

**MAKING THE TRANSITION FROM TEACHING TO
SCHOOL ADMINISTRATION:
AN EXPLORATORY STUDY**

by

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ABSTRACT

Making the Transition from Teaching to School Administration: An Exploratory Study

The purpose of this study is to explore the transition from teaching to school administration, with the overall goal of making recommendations to facilitate this transition. The questions addressed in this study are:

- * Do assistant principals feel they are adequately prepared for the position of assistant principal?
- * What are some of the duties and responsibilities of the assistant principal?
- * Where do first-year assistant principals go for support, encouragement, and assistance?
- * What problems could be minimized if the first-year assistant principal is involved in a mentorship programme?
- * What specific things could make the first year in administration less stressful for an assistant principal?

The literature reviewed focused on school administrators, assistant principals, vice principals, head teachers, new administrators, aspiring school administrators (beginning, novice), mentoring programmes, mentors, and mentoring relationships.

Semistructured audio-taped interviews, which were transcribed and analyzed, were conducted with six secondary school assistant principals who had just completed their first year in school administration.

The research findings indicated that preparatory and support programmes be available for aspirant and beginning school administrators.

The study concludes that the following be implemented in order to ease the transition from teaching to administration:

- * increased action learning techniques, training in counselling and computer skills to enhance existing graduate programmes in school leadership;
- * administrator internship programmes for aspirant administrators and principal centres for novice administrators;
- * assistant principals planning their workday and specifically blocking periods of time for instructional leadership-type activities;
- * newly appointed administrators having support systems such as assigned mentors available to them; and
- * newly appointed administrators being given more relevant school district orientation dealing with specific district and school policies and required specific technical skills.

The study concludes with a "Handbook for Aspiring Assistant Principals".

DEDICATION

For my children, Erin and Karl, with love!

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Chapter 1

Rationale and Background

I. Introduction

Individuals commencing careers in school administration, as in other fields of work, expect and encounter some anxieties and frustrations during the period of transition from teaching to administration. Most new assistant principals are former classroom teachers who have developed leadership and administrative skills in a variety of ways, often through experiences in the roles of department head, committee chairperson, teacher-in-charge and acting vice principal. These roles, however, differ significantly from that of a full-time administrator and many adjustments must be made upon entering the educational administrative field.

To be successful in this transition from teaching to administration,, aspiring and newly appointed school administrators require specific skills to address a variety of new and different work situations. In the past, assistant principals were mainly assigned the responsibilities of managing problem students and other administrative tasks. The current trend in school administration seems to be towards developing a collaborative team approach where administrative duties and responsibilities are shared by all the administrators and staff in the school. Skills such as those required for supervision, decision making, organizing events, and public speaking are

required in order to function successfully in the administrative capacity. Societal changes are reflected in the public school system and school administrators should respond to the different needs of students and teachers. Changes, such as those in the family structure and those of morals and values affect the daily functions of a school and must be addressed by school administrators, in order to facilitate a functional school system.

Information gathered through a literature search and interviews with beginning high school administrators, highlighted areas of concern of new assistant principals during this transition year. The new assistant principal is directly accountable to the school district and its community and also has many new responsibilities. The increased number of interviews by assistant principals with students, teachers and parents is an example of a high stress situation. Teachers spend the majority of their time working with children, but assistant principals manage a variety of situations involving parents, clerical, custodial, teaching, and support staff. This varying clientele represents a major change from working primarily with children to working with children and adults. Other examples of role changes occur in assuming more "counsellor", "mediator", and "adjudicator" roles. (Mitchell, 1987, p. 29) In addition, the increased and unfamiliar administrative paper workload can be a challenging burden to many new administrators. The foregoing changes can be fairly dramatic and difficult for the first-time administrator.

The initial period of adjustment for any new job or responsibility is

usually difficult to some degree. This study will determine what these difficulties are for assistant principals. Other sources of stress affecting job performance include level of preparedness for the new responsibilities, involvement in activities outside the job such as educational, civic, political or religious affiliations, changes occurring in personal life, and family responsibilities.

II. Statement of the Problem

This study explores the transition from teaching to administration of newly appointed secondary school assistant administrators in large urban schools, as a basis for making recommendations to facilitate this transition. A major focus of the study is on how to assist administrators in coping with the necessary role and job adjustments during their first year as school administrators. Specific questions addressed in this study are:

- (1) Do assistant principals feel they are adequately prepared for the position of assistant principal?
- (2) What are some of the new duties and responsibilities of the assistant principal?
- (3) Where do first-year assistant principals go for support, encouragement and assistance?
- (4) What problems could be minimized if the new assistant principal is involved in a mentorship programme?
- (5) What specific initiatives could make the first year in administration less stressful for an assistant principal?

III. Method

To address these questions, in-depth interviews were conducted with a selected sample of six beginning secondary school assistant principals during the 1992-93 school year. There were very few new secondary school assistant principals hired for this school year in this research area, therefore, the sample consisted of the existing first year assistant principals.

IV. Definition of Terms

Clarification of some terms is necessary for improved understanding of the succeeding sections of this study. The terms to be defined are: assistant principal, secondary school, outside administrator, support staff, mentoring dyad, mentor, protege, informal mentoring and formal mentoring.

The term assistant principal is equivalent to vice principal. The term 'vice principal' is rarely used in the literature, therefore, the term 'assistant principal' is used in this study. A secondary school is a publicly-funded high school where instruction from grades eight through twelve is offered. An outside administrator is a secondary school administrator who does not work in the same school as the novice assistant principal and is often either a current or former principal or assistant principal. Support staff include adult employees other than teachers or administrators, who work in the schools to facilitate its smooth functioning. These include such roles as custodians, clerical staff, teaching assistants, lab technicians, and playground supervisors.

Mentoring can be categorized into informal and formal relationships.

Informal and formal mentoring can occur between a mentoring dyad which includes an experienced individual as the mentor, and the beginning or inexperienced person, as the protege. During informal mentoring, the protege seeks advice and counsel from the mentor on a needs basis. The formal mentoring programme, however, clearly defines the activities of the mentor and the protege. Specific instructional and familiarization programmes usually is set up with other such mentoring pairs. Regular job release time can be provided for the pairs to work together without job related interruptions. The mentor actively and regularly provides guidance and gives support and encouragement in assisting the protege in meeting work requirements. The mentor can also take an interest in the career development of the protege (Daresh & Playko, 1990, p. 47).

V. Delimitations of the Study

This study was conducted in six school districts in the Greater Vancouver/Lower Mainland area of British Columbia. The participants were all first-year assistant secondary school principals during the 1992-93 school year. The research data were collected through the use of a questionnaire and an unstructured interview with each participating assistant principal. No observations were made of the administrators at their workplaces. To confirm the data, the administrative colleagues of these participants, members of their teaching staffs, students and parents could also have been questioned on how they perceived the abilities, strengths and weaknesses of the participants. The conclusions are based

solely from the point of view of the participating administrators. Each informant was contacted by telephone during the last two weeks of June, 1993 to inform them of the nature of the study and to invite their participation.

