A study on how collaborative cultures are developed and maintained within a restructuring initiative.

Suzanne C. MacDonald  
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A STUDY ON HOW COLLABORATIVE CULTURES
ARE DEVELOPED AND MAINTAINED
WITHIN A RESTRUCTURING INITIATIVE

by

Suzanne C. MacDonald

A Thesis
Submitted to the Faculty of Graduate Studies and Research
Through the Faculty of Education
in Partial Fulfilment of the Requirements for
the Degree of Masters of Education at the
University of Windsor

Windsor, Ontario, Canada
1993

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**EDUCATION**

- General Education: 0515
- Administration: 0514
- Adult and Continuing: 0516
- Agricultural Education: 0517
- Art: 0273
- Bilingual and Multicultural: 0285
- Business Education: 0289
- Community College: 0275
- Curriculum and Instruction: 0277
- Early Childhood: 0518
- Elementary Education: 0240
- Fine Arts: 0507
- Guidance and Counseling: 0519
- Health: 0680
- Higher Education: 0745
- History: 0520
- Home Economics: 0276
- International: 0521
- Language and Literature: 0279
- Mathematics: 0289
- Music: 0522
- Philosophy of Education: 0698
- Physical Education: 0523

**PSYCHOLOGY**

- Psychology: 0255
- Religion: 0729
- Religious Studies: 0527
- Social Sciences: 0714
- Sociology of Religion: 0532
- Teacher Training: 0529
- Technology: 0701
- Tests and Measurements: 0728
- Vocational: 0474

**SOCIAL SCIENCES**

- American Studies: 0323
- Anthropology: 0324
- Archaeology: 0325
- Business Administration: 0310
- Accounting: 0272
- Banking: 0770
- Management: 0338
- Marketing: 0338
- Canadian Studies: 0385
- Economics: 0501
- Agricultural Economics: 0503
- Business Administration: 0310
- Accounting: 0272
- Banking: 0770
- Management: 0338
- Marketing: 0338
- Canadian Studies: 0385
- Economics: 0501
- Agricultural Economics: 0503
- Business Administration: 0310
- Accounting: 0272
- Banking: 0770
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- Marketing: 0338
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- Agricultural Economics: 0503
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- Marketing: 0338
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- Economics: 0501
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- Agricultural Economics: 0503
- Business Administration: 0310
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- Banking: 0770
- Management: 0338
- Marketing: 0338
- Canadian Studies: 0385
- Economics: 0501

**PHILIPPINE, RELIGION AND THEOLOGY**

- Religion: 0422
- Biblical Studies: 0318
- Clergy: 0319
- History of Philosophy: 0469

**THE SCIENCES AND ENGINEERING**

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**HEALTH AND ENVIRONMENTAL SCIENCES**

- Environmental Sciences: 0768
- Health Sciences: 0566
- General Health Sciences: 0566
- Audiology: 0402
- Medical and Surgical: 0556
- Dental: 0537
- Education and Development: 0569
- Hospital Administration: 0769
- Human Development: 0769
- Immunology: 0582
- Medicine: 0564
- Mental Health: 0549
- Nutrition: 0570
- Obstetrics: 0530
- Occupational Health and Safety: 0570
- Physiology: 0554
- Physical Therapy: 0382
- Public Health: 0573
- Radiology: 0575
- Speech Pathology: 0460
- Technology: 0383
- Home Economics: 0386

**PHYSICAL SCIENCES**

- Pure Sciences: 0465
- Chemical: 0485
- Agricultural: 0749
- Analytical: 0460
- Biochemistry: 0467
- Inorganic: 0487
- Nuclear: 0738
- Organic: 0490
- Pharmaceutical: 0491
- Physical: 0494
- Polymer: 0492
- Radiation: 0754
- Radioactive: 0458
- Physical Education: 0576
- Physical and Technical Education: 0583
- Chemistry: 0483
- Chemical Education: 0482
- Civil Engineering: 0543
- Electrical and Electronic Engineering: 0548
- Hydraulic: 0545
- Industrial: 0549
- Marine: 0547
- Materials Science: 0794
- Mechanical: 0548
- Metallurgical: 0547
- Mining: 0551
- Nuclear: 0520
- Packaging: 0549
- Petroleum: 0765
- Sanitary and Environmental: 0534
- System Science: 0790
- Geotechnology: 0428
- Operations Research: 0796
- Plastics Technology: 0795
- Textile Technology: 0994

**PSYCHOLOGY**

- General Psychology: 0520
- Behavioral Psychology: 0529
- Developmental Psychology: 0522
- Experimental Psychology: 0523
- Industrial Psychology: 0524
- Personality: 0531
- Physiological Psychology: 0532
- Psychobiology: 0549
- Psychodiagnostics: 0542
- Social Psychology: 0541
# TABLE OF CONTENTS

ABSTRACT iv

DEDICATION v

ACKNOWLEDGEMENTS vi

LIST OF FIGURES viii

CHAPTER

I. INTRODUCTION 1

The Problem 1
Significance of the Study 3
Background of the Study 5
Methodology 6
Definition of Terms 13
Assumptions Underlying the Study 14
Limitations of the Study 15
Organization of the Study 15

II. REVIEW OF THE LITERATURE 17

III. SCHOOL ONE 49

IV. SCHOOL TWO 86

V. CONCLUSIONS 118

Summary of Collegial Characteristics 119
Summary of the Causal Network Analysis 123
Theoretical Implications 133
Recommendations For Future Research 148
Conclusion 149

SELECTED BIBLIOGRAPHY 151

APPENDIX A: Staff Interview Schedule 158

APPENDIX B: Principal Interview Schedule 163

APPENDIX C: Variable List 168

APPENDIX D: Interview Schedule School One 173

APPENDIX E: School One Programme Initiatives 177

APPENDIX F: School Two Programme Initiatives 179

VITA AUCTORIS 181
ABSTRACT

A growing body of research has associated collaborative cultures with the successful implementation of restructuring initiatives. How these cultures are developed and maintained requires further examination as studies remain minimal.

This qualitative study examined the change process within two schools. These schools were in the preliminary stages of implementing school improvement initiatives which supported the direction of a restructuring policy. Staff members within these schools assumed the responsibility to shape the initiatives. A basis for a high level of commitment was found in the collaborative interaction process. A pattern of individual, collegial and leadership behaviours became evident and these behaviours supported the development of a Model of Interaction presented in the conclusion of this paper.
DEDICATION

This thesis is dedicated
to my family,
Doug, Michael and Laura Jean.
Their love and patience have continually supported me
in my pursuit
to experience continual learning.
ACKNOWLEDGEMENTS

Through this process, I personally came to realize and appreciate the meaning of the word, collaboration. Many people supported my efforts in the preparation of this thesis, and I extend my sincere gratitude.

To begin, I would like to thank my Advisor, Dr. Doreen Shantz, for her continuous guidance and support, prior to and during this study. Her insight into the collaborative process made a significant contribution to the development of this thesis.

I extend appreciation to Dr. Michael Awender and Dr. Eric West. Their guidance and suggestions added immeasurably to the finished product. Thank-you both for being on my committee.

I am also indebted to Dr. Ken Leithwood for the invitation to participate in his study, which provided the framework for this thesis. His guidance, generosity and belief in the collaborative process, provided an immeasurable contribution to my own personal and professional growth. The team which he has assembled, and I had the privilege to work with, included Doris Jantzi, Rosanne Steinbach, Susan Garrett and Alicia Fernandez. Their patience, generosity and willingness to share their insights and experience will always be remembered.
I would also like to thank Dr. Michael Fullan for his guidance at the beginning of this study and Ted Vokes for sharing the results of his doctoral research. Their thoughtful comments provided me with a tremendous resource.

I also wish to thank Rosemary Kryyliuk for her assistance and support in the proofing and final typing of this thesis. She was a tremendous help.

I extend a special thank you to my friend and colleague, Peter Prieur. His questions and insights constantly challenged me to formulate, clarify and express my ideas in order to make the important distinctions reflected in the body of this thesis. Thank you Peter, for your continual support and encouragement throughout this process.

And finally, I want to thank the special people in my life who believed in me. Your confidence and encouragement provided me with the incentive to undertake this challenging project. Thank you.
LIST OF FIGURES

Figure 1: P. 51  Causal Network for School One
Figure 2: P. 85  Tabulation of Collegial Characteristics for School One
Figure 3: P. 87  Causal Network for School Two
Figure 4: P. 117 Tabulation of Collegial Characteristics for School Two
Figure 5: P. 121 Combined Tabulation of Collegial Characteristics for School One and School Two
Figure 6: P. 140 Model of Interaction within Collaborative Cultures
CHAPTER ONE
INTRODUCTION
THE PROBLEM

The purpose of this study is to develop a grounded framework (Glaser & Strauss, 1967) which would describe how collaborative cultures are developed and maintained within a restructuring initiative. More specifically, the author will examine the culture as it relates to teachers and principals within schools.

A growing body of research examining the change process within school systems suggests that collaboration has the potential to effect positive outcomes within the school community (Fullan with Stiegelbauer, 1991; Hargreaves, 1991; Hargreaves & Dawe, 1990; Leithwood & Dart, 1991, 1992; Rosenholtz, 1989; Smith & Scott, 1990). Many characteristics of collaborative schools were highlighted by researchers who identified the attributes of effective schools and successful school improvement initiatives (Little, 1982; Purkey & Smith, 1983; Rosenholtz, 1989, Sackney, 1986). Although the concept itself is not new, the suggestion that collaboration should become the norm for all schools to successfully implement restructuring initiatives is a recent phenomena that warrants further investigation.

As recommended by Hunt (1987), the author shares with the reader the personal reason for examining collaboration as a dimension within the change process. Prior to becoming an educator, the author worked in a bank and during an
eleven year career (1979-1990), witnessed tremendous change and restructuring in many areas of the organization. Included were technology, delivery of services, customer and employee relations and definition of job responsibilities.

The role of the author ranged from a teller to a bank manager. Change initiatives were introduced and driven by head office, and the challenge to foster commitment became the concern of local branch personnel. The dynamics of the change process presented an opportunity for those responsible, which included the author to search for conditions which would be conducive to successful implementation.

The principles of consultation and teamwork have been advocated by management experts for years, and have been successfully applied in the business world (Kanter, 1977; Peters & Waterman, 1982). Educational researchers have noted the value of theory and experience advanced in non-educational contexts and their application to education. Glasser (1986, 1990) has applied the total quality management principle advanced by W. Edwards Deming as a model for schools committed to improvement. Leithwood and Jantzi (1990) have examined the origins of transformational forms of leadership within organizations. As a result of their research, a model of effective leadership behaviours has been developed which has the potential to build commitment to restructuring initiatives within a school context.
Although the two environments of business and education contain a multitude of obvious differences, and it is not the intention of this study to do a comparison, the author's personal and professional experience in both fields has advanced a personal resolution to contribute to the existing body of research. Restructuring implies imposed change, and collaborative norms may hold potential value to foster commitment by those ultimately responsible for implementation.

SIGNIFICANCE OF THE STUDY

Researchers have declared an inherent value in the collaborative process, however the findings are far from being conclusive (Fullan, 1991; Hargreaves, 1991; Leithwood & Jantzi, 1990; Lieberman, 1991; Rosenholtz, 1989). This study is important because it is one of the first to inquire about how collaborative cultures are developed and maintained within a restructuring initiative.

Collaboration describes a range of helping behaviours in which administrators and teachers routinely work together to promote effective teaching (Rosenholtz, 1989). This study will create a network of key variables (Miles & Huberman, 1984) within a change process and establish its relationship to demonstrated collaborative norms.

Secondly, this study will examine the four categories
of collegial characteristics identified by Little (1982). The groupings have been cited by researchers as reflective of collaborative behaviours and desirable to foster successful implementation of systems imposed change (Fullan with Stiegelbauer, 1991; Hargreaves, 1991; Leithwood, 1992; Rosenholtz, 1985; Smith & Scott, 1990). Little examined critical practices of adaptability in four relatively successful and two relatively unsuccessful schools, and identified the following behaviours in successful schools:

1. Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice (as distinct from gossip).

2. Teachers are frequently observed and provided with useful (if potentially frightening) critiques of their teaching.

3. Teachers plan, design, research, evaluate, and prepare teaching materials together.

4. Teachers teach each other the practice of teaching.

(p. 331)

A purpose of this study is to determine the presence of the above behaviours. The teachers in this study are educators in two schools which are involved in restructuring, and are presently perceived as being successful. The responses may provide additional information about what teachers actually think and do in the
course of their work and the value they place on forms of
collegial support. As a result of this study, our ability
to effect positive outcomes within the school community will
be further enhanced.

BACKGROUND OF THE STUDY

The data for this investigation was obtained in the
context of a larger, comprehensive project. The Ministry of
Education in the province of British Columbia (1989, 1990,
1991) has undertaken a major policy initiative designed to
restructure their schools. It is entitled Year 2000. Under
the direction of Dr. Kenneth A. Leithwood, Professor of
Graduate Studies, Educational Administration for the
University of Toronto and Head of the Centre for Leadership
Development, ongoing research has been conducted during
three phases of implementation. The first two phases were
conducted over the 1989-1990 and 1990-1991 school years and
focused on the Primary Program implementation. The third
phase and focus for this study has been the implementation
of initiatives within the Intermediate Program during the
1991-1992 school year. The research to date has been guided
by the following set of purposes:

To uncover the early consequences for students of Year
2000 implementation; to identify those aspects of
policy that receive greatest initial attention in
schools; to clarify the characteristics of and processes used by schools and districts that foster policy implementation; and to discover forms of school leadership that seem most helpful in this task.

(Leithwood & Dart, 1992, p. 7)

The research conducted to date has identified the collaborative process as conducive to fostering policy implementation. Also, a sizeable influence was established between the behaviour of principals and teacher collaboration (Leithwood, 1992). Due to the corresponding relationship of this thesis, which will examine how collaborative cultures are developed and maintained within a restructuring initiative, the writer was invited to participate in various aspects of the third phase of the research project.

METHODOLOGY

As previously indicated, the data for this study was generated from the larger study. Interview data was collected and professionally transcribed to create six case studies for qualitative data analysis. The writer's contribution in the larger study included the following:

- trained to become a member of the three person research team involved in data collection
- conducted interviews with school administrators and teachers of the six schools
- maintained a journal to record additional information and impressions
- verified transcriptions for accuracy prior to analysis
- conducted the reliability studies (as part of a team) for the final causal network displays prepared for the Ministry of Education in British Columbia

Sample

A reputational sampling method was conducted to select schools for the case studies. This involved identifying principals with intermediate programs in their schools, who by their "reputation" displayed behaviours characteristic of a transformational leader. The criterion was developed as a result of the research from phase one and two by Leithwood, Jantzi, Silins & Dart (1992). The following outlines the main characteristics which identify this leadership style:

- Identifying and Articulating a Vision:
  Behaviour on the part of the leader aimed at identifying new opportunities for his or her school, and developing, articulating, and inspiring others with his or her vision of the future.

- Providing an Appropriate Model:
  Behaviour on the part of the leader that sets an
example for teachers to follow that is consistent with the values the leader espouses.

- Fostering the Acceptance of Group Goals:
  Behaviour on the part of the leader aimed at promoting cooperation among teachers and assisting them to work together toward a common goal.

- High Performance Expectations:
  Behaviour that demonstrates the leader's expectations for excellence, quality, and/or high performance on the part of teachers.

- Providing Individualized Support:
  Behaviour on the part of the leader that indicates respect for teachers and concern about their personal feelings and needs.

- Intellectual Stimulation:
  Behaviour on the part of the leader that challenges teachers to reexamine some of the assumptions about their work and rethink how it can be performed.

(pp. 9-10)

Senior staff members in five school districts and the Ministry of Education were asked to nominate principals whom they believed demonstrated the above behaviours. The initial sample of nominated principals was narrowed to six. The final decision was based on mail correspondence and telephone contact with the selected principals about the
nature of the study, their school's circumstances, and their willingness to participate. This thesis will examine the data from two of the six schools selected.

Rosenholtz (1989), has indicated there are two significant demographic variables which contribute to teacher collaboration; school size and social economic status (SES). School size potentially affects teacher collaboration because this demographic variable "might influence the faculty members' ease of contact and thus their opportunity for substantive dialogue" (p.45). This therefore has been a consideration in sample selection for comparative purposes.

As noted in the author's journal, it was observed by the interviewers that there appeared to be no significant differences between the two schools in SES. School One was a grade eight through 10 school with approximately 875 students and 50 teachers situated in a middle class, suburban neighbourhood. Eleven staff members plus the principal were interviewed. The principal was in his fourth year at this school and he was transferring to a different school the following September.

School Two was a grade eight through 12 school with approximately 450 students and 30 teachers situated in a well established community with a long history of lumbering and tourism. Ten staff members plus the principal were interviewed. The principal was in his third year at this
school and he was also transferring to a different school the following September.

**Data Collection**

The data were collected by a three member research team made up of graduate students during a one-day visit to each of the six schools identified. The time spent with each respondent was approximately one hour to one and a half hours. Interviews took place in private surroundings and were audio-taped. The data were later professionally transcribed for analysis. A journal was maintained by the author of this thesis to record additional information and initial impressions.

The research questions prepared for the staff and principal interviews were designed to identify key elements in the change process as perceived by the respondents. The format consisted of two semi-structured questionnaires derived from prior research (refer Appendix A, p. 158 - staff interview questionnaire and Appendix B, p. 163 - principal interview questionnaire). The questions were generated from a framework of in-school conditions, out-of-school conditions and transformational leadership practices:

**Factors Affecting In-School Conditions:**

i) school goals

ii) school culture

iii) teachers
iv) program and instruction
v) school policies and organization
vi) resources

Factors Affecting Out-of-School Conditions
i) ministry
ii) district
iii) community

The Source and Nature of School Leadership
i) school leadership (transformational)

The four collegial characteristics identified by Little (refer p. 4) were reflected in the design of many of the questions as indicators of collaboration. This was due to a result of prior studies which established a sizeable influence between the behaviours of transformational leaders and teacher collaboration (Leithwood & Jantzi, 1990).

Data Analysis
The data for this thesis were derived from the responses from principals and teachers in two of the schools. They are identified in this study as School One and School Two. Procedures to analyze the data were adapted from the work of Miles and Huberman (1984) on qualitative analysis.

Each transcript was re-read, listening to the interview tape, and noting omissions or errors. Individual
transcripts were then coded, noting the relationship to collaborative behaviours. A variable list with definitions (refer Appendix C, p. 168) was used for the coding process. This list was prepared by the research team based on previous research.

