismissal & Recess 50
2	720	1 & 2 Lang. Arts 415	Lessons	Opening Exercises 30	Psychologist 10	Lunch 105
3	690	1 & 2 Printing 45	Blackboard	Mail 55	Resource Teacher 40	Playground 70
4	615	2 & 3 Writing 70	Duplicating	General 40	Sp. Ed. Coordinator 20	Library 30
5	660	1 & 2 Science 320	Materials	Surveys	Volunteer 10	Clean Up 65
6	640	1 - 3 Music 60	Corrections 80	Reports	General School 60	Class (5 & 6) 15
		1 & 2 Phys. Ed. 85	Set Up Computer 15	Organization	Students & Staff	Judge for Marble Game 40
		1 - 3 Art 65				
		1 & 2 Story 70				
	2430	1560	120	225	150	375
		<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>
			Class Prep. 240	Made Coffee 30	Staff 15	Before School 110
			Lessons	Telephone 40	Volunteers 5	Dismissal/Bus 85
			Blackboard	Mail 5		
			Duplicating	General 755		
			Materials			
			Corrections 110			
			Presentation 45			
			to School Board			
			Volunteers 15			
	TOTAL TIME					
	1455	-	410	830	20	195
	3885	1560	530	1055	170	570

TABLE 17
DAILY LOG OF ACTIVITIES
SCHOOL #7

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
1	8:30 - 4:30	K - IV				
	School Day 405	Language Arts 85 Reading & Spelling	*Class 10 Correcting 10 *Classes and Correcting 15	*General 10 Assembly 5 Phone 5 Phone 5	Staff/Noon 10	*Student Arrival 10 Recess Games 15 Lunch 10 Playground 45 Recess 15
	Beyond School Day 75	Reading & Arithmetic 60 Language Arts, Social Studies & Science 80 Social Studies, Language Arts & Health 60 Story 15	*Classes 15			
	TOTAL TIME					
	480	300	50	25	10	95

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
2	8:30 - 4:30	Language Arts, Science (fingerlings) 80	*Class 10 Correcting 10 *Class 15	*Door 5 Assembly 5 Phone 5	Staff/Noon 10	*Student Arrival 15 Recess 15 Lunch 10 Walk 30 Recess 20 Walk 15 Clean Up 15
	School Day 405	Math & Reading 75 Language Arts, Social Studies, Science 90	*Class 15			
	Beyond School Day 75	Language Arts, Health 40				
	TOTAL TIME					
	480	285	50	15	10	120

*Beyond School Day

TABLE 17-Continued
 DAILY LOG OF ACTIVITIES
 SCHOOL #7

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
3	8:30 - 4:30	Language Arts 80	*Class 10	*Phone 5	Staff/Noon 10	*Student Arrival 15
		Reading 50	Class 10	Assembly 5		Recess 20
	School Day 405	Arithmetic 50	*Class 15	Phone 5		Noon 30
		Language Arts, Social Studies, Science 85		Phone 5		Recess 20
	Beyond School Day 75	Language Arts, Health 60		Phone 5		Lunch 10
		Story 15		General 5		Clean Up 5
	TOTAL TIME			*General 15		
	480	290	35	45	10	100

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
4	8:30 - 4:40	Language Arts 80	*Class 15	*Phone 5	Staff/Noon 10	*Student Arrival 10
		Reading & Arithmetic 60	Class 15	Assembly 5		Recess 20
	School Day 405	Language Arts, Social Studies & Science 85	*Class 15	Phone 5		Noon 30
		Language Arts & Health 50		Phone 5		Recess 20
	Beyond School Day 75	Story 15		Phone 5		Clean up 15
	TOTAL TIME					
	480	290	60	25	10	95

*Beyond School Day

TABLE 17-Continued
 DAILY LOG OF ACTIVITIES
 SCHOOL #7

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
5	8:30 - 4:30	Language Arts 75	Class 20	*Library Check 30	Staff/Noon 10	Recess 20
		Reading and Arithmetic 60	*Class 15	Letter 5	Superintendent 5	Noon 20
	School Day 405	Language Arts, Social Studies, Science 80	*Class 15	Assembly 5		Recess 20
	Beyond School Day 75	Language Arts, Health 60		General 10		End of Day 15
		Story 15				
	TOTAL TIME					
	480	290	50	50	15	75

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
			ONLY FIVE DAYS COMPLETED			
	TOTAL TIME					