VI. Outline of Chapters

Chapter One outlines the rationale of the problems of the first-year secondary school assistant principal and presents the research problem. Chapter Two presents a literature review on the preparation and development of secondary school assistant principals, the responsibilities and duties of assistant principals, the role socialization and enculturation of beginning school administrators and assistance for aspiring and novice administrators. Advice to novice administrators from veteran administrator participants from a number of research projects is shared. Chapter Three outlines the method, describes the interview process and process of data analysis and gives a profile of each participant. Chapter Four presents the findings and analysis of the interviews with the assistant principals and notes specific trends. The practical recommendations determined from the interviews and the literature review are stated in Chapter Five. Discussion includes recommendations that may help assistant principals adjust to their new roles and responsibilities during their first year as school administrators. This study concludes with recommendations for further research.

Chapter 2

Review of the Literature

I. Literature Search

A search of the literature for current relevant information on the position of assistant principal was conducted. Book collections related to the topic at Simon Fraser University, University of British Columbia and Trinity Western University libraries were reviewed. The Educational Resources Information Center (ERIC), which is an American information system providing users with access to an extensive body of education-related literature including published and unpublished journals and documents, was accessed. The Review of Educational Administration Research which includes a compilation of existing studies, the Canadian Educational Index (CEI) and the Current Index to Journals in Education (CIJE) were also reviewed. Five relevant Simon Fraser University Masters' theses were also referenced. The key word indicators employed in the literature search were: school administrators, assistant principal, vice principal, head teachers, new administrators, aspiring school administrators (beginning, novice), mentoring programmes, mentors, and mentoring relationships. The Simon Fraser University Interlibrary Loan Department was utilized extensively to obtain articles from various libraries.

II. Literature Review

In order to understand how to assist the aspiring or new school administrator, the writer first widely researched the career position. This review of the literature includes summary information of the position of assistant principal regarding: demographics, preparation for this role, duties and responsibilities, role enculturation and suggestions from experienced assistant principals that could assist novice administrators.

A. Secondary assistant principals' profile

The personal and professional characteristics of assistant principals in the United States have gradually changed over the past two decades. To conceptualize these changes, demographics of two studies are compared. Stoner and Voorhies (1981) studied the High School Assistant Principalship in the State of Indiana in the early 1980s (p. 409). Nearly a decade later, Smith (1987) studied assistant principals in the public schools of Washington State (p. 9). Table 1 summarizes some common selected demographic information of secondary assistant principals involved in these two studies and available current British Columbia statistics.

Table 1

Assistant Principals Demographic Information

	1981 Study	1987 Study	1993 B.C.*
Masters Degrees	78%	+90%	n/a
Male	96%	+70%	69%
Between (ages 40-50)	36%	+60%	n/a
11-25 yr. in Education	40%	+70%	17.8 yrs.

* B.C. Ministry of Education Information Branch (average experience)

During this time, a substantial increase (over 12%) in the number of assistant principals who had completed Master's degrees was recorded.

Even though the large majority of assistant principals are still male, there has been substantial increase in the number of female secondary school administrators. By 1987, the majority of the assistant principals were between the ages of thirty and forty-six years and had, on average, more than eleven years of teaching experience. It was seen that "... past practices have resulted in the appointment of women who are from five to ten years older, on average, than men appointed to similar posts" (Miklos, 1988, p. 60). Currently, in British Columbia, the average assistant principal is male with approximately eighteen years of teaching experience.

B. Preparation and development of school administrators

Individuals striving for administrative roles develop the necessary skills throughout their career path. The requisite characteristics for assistant principalships are very similar to those of principals or superintendents. A formal university education and experience in leadership roles are generally required. The university education often includes a Bachelor's degree in Education and a Master's degree in Educational Administration or an equivalent. Leadership experience may be obtained in the workplace or in community organizations. A commitment is also seen, throughout their career, to personal and professional development. Duncan (1986) summarized his qualifications for school leaders as follows:

He or she should be ambitious, intelligent, politically astute, and possess strong interpersonal skills. He or she must be a successful teacher, an advocate for students, and a skilled communicator. Such qualities may be enhanced or developed through specific training schemes but are more appropriately viewed as aspects of personality or as social characteristics that are developed over a long period

The individual must be willing to commit personal time and money to the ongoing professional development process (p. 65).

Development of the administrator requires personal effort, which can be reinforced and assisted through a number of different methods and programmes. Descriptions of programmes such as: nurturing programmes, understudy programmes, university preparation programmes, internships, induction programmes, collegial and managerial coaching, formation programmes, supercenters, and mentoring follow.

1. Nurturing school administrators

Nurturing is the promotion of an individual's professional development by the external provision of support and encouragement during various stages of growth toward and in the field of administration. The process of nurturing can occur from the time the seed of desire to strive for an administrative position is planted as an idea in the individual's mind by someone or something, through to the time of their first administrative appointment. Some individuals have always had ambitions towards the principalship or the superintendency, whereas others choose these goals during their career. This can occur because of self recognition of skills and desire for the responsibilities in these roles or because of the encouragement and subsequent nurturing by colleagues or superiors. This nurturing process can include teachers assuming or being assigned school administrative-type duties such as committee chairpersons and department headships. Other nurturing activities that assist individuals in the development of leadership skills and gaining understanding of various administrative responsibilities, occur in positions such as teacher-in-charge

or acting assistant principal. Nurturing experiences such as these are excellent means of discovering the person's aptitude for school administration.

2. Understudy programme

The understudy programme is one way an aspiring administrator can obtain insights on the position of school administrator. This can be accomplished through the implementation of a shadowing and a reflective interviewing programme. "Shadowing is the process of gathering descriptive observational data" (Barnett, 1990, p. 18). The understudy or the aspiring administrator tactfully follows an experienced administrator throughout a part of the workday. The understudy periodically records observations and questions during this shadowing experience. These observations and questions are discussed with the experienced administrator later during the reflective interview. The time involvement can vary from one day to a number of weeks. The major focus is for the individual to familiarize themselves with the various aspects of the position of assistant principal.

3. University preparation

Calabrese and Bartz have researched various types of university administrative preparation programmes. Many current university graduate programmes in administration and leadership require completion of a specific number of courses usually pertaining to the theory and philosophy of leadership and the writing of a thesis or special project on a relevant subject. Strong recommendations are made by Calabrese and Bartz (1990)

regarding the necessity of change in graduate schools programmes.

The preparation of educational administrators must change. Many current training programs lack relevancy and intensity. Educational administration programs are faced with an ethical imperative to review their current training models and develop programs that are more effective at providing a pool of highly skilled and trained leaders. Educational administration programs must be committed to the creation of stimulating learning environments and the preparation of students with skills to perform effectively as leaders. (p. 5)

These changes include the methods of delivery of information and also the inclusion of student participation in relevant practice activities. This model of action learning includes activities such as: "... simulations, case method, management games, conceptual and reflective analysis, and intellectual confrontation, role playing, in-basket, computer-assisted instruction, shadowing, structured self-assessment, mentoring, learning contracts, cooperative learning, and assessment centers. The adoption of these methods will be beneficial for present and future preparation programs" (p. 5). When aspiring administrators have the opportunity to simulate practical work situations and become acquainted with the various administrative procedures, it would seem that they would be more effective administrators when appointed to the actual position.