Three matrices were constructed for each interview respondent based on Event by Time, Role/Group Responsibility and Effects:

- Event by Time Matrix:
  Events such as meetings, decisions, actions or obstacles are categorized by the nature of the event and the time period it occurred.

- Role/Group Responsibility Matrix:
  Roles were identified for the time period and event of the above matrix (e.g., student, teacher, vice-principal, principal).

- Effects Matrix:
  Effects of the process on such areas as skill, knowledge, decision making processes, program adjustments, behaviour and relationships were identified.

A school matrix was constructed to display the relationship of antecedent, mediating and outcome variables representing the change process. These procedures resulted in a causal network and text narrative for each school.

Chapter Three of this thesis outlines the analysis for
School One and Chapter Four outlines the analysis for School Two. Chapter Five summarizes the results of the two schools. Key variables are identified which contributed to the development and maintenance of the collaborative cultures within the schools.

To identify the forms of collegial behaviour which are attributed to norms of collaboration, a tabulation was conducted for each school. Statements made by teachers indicating the presence of collegial characteristics were recorded and grouped based on the results of Little's (1982) research (refer p. 4). The tabulation is located at the end of the corresponding chapter (refer p. 85 and p. 117). Outcomes were then compared for similarities and differences and the results are presented in Chapter Five.

This study was planned to be exploratory and qualitative in design as there is limited empirical data available which explain how collaborative cultures are developed and maintained within restructuring initiatives. The collected evidence of meanings and interpretations that teachers and principals attached to norms of collaboration, resulted in the development of a grounded theory, adapted from the work of Glaser and Strauss (1967).

DEFINITION OF TERMS

**Collaboration** - to work in conjunction and co-operation
with colleagues to support shared goals.

**Collegiality** - professional relationships of colleagues who are committed to collective practice.

**Culture** - a system of accepted meanings, beliefs, values and assumptions that a faculty uses to guide its actions and interpret its surroundings within school communities.

**Norm** - the standard, model or pattern of behaviour which is evidenced or demonstrated within the school community.

**School community** - the organization of persons within an individual school system.

**ASSUMPTIONS UNDERLYING THE STUDY**

1) The responses made by the participants reflected their real attitudes and opinions as confidentiality was assured by the researchers.

2) Valid inferences can be made from the data collected.

3) Valid evidence of collaborative behaviours would be found within the cultures of schools which have principals who are considered by their reputation, to be transformational leaders.

4) The principal is the individual who has the most significant influence on how collaborative cultures are developed and maintained.
LIMITATIONS OF THE STUDY

1) From the onset of the study, the main criterion for the sampling of schools was based on the perceived influence of transformational principals on restructuring initiatives as opposed to other selection criterion.

2) This study will use data derived from interviews conducted by three individuals. The relationship between the respondents and interviewers may have had stylistic differences, as additional probing questions were used as the interviewer deemed necessary.

3) The respondents from School Two appeared to be randomly selected, based on availability to be interviewed, [observation cited in the journal of the writer]. The respondents from School One were selected by the administration (refer to Appendix D, p. 173, for the pre-arranged schedule received by the interviewers upon arrival to the school).

ORGANIZATION OF THE STUDY

This thesis consists of five chapters. Chapter One has outlined the nature of the problem, the significance of the study, the background of the investigation, the methodology, the definition of terms, the assumptions underlying the study and the limitations of the study.
Chapter Two provides the literature review relevant to this study: teachers as individuals, school culture, and leadership.

Chapter Three presents the data of School One within a causal network supported by a text narrative. A tabulation of collegial characteristics grouped by frequency of occurrence is provided.

Chapter Four presents the data of School Two within a causal network supported by a text narrative. A tabulation of collegial characteristics, grouped by frequency of occurrence is provided.

Chapter Five reports and interprets the themes and results related to the research problem. The implications this research holds for further research and for practice are provided within the conclusion.

The Appendices contain:

A) the list of causal network variables with definitions

B) B.C. Intermediate Program: Staff Interview Instrument, Spring 1992


D) Interview schedule prepared by School One (retyped to eliminate names of the respondents due to confidentiality)

E) Key School program initiatives at School One

F) Key School program initiatives at School Two
CHAPTER TWO

REVIEW OF LITERATURE

The data for this thesis was collected within the context of a restructuring initiative. The literature review revealed little empirical evidence within restructuring conditions. Restructuring has been acknowledged by Fullan (1993) as a recent phenomenon within education. Therefore, this review has been further guided by contributions made within less sweeping strategies such as innovations confined to specific single changes designed to promote outcomes of school improvement.

A review of the literature examining how collaborative cultures are developed and maintained suggests that certain conditions have the potential to foster behaviours characteristic of collaboration. Norms within school cultures, the process of problem solving and decision making and the influence of leadership were associated with the nature and degree of collaborative behaviours. The author of this study also examined the literature to determine how the teacher as an individual related to improvement initiatives.

This chapter has been divided into the following sections to determine how these components influence the collaborative process: SCHOOL CULTURE; Norms of Isolation; A Case for Collaboration; Elements of the Collaborative School; LEADERSHIP; The Role of the Principal; Shared
Leadership; Decision Making; THE TEACHER AS AN INDIVIDUAL, and SUMMARY.

SCHOOL CULTURE

Culture may be defined as a system of accepted meanings within a community. It is a dynamic social process of interpersonal interactions based on assumptions, values and beliefs which establish the norm for behaviour. The term "school culture" is used throughout this paper in regards to teacher culture and sub-cultures within a school community.

Barth (1988), has stated that the demonstrated behaviours of adults who operate in a school and the way in which they relate to one another "affects the character and quality of the school and the accomplishments of its students more than any other factor" (p. 146). Smith and Scott (1990) conducted a literature review to examine the collaborative school. Their findings determined that when teaching was viewed as a collaborative endeavour, in which administrators work closely with teachers and teachers work closely with one another, then improved teaching and learning will result.

Collaboration has been increasingly recognized as an essential characteristic of an effective school. Sackney, (1986) studied effective school research and determined that lasting change to affect student achievement requires a
"participatory approach that relies on staff collaboration, group planning, and shared decision making" (p. 15). A variable that had a positive relationship to outcomes of school improvement was identified as collegial relationships.

Purkey and Smith (1983) conducted a literature review on effective schools and identified four process variables of a school's culture which influenced success or failure as a place of learning: collaborative planning and collegial relationships; sense of community; commonly shared clear goals with high expectations; and order and discipline. Their research concerning collaborative planning and collegial relationships indicated:

Directly concerned with process, this variable comes from both school effectiveness research and from implementation research that suggests that change attempts are more successful when teachers and administrators work together. Collegiality serves many purposes. Chief among them it breaks down barriers between departments and among teachers/administrators, encourages the kind of intellectual sharing that can lead to consensus and promotes feelings of unity and commonality among the staff. (p. 445)

Collaborative cultures have been associated with the achievement of a number of current restructuring initiatives
and researchers have linked collegial behaviours as essential to the effective delivery of mandated reforms (Fullan, 1993; Glickman, 1992; Hargreaves, 1991; King & Ericson, 1992; Leithwood, 1992; Lieberman, 1990). Despite indicators that collaboration has the potential to contribute to positive outcomes, it has been determined that it is not the norm within the social organizations of school systems (Sarason, 1990).

Norms of Isolation:

Lortie (1975) provided a historical perspective to illustrate that the workplace and culture of teaching was "deeply rooted in traditional patterns of thought and practice" (p. 24). Although the single-room school house was replaced by the multiple-classroom school during the nineteenth century, work relationships of teachers continued to be influenced more by the norms of independence rather than interdependence. The organization of teacher tasks has undergone limited change since colonial times. Lortie concluded that "the current organization of teaching tasks fosters conservatism of outlook. Change is impeded by mutual isolation. Opportunities for mutual consultation are limited during the working day, and contacts between teachers are peripheral to their major obligations" (p. 232).

Teachers continue to spend the majority of their time
working alone with a group of students in a bounded area. As Goodlad (1984) noted, "The classroom cells in which teachers spend much of their time appear to me to be symbolic and predictive of their relative isolation from one another and from sources of ideas beyond their own background of experience" (p. 186). It would be expected that a profession dedicated to learning would be structured in such a way that its members could learn from one another.

Fullan and Park (1981) conducted a research project on curriculum implementation which was funded by the Ontario Ministry of Education. It was determined that teachers have historically worked in isolation due to the fact that "norms promoting individualism, and non-interference with fellow teachers have reinforced the likelihood that teachers will grapple with their professional instructional concerns pretty much alone" (p. 26). These traditional norms of autonomy and isolation have prevented teachers from asking their peers for advice or offering professional assistance.

Lieberman and Miller (1984) supported this finding. Their sociological study of teachers determined that in most schools, teachers do their work alone; they interact with students but engage in few meaningful interactions with their peers. Isolation is self-imposed and professionally sanctioned.

Researchers have concluded that isolation has serious consequences for the experienced teacher as well as for the
novice (Fullan & Hargreaves, 1991; Leithwood, 1992; Lieberman, 1991; Rosenholtz, 1989). Fullan (1993), summarized some of these critical consequences in relation to innovation, reform and restructuring strategies:

The professional isolation of teachers limits access to new ideas and better solutions; fails to recognize and praise success; and permits incompetence to exist and persist to the detriment of students, colleagues, and the teachers themselves. Isolation allows, even if it does not always produce, conservatism and resistance to innovation in teaching. (p. 127)

A Case for Collaboration

A significant reason to no longer support norms of isolation was to view systems imposed change as an exercise in problem solving. The framework for change is loosely defined within a policy document which requires understanding, interpretation and adaptation. Leithwood and Steinbach (1991) suggested solutions for implementation are dependent on people working together and further committing themselves to action. Isolation limits the extent of inquiry and learning so that solutions are limited to the experiences of the individual.

Leithwood and Steinbach (1991) provided a theoretical perspective to develop better solutions within conditions that support collaboration. They cite the theory of
"bounded rationality" as defined by Simon (1982) to explain the limitations in a person's short term memory and individual capacity to process information. Simon interprets rationality as "a style of behaviour that is appropriate to the achievement of given goals, within the limits imposed by given conditions and constraints" (p. 408). Rationality can then be bounded by assuming an individual has only incomplete information about alternatives.

Leithwood and Steinbach also noted that Shulman and Carey (1984), extended this theory from the individual to the context of social exchange and interaction which draws on the unique abilities of many individuals. From their studies of ideal collaborative problem-solving conditions Leithwood and Steinbach concluded that better solutions seem likely to be the result of:

- a broader range of perspectives from which to interpret the problem
- an expanded array of potential solutions from which to choose
- a richer, more concrete body of information about the context in which the problem must be solved
- the reduced likelihood of individually based perspectives operating in the solution process.

(pp. 224-225)
Schlechty (1988) analyzed a change initiative which addressed building a professional culture within the Charlotte-Mecklenburg School District. The primary conclusion stated that it was necessary to begin the process by defining the initiative as a problem to be addressed and a "widespread understanding and sharing of that problem are key components to initiating and maintaining a change effort" (p. 186). When staff did not understand, or have consensus about the problem, the change effort was abandoned. It was also determined that "for change to occur, it is essential that those who are most directly affected by the change be involved both in defining the problem and in identifying the solution; even more important they must perceive themselves as being involved" (pp. 187-188).

The complexity of educational problems has been acknowledged. Today we are witnessing a shift from individual teachers solving problems on "how to" implement reform within their classrooms to development of forms of collegial work. Research examining collaborative "learning enriched" schools have demonstrated the benefits of shared problem solving when compared to those remaining within the isolationist tradition of teaching (Fullan & Hargreaves, 1991; Leithwood & Steinbach, 1991; Rosenholtz, 1989).
Elements of the Collaborative School

Blake and Mouton (1984) analyzed the fundamentals of organizational dynamics in business. The resulting Theory of Synergogy presented "a systematic approach to learning in which the members of small teams learn from one another through structured interactions; thus the idea of synergy in learning" (p. xii). The concept of synergy recognized the gains from collaboration exceed the gain made by individuals alone. Synergogy has implications for the future of reform in education. Blake and Mouton stated:

As individuals learn the processes of teamwork, stronger and more effective participation is possible which in turn improves management. Individuals learn that they can work together, keep themselves on track, resolve their differences, and reach conclusions without anyone being formally designated the leader who exercises control over the rest. (p. 176)

The benefits of teamwork were identified by Little (1982) who studied critical practices of adaptability in four relatively successful and two relatively unsuccessful schools. The following collegial characteristics were identified in the successful schools:
1. Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice (as distinct from gossip).
2. Teachers are frequently observed and provided with useful (if potentially frightening) critiques of their teaching.
3. Teachers plan, design, research, evaluate, and prepare teaching materials together.
4. Teachers teach each other the practice of teaching. (p. 331)

Norms of collaboration were built through the daily routines of collegial interaction by talking, critiquing, and working together thus replacing the traditional norms of isolation. The results of this study have provided a basis for researchers to further examine school cultures which support improvement of effective teaching practices (Fullan 1991; Hargreaves, 1991; Leithwood, 1989; Lieberman, Saxl & Miles, 1988; Rosenholtz, 1989).

Rosenholtz (1989) examined collegial interaction within a sample of 78 schools, to determine the nature of teacher sharing. This significant study identified five social organizational variables directly involved in teacher collaboration: decision-making, teacher certainty, shared goals, team teaching, and collaboration. Schools that offered the greatest opportunity for mutual helping
behaviours were called collaborative settings. Within these cultures it was determined a mutual concern for their collective teaching performance was a priority. Teachers appeared "to talk spontaneously about technical ideas or problems; they implicitly convey that it's a taken-for-granted natural thing to do" (p. 52). Their collegial interaction increased the number of choices and opened a new range of possibilities for their consideration.

Hargreaves (1991) studied the nature of collegial behaviours and asserted that the culture of teaching is a key focus for change and improvement. A review of research was provided that suggested teachers develop expertise and confidence as a result of collegial sharing. Mutual support led to greater readiness to experiment and take risks. Commitment to continuous improvement was considered a part of their professional obligation.

Lieberman, Saxl and Miles (1988), studied the strategies utilized by 17 teachers over a three year period who played leadership roles while implementing improvement initiatives. A result of this study indicated that the creation of collegial norms was directly related to positive outcomes. Structural changes which included team teaching, teacher centres, or site committees facilitated cooperative work and increased interaction across department lines. It was also determined that "support groups for new teachers require new modes of collaboration to replace existing
isolated conditions prevailing in most schools" (p. 165).

Following three years of research with The Learning Consortium (a partnership of four large school boards with an average number of 54,000 students), Fullan (1991) identified a focus on building collaborative work cultures in the school community as a key component for a change strategy:

We have worked extensively on building collaborative work cultures in Consortium Schools focusing on norms and practices of **collegiality** (peer coaching, mentoring, giving and receiving assistance), of **continuous improvement** (continually seeking and testing new ideas that work), and **restructuring** (timetable, resources) in support of collaboration. (p. 14)

Research has also determined that collegiality depended on the combined efforts of the educators to improve their schools and their own individual skills through teamwork (Dreyfuss, Cistone & Divata, 1992; King & Ericson, 1992). Hargreaves (1991) identified "contrived collegiality" as a form of professional interaction which was mandated by administration. Although value was evident as a result of the interaction, the basis for teachers' behaving as colleagues was externally imposed. As a result three major consequences were identified:
1) the behaviour of participants would not support such compulsory interaction when the mandate to work together was removed

2) inflexibility and inefficiency - in terms of teachers meeting when they perceived they should or meeting when there was no business to discuss - made it difficult to adjust programs to the particular school and classroom setting

3) teachers were unable to exercise their discretionary judgement to work with each other in developing programs of their own, therefore undermining their roles as professionals. (p. 69)

Barth (1990) identified congeniality as another form of collegiality. This form was characterized by the friendly human relationships within a school which foster loyalty, trust and conversation. The norms within the school were supportive. The "friendly" conversations however, did not serve as a catalyst for individual reflection or collective discussion to find ways to improve teaching which would serve the purposes of the school.

Sergiovanni (1992) has defined collegiality as being "connected to the existence of a set of norms and values that defines the faculty as a community of like-minded people who are bonded together in a common commitment" (p. 213). The distinctions which separate collegiality from
contrived collegiality and congeniality impact the quality of the shared interaction by teachers and will be manifested within the shared culture. As previously outlined, past research has suggested that the nature of relationships ultimately influenced the direction of school outcomes.

LEADERSHIP

Advocates of school restructuring argue that improvement in education cannot occur without a fundamental transformation in the institutional culture of schools. As transformation occurred, evidence would be gathered in the redefined roles, relationships, and interactions of individuals within them (Dreyfuss, Cistone & Divata, 1992). A key area which requires investigation is the role of leadership.

Traditional organizations were studied by McGregor (1974) who theorized that centralized decision making, and external control of work is based on some assumptions about human nature and human motivation. Hersey and Blanchard (1988) reviewed McGregor's theory and stated, "Managers who accept Theory X assumptions about human nature usually direct, control, and closely supervise people, while Theory Y managers are supportive and facilitating" (p. 55). McGregor predicted that society was moving slowly toward the full implementation of Theory Y and asserted, "Only the
management that has confidence in human capacities and is itself directed toward organizational objectives rather than toward the preservation of personal power can grasp the implications of this emerging theory" (p. 34).

Sarason (1990) reviewed past attempts at educational reform and examined the concept of power. He stated that, "any effort at reform has to have as its goal a change in existing power relationships in the system" (p. 46). For reform to have a degree of success, Sarason emphasized the primary focus must begin with the system. Given the functions that must be fulfilled to bring about change, by definition, new roles and responsibilities are required.

The Role of the Principal

Principals by virtue of the authority of their position are viewed as school leaders. A large body of research has identified the principal at the school level as the key individual to influence change (Dykes, 1991; Glickman, 1990; Hall, 1987; Leithwood, 1992; Little, 1982; Smith & Scott, 1990). The writer has determined that the role of the principal is no longer fixed but changing and being redefined. Glickman, as editor of The 1992 ASCD Yearbook, stated:

It is time for those of us who have toiled, practised, and written about supervision to no longer "pretend not to know" that events in education are shaking our deep-
rooted conceptions of instructional supervision. Might I even suggest that the term instructional leadership may be outliving its usefulness? (p. 1)

Glickman acknowledged that societies, governments, and economies are dismantling hierarchies and rethinking old ways of doing business, at the same time similar activities are being asked of educational systems. A major shift in perspective challenges the tradition of strong "top down" instructional leadership as the guiding principle for all situations and cultures. Glickman further noted that schools moving ahead to improve teaching and learning do so through:

Shared leadership and collegiality; through their own plans for staff development and curriculum development; and through their own goal setting, actions and research. A "supervisor" with hierarchical control of these activities - whether a principal or central office member - is antithetical to them. (p. 2)

In their studies of educational administration within restructuring initiatives, Leithwood, Jantzi, Silins, & Dart (1992) have identified Transformational Leadership as having the potential to support and influence fundamental change by focusing on the use of facilitative power. Bass (1990) and associates have extended this theory and established
applications within non-educational contexts.