*Beyond School Day

TABLE 18
LOG SUMMARY OF ACTIVITIES
SCHOOL #7

DAY	TIME	TEACHING	PREPARATION	ADMINISTRATION	MEETINGS	SUPERVISION
		<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>	<u>SCHOOL DAY</u>
1	480	Grades K - IV	Classes 45	General 20	Staff/Noon 50	Recess 185
2	480	Language Arts 400	Correcting 20	Assembly 25	Superintendent 5	Noon 155
3	480	Reading and 305		Phone 45		Walk 45
4	480	Arithmetic				Clean up 50
5	480	Language Arts, 420				
6	480	Social Studies & Science				
6	-	Language Arts & Health 270				
		Story 60				
	2100	1455	65	90	55	435
		<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>	<u>BEYOND SCHOOL DAY</u>
			Classes 180	General 30		Student Arrival 50
				Phone 10		
				Library check 30		
	TOTAL TIME					
	300	-	180	70	-	50
	2400	1455	245	160	55	485

* 5 Days
Children Go Home For Lunch (Time for Prep., Admin., Meetings)
Story After 3:45 Added 75 Minutes to School Day

Box 548
Morris, Manitoba
ROG IKO

As I mentioned to you, I am in the process of gathering information to be used in my study on 'The Role of the Teaching Principal', which is to be used in my thesis for a Masters of Education degree under the direction of Dr. David Marshall.

Your contribution, including a daily log of activities and participation in an interview with me, would be greatly appreciated.

1. Using the attached outline as a guide, please record briefly each of the items that becomes a part of your school efforts during six consecutive school days - classes, supervision, preparation, visitors, phone calls and any other activities.
2. After the completion of the daily log of activities I will contact you to determine a time when we may discuss your role as a teaching principal. This will be done with the use of interview guides which I will give you.

Please give me the completed log of activities at the time of our interview. I wish to thank you for assisting me by agreeing to participate in my study.

Yours truly,

Harvey C. Kingdon,
Principal
Morris School

/cd

THE ROLE OF THE
TEACHING ELEMENTARY PRINCIPAL
AN INTERVIEW GUIDE

PART A - GENERAL INFORMATION

1. PERSONAL DATA

1:01 Indicate your sex female male
 1:02 Your present educational qualifications eg. (PlA4) _____

2. EXPERIENCE

2:01 Number of years as a teacher.....
 2:02 Number of years as a principal.....
 2:03 Number of years in present school as:
 Teacher.....
 Principal.....

3. PRESENT SCHOOL

3:01 Number of students..... _____
 3:02 Number of Staff: ,
 classroom teachers (including self)..... _____
 resource assistance..... _____
 support staff..... _____
 other (please specify)..... _____
 3:03 Fractional time allocation to:
 teaching..... _____
 administration..... _____
 3:04 Are you principal of more than one school yes no
 3:05 Teaching Situation:

List the Grade Levels You Teach	List the Subjects You Prepare	Indicate the Subject Enrollment

Example

Category 8 and item (d)

	Importance					Accomplishment					Time
	Minimal Importance		Importance		Extremely Important	Low		Medium		High	Within School Day
a)											<input type="checkbox"/>
b)											<input type="checkbox"/>
c)											<input type="checkbox"/>
d) Holding parent interviews	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
e)											<input type="checkbox"/>
f)											<input type="checkbox"/>
etc.											<input type="checkbox"/>
											Total Time
											<input type="checkbox"/>

This response indicates that:

- a) you consider the item above average importance, and
- b) you are accomplishing it at a "medium" level

Considering each of the items in category 8, you spend approximately 5 hours of the 40 hours each week (estimated at the beginning of the survey) on school related business. Of this 5 hours you spend about four hours within the school day and about one hour outside the schedule of the school day.

PART B - QUESTIONNAIRE

I Total working hours per week <input type="checkbox"/> for all categories.	II IMPORTANCE	III ACCOMPLISHMENT	IV TIME
1. <u>TEACHING RESPONSIBILITIES</u>			
a) Teaching Regular Classes	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
b) Preparing, testing and correcting as a result of teaching	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
c) Other (please specify)	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
2. <u>EDUCATIONAL LEADERSHIP</u>			
a) Establishing, implementing, and evaluating objectives and goals	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
b) Encouraging a team approach	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>

CATEGORY	IMPORTANCE	ACCOMPLISHMENT	TIME
2. <u>EDUCATIONAL LEADERSHIP</u> (cont'd)			
c) Developing a climate in which the staff strive to meet the expectations	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
d) Other (please specify)	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>