4. Administrative internships

Administrator preparation and development programmes are following the example of job development programmes in other professions. The medical field has for many years, trained its students in internship or on-the-job experiences. The apprenticeship programmes have also been very successful in the building trades. Throughout Canada

and the United States, teacher training now involves some form of practicum or work experience programme. Barnett (1990) indicates that "many states are enacting legislation requiring teachers to serve an internship with a mentor teacher prior to receiving their teaching licence" (p. 17). The value of this experience is influencing constituencies such as North Carolina and Ohio (U.S.A.) "... to require aspiring administrators to work in a mentor-intern situation before granting them an administrative certificate" (p. 17).

What constitutes a meaningful internship in school administration? LeCroy (1984) states that "To become a leader, one must grow professionally. To remain a viable leader, one must continue to grow" (p. 109). He strongly recommends that to grow one must learn by doing! Richards and Fox (1990) indicate from their research that the following specific responsibilities must be addressed during an administrative internship. An intern must obtain experience in leadership responsibility, supervision of staff which includes evaluation, supervision of educational programmes, organizing specific events or developing special projects, making decisions, solving problems, public speaking and public relations (p. 26). One can also become familiar with these types of responsibilities by using shadowing and reflexive interviewing. The main purpose and direction of the internship must focus on providing work situations for the intern that most school administrators would have to handle in the course of running a successful school.

5. Induction programmes for new administrators

Administrative induction programmes are a support service for school administrators during their first-year administrative assignment.

Rogus and Drury (1988) suggest that:

No preservice program can adequately prepare the first-year principal to cope with the loneliness and frustration built into the role, to manage the school operation efficiently, or to provide effective curriculum and instructional leadership (p. 11).

Assistant principals, just as principals, need to adjust to the possible loneliness and frustrations of their first-year experience. In order to make adjustments for these entry level frustrations, Rogus and Drury (1988) recommend three essential elements for an induction programme. These include a large group meeting component where general district and school concerns are dealt with once or twice annually. Secondly, small groups could meet on a monthly basis to discuss specific school issues. The third component is the mentoring programme where the mentor and inductee converse regularly regarding personal and professional issues relating to this new role. When novice administrators are given the opportunity to meet with other school administrators, their sense of isolation and consequent frustrations can be lessened.

6. Coaching novice administrators

When a new administrator is appointed to a school or district position, he/she should not be left on his/her own to attempt to cope with all the new responsibilities and duties, but could be guided professionally by an administrative coach. A coach can be either a colleague or a superior who trains or tutors them towards success in their particular field.

Shore and Bloom (1986) defined coaching as "... a popular development strategy for improving job competence. ... Coaching can also help employees reach performance improvement goals and acquire the knowledge and skills needed for more challenging assignments" (p. 34). For a first-year assistant principal, the collegial coach could be an experienced assistant principal and the managerial coach could be the school principal. Barnett (1989) stated that "Collegial coaching allows persons to analyze their own actions, making self-judgments about the appropriateness of behaviours" (p. 560). Shore and Bloom (1986) described role responsibilities for the managerial coach.

Coaches are managers who help employees grow and improve their job competence on a day-to-day basis. Coaches set challenging goals, inform employees what is expected of them, and evaluate progress toward these goals. Coaches also appraise performance in a regular and objective manner (p. 34).

Encouragement and guidance obtained regularly from either a colleague or a respected superior can result in a successful first-year administrative experience.

7. Formation programmes

Formation programmes are described by Daresh (1990) as "... an effort to put together those activities consciously directed toward helping people synthesize learning acquired through coursework and field experiences, and more important, develop a personalized appreciation of what it means to be an educational leader" (p. 2). Formation programmes include five processes which consist of mentoring, personal reflection, educational platform development, appreciation of alternative styles, and

personal professional action planning (p. 2). Through this programme, beginning administrators have the opportunity to formally prepare a statement of their personal "... educational philosophy, beliefs, and values" and share this platform with colleagues (p. 3). Re-evaluating one's philosophy of administration is done by keeping a journal and recording "... personal descriptions of reality and your responses to it" (p. 3). The result of working with someone to determine one's educational platform and style culminates in creating an action plan. Daresh (1990) stated this as:

... putting all the insights gathered from traditional coursework and field-based learning together with insights derived from mentoring, personal reflection, platform development, and style analysis into a single, coherent action plan (p. 4).

This action plan specifies the avenues to be taken to facilitate continued professional growth.

8. Administrative supercentres

The supercentre, as described by Gold (1990), is designed to "... provide training and follow-up for assistant principals" (p. 32). This idea originated because of the need to "... redirect the duties of the assistant principals from purely administrative tasks to instructional supervision" (p. 32). These centres are usually co-directed by school boards, universities and administrators' unions or associations. The four main purposes of these centres are "... to heighten a sense of professionalism among participants, to provide for networking, to remove a feeling of isolation by assistant principals, and to disseminate information about policies and new programmes" (p. 32). Delivery of services to address these needs are

accomplished through group meetings and the use of mentors. Three types of group meetings include an "... annual all-day orientation session, annual weekend retreat, and small group workshops that are offered throughout the academic year to address current relevant topics such as computers or avoiding grievances" (p. 33). The mentoring aspect is the "heart of the programme" where "... field consultants visit with assistant principals" on a regular basis (p. 33). In Gold's (1990) research study, the mentors or field consultants, were chosen from a "reservoir" of retired principals, supervisors and district superintendents.

9. Mentoring relationships

Mentoring has been mentioned often in this review as one aspect of each of the various leadership training or support programmes. Its value and importance can be measured by the success that has been seen through its implementation in these different programmes. Mentoring relationships, their history, functions, benefits, and possible problems will be discussed in the following section.

a. History of mentoring

The process of mentoring is not a new phenomenon. "Historically, mentoring has probably been in existence since the first apprenticeship systems in approximately 2000 B.C. under Hammurabi of Babylon" (Dodgson, 1986, p. 29). The word 'mentor', has its origin from the Greek era, which Caruso et al (1988) describe as:

While interest in mentoring may be recent, the phenomenon dates back to Greek mythology. Odysseus in Homer's *The Odessey*, entrusted his house and son, Telemachus, to an old man called: 'Mentor' when Odysseus set off on a 10 year journey. On one

occasion, Mentor's advice saved Telemachus from death, and the father-like relationship between young Telemachus and the wise, loving Mentor set a standard for future mentoring relationships (p. 50).

In the Christian belief, the concept of mentoring is often referred to in the Bible. An example of such a reference is found in Titus 2:3-5, which refers to older women being teachers and role models to younger women. Mentoring is, therefore, not just a current temporary trend, but an historically proven training process which is again being recognized as a valuable aid for professional growth.

b. What is mentoring?