The theory of Transformational Leadership advanced by Leithwood (1992) has extended the theory of Transactional Leadership. Transactional leadership supports an exchange of service for various forms of compensation necessary for the daily routine of an organization. Transactional Leadership has been characterized by:

- Contingent Reward - the principal tells teachers what to do in order to be rewarded
- Management by Exception - the principal intervenes only if standards are not met

Transformational leadership expanded transactional leadership when the relationship between leader and follower was enhanced by the leader's ability to acknowledge deeper needs not necessarily satisfied by intrinsic or extrinsic rewards (e.g. work for transcendental goals by being self-motivating to seek sources for self-actualization). This provided "the incentive for people to attempt improvements to their practices" (Leithwood, 1992, p. 9).

The studies by Leithwood et al. (1992), confirmed prior research that administrative leadership "does not have a significant direct effect on Student Outcomes and probably not on Organizational Outcomes" (p. 27). It was also determined that administrative leadership had a significant direct effect on in-school processes such as collaborative
decision making which concern school culture, school goals, policies and organization. Within these studies, policy and organizational adjustments were a result of the collaborative decision making process and not initiated directly by the administration.

The studies also suggested administrative leadership influenced teachers through the development of a collaborative school culture. Leithwood et al. further hypothesized a direct effect, (leadership to teacher), would have risked "overconformity and rigidity on the part of the teachers: it also risks teacher dissatisfaction, goal displacement and increased feeling of powerlessness. Such consequences are antithetical to the goals of restructuring" (p. 28).

As acknowledged by Yukl (1989), Bass (1990), and Leithwood (1992), studies on Transformational Leadership have been limited to the past decade. Leaders may be viewed as responding to change by creating alternative leadership strategies. Empirical evidence regarding its nature and consequences, although promising, is not substantial.

Research has provided a framework of behaviours demonstrated by administrators which facilitate collaboration. Little (1982) attributed the principal as a key individual to facilitate collegial work. Cultures based in daily routines of isolation were replaced with norms of collaboration. The principal had the ability to make
systemic changes to provide time resources and the encouragement necessary to sustain teachers' collegial interaction. Principals and their assistants acted as replacement teachers, substitutes were provided, and classes were scheduled to provide opportunities for teachers to plan, team teach, observe one another and provide mutual feedback.

Research conducted by Smith and Scott (1990) suggested that the principal directly influenced structures for decision making such as the faculty meeting. Agendas for staff meetings were composed of issues of common concern to administration and faculty alike. In addition, staff members rotated as chair of the meetings. Faculty committee meetings were also used to encourage collaboration among the staff. When it was perceived that staff were expected to study a problem, and present recommendations which would be taken seriously as viable solutions, then improved collegial interaction became evident.

As collaborative cultures developed, responsibility and power were distributed to formulate goals, objectives, and plans for implementation. In the review of literature conducted by Heald-Taylor (1992), it was determined that the development of goals may be a key variable in developing school cultures. "More specifically, when staffs develop high levels of consensus about school goals, school cultures tend to strengthen, their content becomes more student
oriented and their form becomes more cohesive" (p. 6).
Variation in cohesiveness was effected by the degree of goal
consensus and shared vision.

Fullan and Hargreaves (1991) suggested that visions
should not be created independently and imposed on people.
The role of the principal carries the responsibility for
making vision-building a collective exercise:

Principal's visions therefore should be provisional and
open to change. They should be part of the
collaborative mix. (p. 90)

Hall (1987) acknowledged that collaborative strategies
did not diminish the principal's role. The principal still
leads the school by involving the entire staff in creative
problem solving to develop and accomplish the school's goals
to improve effectiveness.

Glickman (1990) provided a developmental approach to
supervision of instruction and defined collaborative
behaviours as "clarifying, listening, reflecting,
presenting, problem solving, negotiating, and standardizing"
(p. 147). In the role of a facilitator, the principal must
diagnose situations to determine when collaboration is
appropriate. Teachers and supervisors should have "similar
levels of expertise, involvement, and concern with a problem" (p. 147). Glickman warned that the process must ensure decisions are not based on manipulation due to personal or positional power struggles. When contrived collegiality occurs, the spirit of collaboration will become undermined and the process will become ineffective.

The above mentioned research suggested that a collaborative teaching culture will emerge when teachers are given the responsibility to formulate goals, develop plans, and provide advice to administration. These are aspects of responsibility and power that have not been evidenced within traditional cultures (Sarason, 1990). When collaboration was evident, a range of practices was demonstrated in which administrators and teachers routinely work together to promote effective teaching, and may involve several teachers or an entire faculty (Rosenholtz, 1989; Smith & Scott, 1990).

Shared Leadership

A result of a redistribution of responsibility and power is shared leadership. Research suggests that the central dimension of a restructuring initiative must be the empowerment of teachers who are the individuals ultimately responsible for implementing reform. Within collaborative cultures it was found that all teachers had opportunities to demonstrate leadership, by individual choice or

As the educators within schools identify a need to improve teaching and learning, evidence of leadership and influence have also emerged in multiple forms. Fullan and Hargreaves (1991) stated that "principals who share authority and establish conditions conducive to empowerment, actually increase their influence over what is accomplished in the school as they work with staff to bring about improvement" (p. 92). The authors described the principal as a role model who encouraged shared leadership and provided access to necessary resources. This included planning regular curriculum meetings and scheduling common planning times to increase teacher-teacher contact. The principal traditionally has the power, based in legitimate authority, to make the necessary structural and systemic changes.

The Charlotte-Mecklenburg initiative previously described (refer p. 24) involved participatory management in the planning and implementation process. Schlechty (1988) identified this as the greatest strength of the project and concluded that significant change cannot occur until and unless "those who have the legitimate right to assign authority indicate their willingness to reassign it" (p. 213).
Little (1982) determined that the norms which supported professional interaction as opposed to isolation were built and sustained over time by the behaviour of staff with high enough formal or informal status to influence the following of others. Etzioni (1964) proposed the theory of personal and positional power in organizations and acknowledged that leadership is demonstrated by the ability to influence individuals and does not rely solely on legitimate authority or positional power. Purkey & Smith (1983) reviewed effective school research and identified teacher leaders who demonstrated a high degree of influence toward the teachers themselves as well as those in administration.

The Cuyamaca Elementary school in San Diego, California made radical changes to the organization of the school to address school reform at the elementary level. Roles were reviewed and collaborative leadership was introduced in staff development to create a positive school climate for increased learning within the school. Berg and Nagel (1987) evaluated the project and found "high morale, a focus on excellence, and an enthusiastic group of educators who work harmoniously at school as well as with community and parents" (p. 4). Student achievement was analyzed and the scores on the Comprehensive Tests of Basic Skills (CTBS) had "made good gains in all areas" (p. 4).
Decision-making

Researchers have identified a critical dimension within leadership studies as the decision-making process. Sarason (1990) suggested that a hierarchical style of decision-making has historically been used. This procedure involved a small number of school personnel, which ignored the potential creativity and experience of teachers. Therefore, the potential to foster commitment by those ultimately responsible for implementation was significantly diminished. Sarason has further emphasized that the process of changing power relationships, reflected within the decision-making process, must be a precondition for all alterations in the system.

Toffler (1990) identified the emergence of a change in power structures within society based on the role of knowledge. He attributed this phenomena to an informed work force which has greater access to knowledge than in any previous time of history. The consequences are many and as a result, Toffler further claimed "the old authoritarian command structure is phasing out, replaced by a new, more egalitarian or collegial style of work" (p. 213).

Hodson and Lahe (1991) acknowledged the shift in power within society and recommended a change from the traditional leadership style to the collaborative leadership style within the educational environment. They reported, "Teachers are different from the past. They want to be
involved; to ask more questions, and they are better equipped and have more knowledge to contribute to the decision making process" (p. 22).

In a study on organizational structure Cox and Wood (1980) determined "teachers are becoming more capable of exercising a domain of professional expertise and are demanding a new role for themselves which includes greater professional autonomy and a larger voice in the school system's decision making process" (p. 6). A study by Bacharach and Mitchell (1983) identified organizational factors which contributed to teacher militancy. It was determined that administrators' failure to include teachers in decision making processes correlated with teacher militancy. Teachers wanted to have control over the rendering of their services.

Sange-Walters (1987) analyzed the Instructional Leadership Project and the Teacher Decision Making Project in Maryland which emphasized horizontal and vertical collaboration for problem solving and decision making. It was determined that 79% of the respondents "noted a positive change for teachers based on improved communication and collaboration as well as 82% noted a positive change for students based on improved instruction and school climate" (p. 8).

Hargreaves (1991) reviewed school effectiveness research and identified aspects of collegiality in terms of
shared decision making and staff consultation. These process variables correlated with positive school outcomes as teachers worked together on school based curriculum development based on improvement initiatives. Studies performed by Hargreaves determined that time spent together in collegial interaction fostered understanding, interpretation, adaptation, implementation and subsequent commitment to the resolution.

Leithwood (1986) argued that it is vital to have teacher involvement in the planning process to implement change because "they are the individuals who will ultimately carry out the decisions" (p. 97). Leithwood determined the related consequence was ownership of the decision and responsibility to the related outcome. As the decision became implemented, the teacher was also open to consider further improvement which would ultimately mean improved school efficiency.

Traditionally, the daily lives of teachers were being influenced by decisions in which they had no voice (Sarason, 1990). Research suggests that participative decision making should be used by administrators to involve the staff in decisions which directly affect them on a daily basis in their own schools (e.g., school goals, program and instruction adjustments, program implementation, staff development). When teachers' knowledge and expertise were utilized, valuable resources became available to create
solutions which would not have been otherwise considered. In addition, commitment to the resolution and plan of action by teachers holds potential for future review and further development in the dynamic process of change.

THE TEACHER AS AN INDIVIDUAL

Naisbitt and Aburdene (1990) suggested that workplaces which are preparing for the future, are guided by leaders who are entrepreneurs willing to share ownership. The potential for creative contributions of individuals supported by a community is recognized. Their definition of a leader, preparing to meet the upcoming challenges of the next century, is an "individual who builds followship by ethical conduct and by creating an environment where the unique potential of one individual can be actualized" (p. 308).

Hargreaves (1990) suggested past research has presented teacher individualism as taking on "increasingly negative connotations" (p. 14) which promote cultures based in isolation, the antithesis of collaboration. He has presented a different perspective following his study on the use of teacher's preparation time. Value was determined within behaviours which demonstrate individualism as "solitude". Hargreaves stated that solitude for many people "expresses the legitimate principle that, for them,
interests and work can be as satisfying as interpersonal relationships" (p. 29). Unlike the isolationism depicted in previous research, solitude stimulated creativity and imagination. Hargreaves concluded that individuality and solitude have not been sufficiently acknowledged and accommodated by researchers and those seeking improvement within schools.

Fullan (1993) warned that collaboration pushed to extremes "becomes groupthink - uncritical conformity, unthinking acceptance of the latest solution, and suppression of individual dissent" (p. 128). Fullan recommended individual opinion and vision should be encouraged and respected within a culture that equally values collaboration.

Research has identified determinants which strongly affect the direction of change within restructuring. Fullan (1993), suggested three major issues to be addressed:

- pressures within the political arena and public system (fewer economic resources, public dissatisfaction)
- progress made by systemic reform which demonstrates measurable influence on the daily practices of teachers
- "reculturing" which establishes a culture conducive to change that encompasses the values, beliefs, norms and habits of collaboration and continuous improvement. (pp. 130-131)
Within the domain of culture Fullan stated, "Each teacher has the responsibility to help create an organization capable of individual and collective inquiry and continuous renewal, or it will not happen" (p. 130). A chance for deep change depended on individuals, taking action to alter their own environment.

To assume the level of responsibility advocated by reformers, a significant focus has been to professionalize teaching (Lieberman, Saxl, & Miles, 1988; Little, 1988; Prieur, 1993). One aspect of professionalism is the source of authority. Sergiovanni (1992) has stated that during reform, the primary source of authority for supervision changes from bureaucratic to professional and comes from within the individual:

This supervision will be concerned with promoting a dialogue that makes community values and beliefs explicit. These will then be translated into professional practice standards and informal community norms. Teachers will have a great deal of discretion concerning what they do and how they do it, and they will hold themselves accountable for meeting these standards and abiding by community norms. (pp. 213-214)

Professionalism, within a community which supports collaborative norms cannot come about without the principal and teachers individually re-examining their
responsibilities and commitments (Lieberman, 1990).

Schon, (1983), developed the grounded theory of Reflection-in-Action from case studies within non-educational contexts. Schon values the practitioner's use of their own personal inquiry as a legitimate source for "knowing-in-action" (p. 50). Two major distinctions were made regarding professional knowledge and reflection. Initially, reflection-on-action occurs when the practitioner builds on their personal inquiry process by questioning others related to the situation, in order to improve future actions. Secondly, reflection-in-action builds on the outcomes arrived from reflection-on-action, and the practitioner further responds and self-corrects during implementation of a strategy.

Clandinin and Connelly (1986), reviewed the theory as advanced by Schon and observed similarities with the notion of inquiry advanced by John Dewey. They suggested the theory held potential value when applied within particular educational problematic situations. Fullan with Stiegelbauer (1991), cite "Reflection-in-Action" as advanced by Schon, as a basis for individuals within the social system of schools to create "shared senses of meaning" to further their collective understanding of restructuring initiatives (p. 32).

Louden (1992), noted that Schon's orientation towards reflection and "knowledge-in-use" complemented the
developments in research on teachers: knowledge in the past decade (p. 178). Louden further acknowledged that teachers will take the risk to share their personal reflections within the context of collaborative relationships based on "mutual respect, trust and complementary interests" (p. 178).

Hunt (1987, 1990) advocated a process of reflection whereby the practitioner articulates a definition of their own values, beliefs and assumptions about education. This "inside-out", rather than "outside-in" (precepts imposed on teachers by policy makers or others), has been established by Hunt as a necessary condition for meaningful change to occur (p. 25). Individual reflection has the potential to help teachers clarify their thinking and develop personal theories. This process forms a foundation which furthers communication with other teachers.

Sarason (1990) reviewed the work of Hunt and acknowledged that the process of individual reflection, and subsequent sharing contained an inherent value and potential for restructuring efforts. The question that may have otherwise gone unanswered: "Why should I change my existing practice?" may become evident. As well, a changing awareness of alternatives may evolve when teachers examine their own values, beliefs and assumptions, and share within the collective problem solving process of change.
SUMMARY

The above mentioned research has identified determinants which strongly affect the direction of change within restructuring. The principal, the culture and the individual teachers themselves were recognized as key agents within the change process. Collaboration has been identified as a powerful dimension for consideration, as communities continue to search for improved methods to create effective schools.

As an alternative leadership style, collaboration has the potential to change the traditional norms within teaching cultures. Teachers become empowered and principals create new definitions for leadership as their repertoire of strategies expands to meet the upcoming challenges of the future.

Barth (1988) stated that "Shared leadership is a timely, volatile and promising issue for the improvement of schools, because public schools are strapped for adequate personnel resources at the same time that extraordinary personnel resources lay unacknowledged, untapped, and undeveloped within each school" (pp. 145-146). Collaboration, has been identified as having the potential to support individuals within school communities, as they strive toward a vision of continual improvement.
CHAPTER THREE
SCHOOL ONE

Introduction

As explained in Chapter One (refer pp. 11-12) procedures for analysis were adopted from methodology presented by Miles and Huberman (1984). A comprehensive variable list used for this study was developed from prior research conducted by Leithwood et al. (refer Appendix C, p. 166). A causal network has been constructed to display the relationship of antecedent, mediating and outcome variables representing the change process for School One (refer p. 51, Figure 1). A text narrative for the school explains the relationship of the variables to each other. Within the narrative, the sections have been divided into the following paths:

School Administration Path:
Support demonstrated by administration (specifically the principal) to improvement initiatives

Staff Motivation Path:
Factors influencing teachers to participate in improvement initiatives

Ministry and District Path:
Support demonstrated by Ministry and District to facilitate implementation of policy defined within the documents, Year 2000: A Curriculum and Assessment Framework for the Future and The Intermediate Program:
Foundation Document.

Within the narrative, all quotes will be preceded with the position of the quote within the collection of transcripts from the schools. The abbreviations used will designate the position of the speaker within the interview schedule, (e.g., PR = principal; T1 = teacher one, T2 = teacher two, etc.). Page location within the transcript will be identified (e.g., P5 = page five). In Chapter Five, the schools are also indicated using the abbreviation SCH1 for School One, and SCH2 for School Two. When necessary to insert the question posed by the interviewer, it was preceded by I. and the response by the respondent was preceded by R. Variables described within the narrative were further identified by using the number assigned within the causal network (e.g., needs/capacity assessment (1))

As stated in Chapter One (refer p. 13) the last page of this chapter provides a tabulation for School One, which recorded the number of teachers who made statements indicating the presence of collegial characteristics (refer Figure 2, p. 85). As previously stated the grouping was based on the results of Little's (1982) research (refer p. 4). A detailed analysis is presented in Chapter Five when outcomes were compared with the results from School Two for similarities and differences.
NARRATIVE FOR THE CAUSAL NETWORK ANALYSIS FOR SCHOOL ONE

Background

School One was an intermediate school, from grades eight to 10 with approximately 800 students and 50 teachers situated in a middle class neighbourhood within a suburban area. This was the principal's fourth year at this school and in that time people's opinions changed significantly:

T6  P26

The perception has changed dramatically in the last four years ... the school did not have a great reputation ... there seemed to be a lot of people transferring out of this school ... but that is not the case any more ... A good sign of that is all the cross-boundary applications that we have coming in the school. People like what is going on in the school ... it is the caring, the learner focus, it is all of the really good things that are happening in this school that have changed community perception.

Significant credit was given to leadership by the principal:

T3  P16

That is one part of his style, is to set the tone for the school. So there is a tone of respect ... a tone for the school that produces learning ... there is an
environment of pride.

Staff refer to the "Year 2000" as policy defined within the document entitled *Year 2000: A Curriculum and Assessment Framework for the Future* and *The Intermediate Program: Foundation Document* which specifically addresses the grade levels within their school. All respondents advised that the change process had already taken the form of major school initiatives when the Ministry documents were introduced. Therefore, the Ministry initiative variable (4) was placed in the position of mediating variable:

T3  P3

When the *Year 2000* came out, to be very honest, we were already into a lot of the things the *Year 2000* was offering.