3. <u>CURRICULUM</u>			
a) Evaluating existing program	1 2 3 4 5	1 2 3 4 5	
b) Studying and preparing new courses	1 2 3 4 5	1 2 3 4 5	
c) Working with teachers to review and develop courses	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
d) Implementing and evaluating changes	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
e) Other (please specify)	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	

4. <u>PEDAGOGICAL TECHNIQUE</u>			
a) Assisting in the development of affective lessons	1 2 3 4 5	1 2 3 4 5	
b) Providing instructional assistance	1 2 3 4 5	1 2 3 4 5	
c) Providing instructional supervision, feedback and suggestions	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
d) Attempting to provide available resources	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
e) Other (please specify)	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	

5. <u>PROFESSIONAL DEVELOPMENT</u>			
a) Supervising programs			
i) classroom observation, feedback and recommendations	1 2 3 4 5	1 2 3 4 5	

CATEGORY	IMPORTANCE	ACCOMPLISHMENT	TIME
5. PROFESSIONAL DEVELOPMENT (cont'd)			
b) Aiding staff development			
i) identifying needs	1 2 3 4 5	1 2 3 4 5	
ii) assistance and counselling regarding the needs	1 2 3 4 5	1 2 3 4 5	
iii) providing opportunities to attend professional development sessions	1 2 3 4 5	1 2 3 4 5	
iv) organizing and planning in-service sessions	1 2 3 4 5	1 2 3 4 5	
v) giving sessions and model lessons	1 2 3 4 5	1 2 3 4 5	
c) Providing staff support, encouragement and motivation	1 2 3 4 5	1 2 3 4 5	
d) Maintaining personal growth			
i) selecting and obtaining pertinent in-service training	1 2 3 4 5	1 2 3 4 5	
ii) reading, doing research and sharing ideas	1 2 3 4 5	1 2 3 4 5	
iii) taking profession courses (university, M.T.S., Department of Education)	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
e) Other (please specify)			<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>

6. STUDENT GROWTH			
a) Providing suitable programs	1 2 3 4 5	1 2 3 4 5	
b) Counselling	1 2 3 4 5	1 2 3 4 5	
c) Communicating with students	1 2 3 4 5	1 2 3 4 5	
d) Providing opportunities to work with external personnel such as psychologists, audiologists and speech therapists	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
e) Maintaining suitable discipline	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
f) Other (please specify)			<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	

CATEGORY	IMPORTANCE	ACCOMPLISHMENT	TIME
7. SCHOOL ASSOCIATED FUNCTIONS			
a) Assisting with the organization of student activities	1 2 3 4 5	1 2 3 4 5	
i) coaching, managing or supervising athletics	1 2 3 4 5	1 2 3 4 5	
ii) assisting and supervising parties, dances and other social activities	1 2 3 4 5	1 2 3 4 5	
iii) working with groups on drama, music, festivals	1 2 3 4 5	1 2 3 4 5	
iv) encouraging the Students' Council and its various projects - yearbook, graduation, jackets	1 2 3 4 5	1 2 3 4 5	
v) organizing field trips	1 2 3 4 5	1 2 3 4 5	
b) Participating in school division activities such as Projects' Fairs and music nights	1 2 3 4 5	1 2 3 4 5	
c) Participating on educational committees established by the Department of Education, the School Board, the Manitoba Teachers' Society and the local teachers association	1 2 3 4 5	1 2 3 4 5	
d) Attending meeting with trustees, principals, Department of Education and post secondary personnel	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
e) Other (please specify)			<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>

8. COMMUNITY RELATIONS			
a) Coordinating school-community communications	1 2 3 4 5	1 2 3 4 5	
b) Cooperating with and assisting the Home and School Association	1 2 3 4 5	1 2 3 4 5	

CATEGORY	IMPORTANCE	ACCOMPLISHMENT	TIME
8. <u>COMMUNITY RELATIONS</u> (cont'd.)			
c) Organizing school visitations for parents	1 2 3 4 5	1 2 3 4 5	
d) Holding parent interviews	1 2 3 4 5	1 2 3 4 5	
e) Sponsoring school teas, tours and programs	1 2 3 4 5	1 2 3 4 5	
f) Preparing school newsletters and letters to parents	1 2 3 4 5	1 2 3 4 5	
g) Filling requisitions for the use of school facilities	1 2 3 4 5	1 2 3 4 5	
h) Maintaining on going contact with various publics - Department of Education and university personnel, trustees, senior administrators, teachers, parents, students, support staff, volunteers and other schools	1 2 3 4 5	1 2 3 4 5	<input data-bbox="1377 835 1446 884" type="checkbox"/> <input data-bbox="1377 932 1446 980" type="checkbox"/> <input data-bbox="1377 1029 1446 1077" type="checkbox"/>
i) Other (please specify)	1 2 3 4 5	1 2 3 4 5	<input data-bbox="1377 1029 1446 1077" type="checkbox"/>