The mentoring process has been studied by many researchers and is defined as assistance given in a developmental process. (Shelton, 1987, p. 3) It is an important part of the adult learning experience because of its varied characteristics. "The essence of the mentoring relationship" is mainly that of "... sharing: sharing power, sharing competence, and sharing self" (Dodgson, 1986, p. 33). Keele and DeLaMare (1984) divide professional careers into four stages: "... apprentice, colleague, mentor, and sponsor" (p. 36). Mentoring can occur between all four developmental stages but usually involves the mentor in assisting in the personal and professional development of the apprentice and colleague. The mentoring relationship can be a source of motivation and encouragement for both mentor and protege. To be effective, this relationship "... is built on mutual trust and respect" (Playko, 1991, p. 125), "... includes a two-way interactive process" (p. 125), "is ... intense, lasting, and professionally centered" (Johnsrud, 1990, p. 58), "... is a one-to-one learning relationship ... based on modeling

behaviour and an extended, shared dialogue" (Caruso, Rice and Schwartzkopf, 1988, p. 50), and "... exhibits the qualities of initiation, collaboration, inclusiveness, coaching, reciprocation, development, separation and modeling" (Calabrese and Tucker-Ladd, 1991, p. 68).

Even though the existence of mentors can be beneficial throughout an individual's life and career, there are specific occasions in one's career when a mentoring relationship can be of greater value. Pence (1989) states "That some educational leaders believe that mentorships are an excellent way to help aspiring and newly hired school administrators become better prepared for and understand their jobs" (p. 1). Daresh and Playko (1990) are in agreement and state that:

Mentoring has two applications related to professional development for school administrators. One is at the preservice preparation level, and the second is related to the process of professional induction (p. 47).

At the preservice preparation and induction levels, participants in Pence's (1989) study "... report that having someone assigned to work with them can increase their learning, their knowledge, and their skill level. Practicing newly acquired knowledge is critical for increasing the transfer of that new knowledge or theory" (p. 9). Pence (1989) cites Bolton (1980) stating that "... human behaviour is largely socially transmitted or acquired through behavioural examples provided by influential models", therefore, one of the functions of the mentors would be to assist in easing this job transition by modeling good administrative practices and answering and anticipating questions that the protege may have during this transition period (p. 9). A mentoring relationship is therefore established to assist the protege in

obtaining their specific career goals and has the possibility of offering positive professional side-effects for the mentor.

c. What are the types of mentoring relationships

Mentoring relationships can be classified as formal or informal. There are numerous definitions of mentoring relationships and varied reasons for their establishment. "Historically and traditionally, a mentoring relationship has been an informal process. It is usually a chance relationship based on common goals and interests" (Fleming, 1991, p. 28). The relationship usually evolves in one of three ways. As stated, chance is one way this association can be established. "This often occurred, directly as a result of, ... in schools, the principal-teacher relationship" (Dodgson, 1986, p. 31). Secondly, the most common means of establishing this relationship is for the mentor to seek out the protege and thirdly, the protege can seek a mentor for themselves. It is not uncommon for a protege to have more than one mentor.

If mentoring is left on an informal basis, only a small number of people end up taking part. Left to their own instincts, senior executives naturally gravitate to people most like themselves in terms of background and social connections" (Serlen, 1989, p. 55).

Therefore, many businesses and corporations, realizing the value of mentoring and of their human resources, have initiated managerial training and development programmes that incorporate formal mentoring. When formalizing the mentoring relationship, the following recommendations are characteristic of successful programmes.

1. Establish a plan for the program.
2. Develop goals and objectives.
3. Identify mentors and proteges.

4. Conduct an orientation for mentors and proteges.
 5. Provide resources for the program.
 6. Develop a feedback system for monitoring the program.
- (Pence, 1989, p. 36)

The successful dyad relationship, incorporates elements of "... accessibility, visibility, feedback, recognition, allowance for failure, openness, commitment" (Moore, 1982, p. 28). The pre-determined formal mentor-protége relationship can therefore be established to assist aspiring and novice assistant administrators in their quest for success in school administration. Serious thought must, however, be put into what type of individuals are chosen to take 'mentor' responsibilities.

d. What are the characteristics of a mentor

The desired qualities of a mentor are those that will enhance the personal and professional growth of the protégé. Historically, in education, most administrative mentors have been male. The number of female mentors is increasing as the number of female administrators increases. A study conducted by Merriam *et al* (1987) indicates that "Several (community college) presidents identified inanimate referents such as books, their graduate institutions, or their dissertation subject as 'mentors' that facilitated their rise to the presidency" (p. 205). An important characteristic of a mentor, then, is that they help their protégé reach their career goals or dreams.

A number of characteristics are given to illustrate what type of person could be a mentor. Personal characteristics identified from the literature conclude that a mentor is "... a wise, older person, ... a trusted and experienced counsellor" (Dodgson, p. 1986, p. 29), one "... who can relate

well and easily to others" (Stott, K. & Walker, A., 1992, p. 156), and is "... available, dependable, honest, sincere, trusting and willing to provide true collegial support" (Playko, 1990, p. 31). The professional mentor, as seen in the literature, is "... someone who is always there for collegial support, but not dependency". He summarizes their skills as "... being available, having open lines of communication, demonstrating administrative expertise, allocating sufficient time, giving attention to the clarification of job expectations and having provisions of spiritual support" (p. 31). Mentors can act as "... protector/sponsors, host/guides, teacher/sponsors" (Dodgson, 1986, p. 32), and "... advisor, counsellor, coach, "godfather", sponsor, confidant, tutor, guide, role models, and pseudoparent" (Pence, 1989, p. 5).

Specific types of people tend to be mentors. In a research study conducted by Pavan (1987), it was shown that "... the principal is most frequently mentioned as the mentor ... spouses are the next most frequently mentioned role as mentors" (p. 324). Retired administrators or administrators from other districts, are used in a number of school districts and are found to be excellent mentors in that they fully understand the workings of the school district and are not involved in the evaluation process of current administrators. This supported the feeling of openness in the discussion of any problem or concern (Pence, 1989, p. 12). Swoboda and Miller (1986) indicated that "... mentors are not necessarily those in authority positions and may include friends, colleagues, and family members" (p. 12). The mentor is the individual who "... develops the unique abilities of the mentee (protege), without detriment to others in his

or her organization" (Stott, K. & Walker, A., 1992, p. 154). It is an important stepping stone in one's career when one has an active concern in assisting others in their career development.

e. What are the characteristics of a protege

As in the development of any relationship, successful mentoring dyads exist because of responsible effort from both parties in the relationship. This includes active contributions and regular communication from both the mentor and the protege. Johnsrud (1990) describes expectations that mentors have of their proteges.

... proteges must be willing to listen, to take the advice and the risks, and to put in the time and energy that is demanded by an intense developmental relationship. Mentors often "go out on the limb" for proteges, and it is important that proteges do everything they can to justify the faith their mentors have in them. Mentors do not expect perfection but they do expect genuine, whole-hearted effort (p. 64).