The philosophy embedded within the document, which focuses on the holistic development of the child was perceived to validate the direction and change process that this school had already begun:

T1  P13

We are working for students to find better ways for students to learn, to improve the environment in the classroom.

T6  P7

The student is the centre, and that is the natural
thing to do, to have the student as the focus.

PR P2

When the program came out, it was more an affirmation of the kinds of things they were already embarked upon then something brand new that they had to grapple with.

SCHOOL ADMINISTRATION PATH

An analysis of the change process began when the principal arrived in 1988 and performed a needs/capacity assessment (1) of the staff prior to initiating change. At this time the staff was very fragmented with groups who would not talk to each other. The principal perceived that many of the school's priorities revolved around teacher problems:

PR P14

The big issues when I first came here were who gets to park where in the parking lot, and the smoking rules ... the staff would come into a staff meeting and they would rip each other apart with respect to that.

The principal perceived the staff as a whole had lost a sense of direction as to their educational purpose. Therefore, school administration endorsement (2) was given to the change process which the principal believed would ultimately support student growth (23):
What is good for kids. That is the bottom line ... those things which are going to improve the learning environment in the classroom and are going to give youngsters a feeling that what they are doing in the classroom is of value.

This principal's vision (3) was interpreted by the staff that collectively they were striving to always provide services for students (18). The services addressed instructional, intellectual, physical, social and emotional needs of the students. The principal's support for this focus (5) was clearly communicated in the goal setting process (6) initiated prior to the introduction of the Intermediate Program and incidentally supported the intention of the document. His vision continued to be demonstrated during the time period in review:

We are constantly reminded that we are working with a whole human being...I would say it [his vision] is supported in everything he says and does.

The principal felt it was necessary for the staff to examine their own personal role in the educational process. The principal created a Vision Committee and several professional development days were allocated for the entire
staff to participate in a reflective process to determine what they as individuals and together as a staff really believed about the school and education and how they as teachers could facilitate learning. The process supported the path: school administration support (5) to collaborative decision making (10) to goal clarification (6):

T1 P5

Teachers discussed what was important to them collaboratively and co-operatively in groups.

From a list of approximately thirty belief statements the staff chose three as a focus. The result of this formal process of creating statements was valued by the staff:

T3 P3

... these statements have caused us to think about what we are doing in the school, where we are heading and what we are trying to do.

From discussions it became apparent that they all valued what was happening to the students and as a staff a unified purpose began to emerge:

T6 P18

I cannot think of a single teacher who is not interested in the best for the student. How that best is achieved is probably different.
T5  P10

We want to succeed ... we want kids to learn to the
best of their ability. The colleagues I have talked to
or have been close to certainly share those goals. The
difference is just how we achieve those goals.

It is at this point the "how" becomes defined for this
particular school. Throughout the entire change process
continual support was provided by the administration (5) in
various forms: staff development activities (15), to try
new practices, delegation of leadership (9), encouraging
teachers to collaborate (10), ongoing goal clarification (6)
on an individual basis as well as through the collaborative
decision making process (10):

T2  P14

Simply by being given the opportunity to try things;
not only given the opportunity but certainly being
given the support, the backup; to be given the
encouragement, not that he goes around and pats people
on the back of the head but he will certainly sit down
with you and find out what you are doing and try to
express his opinions on directions.

T8  P5

He wants teachers to find out for themselves, it is not
mandated ... he encourages, and is very supportive of
teachers who are willing to try anything new.
All of the support is there for all students and all the teachers so that everybody can be the best they can be, and nobody falls through the cracks.

The school is very active in the area of staff development activities (15). Administrative support (5) was very evident as teachers pursued information and alternative teaching strategies for their individual professional development (15):

He provides for certain kinds of professional development activities that come up, which would help grow towards that vision. I can think of any number of workshops, conferences and so on that have been around here which have been in keeping with his vision, with our vision for the school.

Several staff members participated in workshops on the co-operative model developed by Johnson and Johnson and three years ago the entire staff participated in a workshop conducted by Joyce and Showers. This had a significant impact as various models of teaching strategies were introduced which challenged the traditional methods and encouraged creativity:
The teachers who were here at that time are using some of those strategies, and new teachers in the staff have watched those strategies being used and have taken them.

This statement supports the path from staff development activities (15) to program instruction/adjustments (18) as well as involving collegial support (16) to staff motivation (19) as other staff members became motivated to also make program adjustments (18).

The principal's vision reflected teaching and learning strategies which address the needs of the whole child in today's society. Delegation of leadership (9) by the principal to the teachers was a fundamental component in the implementation of the various change initiatives. The principal acknowledged that support for the change process required the informal leadership of teachers who were innovators and risk takers:

That is how he very cleverly attempts to do things. He knows that if he initiates from up top and puts on demands, it simply will not fly. It has to be taken on by the actual teachers.
The principal also recognized the importance of teachers participating in the ongoing collaborative decision making process (10) to clarify goals (6), to discuss the process of implementation (15), to initiate change to existing programs or to develop new program initiatives (18), resulting in policy and organization change (22) which will ultimately enhance student growth (23):

PR  P17
The important thing is that teachers talk to teachers, and then more important than that is the impact it has on kids in the classroom.

PR  P7
... teachers communicating with each other, and accepting new challenges and involving themselves in a collaborative enterprise where they set their own goals.

T3  P24
I would say he is a very strong supporter [of the Intermediate Program] and facilitates all of that by just allowing it to happen and allowing teachers to come together. If someone talks to him about wanting to set up a grade nine project or a grade 10 project, he will make sure somebody else knows about that, so he helps with communication.

T4  P26
He provides and supports opportunities for staff
members to interact with each other and look to either consolidate or develop good teaching practices.

The above statements also support the path from collaborative decision making (10) to staff development activities (15) to collegial support (16) to staff motivation (19) to implement new program adjustments/initiatives (18) which fostered staff cohesiveness (20) and ultimately strengthened the culture (25).

Support was also demonstrated as various initiatives were implemented by administration (5) to involve parents (8) in the life of the school. "Breakfast at Boyd" was created as an invitation to the parents of grade eight students to view classrooms in session and participate in discussions with the administration about the education of their children. Community support of the educational experience offered at this school was evidenced by increased enrolment and cross boundary requests. As well, the importance of community involvement (8) has been illustrated by the fact that a major expansion for physical adjustments (21) is in the planning process and there will be a community centre inside the building:

T6  P32

There has been close co-operation with the design of the new community centre and the design of the new
school.

School administrative support (5), has been linked to parent and community involvement (8), staff development activities (15), program adjustments (18), student growth (23), delegation of leadership (9), collaborative decision making (10), goal clarification (6), collegial support (16) and staff motivation (19). In the following section, the writer will illustrate the inter-connection with the path that begins with the antecedent variable staff motivation (2), which connects to the above variables and ultimately supports the outcome variables: physical adjustments (21), policy and organizational change (22), student growth (23), professional growth (24) and culture strengthened (25).

STAFF MOTIVATION PATH

When the principal arrived in 1988, there was a core of teachers who were already highly motivated (2) to embrace innovative teaching strategies. Various initiatives were already in place including peer tutoring and the incentive program:

T6   P12

We have a lot of peer tutoring as such going on here amongst the teachers. We have teachers watching other teachers and that kind of thing, and always have had
since I have been here [seven years].

The incentive program ... is an enrichment program for motivated, gifted, talented students; although they are not necessarily selected as high achievers, their basic qualification is that they are motivated students, self starter types ... I believe that what we are doing with the incentive program is kind of a laboratory for what could happen in any school. This is its eleventh year.

Before the goal clarification was introduced by the principal, many teachers have already witnessed alternative teaching styles which differed from traditional methods. Teachers had experienced, within their school, the potential value of sharing teaching strategies. A "laboratory" was already in place experimenting with innovative ideas to address the needs of a selected group of students. In regards to timing and compatibility with the Ministry initiative, it was again perceived by the staff that:

Our school goals came ahead of the Intermediate Program, and you would not necessarily see the same statements in the Intermediate Program, but if you read the intent of what was behind the philosophical statements that are in there, I think they are absolutely parallel to each other - perfect.
The goal clarification process (6) provided a catalyst to extend the change process to other domains of potential influence. It was a flexible and dynamic structure that involved a formal and informal process entailing collaborative decision making (10) over an ongoing period of time. As explained in the school administration path, a formal process was initiated by the principal when a Vision Committee was set up in the second year of his arrival. The selection of individuals for this committee was an example of delegation of leadership (9) endorsed by the principal (5) and supported by the teachers themselves (10) who selected:

T8  P4

... the teachers who are committed towards change. There are a number of us ... so we would be asked to be sort of informal leaders and brainstorm session by session.

T10  P7

This was a committee that had teachers who were not on all sorts of other committees. People were encouraged by staff members, by our Collegial Council and by the administrator to take a role in this.

The process of incorporating a set of beliefs into statements began with individual reflection by committee members:
We went away independently and said what would the ideal school look like.

Collaboratively (10), the committee then generated a list of "belief statements" which were presented to the staff on a professional development day (15), for revision, clarification and agreement to ensure the statements reflected the beliefs of the staff as a whole. The following year, the staff identified three of the statements to serve as a formal focus:

These expectations, or these belief statements are in fact goals and we have gone through the process of looking at how we can deal with them ... one of them was that students should be the primary focus in decision making ... another one is that the staff interact with each other collegially and co-operatively.

... the whole basis of what we are doing in the school with the students: that we are working and developing co-operative skills and enabling students to be able to work co-operatively together and to support each other.

For this school, goal clarification (6) was an evolving
process. In the past year, 1991, when the goals were revisited, the staff agreed to keep the formerly identified three statements as their formal focus. They realized improvement was still required before moving on. The staff also extended the parameters of the "formal" belief statements to "informal" goals. These also addressed the perceived needs of the students and were aimed at fostering Student Growth (23):

T3 P5
There has been a shift in what those goals really are. Some of the teacher-driven changes that have been happening will cause a shift ... There are a lot of other things that are happening just because teachers see the need for it.

T6 P18
I think that we have in the school right now a group of very strongly committed teachers; teachers who are definitely looking for the very best for our students.

T3 P6
The ones that are really driving the school ... the real driving force is still in the informal goals.

This entire process of goal clarification (6) fostered staff commitment (11) through a collaborative process (10) and became a "driving force" for change. Many staff participated in activities (15) which created program
instruction and adjustments (18) which in turn, led to policy and organizational change (22). A committee was formed to examine teaching and learning strategies for "At Risk" students following a conference. Teacher 10 developed an interest in this area and prepared a major paper on this topic for his master candidate's course. Information was shared whereby those involved were able to acknowledge that they shared a common ground. It also became evident to those involved that it was time to change "how" all students were instructed in the classroom and the grade eight team became a spinoff pilot project:

T1 P12

Everybody who is on the grade eight team, one of the reasons they are on the grade eight team is because they do share common beliefs and values and for the most part methodology. I don't think it would work any other way - they volunteered.

The planning process for the grade eight team began in the second year that the principal was at the school. Implementation of the program adjustment (18) began in September of year three (1990). The people involved included the principal, the two vice principals, three teachers and the librarian. One half of the total grade nine enrolment (150 students) were randomly placed into five class units. By year four (1991-1992) all the grade eight
students were involved (T2 P20). It is at this point, that program/instruction adjustments (18), which is a mediating variable became an outcome variable reflected in a change to policy/organization (22).

The students travelled to math, science, humanities (social studies) and english as a class entity and the major teaching/learning strategy focused on the co-operative model developed by Johnson and Johnson. This teaching strategy had been presented at a professional development workshop. All three of the administrators and the three teachers were involved in team teaching and peer coaching in year three (1990-1991). In year four (1991-1992) the principal continued to attend meetings but no longer taught. A high degree of collaboration (10) was demonstrated during the planning and implementation process. Considerable time was invested demonstrating a high level of staff commitment (11) which fostered collegial support (16):

PR P9

We sat down in collaborative planning groups and we talked about it. We had weekly meetings in the first year of the program where we would bring muffins and coffee. We ended up going to each other's homes for dinner meetings, and there was a lot of social texture in what we were doing. We became fast friends. We ended up really truly enjoying being with each other ... almost a direct contradiction to what this place
had become over the years before I got here.

This was the first major instructional project in a change initiative in which the principal was directly involved. His actions demonstrated a high level of support and personal commitment. The members became role models for the change process and the shared benefits of collegial support (16) promoted a degree of enthusiasm and motivation (19) for other staff members:

T6  P3
Because of the positive aspects that came from that, [grade eight team], because of the excitement that all of us involved in that project felt and are sharing that excitement, it [the change process] has increased. So it is building the momentum.

PR  P6, 7
The planning that took place from ... the late fall right through to spring of that second year captured the enthusiasm of the six of us. It was up and running at the onset of year three. It became what I refer to as a lighthouse concept; it became such a positive experience. We were talking to staff members in other schools, we were spending a lot of time talking and reflecting amongst ourselves, we used peer coaching, we spent a lot of time in each other's classrooms, we were continually reflecting on a lot of what we understood
to be sort of a cutting edge evolution of the classroom teaching ... From that early beginning, about that first lighthouse project, we have seen more and more teachers get on board this enthusiastic primeval rush to get more energy into the classroom, continually upgrade our teaching skills to become as I refer to it as tremendously motivated teachers.

The above statements support a string of variables: collaboration (10) led to further goal clarification (6), which fostered commitment (11). Collaboration (10) also contributed to staff Development (15), and program adjustments (18) which led to policy and organizational adjustments (22) when time tabling was adjusted. The reflection process provided staff development (15) which contributed to further the team's personal motivation (19) and professional growth (24). As other staff members became motivated (19) to implement program adjustments (18), the staff became more cohesive (20) which strengthened the culture (25). The entire process focused on the unified purpose of providing a high level of educational services (18) to promote student growth (23).

Preparation for program adjustments and initiatives (18) involved staff development (15) and the leadership (9) for these activities came from the teachers themselves:
... one of the things we will be doing later on this week in our professional development is sitting down and looking ahead at the next year ... where we are heading with the kinds of things we want to do. So it is an opportunity for us as teachers to determine our own destiny as far as professional development is concerned.

We have a professional development committee, but I would say the leadership comes from the persons themselves.

A mentoring and induction program was introduced to provide support for first year teachers. Other initiatives were developed by the teachers as it became evident that teacher leadership (9) and innovation would be encouraged and risk taking (15) supported:

We have so many things happening; our philosophy is if you are interested, run with it.

There are teachers on our staff who have, through his [the principal] openness and through his support, forged ahead and certainly have become outspoken role models and at times led strictly by example. There is
a bunch of teachers who ... have tried different things, found them successful, have welcomed to share their resources and materials and ideas; and those people have created a ground swell from underneath.

T6  P7

By leadership I would say more than administrators as well. I would say that there are a number of key teachers in the school who had a very big impact on the school.

Initiatives occurred and outcomes were met with enthusiasm by the students and teachers involved. An integration initiative presented courses within current events to try to make the learning experience more understandable and relevant. This became known as the grade nine project which culminated in an integrated English - Science fair based on a technology theme. As pockets of teachers met with success, other staff members became motivated (19) to implement the Year 2000 document. As well, because the initiatives were perceived as providing a viable alternative to existing teaching methodology, other teachers were motivated (19) to try new strategies (18):

T2  P21

We have experimented with different aspects of evaluation. This year, a number of us have attempted student-led conferencing, which myself and another two
teachers were involved with for the first time. We thought it was so empowering that we were glowing about it. The second time around, probably about twelve teachers were involved in student-led conferencing.

The collegial support (16) fostered staff motivation (19) and gradually others began to contribute to the implementation of new strategies (18) which supported the intention of the Intermediate Document. The motivation (19) for staff to devote their personal time and develop the various initiatives and program adjustments (18) was related to the nature of teacher talk and collegial support (16):

T6  P11

It [teachers discussing teaching strategies] happens often informally ... I would say in the last few years - three years or so - that even lunch time conversations here in the staff room are around that. I hear it often because they come and talk to me about unit planning ... it goes on a fair, fair bit. [the librarian speaking]

T8  P7, 8

We do an awful lot of chatting about it at lunch, after school, whenever it is possible ... [about] thinking strategies, cooperative learning, evaluation methods of writing ... in a formal sense, never. We more or less share ideas, we share within the school. I have
contacts, friends and colleagues in other schools and we do it by phone.

I. What made you change?

R. Hanging around some other teachers who share with you. You get to see other teachers. My partner from last year ... was a really large influence and said this is the way it should be: Just by talking to each other, just asking questions.

I think we have to do this as teachers, and it is happening by teachers, some of them are trying to become missionaries.

We discuss how things are going: "What are you doing? How are you doing?" and meet with our colleagues and share ideas. I think that is the real strength of the school.

Challenges to the implementation of the change process created impediments and staff resistance (12). Teachers directly involved in the implementation of new initiatives acknowledged the amount of personal time required. The time table was adjusted for the grade eight and grade nine initiatives. However, it remained rigid in that the majority of meetings for the various initiatives were
conducted during personal time and this affected staff commitment (11).

T4  P12
That means we cannot do any or very little collaboration in school time.
T1  P15
You have a lot of very dedicated teachers, but a lot of teachers are pretty tired.

There were individuals who did not embrace the change process. The resistance by other staff members (12) affected the entire staff commitment (11) to the change process and perception of staff cohesiveness (20):

T3  P9
... 10% - 20% could not care less, really. That is probably one of the most difficult things for me: thinking there is so much we can do together as a staff if we took the time and more staff members were willing to give the energy and time towards it.

T4  P21, 22
In my opinion it is one third, one third, one third ... I think it is a core group ... saying "I am really very much involved" ... a third in there that is looking around for ways of doing things; they are avid listeners when you talk to them they are really interested ... and I would imagine about one third who
are not involved at all. They seem to be just carrying on with what they did.

Another aspect that was perceived to slow down the change process was the perception that secondary teachers have traditionally been very protective of their curriculum and worked in isolation:

T3 P9
As soon as somebody begins to come along with ideas which will force them to move out of their turf into other areas, they feel very threatened.

Members of the staff however felt very optimistic that the teachers themselves will continue to support the change process for the benefit of the students. The principal will no longer be at this school effective September 1993. Although his influence provided the considerable impetus for the change to begin, the process has become a way of life for many at the school and the teachers themselves have become the leaders of change:

T6 P3
I would say that any change in the school is a result of the principal's initial action. The building I would say that it's the classroom teachers, because classroom teachers interact with other classroom teachers and they share that excitement; and it is that
excitement that is building the momentum.
T9 P5
One of the good things that it has achieved on the staff is that there has been over the last few years a more oneness, a little more unification of the staff about where we are going. At first, there was reluctance as to where this is going to go? etc. People have now accepted it.
T6 P38
We have a group that works together extremely well; we have a group that is very collaborative, that is very co-dependent, that just does it all, and that moves at very much the same speed with new innovations and things like that. As long as that group maintains its cohesiveness, that there is nothing done to break up that group, I think it would go on.