9. <u>SCHOOL FINANCES</u>			
a) Preparing the budget	1 2 3 4 5	1 2 3 4 5	
b) Allocating funds	1 2 3 4 5	1 2 3 4 5	
c) Monitoring and executing funds	1 2 3 4 5	1 2 3 4 5	
d) Keeping records	1 2 3 4 5	1 2 3 4 5	
e) Preparing, submitting, filing requisitions	1 2 3 4 5	1 2 3 4 5	<input data-bbox="1369 1476 1438 1524" type="checkbox"/>
f) Raising funds	1 2 3 4 5	1 2 3 4 5	
g) Having discussions with suppliers	1 2 3 4 5	1 2 3 4 5	<input data-bbox="1369 1570 1438 1619" type="checkbox"/>
h) Other (please specify)	1 2 3 4 5	1 2 3 4 5	<input data-bbox="1369 1675 1438 1724" type="checkbox"/>

CATEGORY	IMPORTANCE	ACCOMPLISHMENT	TIME
10. SCHOOL FACILITIES			
a) Making regular inspections and safety checks	1 2 3 4 5	1 2 3 4 5	
b) Completing recommendations for repairs, renovations and replacements	1 2 3 4 5	1 2 3 4 5	
c) Carrying out a general maintenance program	1 2 3 4 5	1 2 3 4 5	
d) Distributing furniture and equipment	1 2 3 4 5	1 2 3 4 5	
e) Caring for grounds, shrubs and trees	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
f) Keeping playground equipment in working condition	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
g) Other (please specify)			<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	

11. SCHOOL ORGANIZATION AND EVALUATION			
a) Interviewing and selecting staff	1 2 3 4 5	1 2 3 4 5	
b) Making assignments for personnel	1 2 3 4 5	1 2 3 4 5	
c) Allocating rooms and equipment	1 2 3 4 5	1 2 3 4 5	
d) Providing the timetable	1 2 3 4 5	1 2 3 4 5	
e) Scheduling students	1 2 3 4 5	1 2 3 4 5	
f) Supervising bus arrival and departure	1 2 3 4 5	1 2 3 4 5	
g) Holding evacuation drills	1 2 3 4 5	1 2 3 4 5	
h) Evaluating personnel - teaching and non-teaching	1 2 3 4 5	1 2 3 4 5	
i) Planning, organizing, interpreting and measuring organizational goals	1 2 3 4 5	1 2 3 4 5	
j) Administering policy	1 2 3 4 5	1 2 3 4 5	
k) Developing and enforcing regulations and rules consistent with law and policy	1 2 3 4 5	1 2 3 4 5	

CATEGORY	IMPORTANCE	ACCOMPLISHMENT	TIME
11. <u>SCHOOL ORGANIZATION AND EVALUATION (cont'd.)</u>			<input type="checkbox"/>
l) Holding and participating in staff, grade group or subject meetings	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
m) Other (please specify)			<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	

12. <u>CLERICAL WORK</u>			
a) Answering and responding to telephone calls	1 2 3 4 5	1 2 3 4 5	
b) Filing	1 2 3 4 5	1 2 3 4 5	
c) Collecting, counting, recording and banking money	1 2 3 4 5	1 2 3 4 5	
d) Ordering supplies	1 2 3 4 5	1 2 3 4 5	
e) Completing forms	1 2 3 4 5	1 2 3 4 5	
f) Taking inventory of supplies, books, equipment	1 2 3 4 5	1 2 3 4 5	
g) Keeping records	1 2 3 4 5	1 2 3 4 5	
h) Processing invoices	1 2 3 4 5	1 2 3 4 5	
i) Doing clerical tasks related to buildings and maintenance	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
j) Monitoring attendance	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/>
k) Writing letters	1 2 3 4 5	1 2 3 4 5	
l) Getting and opening mail	1 2 3 4 5	1 2 3 4 5	
m) Other (please specify)			<input type="checkbox"/>
.....	1 2 3 4 5	1 2 3 4 5	

ADDITIONAL COMMENTS

The purpose of the questionnaire is to obtain information on the role of the teaching principal. Please add any comments that you believe might assist in the assessment of a teaching principal's role.