Noe (1988) mentions six attributes of the protege that result in effective utilization of the mentoring relationship (p. 461). First, proteges who believed they could influence their career path by self motivation and consequent action rather than relying on a "luck of the draw" or "knowing the right person" attitude, for advancement, spent more time with their mentors and utilized them more effectively. Secondly, "The greater the protege's level of job involvement, the more time he/she will spend with the mentor and the more effectively he/she will utilize the mentor" (p. 461). Job involvement refers to how important the job is to the protege and this can be determined by the protege's level of enthusiasm and the amount of effort made to improve job skills. The third characteristic of the protege relates to what extent he/she engages in career planning. Again, the

greater degree of involvement in personal career planning activities is an indication that the protege will spend more time with his/her mentor and will avail themselves of the mentor's guidance. This is probably because "Individuals who engage in career planning activities are likely to have a greater awareness of their own strengths, weaknesses, and interests than will individuals who have not considered their career plans" (p. 462). The awareness of their capabilities and their desire to improve professionally, motivate the proteges to obtain assistance from many sources, especially from their mentors. Noe (1988) states in his fourth characteristic that "Proteges who believe that relationships with peers and supervisors at work are worthwhile for personal and professional development, will spend more time with their mentors and will utilize their mentors more effectively than will proteges who do not value relationships at work" (p. 463). This increased mentor time and mentor utilization often leads to career development through avenues such as "... modeling, counselling, providing exposure and visibility, assigning challenging work assignments, and protection from organizational politics" (p. 462). The fifth factor that Noe (1988) indicated would influence the development of a successful mentoring relationship is dyad gender composition. Noe (1988) hypothesized that mentoring dyads of same gender mix would utilize their relationship more effectively. His research showed, however, that:

Surprisingly, mentors matched with proteges of the opposite gender reported that these proteges utilized the relationship more effectively than did proteges of the same gender as the mentor. A possible explanation for this result is that proteges in mentoring relationships with members of the opposite gender work harder to make the relationship successful because of an awareness of the

possible negative outcomes that are believed to result from cross-gender relationships at work (p. 475).

The final characteristic summarizes the effect of these various factors on the mentoring relationship. It refers to the amount and quality of time that is spent in the mentoring relationship. Noe (1988) concluded that the more time that is effectively used in these relationships, "greater career and psychosocial outcomes" would result for the protege (p. 463). Consequently, the protege has a great influence on the success or failure of the mentoring relationship. Often it is through the consistent efforts of the protege that this support system is maintained.

f. What are the mentoring functions

The types of functions exercised in a mentoring relationship can vary according to the desires and agendas of the member pairs. Kram (1950), Pavan (1987), Noe (1988), and Eberspacher and Sisler (1988), all agree that most mentoring functions can be categorized into two areas: the career functions and the psychosocial functions. While undertaking these functions, there are some issues, such as confidentiality, meeting times and places and meeting agendas, that must be clarified at the onset of the relationship.

(i) Frequency and duration of meeting times

Research indicates a variety of schedules that various mentoring relationships have established. They range from "... two times a month ... after school" (Pence, 1989, p. 22), to "... three times a month for an hour or more each time" (p. 14), to "... an average of one full day each week" (p. 12), to "... two one month long periods which mentees spend in their mentors

schools" (Stott & Walker 1992, p. 154). It is seen that the frequency and duration of meeting times is variable depending on the needs and aspirations of the mentoring dyad. During the planning stages of the establishment of the mentoring relationship, the length of the formal assignment should be determined. "Building a defined time limit into the program is a smart idea. ... What it does is provide a back door from the onset if, for some reason, the arrangement isn't working out" (Serlen, 1989, p. 56). Often, the mentoring relationship will continue long after the formal assignment period has concluded, which shows there are lasting benefits received by individuals involved in these programmes.

(ii) General functions

There are some procedures that will enhance the stability, maintenance and effectiveness of the mentoring relationship. Each scheduled meeting of the dyad should follow an agenda. Usually the mentor plans the agenda (Pence, 1989, p. 14), and leaves time for open discussion on current problems and frustrations. It is also vital in order to retain respect and trust, that both members of the mentoring dyad maintain the confidentiality of this relationship. Pavan (1987) indicates that successful mentoring relationships, that are built on trust and respect, are maintained in an organized manner, and maintain confidentiality provide "... these four basic functions: exposure, advice, protection, and sanction" (p. 319). These basic functions are further grouped into two specific categories; the career and psychosocial functions.

(iii) Career functions

Aspects of the mentoring relationship that prepare or strengthen the protege in the advancement of their career are referred to in the literature as career functions. The change in career path of interest in this study is that from teacher to school administrator. Mentoring career functions "... include sponsorship, exposure and visibility, coaching and protection, and giving challenging assignments" that will direct the protege towards this goal (Pavan, 1987, p. 320). Examples of activities that would enhance this process can include "... nominating the protege for desirable projects, lateral moves, and promotions (sponsorship); providing the protege with assignments that increased visibility to organizational decision makers and exposure to future opportunities (exposure and visibility); sharing ideas, providing feedback, and suggesting strategies for accomplishing work objectives (coaching); reducing unnecessary risks that might threaten the protege's reputation (protection); and providing challenging work assignments (challenging assignments)" (Noe, p. 459). Other activities that can be included in the mentoring functions for career advancement are: "... set performance standard, share expertise - tricks of the trade, provide needed information, chance to observe, learn by arranging administrative experience, and advise on salary negotiation" (Pavan, 1987, 320). The mentor can, with the respect and trust of the protege, assist in furthering the career aspirations of the protege.

(iv) Psychosocial functions

The psychosocial development of the protege includes the growth

and strengthening of aspects pertaining to the mind and social skills. Factors such as motivation, feelings, and social awareness, which would affect the attainment of their career and personal goals, are the areas that require development. Related mentoring functions are those "... which enhance competence and identity, include role modeling, acceptance and confirmation, counselling, and friendship" (Pavan, 1987, p. 320). Mentor activities that would augment psychosocial development include "... serving as a role model of appropriate attitudes, values, and behaviours for the protege (role model); conveying unconditional positive regard (acceptance and confirmation); providing a forum in which the protege is encouraged to talk openly about anxieties and fears (counselling); and interacting informally with the protege at work (friendship)" (Noe, 1988, p. 459). Other activities that assist the protege would be for the mentor to "... encourage risk-taking, enhance self-confidence, help formulate career plan, act as sounding board, facilitate move from association, provide feedback on progress, and arrange access to other administrators" (Pavan, 1987, p. 320). The mentor then, as a role model of acceptable professional attitudes and behaviours, encourages the protege in a variety of ways in their development of psychosocial skills necessary for school leadership.

g. Benefits of mentoring

All parties involved in the mentoring relationship, whether the establishing organization, the participating dyad, or their work associates, can profit from this experience. The benefits of most mentoring relationships outweigh the possible negative aspects. There is an "...

ongoing give-and-take of ideas that occurs between mentors and proteges" which hopefully carries over to other professional relationships. (Calabrese & Tucker-Ladd, 1991, p. 72). The enrichment resulting from mentoring could cause a ripple effect in the work environment and subsequently benefit the entire organization.

(i) Benefits for proteges

Proteges receive major benefits from the mentoring relationship. Two main areas of benefit are the development of technical and professional skills and possible opportunities for career advancement. Examples of improved job skills and attitudes among proteges include "... gaining confidence and competence, blending theory with practice, (developing) communication skills, and (learning the) tricks of the trade" (Playko, 1990, p. 31). They were also "... more goal-directed, increasingly serious about the importance of detail, self-confident, reflective, and certain about their commitment to educational leadership as a continuing career goal" (Daresh and Playko, 1992, p. 150).

The benefits received in terms of career advancement is commented on by Keele and DeLaMare-Schaefer (1984).