The principal himself recognized that the initiatives were well underway and supported by a significant number of individuals to create an optimal set of circumstances he called "critical mass":
PR P13
... where the staff assumes enough of the ownership of the change process of staff development, so essentially the administrator turns back and can walk away from it.
At some time in the future, this is going to be a great school. The people who work in the classrooms are going to make it that way. The fact that they now believe that they can do that and they now have taken that ownership, and as I said they made a critical mass about mid fall and since then it has been such a joy. I could just sit here and clip coupons, I don't have to do anything.

MINISTRY AND DISTRICT PATH

As previously demonstrated, the change process was underway at School One when the Ministry documents were introduced. The Intermediate Program actually supported the change initiatives rather than providing the impetus for the change process:

T1  P8

It is interesting when you look at what naturally evolved as the goals for the school, they are very compatible with the document.

T6  P34

The ones that are really aware of it [the intermediate program] see it as a direction that we should have been going for a long time. Some of them see it as an affirmation of what they have been doing for a long
time.

T2  P27

It certainly gives more credence to philosophies that I have.

It became apparent during the interviews that implementation of this system imposed change by the teaching staff could only have been done if the interpretation was congruent to their own philosophies:

T4  P2

I am not going by prescription of the document. For example the grade eight team has included some of the things that are happening, some of the things talked about in the Year 2000, they are not driven by the Year 2000. It is rather, "Yes, this is neat, this will work" and we are just going ahead and doing it.

The principal did not present the document to the staff until six months or more after the introduction of the policy because of the controversial nature of the document. Fiscal restraint, anticipated teacher layoffs and a change process that could not be supported with sufficient monetary resources for professional development and teaching materials all contributed to a negative political climate. Therefore, the principal was cautious in the presentation of the document:
PR  P2

I put together a study group made up of curriculum coordinators ... to host an after-school series of sessions where we would sit down and look at various position statements in the program ... We had a lot of teachers on staff who came in and attended the discussion groups.

Local and political unions decided to boycott the implementation of the Intermediate Program which impacted the progress of analysis by the study group:

T4   P23

Now that died because of contract difficulties between our union and the Ministry, and even I said, "Hey, until this is resolved, we are not going to touch this". So it all went by the way and we have not done anything formally since.

Informally however, some of the teachers gave consideration to the future direction of education embodied within the document:

T2   P11

Teachers who are very professionally minded in terms of finding what is current in terms of education ... they certainly have grabbed a number of the statements within the document and started to work towards that.
But others have not.

The inherent value as seen by members of this staff has been undermined by a perception that the government has not met their responsibility toward implementation. This has created anxiety and stress (17) for the respondents:

T8 P8
It is the most maddening thing; they come out with a new philosophy and got us all gung-ho about teaching and learning strategies ... and the funding was not there at the Ministry level. So we know what we want to do, but we don't have the print material to implement.

T6 P30
I have to give them credit: they did have the vision to write the document ... They should be having a much more active role now than they are. There needs to be money for materials; more money for professional development. There are still a great number of teachers who don't know the document; and the awareness of the document is a first step to implementing.

T1 P22, 23
[regarding resources] ... I would say barely, and I speak as a special education consultant. This program of course talks about mainstreaming of all students to reach their potential in a nurturing environment ...
high incidence and low incidence special needs students
... For our staff this is going to be horrendous [due
to lack of teacher preparation and professional
development].

However, it was determined that the document validated
doing things that were good for the students. This
supported the unified purpose of the school that was an
outcome of the goal clarification process which the school
had embarked on a number of years prior. The staff searched
out Ministry funding (13) to support their initiatives (18)
and as mentioned in the Staff Motivation Path, obtained
two grants which paid for release time (14) for staff
development activities (15):

T2 P30

I guess to me, and maybe to a lot of other teachers,
the Year 2000 is simply another component of
professional development.

The Ministry initiative (4) promoted parent and
community involvement (8). As mentioned in the school
administrator path, a community facility will be built
within the school as major physical adjustments are made
(21). Although in the planning stages, this capital
expenditure does reflect Ministry support (14) for this
particular school.
The District's Support (7) provided resources (14) in the form of personnel for in-service and paid release time for workshops and professional development (15). A learning services team was available to the staff and a former staff member who was a member of the original grade eight team continued to demonstrate support by attending Friday morning meetings:

T10  P12

We have an ongoing relationship with a learning services team in our district, which is a team of teachers that are pulled out of the classroom and work with schools and professional development ... we have been looking at planning, unit planning, evaluation strategies and our mentors. We will sit down and talk.

Opportunities for communication at various levels appeared to offer the major incentive to begin a coordinated change process. Mutual understanding was fostered and a unified purpose evolved which was to provide services which would ultimately contribute to student growth (23):

T2  P34

We probably have saved a number of students who previously would not have succeeded in passing grade eight because of the fact that we created more of a family environment.
There is a friendlier attitude between teachers and students, mutual respect. The students seem to be working a lot harder ... they use the technology, they are assessing information, they have become much better independent learners and are accessing information.

Further discussion of the findings related to the above analysis is provided in Chapter Five. The tabulation of the number of teachers who made statements indicating the presence of collegial characteristics, is located on the following page. As previously stated the grouping is based on the results of Little's (1982) research (refer p. 4). A detailed analysis will be presented in Chapter Five when outcomes will be compared for similarities and differences, with the results from School Two.
Tabulation of teacher responses indicating the presence of collegial characteristics as defined by Little (1982).

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<tr>
<th>No.</th>
<th>Frequent continuous concrete precise</th>
<th>Observed provided with useful critique of their teaching</th>
<th>Plan and design resource teaching materials together</th>
<th>Teach each other the practice of teaching</th>
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**Figure 2**
CHAPTER FOUR

SCHOOL TWO

Introduction

The analysis for School Two follows the same format as outlined for School One. The causal network is located on the following page (refer p. 87) and the tabulation of collegial characteristics is located on the final page of this chapter (refer p. 117). The narrative, has been divided into the following paths:

Needs Capacity Assessment Path:
Factors influencing teachers to participate in improvement initiatives

School Administration Path:
Support demonstrated by administration (specifically the principal) to improvement initiatives

District Endorsement Path:
Board level initiative which provided support and assistance that facilitated implementation

Ministry Initiative:
Support demonstrated by Ministry and District to facilitate implementation of policy defined within the documents, Year 2000: A Curriculum and Assessment Framework for the Future and The Intermediate Program: Foundation Document.
Background

School Two was a grade eight through 12 school with approximately 450 students and 30 teachers situated in a well established community with a long history of lumbering and tourism. Ten staff members plus the principal were interviewed. Respondents appeared to be randomly selected based on availability to be interviewed, [observation cited in the journal of the writer]. The principal was in his third year at this school and he was also transferring to a different school the following September.

NEEDS CAPACITY ASSESSMENT PATH

An analysis of the change process begins when the staff participated in a full school accreditation process two years prior:

T1  P13
If I had to pinpoint the catalyst that did this [foster initiatives and innovation], I would say it was the accreditation. It just happened that we had to be accredited that year; it was a good year because it was before the Year 2000 and everything came in.

T7  P8
It was like a year long needs assessment. We looked at
what we were doing well; we looked at areas that needed improvement; we took a really close look at the Year 2000 draft documents ... and I think that really got us going.

The accreditation process is a system that every high school in British Columbia has to go through every five years. It is an extensive evaluation system whereby staff, as individuals and collectively, examine a multitude of components within the school (e.g., curriculum, student achievement, culture, goals, relationships of staff to others, professional development, resources, relations with the community). A team made up of ministry personnel and educators from outside the school district, examines the results from the process and conducts their own evaluation. They then generate a list of recommendations.

Staff involvement in the accreditation process established a relationship of variables within the path: needs capacity (3) to collaborative decision making (9), to goal clarification (10), to staff motivation (11) back to collaborative decision making (9) to program instruction adjustments (19) and organizational adjustments (20):

T7  P4

We spent a lot of time looking at ourselves. There are some departments in the school that really look critically at themselves and really said, "We are not
as successful as we would like to be; what can we do?"

T1    P5
Everybody was involved in the accreditation process. We did a lot of school-wide decision making; we spent several days on it, because we feel the whole staff should be involved. From that developed several committees, people could choose there, we listed all the things we would like to do, then we ranked them into a set of goals.

T3    P6
We did a fair amount of soul searching - for lack of a better word - and we came up with a common school philosophy, which we are trying our best to adhere to.

The common philosophy had the student as the focus and the process fostered collegial support (13):

PR    P15
There is a great deal of common ground; where there is a common ground, there is respect for differences of opinion.

T2    P2
We have been really concerned about not only how a child is doing academically, but we worry about all the other kinds of things; whether or not their social development is appropriate ... we drew up our action
plans and make long term goals ... we have constantly
gone back to that ... We are constantly looking at re-
evaluation.

Our goals are not cast in concrete; we see that they
are flexible and can change.

The re-evaluation process supported the direction that
program adjustments (19) returned to collaborative decision-
making (9) for review and modification.

As goals became apparent and needs identified (10), the
staff acknowledged the need for motivation (11) to
collaboratively (9) make the necessary modifications and
program (19) and organizational adjustments (20):

That really got us motivated to do some of the things
outlined in the Year 2000 document; for example working
collaboratively between strands, between english
teachers and social studies working together.

Collaborative decision making (9) also influenced
organizational adjustments (20) through change to policy:

I. Who provides leadership for establishing school
policies?
R. The administration provides leadership, but they don't come up with the policies. There is a policy review each year; we go over the policies which are in place, and if somebody wants a change, they propose a change after discussion. It comes from the staff. It is a co-operative process between the staff and administration.

Monetary support (16) from the Ministry (1) provided target money to pilot implementation efforts. The staff collaboratively (9) planned a proposal (8) which was approved:

T10 P2

We applied for a site grant for collaboration between English and Social Studies for the grade 10 year that dealt with the gold rush period in history and the English teachers complemented that with a study of literature of that time period. So we had four teachers working on that project and the classes were arranged so that they complemented one another. We ended it with a field trip back to Barkerville and had a whole lot of events around it.

Fundamental to the accreditation process was the opportunity for teachers to examine the compatibility between the philosophy of the Intermediate Program and their
own individual ideas of teaching and learning:

T8 P18
I really like it; there is so much potential there. I see it going more to resource-based learning and also the whole concept of collaboration.

I. What is your philosophy of collaboration?

R. Just the sharing of ideas so it is not one individual doing his own little thing in his own little room, which again as a librarian I have seen ... The single textbook is no longer adequate for the teaching of any particular course. We need to use the widest base possible for resources. There are so many ways of doing the same thing that just to be locked in one little room with the teacher being the expert is no longer valid, in my opinion. That is why I really believe in cooperative planning.

However, to arrive at a mutually agreed upon philosophy involved a process which took time:

T4 P2
There were a few dissenters. Some did not quite see it that way and then came around to thinking that way ... At first, there was a lot of diversion ... with each meeting that I went to there seemed to be a little more agreement, or consensus.
Collaborative decision making (9) fostered collegial support (13) and staff cohesiveness (14). The resulting outcome was a strengthened culture (23):

T7  P9
One of the things that I think is very supportive of all of this is that there is a very strong family environment in here. There is a real atmosphere of team work.

I. Who promotes this family atmosphere?
R. We all do, but our administrators are very supportive; they have a lot of good people skills. It is not top down decision making; we have a lot of staff involvement.

As the Intermediate Document became integrated, the teachers identified needs and formed committees to work collaboratively (9) to examine concerns:

T8  P29
We have looked at the whole area of different assessment modules. It worries a lot of people about how they are going to do detailed annotations on a hundred and fifty or two hundred students rather than letter grades.

T6  P26
It is a teacher-led committee [Staff Development Committee] who will incorporate students and parents
into the review ... we are going to get together as a staff.

I. Who identified that as an area to look at?
R. Teachers.

Once needs were identified, the primary focus expressed by the staff (9), and supported by the administration (6), was in the area of staff development activities (8). As a result, teachers taught each other the practice of teaching. This process fostered professional growth (22). The decision to focus on staff development activities (8) and the resulting interaction fostered collegial support (13) and staff cohesiveness (14):

T1   P41
There is freedom to really explore all the different things in terms of workshops and whatever is out there. Just one example is that on some of these days, we have up to eight subs in the school.

T7   P32
There have been a lot of opportunities for professional development. It is just a question of being aware of them, and once you start, once you take that first step there is no turning back.

T9   P6
We started really working on the area of staff development and that we do have a focus. That was the
first thing, because we never thought that maybe we have a right to in-service. We have taken a great deal for granted about ourselves, and suddenly we thought we are stronger when we are together. A lot of us hate to go out of the classroom and feel guilty about not being with their kids ... instead of the whole department going, a member goes and comes back to the department to share.

T10  P29

I. How did you share this [case study in-service] with your staff?

R. Fortunately, the two of us in Socials are involved in it, and a lot of other teachers in the school are. So all have ideas about our case that we are going to write. The sessions are incredible; we realized the talent that appeared ... the energy ... it has really been something. We have some very talented people in the school district, very good writers. So you get lots of ideas from this.

T2  P16

We have some people doing case studies and they come and share that with the rest of us.

T6  P32

I am giving two workshops on parents-students in the classroom to my other colleagues in this whole
district, and everybody is doing just that; we are sharing, and mostly the workshops are coming from our own District. We are finally recognizing that there is an awful lot of potential and talent in this District.

The high degree of interaction fostered collegial support (13) and staff cohesiveness (14), and a strengthened culture (23) based within a respect for individual differences:

T9  P5

It is a total involvement. We all seem very comfortable, I think because we have done a lot of professional development as a staff.

T3  P2

As a staff, there is a fairly cohesive feel here, and it fortunate that way. We have some misgivings, and some teachers have more misgivings then others.

Staff development activities (8) also had a direct impact on program instruction and adjustments (19) which then impacted on professional growth (22) and subsequently student growth (21):

T4  P20

I. What is your philosophy on collaboration?

R. I believe in it totally. I like to work with other teachers, I like the team approach. But if you
extended it, I also like to work in the team approach with my classes. My teaching has changed completely in the last two years. I am no longer standing up in the front to do all this lecture stuff.

I. Has this been a recent transition?

R. Since the Year 2000 documents came out. I also spent two summers at Senora State University working on Critical Thinking.

When teachers shared teaching strategies this was considered an opportunity for staff development (8). The process involved a form of collaborative decision making (9) which fostered collegial support (13), and staff cohesiveness (14). The resulting outcome was a strengthened culture (23):

T6 P1

There is an awful lot of support ... As in teachers working with each other [team teaching, multi-age initiative], sharing ideas ... It is really exciting, and the grade eight teacher was very cooperative, very supportive, and had no problems with the fact that my kids were a little different from the rest of the school.

I. How did the two of you get together?

R. With more and more Year 2000 in-servicing.

I. Was the principal involved in all of this?
R. For planning, no. [The administrative support was evidenced in encouragement and necessary time tabling]

T2 P29

Because you have to talk to each other. You talk to people you get know them and you get to care about them more. It is not that I see my colleagues socially.

The influences on student growth (21) as a result of implementing the initiatives (19) and incorporating the philosophy of the Intermediate Program into lesson plans, remains admittedly subjective:

T3 P3

We see a lot of implementation techniques, but what we are going to end up with at the end of grade 12 is still uncertain.

T4 P19

I. Have you seen any changes in the achievement levels?

R. Attitude-wise I think it is wonderful. It is allowing kid's strengths to come out. Before, if you did not have academic memorization strengths, forget high school. You wrote tests, you regurgitated all the facts you were given before and that was it. But now there is so much more to get out of a course ... the parents like what is going on and that their kids have freedom of expression and their strengths come out.
But the concern is how do you mark this?

They are starting to take responsibility for their own learning. I know this is jargonistic, but you know the old thing about the teacher is no longer the sage on the stage but the guide on the side. So what you are starting to see is students realizing that they are taking ownership for their own learning. For example, I have students telling me what the project should be ... and the things that they want to do are much more creative, much more demanding than I might have thought of.

There are a lot more kids excited about their learning.

The principal wants to make this a place of learning and he wants the kids to feel comfortable here and want to come to school. That is the key, and I must admit that I noticed a big change in the kids in the school.

The following quotes are provided to summarize the path which began with the antecedent variable needs capacity assessment (3) and interconnected with the following mediating variables: collaborative decision making (9), goal clarification (10), staff motivation (11), staff commitment (12), collegial support (13), staff cohesiveness
(14), staff development activities (8), program instruction/adjustments (19), and organizational adjustments (20). The path influenced the three outcome variables identified in this analysis: a strengthened culture (23), professional growth (22), and ultimately a perceived influence on positive student growth (21):

T6  P29-30

I. To what extent do you think the teachers' ideas and philosophies are compatible with the philosophies of the Intermediate Program?

R. The majority of the teachers in this school are definitely way ahead in many ways, because they are not that fearful of change; we are talking majority here.

I. How do you know that?

R. We have to fight for time on the computers. It has mushroomed; all of a sudden you have people using facilities that they never thought they could do; even teachers, and it is really neat.

I. Why do you think that happened here?

R. There are only 30 teachers on staff. We have a chance to get to know each other. Really get to know each other, not that you are an English teacher, but that you are who you are. I know your style of teaching ... I know your strengths, I know your weaknesses and I know how to use them for me.
SCHOOL ADMINISTRATION PATH

The School Administration Path begins with a clear statement by the principal which supports school administration endorsement (2) of the Intermediate Document:

PR P38

I. Do you have a vision for this school?

R. I share the vision of the Year 2000 ... It is a place where people really truly want to learn and want to do things because they believe in the value of making it a better place, in realizing their potential, in feeling comfortable about exploring things, in accepting challenges.

T7 P28

He promotes what is best in education for kids and he wants a very positive environment for teachers and students working together.

His leadership style placed trust in teachers as individuals and as professionals, resulting in a sense of empowerment:

T6 P12

He allows me carte blanche by having faith in my professionalism. He did not know me, he had never talked with me; he figures this is my job, this is what I was assigned to do and I wanted it, so he allowed me
some rope, allowed me a leeway, enough to hang myself if I had chosen to, true. But the reigns were loose, I was allowed to explore, to make mistakes along the way as long as the legalities were covered and no one was impeded in any way.

T6  P8

His leadership style is extremely powerful in the sense that he facilitates us. He allows us to make mistakes, and he allows us to grow and explore and try new things ... He gave me an awful lot of power over my kids. Without that power, I would not be as successful today.