Thank you

PART C -DAILY RECORD OF SCHOOL WORK DAY

For six consecutive days you are asked to record briefly each of the items that become a part of your school efforts - classes, supervision, preparation, visitors, phone calls and any other interruptions. Place a check (✓) beside items that took little time to complete. Give the approximate time spent on items requiring more time. Please circle the day of recording item - first, second, third, fourth or fifth.

DAY:	1	2	3	4	5	6
------	---	---	---	---	---	---

1. UNTIL 9:00 A.M. (Start of School)

2. FROM 9:00 A.M. TO RECESS

3. DURING MORNING RECESS

4. FROM RECESS UNTIL NOON

5. DURING NOON HOUR

PART C (continued)

Please continue recording items which become a part of your school efforts for the day.

6. FROM START OF CLASSES TO RECESS7. DURING AFTERNOON RECESS8. FROM RECESS UNTIL END OF CLASSES9. AFTER REGULAR SCHOOL HOURS

10. TOTAL HOURS spent on items that become a part of your school efforts for the day.

Thank You

THE RESPONSIBILITIES OF THE TEACHING ELEMENTARY PRINCIPAL -
A REVISED INTERVIEW GUIDE

Research indicates that each of the following categories are responsibilities of the principal. In what ways are you, a teaching principal, involved in each of these tasks; and, where there is involvement, through what procedures do you attempt to meet the task?

1. Teaching Responsibilities
2. Educational Leadership
3. Curriculum
4. Pedagogical Technique
5. Professional Development
6. Student Growth
7. School Associated Functions
8. Community Relations
9. School Finance
10. School Facilities
11. School Organization and Evaluation
12. Clerical Work

PREREQUISITE SKILLS FOR EFFECTIVE SCHOOL
ADMINISTRATORS

1. Decision Making Ability
Capacity to:
 - Gather information and utilize resources for varied sources.
 - Perceive and evaluate alternatives.
 - Analyze impact of decisions before executing them.
 - Make decisions compatible with organizational goals.
 - Take a problem-solving approach to decision making.
 - Support decision with appropriate evidence and rationale.
 - Take into account the needs of both the organization and the individuals most affected by the decision.
2. Judgement Ability
Capacity to:
 - Analyze problems with an open mind.
 - Process information from a variety of sources.
 - Provide a rationale for the assumptions and the decisions made.
 - Explain the relationships among the problem variables, the assumptions, the situational variables, and the decision consequences.
 - Set priorities.
 - Evaluate critically.
3. Teacher Evaluation Skills
Capacity to:
 - Describe effective teaching techniques.
 - Collect valid and reliable observation data re: classroom activity.
 - Prescribe assistance relevant to teacher needs.
 - Write meaningful evaluations.
4. Communication Skills
Capacity to:
 - Listen effectively
 - Respond clearly and directly (oral and written).
 - Interpret instructions (oral and written).
 - Describe and explain information, concepts, ideas or instructions (oral and written).
5. Problem-Solving Ability
Capacity to:
 - Determine the important elements of the problem.
 - Collect appropriate information.
 - Develop reasonable alternatives.
 - Use appropriate resources in developing solutions.
 - Develop an appropriate rationale for the decisions.
6. Organizational Ability
Capacity to:
 - Set priorities.
 - Plan and monitor activities.
 - Establish schedules and deadlines.
 - Coordinate resources toward fulfillment of desired objectives.
 - Control and/or adapt to interruptions, changes, disorder, repetition without losing efficiency or effectiveness.
 - Identify relationships among activities.
7. Motivation Skills
Capacity to:
 - Identify staff needs.
 - Relate staff needs to organizational needs.
 - Identify ways of satisfying staff and organizational needs.
8. Planning Skills
Capacity to:
 - Define the parameters of the task and desired objective(s).
 - Gather relevant data from appropriate sources.
 - Identify all relevant factors or restrictions.
 - Apply logical reasoning to determine relationships of variables.
 - Make valid assumptions.
9. Program Implementation and Evaluation Skills
Capacity to:
 - Identify and describe the procedures of a sound program.
 - Interpret program assessment data.
 - Report program assessment data.
 - Draw appropriate conclusions from program data.
 - Make appropriate recommendations.
10. Team-Building Skills
Capacity to:
 - Work co-operatively with a variety of individuals.
 - Recognize strengths and limitations of self and others.
 - Gain the confidence and trust of others.
 - Exhibit appropriate sensitivity to feelings of others.
 - Fulfill shared leadership role(s) as required to achieve group cohesiveness.