If all the literature is to be believed, those with mentors have more rapid advancement and higher salaries, greater knowledge about the system in which they function. ... The benefits of mentoring have been so lauded that many entry-level professionals focus significant energy on developing mentor-protege relationships (p. 36).

- This concept is generously supported in the literature by authors such as Moore (1982), Merriam et al (1987), and Playko (1992). Dodgson (1986) boldly states that "Women have been advised that mentoring is the key for

obtaining high managerial positions" (p. 28). Proteges must, however, provide the time, effort and hard work that enhances the mentoring relationship, in order to be successful in their goals toward administrative leadership.

(ii) Benefits for mentors

Mentors can receive as much and often more benefit, from the mentoring relationship than do the proteges. The benefit most often reported in the literature, regarding school administrators who were mentors, was the establishment of and the active participation in, a wider network of practicing administrators. This increased interaction among administrators was seen to allow them to "... develop a more global perspective on (educational) issues" (Pence, 1989, p. 25). Pence (1989) summarized the mentors' reactions to the mentoring relationship.

Mentors report that their participation has been a very enriching experience for them because it's provided them an opportunity to think and talk out loud about how they do things and why they do things ... They have commented that they are much better school administrators as a result of this experience because they have had an opportunity to reflect on their own practice and perhaps had to answer some fairly tough questions about why they do certain things (p. 23).

Keele and DeLaMare-Schaefer (1984) summarized their research on the benefit of the mentoring relationship to the mentor. They reported that mentors have increased benefits in the areas of "... control of the work environment, creating a support system, gaining more access to system resources, developing a reputation, advancement, and personal satisfaction" (p. 37). The unselfish actions and efforts of the mentor often results in greater benefits to themselves and high levels of job satisfaction.

h. Potential problems in mentoring programmes

As with any training or development programmes, there are also factors that can be discouraging and damaging to both protege and mentor. How much these factors enter into the formal mentoring relationship depends on the organization and administration of the mentoring programme and on the mentor and protege. Prior to entering into this learning relationship, the potential participants need to be aware of the inherent risks. One way of determining these areas of weakness could involve discussions with members of established mentoring dyads. "The best defense seems to be honest and up-front clarification of expectations by both mentor and protege" (Johnsrud, 1990, p. 61). The potential dyad needs to spend time discussing their personal philosophies and beliefs in order to prevent future discord. Many disagreements and much strife can thereby be avoided in the mentoring relationship. Participants need to "... understand the nature of shared responsibilities and expectations" that are required to "... create and sustain a positive working relationship" (Playko, 1991, p. 125). This is also true for the administrating body that establishes the mentoring dyads in a formal programme. They need to set criteria on establishing "good matches" for mentoring dyads. When the mentoring dyads are established, criteria need to be set regarding this relationship. Items that need to be considered include the time period of this relationship, responsibilities of the mentor and the protege and the procedure for severing this relationship in the situation that it becomes unworkable for either the mentor or the protege. Both the mentor and protege should have

the option to cease participation in the mentoring programme if it becomes unworkable.

A situation that was often seen in the literature was that of workers harbouring resentment towards their colleagues who were in mentoring relationships. "There is a danger that other staff members under the same supervisor will perceive favoritism" (Johnsrud, 1990, p. 63). Mentors could also become jealous of their proteges' success and stifle their progress by not giving them credit due to their success and prohibiting career advancement. Consistent professional behaviour must be employed by both parties at all times in order to avoid unnecessary rumour and criticism.

Most problems for the protege come when there is a lack of understanding in the purpose of the mentoring relationship or in personal lack of confidence. This could result in the protege depending too much on their mentor and possibly developing inappropriate emotional ties. The protege, though, also needs to be aware of possible professional, emotional and sexual exploitation by their mentor (Johnsrud, 1990, p. 61).

Another potential problem that can occur in a mentoring dyad is that of "road blocking". "Road blocking" is described by Erickson *et al* (1970) as "hampering creative people in urban school systems" and where "talented people in the system seem typically frustrated and often alienated by the system" (p. 5-3). If the mentor is not open to the challenge of continuing change in education and the protege is desirous of being progressive, then the protege could feel very frustrated when attempting to implement any new ideas.

The mentor, usually being an established authority figure, should not abuse that capacity or the inexperience and possible lack of maturity of the protege. The mentor should be open to the needs of their protege and be flexible in their approach to various tasks. "For example, self-confidence is a desirable characteristic for a mentor, but being close-minded about alternative solutions to complex problems can be detrimental to the relationship" (Playko, 1991, p. 125). Another example, is that "... while proteges should understand the political realities of a system, teaching proteges to "play the game" and "jockey" for position is not considered a positive mentoring strategy" (p. 125). Those aspiring to become involved in mentoring relationships must, therefore, be knowledgeable of the advantages and disadvantages inherent in them.

i. Mentoring relationships in administrator preparation programmes

The mentoring relationship, by itself, can be a successful professional development programme. The mentoring relationship, however, is often one component of a larger managerial training plan. Mentoring has been identified as a valuable tool for aspiring and beginning school administrators and is used in each of the preparation and development programmes mentioned previously in this study.

Informal and formal mentors are involved in: the nurturing process, understudy programme, university preparation, administrative internships, induction programmes for new administrators, coaching beginning administrators, formation programmes and administrative supercentres. In the nurturing process it is often an informal mentoring relationship that

encourages the prospective administrator to take steps towards attainment of an administrative position. An informal mentoring relationship can also establish the opportunity for the aspirant to become involved in an understudy assignment. In the university graduate studies programme, some graduate offices assign a "pro tem" advisor who is available to each graduate student for curricular advice and counselling. The research committee can also function in the manner of a mentoring relationship. Many internships have mentors assigned to their interns.

Learning, in this context, requires mentors and interns to become comfortable working together, to determine tasks or responsibilities appropriate for interns to engage in, and to create opportunities for them to reflect on the activities they have performed (Barnett, 1990, p. 23).

Mentoring is also one of the three components of the administrator induction programme. Examples of induction programmes can be found at Ohio State University and in the North Clackamas School District in Oregon. The function of the mentor is specifically to "... meet with their partners on a regular basis to provide support and assistance with respect to problems the mentee (protege) is encountering, to provide assistance to the mentee in carrying out the personal growth plan, and to provide feedback on administrative performance" (Rogus and Drury, 1988, p. 15). The foremost responsibility of the collegial or managerial coach is one of personal and career counselling. Since "Mentors are trusted counsellors who guide the personal and career development of proteges", the coaching relationship is very similar to and often develops into a mentoring relationship (Shore and Bloom, 1986, p. 34). Mentoring is one of the five

components of formation programmes. Daresh (1990) sees the involvement of mentoring in the formation programme as follows:

Mentoring is a crucial activity to be included as a component of experiential education programs. Mentors are needed to help neophytes (protege) find their way and make some sense of what is happening around them in an organization ... it also reduces the sense of isolation felt by assistant principals (p. 3).

Mentoring is also one of the two elements of the administrative supercentres. Alongside group meetings, "The heart of the program is a mentoring program in which field consultants (mentors) visit with assistant principals" (Gold, 1990, p. 33). Regardless of whether one is being informally mentored or is involved in a formal administrative preparation programme, "What aspiring and entry-level principals desperately need is encouragement, coaching and help from veteran principals who have experienced life in the trenches - and who are willing to be their mentors" (Shelton, 1991, p. 16). In summary, as Serlen (1989) states, the mentoring relationship is "... a way to ease new employees' assimilation into whatever is unique about our corporate culture ... and the more quickly people understand the culture, the more quickly they can begin to succeed" (p. 55).