The principal demonstrated a collaborative style of leadership (9), to foster the acceptance of group goals (10). His aim was to promote cooperation among teachers and assist them to work together:

PR  P22

Basically being equals in this decision-making process they tend to really work it out. There is freedom in that way. They hopefully know they have my support. I want to hear new ideas, and then we will look at the reality of how they can be implemented. Hopefully, they have the feeling that new ideas are encouraged.

PR  P38

I. What forms of leadership have worked best for you?

R. The cooperative, collaborative approach, but also
with the understanding that I have responsibilities beyond my position.

It is certainly not a dictatorial process in any way, but there are some areas where his expertise in organization and administration comes in, and within the framework of that we have a great deal of input.

The principal (6) encouraged leadership (7) from all individuals within the school. A sense of individual empowerment was presented by all respondents:

I. Who provides leadership in setting the school goals?
R. I would suggest that it is much more collegial. In fact, our principal's style is to delegate.
I. When he delegates, does he ask for volunteers?
R. Yes. We have many committees, and they are all voluntary.

Leadership in terms of generating ideas, everybody has a voice. If people have ideas, they talk to our vice-principal, they talk to our principal, they talk to whoever is on the committee.
I. When do you do this?
R. Any time. We can always bring items up.
I. Do the ideas get incorporated into school goals?
R. They get talked about, and if everybody agrees that they should be, then that is where they go.
T2 P27
There are lots of people on staff who are very eager to learn new things. They are very vocal about what they are learning, and quite willing to give workshops and talk to whomever is interested and share stuff. Yes, so there are lots of leaders in various ways.
T10 P24
I. Who provides leadership for decisions about curriculum planning and learning opportunities?
R. It varies from department to department, but I would say basically the teachers within that department meeting together.
T10 P15
You are given this opportunity to take responsibility and if you don't it is really too bad since you were given the chance. I like that approach; it works with teachers as well as students ... He is wise enough and flexible enough to recognize that this staff is special in the sense that you have the majority of the teachers with the same basic philosophy. When you have that, you already have leadership. He has if anything enhanced that leadership. He has challenged us and made us grow and made us develop. He has been very
valuable in our development of that leadership.
I. So you see yourself as leaders?
R. Yes ... I would say the teachers are always leading with direction. There is always collaboration with the administration. That has not always been for me in schools, that I have worked in. In fact this is the first time. If he was in a school where he did not have that leadership in the teachers, he would provide it for them ... he would empower them by having faith in them.

The principal set an example for teachers to follow that is consistent with the values that he espouses:

PR  P35
I. How would you describe your own leadership style?
R. Hopefully, in what I do. I reflect what I believe. What you see is what you get. I think I am very supportive and enthusiastic, particularly right now with what is going on in education. I try to look at the glass half full rather than half empty. My focus is on the kids.

This was confirmed by all the teachers interviewed:
T6  P13
Let the other teachers tell their stories, but I am definitely not the only one he supports; every teacher
in this school has felt supported by him in any
endeavour related to kids.

The principal respected teachers and students. He
demonstrated a genuine concern for their needs:

PR P37
You have to have respect and be supportive. My first
message to teachers is that my job is to be supportive
of you, that you are the people that are out there
doing it. I look at myself as a support system in
every way I can.

T6 P16
The kids respect him and they feel respected. So no
matter what kind of discussion they are having, they
feel confident that they are still going to be
respected.

Support (6) by the principal had a direct effect on
staff development activities (8). Staff were encouraged to
go to conferences and become involved in meetings. Outside
resource people were provided, time to participate was
arranged utilizing substitutes or adjusting the time table:

T10 P26
He recognized that teachers need the in-service and
they need the time. So he has made that possible; he
has provided us with a contact who has done critical
thinking.

T9  P12
He has taken my class a few times.

T10  P18
I have been in situations where there is something I really wanted to go to and there were all kinds of bureaucratic reasons why I could not go. Whereas now, the approach is: "If you think it is useful and it is going to help you in what you are doing and help the kids you teach, go ahead."

Support (6) was perceived by the teachers as encouragement and respect of individual readiness levels:

T3  P4
Very supportive; it has been excellent for many aspects in that there has been no pressure to do it, but encouragement; if you want to try something new the administration has been very good and very supportive. From my point of view of technology, extremely so.

T9  P8
He is the voice of encouragement; he is there as the voice of "Sure, give it a try"; he is the voice who will also say, "Maybe you may want to rethink how you might approach that". It is not like he is just a "go ahead, go." ... He is moderate in his own views, but very willing to listen to a wide range of opinions, and
has the ability to pull it together so we can function.

The principal's communication style provided support (6) in the way of feedback and through collaborative behaviours which conveyed a message that the individual's contribution had value. The response to this form of encouragement was staff motivation (11):

T9 P25
I have received a lot of wonderful comments about the school musicals. He obviously always goes and he always writes a nice little letter to the kids. He always makes a point of talking about what is going on and thanking you for the work that you have done ... There is a lot of opportunity to get involved, and I think that is always stressed; he makes a point of saying thank you. That is critical. Nobody minds working as long as people appreciate what you do.

The timetable (20) remained an obstacle to accommodate the initiatives developed as a result of collaborative decision making (9). However, when possible, adjustments were made with school administration support (6), and the result was perceived to improve student growth (21):

T4 P13
They have been very good, because we even switched blocks around just to accommodate my group to work with
those groups ... it has just been done. It is very encouraging. I am working with the English upgraders and there is a six years age difference in some cases [multi-age, team teaching]. It is working ten times better than I ever thought.

The school was fortunate to have considerable parent involvement (15). Support was manifested in a variety of ways including $60,000.00 worth of scholarships and bursaries which were distributed to 55 students who graduated in 1991. In addition, parents volunteered to work lunch hours to supervise, act as guest speakers in the classroom, and provide assistance on field trips. The administration (6) was the primary liaison who fostered a high level of communication.

In summary, the following is an example of the principal's support (6) for collaborative decision making (9). A path was evidenced from goal clarification (10) to staff motivation (11) to staff commitment (12) to collegial support (13) to a strengthened culture (23). Collegial support (13) further influenced the collaborative decision making process (9) which resulted in staff development activities (8), and fostered professional growth (22):

T7  P14

He also is the type of person who nurtures group
decision making ... We are going to be introducing a Teacher Advisory System in the fall ... A few of us are really excited about it, but there are also teachers on our staff who were very reluctant ... Although our administrator was very positive about it, he allowed things to progress in terms of not forcing the issue, not pushing people ... the members on the committee did not push ... What resulted from that is the people who were uncomfortable joined the committee and have actually been creating the model for our teacher advisory system for September. In that way, they now have ownership in it, they have a commitment, and they also are comfortable with it because it has resolved their anxiety.

DISTRICT SUPPORT

Several teachers and the administration were involved in a district initiative (5) entitled Images of Learning. It was designed to give the entire District staff an increased awareness about Year 2000. It involved a staff development activity (8) for five-half days. The staff sat with their staff and watched half hour programs which focused on the different topics related to the Intermediate Program. Discussion followed, and questions and concerns were sent into the T.V. station where a live panel (made up
of Ministry personnel, trustees, administrative officers and teachers) addressed questions and concerns a half hour later. All the respondents stated that it was a valuable process:

T2   P12

It set a precedent ... and it was actually valuable. It gave us a common base to work with. We all now have a common place to start from. The fact that some of us are further ahead along the road does not really matter, because we at least got that common background.

The staff had gone through the Accreditation Program two years prior and had used the intermediate draft policy document as a guide for establishing goals. The Images for Learning project was designed to provide clarification related to the intermediate program. The Images of Learning project provided an opportunity for the staff to discuss and compare the direction they had set as a staff to that prescribed by the Ministry. This reflective activity resulted in further goal clarification (10), staff motivation (11), staff commitment (12), collegial support (13), staff cohesiveness (14) and strengthened the culture (23):

T7   P16

The Images of Learning has made a big difference in the last month because we all have a much greater awareness
of what the Year 2000 is and what the Intermediate Document means ... the staff room conversation is different. It is more supportive, it is more educated, things that are happening are not a mystery. A lot of people are feeling good about themselves saying, "Hey, I have been doing that all along!"

What it has done is re:affirmed or legitimized what they were doing in their classrooms already, which are reflected in the document. There are a lot of risk takers in our school. There is a lot of support from the administrative officers. There is a lot of support among our colleagues within the school; a lot of interdepartmental communication. It seems to me that we are really making great strides; a lot of things are happening very quickly.

MINISTRY INITIATIVE

The Ministry Initiative (1) was defined by the Intermediate Program Document. The primary support (4) evidenced was in the form of monetary support (16). This involved a proposal process (8) which was done collaboratively (9) prior to receipt of funds:

Their biggest role is the site grant program.
We were made aware that there was an opportunity for some money to try something new. The Ministry sends out information several times a year about opportunities for grants for innovation projects. So we got together as a group ... We applied and we got it.

The staff was successful in receiving four grants which were used for professional development initiatives. As previously discussed, the results from professional development (8) fostered professional growth (22). However, teachers indicated a sense of anxiety and stress (17), due to fiscal restraint:

The resources are dwindling, the supply of funding is shrinking and our needs are growing. So we have to become more creative in the way we use those resources.

The Ministry has in the last year been extremely supportive in the ways they can; but they are very limited.

I find it very difficult to sit down and plan for next year knowing that somebody sitting next to me in my department is an excellent teacher whom I would really
like to keep here - not just me, but the whole school - and be discussing this knowing that this person does not have a job to go to. It is a very hard thing to do.

SUMMARY

The following outlines how one teacher viewed the overall impact of the Intermediate Program on the school:

T1 P40-41

The principal likes to call it exemplary teaching practices. Sometimes the Year 2000 has quite a negative connotation because it sounds as though it is going to be something imposed on us by the Year 2000. We like to think of it as, what is the very best you would like for your students. After years of teaching, and most of us are experienced teachers who have done it for years, what kind of thing would you really like to envision being able to put into place if you had some time, resources and you could go for it. And now it is approved by the Ministry. I feel that we can now encourage teachers to go off in directions they wish to go off with full support. That is the impact: allowing teachers that freedom away from the curriculum. They still have to cover the curriculum, they still have to do these things, but they are allowed to think of new
ideas, they are allowed to take risks, they are allowed to try.

Further discussion of the findings related to the above analysis will be provided in Chapter Five. Immediately following, on the last page of this chapter (p. 117) is a tabulation of the number of teachers who made statements indicating the presence of collegial characteristics. A further analysis will be presented in Chapter Five when outcomes will be compared for similarities and differences, with the results from School One.
SCHOOL 2

Tabulation of teacher responses indicating the presence of collegial characteristics as defined by Little (1982).

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<th>FREQUENT CONTINUOUS CONCRETE PRECISE TALK ABOUT TEACHING PRACTICE</th>
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FIGURE 4
CHAPTER FIVE
CONCLUSIONS

This chapter will be divided into the following sections:

1) Summary of Demonstrated Collegial Characteristics:
This section will discuss the nature of collaborative behaviours demonstrated within the two schools.

2) Summary of the Causal Network Analysis:
This section will compare the results between the two schools. The role of the principal and the role of the teacher has been further defined. Key variables which contributed to the development and maintenance of the collaborative cultures evidenced within the schools have been identified.

3) Theoretical Implications:
This section will propose a Model of Interaction Within Collaborative Cultures which is grounded within the data (Bogdan & Biklen, 1992; Glaser & Strauss, 1967).

4) Recommendations For Future Research:
This section will suggest future research based on the findings within this study.

5) Conclusion.
SUMMARY OF DEMONSTRATED COLLEGIAL CHARACTERISTICS

Research has suggested that norms of collaboration were built through the daily routines of collegial interaction by talking, critiquing and working together replacing the traditional norms of isolation (Fullan, 1991; Hargreaves, 1991; Leithwood, 1992; Lieberman, Saxl, & Miles, 1988; Little 1982; Roseholtz, 1989). The data in this study provided an opportunity to examine forms of collegial interaction within schools implementing a restructuring initiative. Hargreaves (1991) indicated that many writers have argued that the effective implementation of curricular reform is dependent on:

The development of collegial relationships and joint planning among teaching staff; allowing central guidelines to be interpreted and adapted to the context of each particular school; and building commitment and understanding among the teachers responsible for implementing the newly revised curricula. (p. 47)

To identify the forms of collegial behaviour which are attributed to norms of collaboration, this study tabulated statements made by teachers indicating the presence of collegial characteristics. The grouping categories were based on the results of Little's (1982) research. In this chapter the categories are summarized. An analysis is
provided which compared the similarities and differences within the two schools.

(Reference Figure 5, p. 121)

Category 1: Frequent, continuous and precise talk about teaching practice;

Category 3: Plan and design research teaching materials together;

Category 4: Teach each other the practice of teaching.

The above categories had a 100% response rate. This was primarily due to the planning and implementation of initiatives. Further, a high level of ongoing professional development was evidenced in both schools. Opportunities to share were included on staff meeting agendas, and many teachers provided workshops following their own in-service.

Category 2: Observed and provided with useful critique of their teaching.

Teachers provided reduced evidence of this form of collegial interaction (28%) as compared to categories one, three and four which had a response rate of 100%. Observation and feedback were evident when teachers were directly involved with team teaching. This is consistent with the findings from prior research. Leithwood and Jantzi (1990) and Little (1982) suggested this may be due to the
Tabulation of teacher responses indicating the presence of collegial characteristics as defined by Little (1982).

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N = 21

FIGURE 5
professional non-evaluative norm, within the teaching culture which is reinforced by codes of ethics. Respondents however, stated that they wanted to be provided with this opportunity but it was not possible due to a matter of restricted time and scheduling. This openness to receive evaluation from one's peers may be due to the evolving nature of trust within the collaborative culture.

Collegial interaction took the form of structured and unstructured meetings involving small group (pairs or a number of staff members) or whole group (the entire staff). Team teaching situations provided the richest source of collegial support. Interaction was facilitated by the necessary time table scheduling.

Unstructured meetings were often conducted on personal time. Teachers arranged to meet one another informally or socially. Often, discussions occurred simply when they happened to see one another (e.g., staff room, hall way, passing by). These occasions provided opportunities to share successful strategies and to problem solve.

As well, brainstorming during informal meetings developed initial ideas. During these sessions, needs were identified. High levels of motivation and commitment were demonstrated as teachers worked together toward the development of proposals. The majority of teachers commented that this participation was voluntary and considerable value was placed in the informal process.
Structured meetings took the form of committee, department and staff meetings. It was at this time proposals were presented for discussion, and possible amendments. Consensus by individuals and members of the group further shaped the initial direction of proposals into plans of action.

Collaborative decision making was utilized in the implementation of all the initiatives undertaken by both schools. Initiatives were continually reviewed and revised collaboratively as needs for adjustments were identified. As demonstrated by the causal networks for both schools, the process of collegial interaction ultimately strengthened the outcomes of student growth, professional growth, and culture.

**SUMMARY OF CAUSAL NETWORK ANALYSIS**

The Intermediate Program involves grade four through 10. This precedes the Graduation Program which is curriculum controlled, to prepare students for college and university entrance. The challenge for both schools was identified as improving the existing foundation by covering the necessary content as well as providing opportunities to cultivate additional skills for the holistic and continuous development of the individual student. The basis for this direction was outlined within a loosely defined policy
document. It was the individuals within the schools who assumed the responsibility to shape the direction and strive to find better ways for students to learn:

PR1  P24  SCH1

They all value what is happening to the kids in the classroom. When it is all said and done, that is what is important.

The data suggested that high levels of collaboration were evidenced in both schools. However, staff motivation to participate was stronger in School Two than School One.

All respondents in School Two indicated the collaborative culture was entrenched. School Two had a staff with a longer history of staff cohesion and collegial support. A strong response reported that individual differences were valued. This supports prior research on forms of collegiality conducted by Hargreaves (1991) who suggested that within collaborative cultures:

The protection of their [teachers] individuality and discretion of judgment is also a protection of their right to disagree and reflect critically on the value and worth of that on which they are being asked to collaborate ... It encourages us to revisit teacher individualism with attitudes of understanding, rather than ones of sweeping condemnation. (p. 32)

All respondents from School Two attributed the recent
accreditation to a strong sense of unified purpose. The process of individual, small group and whole group reflection, fostered the development of plans of action. Collaborative decision making provided goal clarification which motivated the staff to create a school where the student was the focus and all individuals had the opportunity to develop.

All respondents in School Two identified the size of the school as a factor which facilitated teacher collaboration. School two had a staff of 30 teachers.

T9  P5  SCH2

We are the right size. We are not too big to get terribly segmented and we are not so small it is overwhelming. It is sort of a right number.

Respondents in School One reported approximately 30% of the staff were motivated to work collaboratively. When questioned about factors which facilitated teacher collaboration, the size of the school was not mentioned. This school had a staff of 50 teachers as compared to 30 teachers in School Two. This may suggest the evidence reported by Rosenholtz (1989) regarding school size as a significant demographic variable, may in fact contribute to the extent and nature of teacher collaboration.

The respondents for School One were individuals selected by the administration (refer Appendix D, p. 173)
and all were involved in major initiatives (refer Appendix E, p. 177). These teachers were involved in an ongoing collaborative process as programs were reviewed, modified and improved. These individuals commented on a perceived fragmentation within the staff which contributed to the reported staff resistance. As mentioned in the narrative of the causal network, the fragmentation was primarily based in the history of the school. Ongoing efforts were in place to overcome this. The principal was predicting further development toward a stronger collaborative school culture through the accreditation process which would involve all individuals:

PR1  P24  SCH2

The way I see it happening next year is that the process will be a reflection again, that of sharing, where all these people with all this high energy and all the various initiatives that are under way can sit down and use the accreditation process as an opportunity to share and honour each other and their successes. By doing that, I can see us very quickly going down the same road, in different cars, but in the same direction.

Role of Principal

Principal One began his tenure at the school four years ago, with a very authoritative style. The staff was
initially fragmented and lack of student discipline was evident. This style continued as a strategy for certain situations:

PR1   P10  SCH1

I am very autocratic ... From the first time I came here and I spoke to the staff ... I saw the administration as a support service for classroom teachers; that it was my job to reduce the amount of stress that they were facing so that they could spend 98% of their time being truly creative in their classrooms. That meant laying onus and very rigid expectations I would have regarding how they would deal with classroom management.

This style influenced perception and many staff became resentful:

T3    P19  SCH1

He can sometimes be perceived as running rough-shod for some people ... communicated in a very frank, perhaps overwhelming fashion.