10. The women's or men's network

Informal sharing of current successes and ideas for change and future goals are common occurrences in the workplace. Informal professional social groups, often referred to as "the inner circle of administrators at an institution -- "Old Main types," the "president's kitchen cabinet," the "dean's henchmen" or, in larger terms, "the old-boys network",

can be networks of support and encouragement (Moore, 1982, p. 25). In some areas, a "women's network" has also been recently established. This was done because some individuals believe that "... women cannot fare well in organizations because they were not part of this "old boys" network" (Eberspacher and Sisler, 1988, p. 27). One possible reason for the existence of these networks is for individuals to address their needs within their gender groups.

Mentoring is therefore seen to be an important aspect of all the different preparatory and support programmes which have been reviewed. The mentor and the protege both have major responsibilities towards their mentoring relationship. It is therefore vital that each of them be knowledgeable in the expectations and functions of mentoring.

C. Job responsibilities of the secondary school assistant principal

To understand the transition from teaching to administration, the position of assistant principal must be understood. This is accomplished through an overview of the historical perspectives and current trends of the position of the assistant principalship.

1. Historical perspectives

An historical perspective of the position of assistant principal is gained by studying how it has been described over the years and the responsibilities which have been traditionally assigned to it.

a. Historical description of the position of assistant principal

The role of the assistant principal has been reviewed and it is noted that it has been perceived in a variety of ways since its inception. Mazzei

(1976) stated his perception of the role of assistant principal as follows:

The vice-principal should be a catalyst who is deeply involved in the teaching and learning process, not merely a hatchet-man and part-time record keeper (p. 319).

Garawski (1978) saw the assistant principals as arbiters, disciplinarians, counsellors, curriculum leaders, staff evaluators and supervisors, and educational researchers. He concluded that the assistant principals "... must be prepared to respond to multi-faceted problems in a "jack-of-all-trades" fashion" (p. 8). Reed and Himmler (1985) summarized a number of administrator "labels" used by various writers over the years.

The role of the secondary assistant principal has been simultaneously characterized as "hatchet man" (Hurley, 1965), "activity coordinator" (Stokes, 1973), "handy man" (Syfert, 1954), and "fire fighter" (Laughery, 1959) (p. 59).

These role descriptors all relate to the discipline aspects of the job of assistant principal. In the research done by Reed and Himmler (1985), one of the participants also referred to assistant principals as being "policemen" and "father confessors" (p. 64). A major research project reported on by Austin and Brown (1970), summarized the assistant principal's function:

In essence, the assistant principal held things together; he was the man who was the operational leader on an hour-to-hour basis ... Beneath all the trivia there is the man who makes the school go. He is the one who plugs the gaps wherever they are and sees that things get done. The principal is the figurehead who can communicate upward. The assistant principal is the link with the outside. He is, incidentally, the link to the principal for most teachers (p. 23).

As seen in the literature and from experience, the position is persistently multi-faceted and daily unpredictable. Even though the assistant principal was trained for instructional leadership, their major on-the-job duties were

often that of disciplinarian.

b. Traditional responsibilities

Iannaccone (1985) in his research on the assistant principalship, indicated concern regarding the agreement in the literature about "... the absence of instructional responsibilities in the role of the assistant principal and also the inadequacies of the role in preparing its occupants for the principalship - especially in its daily round of work" (p 121). In the following section these two concerns are briefly discussed.

(i) The assistant principal as disciplinarian

Iannaccone (1985) describes the assistant principal's daily work:

... as predominantly proactive behaviour to prevent disturbances and as immediate responses to reduce and remedy such disturbances that nevertheless occur in the flow of activities (p. 121).

Mazzei (1976) thought that assistant principals in the 1970s were over-qualified for dealing only "... with attendance records, disciplinary problems, corridor duty, equipment problems and the many day-to-day trivia encountered in any school system" (p. 319). He felt that "... persons with much less education, training and experience could be prepared to cope" with these types of duties. Reed and Himmler's (1985) research summarized the work of the assistant principal. The participants indicated that:

... patrolling, disciplining, and responding to a variety of other problems and emergencies all take precedence over other assignments. The work associated with master schedules, student activities, and athletic direction is typically sandwiched in among activities associated with student discipline or delayed to time when students are not on campus (p. 64).

The work of the assistant principal seemed to be so management-oriented

that little opportunity appeared to be available for instructional leadership.

(ii) Preparation for the principalship

University graduate programmes in educational administrative leadership in British Columbia are currently focused on preparation for the principalship or the superintendency. The assistant principalship, however, is the administrative position that is usually pre-requisite to both of these positions and, therefore, becomes the training ground for them. The second concern mentioned by Iannaccone (1985) was that the position of assistant principal was inadequate preparation for the principalship (p. 121). Kelly (1985) saw that the participants in his Canadian research had similar concerns.

While all eight (participants) looked upon the assistant principalship as a preparation ground for the principalship, they observed that assistant principals spend most of their time at tasks they will not look after as principals, and very little time at tasks they must perform when they become principals (p. 18).

Clemons (1989) indicated, however, that the assistant principal's role is expanding and maturing and we see more "... assistant principals being taken out of subordinate roles and placed in more highly regarded leadership positions" (p. 33, 36). Pellicer and Stevenson (1991) came to similar conclusions in the National Association of Secondary School Principals' Research study:

To a greater or lesser degree, depending on the situation, assistant principals do most everything that principals do. The major distinction between the roles is not the importance of the tasks performed by principals versus the importance of tasks performed by assistant principals, but the degree of final responsibility each one has for what takes place in the school (p. 61).

A gradual evolution is, therefore, seen towards a team approach to school

administration, rather than the former style where the principal was the instructional leader and the assistant principal the disciplinarian and "jack-of-all-trades" person!

(iii) The importance of the assistant principal's role

Kelly (1987) cites the 1970 Austin and Brown study, the opinion that "... most assistant principals wanted to provide positive educational leadership but instead spent most of their time on discipline and attendance" (p. 14). Greenfield et al (1986) summarized from the 1970 National Association of Secondary School Principals' study of the Secondary School Principalship, that:

... the vice principalship is not viewed as a very desirable career position, that urban vice-principals have almost a decade of teaching experience prior to assuming the position, that those who enter the role do not remain there for long, and that responsibilities associated with the role do not vary systematically with school size or formal school structure but more often evolve as a function of the principal's assessment of the vice-principal's potential and capabilities and the total school situation (p. 109).

A decade later, Stoner and Voorhies (1981) questioned 105 assistant principals and concluded that the assistant principalship "... is a viable, nonapologetic, and worthwhile career goal for educational leadership" (p. 408). Many teachers who were questioned, felt that the assistant principal was of "... greater value to them on a day-to-day operational level than was the principal" (p. 408). Individually, the assistant principals, because of their regular interactions with large numbers of a variety of students and teachers were "... in a better position to see more immediate results of one's efforts, through dealing with practical, day-to-day concerns of the school rather than with sometimes hazy, abstract, theoretical, and hard-to-assess

outcomes" (p. 408). The position of assistant principal is currently seen as valuable and gaining in respect. More important responsibilities are given to them but these changes depend on a number of factors, mainly that of their principal and their leadership philosophy and style.