Over the course of his tenure, the principal became open to alternative leadership strategies through staff interaction and took on collaborative behaviours in matters involving classroom instruction:
I 'ave grown an awful lot. I have changed, and I think that they have very much helped me with that. And I am continuing to grow and change.

I. How would you describe the principal's style of leadership?
R. Evolving. I am being honest here ... he came in I think as fairly autocratic, used to his word being the law kind of thing. During the process of the time since he has been here, we have had a dramatic shift in the whole ... I prefer to see everybody as a team and he has evolved into a team member and team player.

I. In what way did he change?
R. He has become easier to talk to ... in some respects, he will probably listen more now, and act upon what he is listening to ... he asks for input from the staff so it is more than just him, he has now incorporated the cross-section of staff he is listening to.

The Principal of School Two began his tenure three years ago with an immediate collaborative leadership style but replaced a principal who was perceived as an authoritarian. This direct style of leadership by the
previous principal was attributed to the school climate at the time of his arrival:

T5 P4 SCH2

The school at that time was everybody's nightmare of what a secondary school would be at its worst form. He came in with a new broom and did a wholesale sweep in this school, including staff.

Therefore, four years ago both staffs were experiencing a principal with a direct leadership style. It appears appropriate to examine the evolution of collaborative cultures within these two environments. It is important to note that both leadership styles have been perceived by respondents as appropriate for the time and situation:

T4 P22 SCH2

I. How would you compare that administrator to the present one?
R. Quite different, but I think what was needed at the time, both were doing the job that they were required to do. The other principal was not as open, he was strict.
I. Did they have the same vision for the school?
R. I think so, with totally different methods, because of what was needed at the time.

Examining the support provided by both current
principals, it was evident that within collaborative cultures, both demonstrated the transformational characteristics provided by Leithwood, Jantzi, Silins and Dart (1992):

- Identifying and Articulating a Vision:
  Behaviour on the part of the leader aimed at identifying new opportunities for his or her school, and developing, articulating, and inspiring others with his or her vision of the future.

- Providing an Appropriate Model:
  Behaviour on the part of the leader that sets an example for teachers to follow that is consistent with the values the leader espouses.

- Fostering the Acceptance of Group Goals:
  Behaviour on the part of the leader aimed at promoting cooperation among teachers and assisting them to work together toward a common goal.

- High Performance Expectations:
  Behaviour that demonstrates the leader's expectations for excellence, quality, and/or high performance on the part of teachers.

- Providing Individualized Support:
  Behaviour on the part of the leader that indicates respect for teachers and concern about their personal feelings and needs.

- Intellectual Stimulation:
Behaviour on the part of the leader that challenges teachers to reexamine some of the assumptions about their work and rethink how it can be performed. (pp. 9-10)

**Role of the Teacher**

Situations were evident which provided opportunities for individuals to "tap into" their own creativity, knowledge, and skills. New teaching strategies were developed to find better ways for students to learn. Developing the confidence to explore and develop innovative plans which became initiatives through program and organizational adjustments rests within the term "empower". Within the collaborative culture, principals empowered teachers who in turn empowered each other. This represents a major shift from a strong dependence on working in isolation and a dependence on direct leadership.

The process of collaboration described within both schools created a pattern. An individual would present an idea to a group of teachers (one or more individuals) for discussion. A high degree of openness and willingness to consider the value of another opinion was evidenced. This was due to a high degree of collegial support which fostered an inherent assumption that the intention of the feedback was based in mutual support. This critical variable (collegial support) impacted on the way the individuals
received and "reframed" information based on past experience. Feedback was acknowledged by the individual teachers as an important source of knowledge which validated oneself and subsequently improved original ideas. This process became a very powerful opportunity for personal and professional growth.

A study by Prieur (1993) illustrated the importance of teachers regarding themselves as professionals who are "assumed to be situationally responsive based on an extensive body of specialized knowledge and commitment to exemplary practice" (p. 10). Schon (1983) concluded that the actual experience of the practitioner is a legitimate and valuable source of knowledge. The teachers within this study demonstrated a strong commitment within both schools to seek out resources and professional development to further enhance their experience.

Exemplary practice was evidenced by the interaction of the teachers and administration, within a pattern of variables surrounding collaborative decision making. These included goal clarification, staff motivation, staff commitment, collegial support, and staff cohesiveness. The relationship of the common variables was perceived to ultimately influenced a strengthened culture, improved professional growth and student growth.

The evidence suggests that collaboration is a powerful dimension which provides support to expand the existing paradigm of teaching methodology. This expansion involves
the educator as a learner which has the potential to foster professional and personal growth. Practitioners are supported in the risk taking venture to implement innovative teaching strategies required to meet the objectives within restructuring. All the respondents within this study perceived teacher development as having the potential to also make a meaningful contribution to student growth.

THEORETICAL IMPLICATIONS

Collaborative behaviours have been defined as facilitative and supportive, influencing the norms within school culture. The concept of culture has been presented within this paper as a dynamic social process of interaction within school communities. A shared acceptance of meanings, beliefs, values and assumptions guides the interpretation of surroundings, and influences the actions of those involved.

The theoretical underpinning for this approach lies within a subjective construction of reality (constructivist) as defined by Berger and Luckmann (1966). Researchers have applied this theory to further their understanding on how individuals experience and interpret their environment (Fullan with Stiegelbauer, 1991; Leithwood & Jantzi, 1990; Rosenholtz, 1989; Vokes, 1992). A literature review outlining constructivist theory, was conducted by Vokes (1992) and described a coordinated activity by a group as
being directly influenced by the process "through which a consensually validated interpretation of reality is negotiated" (p. 95). Collaboration is a mechanism through which consensus may be achieved.

This thesis has been directed to further our understanding of how collaborative cultures are developed and maintained within schools implementing a restructuring initiative. As studies remain minimal, the qualitative nature of this thesis provided a preliminary and exploratory approach to this relatively recent area of research. As a result, a grounded theory emerged from the collected evidence of meanings and interpretations that teachers and principals attach to norms of collaboration (Bogdan & Biklen, 1992; Glaser & Strauss, 1967).

An assumption at the beginning of this study was that the principal is the individual who has the most significant influence on how collaborative cultures are developed and maintained. The literature review reported that the principal has the legitimate authority and power "to allow" or foster collaborative interaction:

T2  P13  SCH1

So I give him a lot of credit for allowing the teachers to experiment, for encouraging us. We now have so many different initiatives on the books right now.

As illustrated, the data supported this finding. The
key to the above quote which was suggested, or stated explicitly by the majority of respondents, is "allow". This form of support took on many shapes including removing the systemic barriers to provide the time for teachers to share. Encouragement and feedback were also provided, which implied that collaborative behaviours were supported.

The concept of "process" illustrates an exchange within a situation bounded by the parameters of time and space. It is the contention of this thesis that from a temporal property of process, the notion of constant change is central. Further, the spatial properties of the process, specifically the social environment within which the process occurs, also have a significant impact on the interpersonal process (Vokes, 1992).

Therefore, it may be argued that the significant influence demonstrated by the principal and perceived by teachers is established within a point in time based on the readiness of the individuals within the culture to change. It has been presented within the review of literature, that isolation and direct leadership have traditionally been the norm. As illustrated in the narrative of the causal network, policy documents related to Year 2000 encouraged teacher and subject collaboration. Within the context of restructuring, Coleman and Larocque (1987) proposed that policy may encourage collaboration but if the policy is to have anything other than a symbolic impact, then
implementers must make fundamental changes in their beliefs and practices.

The principal has the power to remove systemic barriers which have previously prevented people from communicating with one another. Once this occurs, individuals have the opportunity to discover a "common ground" or a set of common values and beliefs which have the potential to develop into plans for action. The outcome will be realized in program and organizational adjustments designed to foster student and professional growth. This process has the potential to shift the existing paradigm which supports isolation of teachers and traditional leadership.

Principals as well as the teachers question the reasons to consider alternative strategies. Principal One's style had evolved from a strong authoritarian orientation to one that supported collaborative strategies. The following summary statement of his interview outlines his perception of the benefits derived from the collaborative process that had transpired within this school:

PR P35 SCH1

The goal of the entire process is not something static; it is a dynamic situation where as we continue to evolve and change into something which becomes increasingly better for kids. The goals that we originally tried to attain are not important any longer. You surpass them, you go around them, or you
develop a new focus for what you are doing, but always remembering that the primary part of what you are about is what is happening in the classroom ... At some time in the distant future, maybe not even that distant, this is going to be a great school. The people who work in those classrooms are going to make it that way. The fact that they believe that they can do that and they now have taken ownership, and as I said they made a critical mass about mid-fall, and since then it has been just a joy.

The accreditation process provided an opportunity for the staff in School Two to establish a common philosophy. All respondents attributed this event as the most significant influence for implementation of the Intermediate Program. In School One, the process of goal clarification had such a powerful impact that initiatives began prior to the Ministry directive. The mandate simply validated the course of action already established.

The process for both schools was collaborative, including brainstorming, problem solving and collegial decision making which ultimately strengthened the culture. This supports prior findings by Heald-Taylor (1992), which suggest that collaborative processes positively influence the cohesiveness of a school's culture and appear more effective than arbitrary styles of decision making.
The data within this study suggest that once collaboration was presented as an alternative form of interaction, based on norms of support, individuals incorporated this style of interaction into their repertoire of strategies. It remained within their own power, as a professional, to determine their personal level of participation.

The data presented additional areas of influence which challenged the degree of significance to be attributed to the singular domain of principal influence within collaborative cultures. Individuals and staff collectively, which include the principal, influenced the direction of change:

T9  P29-30  SCH2

R. Good leadership is so critical.
I. At what level?
R. At all levels ... You can have a heck of a principal and a dead beat staff that don't want to change, because it has been this way for a thousand years and they have worked so hard ... We don't seem to have that.

As previously illustrated, a constant stream of changing situations occurred within the environments which demonstrated a network of inter-relationships. This suggested a further definition for norms of collaboration. A model has been provided (refer Figure 6, p. 140) to
conceptualize the following process of interaction:

1) Teachers as individuals
2) Teachers collectively  
   a) small group
   b) whole group
3) Leadership
   a) by the principal
   b) by the teachers

The following provides additional quotations to further support the above theory:

Teachers as Individuals:

As Hunt (1990) might suggest, the process begins with an understanding of self in relation to colleagues. Subsequently, opportunities to find a common ground are essential:

T 2  P10  SCH1

Regardless of who is pushing, I would have to critically evaluate anything that is outside of my philosophy and it would have to become part of my philosophy in order for me to implement.

T3  P6  SCH2

We did a fair amount of soul searching – for lack of a better word – and we came up with a common school philosophy, which we are trying our best to adhere to.

T9  P1  SCH2

Going through it [accreditation] really forced us all
MODEL OF INTERACTION

TEACHERS COLLECTIVELY
Small Group  Whole Group

TEACHERS AS INDIVIDUALS

LEADERSHIP
Principal  Teachers

NORMS OF COLLABORATION

CONTEXT:
SCHOOL RESTRUCTURING INITIATIVE

FIGURE 6
to focus on new ideas, and where we wanted to take ourselves. That was really beneficial to us.

A form of support was evidenced when principals believed that solutions resided within individuals themselves, and encouraged teachers to recognize their unique potential to build on that foundation:

PR  P27  SCH1
I feel myself as being instrumental in creating an environment within which people can reach their potential, and can exceed it in fact as they see it. In fact, most of my staff I continually challenge with the statement, "You don't know how good you really are, but you have to continue to appreciate that you are extraordinary, that you have within yourselves the ability to be the best, and that you have to challenge yourself to continually grow." The focus is not on a particular strategy, it is on a process.

As individuals developed their ideas, norms of collaboration which promoted empowerment were evidenced by the principal and colleagues:

T6  P10  SCH2
He [the principal] would say, "What do you think?" and I thought, "Oh boy, I am going to go for broke here so I did; I was able to develop my own programs; the staff
was very supportive, they were a little hesitant at first because this is a brand new ball game for them, having these terrors in the school doing regular stuff.

**Teachers Collectively: Small Group**

When collaboration involved a commitment of time and energy to plan and design specific initiatives, it was apparent that many teachers sought out like minded individuals:

T1  P12  SCH1

One of the reasons they are on the grade eight team is because they do share common beliefs and values and for the most part methodology. I don't think it would work any other way ... They volunteered.

Individuals who had concerns were encouraged by administration and individual teachers to participate in the collaborative process of designing initiatives:

T10  P7  SCH2

A sub-committee of teachers decided they would like to work on actually putting it in place. A lot of those teachers were the ones who had really strong concerns ... were really worried about how it was going to affect them and how it was going to work and so on.
Teachers Collectively: Whole Group

The process of the whole group influencing norms of collaboration was based on the respect of individual differences and readiness levels to change. The rights of the individual were protected and not succumbed to group pressure:

T2  P11  SCH1
They believe that what they are doing is the best, ... and don't want to change styles now.

T4  P9  SCH2
I. How do you feel about that way of operating?
[collaborative decision making]:
R. I can have my say; I don't always say something, but to know that yes, you could say something is a lot better. Because I have been on the other system too, where it is just done. I much prefer to have it that way; I may not say anything 90% of the time, but to have that chance, I could if I had to.

T7  P9  SCH2
One of the things that I think is very supportive of all of this is that there is a very strong family environment in here. There is a real atmosphere of team work.

I. Who promotes this family atmosphere?
R. We all do, but our administrators are very supportive; they have a lot of good people skills. It
is not top down decision making; we have a lot of staff involvement.

By nature a lot of the staff are very innovative. You get a few of these together and you get an administration who is willing to say "try it" instead of "you can't", and when someone says "it is okay", or I did something different and the earth did not cave in, it gives you the courage to go on, and then you get support from other staff members.

I think we have a staff here that is willing to work with one another, and an administration that really supports the staff.

Leadership: Principal

As illustrated by the model, empowerment is not only uni-directional, as something "done to" teachers by principals. Rather, it is a process whereby the nature of interaction is based in mutual support and is "done by" all involved. Principal One acknowledged that through collaborative interaction, he was also supported and influenced by individual teachers, and teachers collectively to transform and evolve:

I have become a better person because of working with
this staff; I have had my rough corners smoothed off a bit. Just as I perhaps have had some impact on the staff, the staff has collectively and individually, some in a very profound fashion have had an impact on me. I am in a stage of continual growth and change, and I will be a better principal at my next school than I am at this one. As I continue to go through my career, I learn from others just as they learn from each other too. That is very important for me to state, because I don't want anybody to believe that I have all the answers.

The data illustrated that the principal was instrumental, as were teachers individually and collectively to provide the support for all individuals to be empowered. The result was an environment where each individual teacher was provided with the opportunity to initiate strategies and demonstrate autonomy:

PR P22 SCH1

I have a vision about what I would like to see in an ideal school, but the process of getting there and involving the teachers in a collaborative undertaking where they become partners in the undertaking itself, and where they can spend time reflecting upon what they value in education and to have them participate in decision-making ... is a process which I think is far
more important than the vision I was going for ... I feel myself as being instrumental in creating an environment within which people can reach their potential, and exceed it in fact as they see it.

The principal demonstrates a belief in the collaborative process when the decision of the group is supported and the principal does not insist that everyone follows their singular vision:

T7  P26  SCH2
He believes in collaboration. An example is his support of committee structure even if he does not necessarily agree with a decision ... We had as a group voted him down ... He accepted that. I think that is a perfect example of the team approach, and he is a member of the team.

PR 1 P23  SCH1
We [the administration] have empowered individuals and groups on staff to do what they think is important. We have never been critical of them and we have never tried to bring them all into line and say that there is only one way we could do things because we all have this common set of beliefs.

**Leadership: Teachers**

The following quote illustrates how an individual teacher
leader fosters norms of collaboration:

I am very focused on how we will try to develop a working model that will fit the needs of our school. We have learned that if you push too hard you get resistance; whereas if you move slowly and pull things in and go in that particular direction, then you get much better support. So I am trying to work on a model that is not going to be overwhelming to all staff members.

The result may be illustrated in the following quotation:

I really do believe that the critical issue here is one of the teacher and the student, and what happens in that classroom, which is the most important part of what happens in the school. There is nothing of greater importance than that, and everything else that occurs supports that. That has to remain the primary focus. Administrators who deviate from that, put themselves in opposition to their staff, in opposition to teachers. You have to respect that, that is the most important thing which occurs in the school.
RECOMMENDATIONS FOR FUTURE RESEARCH

This study has identified collaboration as a powerful dimension within the change process. However, our knowledge to understand how collaborative cultures are developed and maintained still remains limited. Duplication of this study may improve our understanding.

As previously stated in Chapter One, the suggestion that collaboration should become the norm for all schools to successfully implement restructuring initiatives, will continue to warrant further investigation. To this point, such studies have been limited.

This study examined two schools which had male principals. Gender has been identified as a critical variable when examining leadership styles. Future studies may examine the differences between male and female principals in regards to their attitudes and level of influence on the collaborative process.

Restructuring is a recent phenomenon and the studies reviewed are in the preliminary stages. Future research may reveal additional forms of collaborative support as innovations are implemented which will expand the existing itinerary of collegial behaviours.

The concept that principals, and teachers individually and collectively share the varying degrees of influence, based on the parameters of space and time, is based on the
emerging constructivist theory. Studies are minimal and warrant further investigation.

CONCLUSION

The Way Of Subtle Influence

Superior leaders are those whose existence is merely known;
The next best are loved and honoured;
The next are respected;
And the next are ridiculed.

Those who lack belief
Will not in turn be believed.
But when the command comes from afar
And the work is done, the goal achieved,
The people say, "We did it, naturally."

Lao Tzu
circa 600 B.C.

The above translation of Passage 17 in Lao Tzu's ancient classic, The Tao Of Power, (Wing, 1986) provides a metaphor for leadership and authority. Goals are established, and people have a sense of self management based on mutual beliefs. Influence and power emerge because energy has been placed into guiding rather than ruling.

Twenty six centuries later, educators are acknowledging that when people do not have a sense of personal power, they become resentful, uncooperative and uncommitted toward a change process. As a result, a paradigm defining existing hierarchical structures of power, which ultimately diminishes the authority of the individual, is evolving. An emerging source of authority is surfacing from the internal
motivation of individuals.

Within this transformation, people are being supported in cultures based in collaboration. Teachers are becoming empowered on an individual basis as well as collectively. Principals are creating new definitions for leadership. Their sphere of influence extends through facilitation. The result of this evolution improves the possibility that the inherent potential of all individuals within the education community will be realized.
REFERENCES


APPENDIX A
B.C. Intermediate Program: Staff Interview
Spring 1992

1. In general, what is your feeling about how implementing the intermediate program is going in your school?

2. What is the primary focus for your efforts?

[The rest of the questions are based on our School Improvement framework and will deal with broad areas such as goals, culture, policy, etc. I will begin with school goals.]

School Goals
1. Does your school have school goals? How are they developed? How important is consensus building in this process?

2. Are the school goals ever reviewed or revised by staff? Who initiates reviews? How often?

3. Who provides leadership in setting school goals? Does the principal play a role?

4. How compatible are the intermediate program goals with your school goals?

School Culture
1. To what extent do you work with colleagues within the school? Do you collaborate around the new Intermediate Program?

   a. How often do you discuss teaching practices? With whom and how helpful are these discussions?

   b. How often do you to plan units or develop instructional materials with colleagues? how helpful?

   c. How often does a colleague demonstrate new teaching practices for you? or give you feedback on a demonstration you did? how helpful?

2. To what extent do your colleagues within the school share similar beliefs and values about teaching and learning?

3. Does the principal encourage collaboration among teachers? How does s/he do this?

4. To what extent and how does the principal collaborate with teachers?

---

1 Where appropriate use probes like "why?" "what caused that?"
Policy and Organization
1. Does how the school is organized facilitate implementing the Intermediate Program? (e.g., timetables, how students are assigned to classes, course assignments, class size) In what ways?

2. Do school policies reflect Intermediate Program goals and priorities? How? (e.g., attendance, student evaluation, personnel selection/evaluation)

3. Who provides leadership for establishing school policies? for decisions on school organization?

Resources:
1. What resources have been provided within your school to facilitate implementing the Intermediate Program?

2. Who decides how resources will be allocated? How are those decisions made?

3. How adequate are (possible probes):
   a. classroom curriculum materials
   b. support personnel (classroom aids, clerical)
   c. expert assistance (consultants, specialists)
   d. physical school/classroom facilities
   e. release time for planning/inservice
   f. professional development opportunities

Program and Instruction
1. Which aspects of the Intermediate Program do you see as closest to what you have been doing for some time?

2. Which aspects of the program are most novel for you?

3. How is Intermediate Program affecting your teaching practices? Your classroom organization?

4. Who provides leadership for decisions about curriculum/planning learning opportunities?

Teachers
1. To what extent is the philosophy of the Intermediate Program compatible with your own ideas about teaching and learning? How committed are you to the Intermediate Program goals?

2. To what extent do the other Intermediate teachers support the goals and priorities of the program? How is this support (or lack) manifested?

3. To what extent do you and your colleagues engage in professional development related to the Intermediate Program?

4. Who provides leadership for professional development activities?
Leadership
1. How would you describe the principal’s leadership style? Can you give any examples?

2. Does the principal have a vision for your school? How does s/he convey that vision to staff and students? Does s/he model expert behavior?

3. How does his/her vision relate to the goals for the school?

4. How does the principal respond to individual (teacher/student) needs for support? How helpful is that support?

5. What does the principal do to facilitate professional development of the staff? (e.g., provide professional material, suggest workshops) How helpful?

6. Does the principal give you feedback (formal or informal) about your work? If yes, how is the feedback provided? If no, do you think he is aware of what you do?

District
1. How supportive is the district of your Intermediate Program implementation?

2. What kind of support does the district provide? Inservice? Money? Personnel? How helpful is this support?

3. Who is providing leadership at the district level? What forms does this leadership take?

School Community
1. How does your community feel about your school? Why does it feel that way?

2. How aware are parents of your school’s efforts to implement the Intermediate Program?

3. How are they informed about what is happening in your school? Who, within your school, takes the initiative to inform parents?

4. What role do parents have in your school/classroom? What kind of activities are they involved with? How frequently do they visit the school? How influential are they in the school?

5. To what extent do you use community resources in your classroom?

Ministry
1. What role has the Ministry played in Intermediate Program implementation?

2. How useful are: Ministry documents? Inservice activities? Funds?
Obstacles:
1. What are the 2 or 3 most difficult obstacles to Intermediate Program implementation? Why an obstacle?
2. What has been most helpful for your implementation? Why was that the case?

Outcomes
1. What impact has the Intermediate Program had on students? achievement, attitudes.
   (probes, if time to ask)
   * What are they accomplishing in language arts that's different from before IP?
   * What are they accomplishing in mathematics that's different from before IP?
   * What are they accomplishing in art that's different from before IP?

2. What impact has the Intermediate Program had on the school? on your classroom? milieu/climate/culture?

Background information
1. Which ages/years do you teach?
2. How many students do you have? How many special needs students?
3. About how many students in the school?
4. How many years of teaching experience do you have? How many in this school?
APPENDIX B
B.C Intermediate Program: Principal Interview  
Spring 1992

1. In general, what is your feeling about how implementation of the intermediate program is going in your school?

2. What is the primary focus for your implementation efforts?

(The rest of the questions are based on our School Improvement framework and will deal with broad areas such as goals, culture, policy, etc. I will begin with school goals.)

School Goals
1. Does your school have school goals? How were they developed?  
   How important is consensus building in setting school priorities?

2. Are your school goals ever reviewed/revised by the staff? How frequently? Who initiates the review? In what settings do the discussions take place?

3. Who provides leadership in setting school goals? What is your role?

4. How compatible are the Intermediate Program goals with your school goals?

School Culture
1. To what extent do teachers work collaboratively within the school?

2. What form does the collaboration take?

   Probes:  
   a. How often do they discuss teaching practices?  
   b. How often do teachers work jointly to plan unit outlines or develop instructional materials?  
   c. How often do teachers demonstrate new teaching practices for colleagues or provide feedback from observation?

3. Do you encourage collaboration among teachers? How?

4. To what extent do your staff members share similar beliefs and values about teaching and learning? How do you know that?

---

1 Where appropriate use probes like "why?" "what caused that?"
Policy and Organization
1. Does how the school is organized facilitate implementing the Intermediate Program? (e.g., timetables, how students are assigned to classes, course assignments, class size) How?

2. Do school policies reflect Intermediate Program goals and priorities? How? (e.g., attendance, student evaluation, personnel selection/evaluation)

3. Who provides leadership for establishing school policies? for decisions on school organization?

Resources:
1. What resources have been provided within your school to facilitate implementation of the Intermediate program? How adequate?

2. Who decides how resources will be allocated? How are those decisions made?

3. How adequate are:
   a. classroom curriculum materials
   b. professional development opportunities
   c. support personnel (classroom aids, clerical)
   d. expert assistance (consultants, specialists)
   e. physical school/classroom facilities
   f. release time for planning/in-service

Program and Instruction
1. Has implementation of the Intermediate had an impact on teaching strategies? If so, how?

2. Have there been any changes in how students are evaluated? Why? What?

3. Who is providing leadership for decisions related to curriculum and instruction?

Teachers
1. To what extent do teachers support the goals and philosophy of the Intermediate Program?

2. How is this support (lack of support) manifested?

3. To what extent do the intermediate teachers engage in ongoing professional development? Who provides leadership for professional development?
Leadership
1. How would you describe your leadership style? Why? Give examples of behaviour you classify as leadership.

2. In your role as leader, what forms of leadership have worked best? Why?
What forms have been least helpful? Why?

3. Does you have a vision for your school? What is it?
How do you convey that vision to staff and students? Do you model expert behavior?

4. Do you set goals related to that vision? How do you set those goals? Who do you involve in goal setting? How do you involve them?

5. As a principal who interacts with so many people, how do you respond to individual (teacher/student) needs for support?

6. Do you see part of your role as providing intellectual stimulation for your staff? Why? How?

7. Do you provide feedback to your staff about their performance? Why? How?

8. Who else has a leadership role in implementing change within the school? How is this leadership exercised?

District
1. How supportive is the district of your school?

2. What form does their support take? inservice? money? personnel? How helpful?

3. Who is providing leadership at the district level? What forms do this leadership take?

School Community
1. How does your community feel about this school? Why do they feel that way? Have they always felt this way?

2. How are parents informed about what your school is doing for the Intermediate Program? Who, within your school, takes the initiative to inform parents?

3. How effective is the communication between the school and parents? Is this a change?

4. What role do parents have in your school? What kind of activities are they involved with? How frequently do they visit the school? How much influence?

5. What community resources does the school use in its programs?
Ministry
1. What role has the Ministry played in Intermediate Program implementation?

2. How helpful are Ministry guidelines and support documents? Are there any other forms of help from the Ministry?

Outcomes
1. What impact has the Intermediate Program had on students? achievement, attitudes.

2. What impact has there been on the school? milieu/climate/culture?

Background information
1. About many student are enrolled in the school? How many intermediate students?

2. How many teachers are there?

3. How many years of experience do you have as an educator? What roles did you have prior to becoming an administrator? How many years have you been in this school?
## VARIABLE LIST
### FOR DEVELOPING A CAUSAL NETWORK

<table>
<thead>
<tr>
<th>Variable Name</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANTECEDENT OR START VARIABLES</strong></td>
<td></td>
</tr>
<tr>
<td>Ministry initiative</td>
<td>introduction of provincial policy stimulating change at the school level</td>
</tr>
<tr>
<td>District endorsement</td>
<td>encouragement/support from board personnel was crucial in decision to initiate the change</td>
</tr>
<tr>
<td>School administration endorsement</td>
<td>principal/administration initiated change or gave full support to staff initiative</td>
</tr>
<tr>
<td>Needs/capacity assessment</td>
<td>assessed current skills/knowledge or needs related to requirements of the Intermediate Program prior to initiating changes</td>
</tr>
<tr>
<td>Staff motivation</td>
<td>staff who already are teaching to the projected goals for the initiative prior to implementation become a factor in the decision to initiate the change</td>
</tr>
<tr>
<td><strong>MEDIATING VARIABLES</strong></td>
<td></td>
</tr>
<tr>
<td>Ministry support</td>
<td>ministry personnel, financial or material resources perceived to facilitate implementation</td>
</tr>
<tr>
<td>District support</td>
<td>board-level initiatives provided support and assistance that facilitate implementation</td>
</tr>
</tbody>
</table>
School administration support

- principal/administrator encouraged acceptance of Intermediate Program goals:
  - facilitated collaboration among teachers
  - demonstrated support for the efforts of individual teachers
  - set an example consistent with program goals
  - provided intellectual challenge for teachers

Delegation of leadership

- leadership for the school improvement effort was broader than just the school administration:
  - leadership was delegated to one or more staff members who were perceived to be providing assistance/support/guidance for the change process

Collaborative decision making

- administration and staff worked together to make divisional/department or school-wide decisions affecting implementation, staff input was sought and used

Collegial support

- informal and formal arrangements between staff members or within small groups provided moral support and assistance on an on-going basis; the primary focus for this support is on the day-to-day routines and classroom practices related to implementation

Staff commitment

- indication of staff willingness to implement the Intermediate Program; gave a high priority to implementation activities, e.g., exerting extra effort

Staff motivation

- the philosophy and goals of the Intermediate Program were perceived to be compatible with the teacher's own goals;
<table>
<thead>
<tr>
<th>Staff development activities</th>
<th>process of developing new or enhancing existing knowledge and skills required for implementation; such knowledge and skills are acquired through workshops, coaching, demonstrations, experimentation, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff cohesiveness</td>
<td>virtually all staff agreed with the goals of the SI effort; all staff were seen as pulling their own weight in contributing to implementation</td>
</tr>
<tr>
<td>Goal clarification</td>
<td>process of setting and clarifying the goals of the implementation effort</td>
</tr>
<tr>
<td>Available resources</td>
<td>personnel and/or classroom materials were made available to facilitate implementation</td>
</tr>
<tr>
<td>Monetary support</td>
<td>funds were provided/obtained to support implementation, e.g., purchase materials, provide release time, subsidize staff development</td>
</tr>
<tr>
<td>Anxiety/stress</td>
<td>increased stress or anxiety directly related to implementation factors</td>
</tr>
<tr>
<td>Organizational adjustments</td>
<td>restructured timetables, student groupings, teaching assignments</td>
</tr>
<tr>
<td>Policy adjustments</td>
<td>various school policies modified e.g., code of behaviour, hiring policies</td>
</tr>
<tr>
<td>Parent/community involvement</td>
<td>parents contributed directly to implementation; increased partnership, involvement in decision making</td>
</tr>
<tr>
<td>Outcome Variable</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student growth</td>
<td>enhanced development in all educational goals</td>
</tr>
<tr>
<td>Professional growth</td>
<td>more reflective teachers who actively seek to expand their intellectual dimension related to teaching/learning, ongoing development of new skills and knowledge related to instruction, enhancement of practice compatible with program goals</td>
</tr>
<tr>
<td>Culture strengthened</td>
<td>greater consensus on school goals as attitudes, values and beliefs support a positive environment for learning: greater collaboration among teachers and between teachers and administrator(s)</td>
</tr>
<tr>
<td>Physical adjustments</td>
<td>changes within classrooms as well as in the school</td>
</tr>
<tr>
<td>Policy/organization changed</td>
<td>significant changes made in how the school is organized or to key school policies as a result of implementation efforts</td>
</tr>
</tbody>
</table>
APPENDIX D
Teacher 1 Joined the school staff two years ago as the teacher of the learning disabled. She has been largely instrumental in managing the integration of these students into the mainstream academic courses. Her next initiative will be to become part of a three teacher team which will deliver support service to T.M.H., E.M.H., and L.D. both in an integrated setting and in resource classes.

Teacher 2 A young teacher who has remarkable maturity in his teaching skills. In the past five years, he has been a mainstay of the prestigious Incentive Team of teachers. Recently, he has taken on responsibilities within the grade eight Instructional team, teaching humanities. As a member of the Incentive Team, he has received a Ministry Site Development Grant to facilitate multiage learning.

Teacher 3 An original member of the Incentive Team, he is a strong informal leader in staff development. He has collaborated with the librarian, in working with U.B.C. on laser disk and hypercard files. He is also involved in the Multiaging initiative and is a strong proponent of student centred learning. He is co-chairing the S.F.U. student teaching (Richmond Project) initiative at and is participating in the Site Development Grant initiative on Student Assessment and Evaluation.

Teacher 4 A strong informal leader who chairs the school Professional Development Committee and is an original member of the grade eight Instructional team. He co-chairs the S.F.U. student teaching (Richmond Project) initiative at the school and is participating in the Site Development Grant initiative on Student Assessment and Evaluation. He has represented the school in giving workshops on curricular integration. He will be involved in a new initiative on multiage Learning next year.
Teacher 5 A recent transfer from the elementary (lower intermediate) level. He provides a background of elementary experience and has been responsible for the accelerating development of portfolio assessment and student led conferencing with parents. He is presently a member of the grade eight instructional team and will next year be a member of the grade nine instructional team using multiage learning.

Teacher 6 The teacher-librarian who has actively participated as a member of the grade eight instructional team. She has collaborated with U.B.C. and Teacher 3 on the use of laser disk technology and the development of Hypercard files. She provides a great deal of philosophical support to other staff members and their initiatives. She is an active member of the Student Assessment and Evaluation committee.

Teacher 7 A first year teacher who is grappling with the accelerating rate of change occurring within the school. He has a tremendous potential and is tremendously interested in the issue of professional growth and has been involved in the Richmond Project.

Teacher 8 A long term staff member who uses a good repertoire of student centred teaching/learning strategies. She is a member of the current grade nine instructional team. She participates in almost all the staff committees which are currently involved in innovative change such as the Student Assessment and Evaluation Committee.

Teacher 9 The chairperson of the Staff Collegial Council for the past three years. An experienced teacher who often comments on how his interest in professional growth and development has re-energized him.
INTERVIEWER #1

8:15 - 9:10 Teacher 2, Counselling Room 4
9:17 - 10:12
10:46 - 11:41 Principal, Principal Office
12:28 - 1:23 Teacher 9, V.P. Office
1:30 - 2:25 Principal, Principal Office

INTERVIEWER #2

8:15 - 9:10 Vice-Principal 1, V.P. Office
9:17 - 10:12 Vice-Principal 2, V.P. Office
10:46 - 11:41 Teacher 6, Counselling Room 4
12:28 - 1:23 Teacher 4, Counselling Room 4
1:30 - 2:25

INTERVIEWER #3

8:15 - 9:10 Teacher 1, Teacher Preparation Room
9:17 - 10:12 Teacher 3, Teacher Preparation Room
10:46 - 11:41 Teacher 5, Teacher Preparation Room
12:28 - 1:23 Teacher 8, Teacher Preparation Room
1:30 - 2:25 Teacher 7, Teacher Preparation Room
1. Curriculum Integration Project involves Science 9 and English 9 teachers; Celebration of Learning Showcase.

2. Multi-Age Learning - two initiatives - Incentive Site Development Grant; Grade 8/9 Project (1992/93)

3. Grade 8 Team

4. Grade 9 Team - two teams next year

5. Teacher Induction Programme - Second year teachers mentor first year teachers.

6. Special Needs Integration Project - will evolve into a three teacher team next year blending T.M.H., E.M.H. and S.L.D. students into an integrated/mainstreaming situation.


8. At Risk Student Committee.

9. Richmond Project. Collaboration with Simon Fraser University involving student teachers.

10. Assessment and Evaluation - Site Development Grant.

11. School Accreditation (Scheduled for Next Year).

APPENDIX F
SCHOOL TWO KEY INITIATIVES

1. Curriculum Integration Projects:

"Sequence Integration" exposed students to aspects within each discipline during the same chronological time period (e.g., Social Studies researching the American Revolution and English students reading a novel based in the same period).

A three day trip was taken by English and Social Studies classes to Barkerville, to investigate the history and culture of their region.

Music and Drama classes produced a production.

Home Economics and I.E. developed a joint life skills program.

Teachers of the Journalism and Newspaper classes practised Team Teaching with the Computer Resource Teacher.

Computer Technology: Organize data and word processing.

T3 P3
We have used the technology to help teachers who themselves integrated things.

2. Multi Age Initiatives:
- Grade 8 and Grade 10 Science teachers managed to have the time table readjusted to have common prep time;
- Grade 8's worked with the senior "upgraders" on current issues including drug awareness.

3. Case Studies Approach as a Teaching Strategy:
Eight teachers are involved in this innovative approach to introduce units.

4. Evaluation and Assessment Project:
Committee presently developing a proposal to invite staff and parents to be involved in developing reporting mechanisms appropriate for the needs within their school.

5. Teacher Advisor Project:
Designed to have a staff member support a student for the duration of their high school career. Proposal has set a time line for Sept/92 implementation.
VITA AUCTORIS

NAME: Suzanne C. MacDonald, nee DeFroy

PLACE OF BIRTH: Windsor, Ontario

YEAR OF BIRTH: 1953

EDUCATION:

J. L. Forster Collegiate Institute
1967-1972

University of Windsor, Windsor, Ontario
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University of Windsor, Windsor, Ontario
1990-1991 B.Ed.