2. Current trends in the role of the assistant principal

Even though there seems to be an effort to direct the activities and responsibilities of the assistant principal towards instructional leadership, societal concerns such as "... racial, economic, drug and substance abuse, the increase of one-parent families, the impact of technology, the effect of culture shock" all influence the approach an assistant principal takes towards the job (Iannacone & Podorf, 1984, p. 117). The effects of these types of cultural situations, "... tend to focus upon the individual who is chiefly concerned with matters of student behaviour and discipline" (p. 117). The resulting situations still see the assistant principals in the role of chief disciplinarian along with all their other responsibilities.

The current trends in the training of assistant principals, their current duties and responsibilities, their contributions to successful schools and current trends regarding duties and responsibilities in British Columbia are the next topics to be reviewed.

a. Training for the assistant principalship

In spite of the realities of various job situations, the basic focus of the training for the assistant principalship has not changed over the past few decades. As stated previously, the graduate programmes in educational administration in British Columbia universities focus on the training of

principals and superintendents with the assistant principalship being the stepping-stone to those positions. Therefore, currently and in agreement with what Mazzei (1976) stated, "A vice-principal's professional training is aimed at making him an instructional leader of the secondary school and an agent for improving the quality of teaching and learning" (p. 319). It is generally encouraged that "Everyone who holds the position of assistant principal should strive toward the principalship" (Fulton, 1987, p. 52). The specific responsibilities of the assistant principal such as, discipline, are however, often overlooked in these training programmes.

b. Current duties of assistant principals

The duties of the assistant principal are usually determined in one of two ways. School districts establish policies and expectations for district employees that are in line with provincial legislation, and each school-based team of administrators determines the delegation of individual administrator responsibilities. But as Kelly (1987) states, "... the role of the assistant principal is almost always determined by the principal" (p. 14).

The assistant principal is a member of the school administrative team who works mainly with four groups of people: students, teachers, district and support personnel and parents. A large portion of their time is spent in either prevention or maintenance of student discipline, therefore, the majority of their time is spent with students (Reed & Himmler, 1985, p. 80). The second largest portion of time is spent in the supervision and evaluation of teaching staff. The remainder of their time is usually spent "... responding to a variety of unanticipated events" which can involve

students, teachers, parents or school district personnel (Reed & Himmler, 1985, p. 80).

To be successful in the development of administrative skills and in the pursuing of professional career goals, assistant principals require a number of competencies. Fulton (1987) outlined these competencies in four categories of relationships: administrative, teacher, community and student (p. 52). The 1991 National Association of Secondary School Principals' study on the Assistant Principal underlines the importance of relationships.

The assistant principal may be viewed as a disciplinarian, manager, or instructional leader and probably, during an administrative career, will play all these roles at one time or another. However, regardless of what role the assistant principal is assigned or assumes, his or her effectiveness will be determined in large part by the kinds of relationships that are established with significant others, including the district office's staff, the principal of the school to which the assistant principal is assigned, the faculty and students of that school, the parents and the larger community, and the professional organizations whose interest is in the welfare and professional development of school administrators (p. 4).

So what do assistant principals currently do? Are they still the disciplinarians of the 1970s and 1980s? The participants in Kelly's (1987) research related their job responsibilities:

Business management and student problems consumed most of the assistant principals' time. Discipline, in particular, was time consuming. ... Others included responsibility for student programming, discipline, attendance, the alternate education program, locks, lockers and keys, the co-curricular program, student council, building supervision and maintenance, textbook rental, parking, fire drills, school pictures, graduation, public address announcements, awards, supplies, support staff, examination scheduling and supervision, junior high promotion decisions, and report cards (p. 16).

In 1987, the National Association of Secondary School Principals

completed another national survey of school administrators which was similar in its format and content to the national survey in 1965 which was reported later by Austin and Brown. Pellicer, Anderson et al (1988) reported this recent study.

More similarities than differences emerge when the role of the assistant principal in 1987 is compared with the role in 1965. Assistant principals have responsibility for a wide range of duties. Many traditional duties in school management and student services still remain at the heart of the assistant principalship, but the current survey showed an increased responsibility for teacher evaluation and teacher selection (p. 50).

Calabrese (1991) widens the scope of the duties of an assistant principal. Their job responsibilities now include: "... disciplinarian, instructional leader, change agent, prescriptive agent, motivator, ethical model, community relations agent, care agent, and innovator" (p. 53). He described assistant principals as "... dynamic, enthusiastic, creative, and caring" (p. 51). For assistant principals there is no such thing as a trivial or mundane task. "Nothing that the assistant principal does is unrelated to the school's educational mission" (p. 56). Marshall (1992) sees the assistant principalship as "... a critical position in educational organizations" (p. 89). She sees the assistant principal "... maintain(ing) the norms and rules of the school culture" (p. 89). Many activities make up the world of the assistant principal and the major influences on this position. Marshall (1992) sees these as "... social issues like poverty, racism, and family disruption" (p. 89). And because of these influences, "Assistant principals must frequently play the role of mediator, addressing the conflicts that emerge among teachers, students and the community" (p. 89).

The duties of the assistant principal are still seen as including the traditional disciplinarian-type duties but also are beginning to include more instructional leadership-type responsibilities such as teacher evaluation and selection.

c. Assistant principals' potential contributions to successful schools

Assistant principals contribute a great deal to the successful functioning of a school. Some examples of specific characteristics and functions of assistant principals that can contribute to this objective are addressed. Iannacone and Podorf (1984) outlined three characteristics that successful assistant principals should possess.

- * A dedication to learning and scholarly behaviour is critical to maintain faculty and student credibility.
 - * A belief in the purpose of education as an important and critical conduit of culture and knowledge serves as the underlying foundation to give rationality and balance to the performance of a vice principal.
 - * A genuine, friendly disposition to people and a clear, unwavering belief in the dignity of humans must constantly be evidenced.
- (p. 116)

Howley (1985) recommended that an assistant principal "... ought to continue to teach in a particular discipline for one period a day" (p. 89).

He justified this additional responsibility by suggesting that:

It (teaching) is a thoroughly professional way to stay on top of the problems and situations touching teachers and students while at the same time allowing that assistant principal to maintain a sensitive finger on the pulse of the school from a perspective oftentimes lost in a non-teaching role (p. 89).

Many research studies indicated the importance of the assistant principal being visible to students and staff during the school day and at extra-curricular functions. Reed and Himmler (1985) and others stated that

through administrative visibility (ie. touring the facility and being present at school functions) many problems can be avoided and a positive administrative image can be established and maintained.

Howley (1985) suggests that in order for assistant principals to use their knowledge base and experience in all aspects of administration and thereby contribute more towards the success of a school, administrative duties can be rotated or shared amongst all members of the administrative team (p. 89).

d. Current situations in British Columbia

In British Columbia, the responsibilities of school administrators are specified in the Teaching Profession Act (Act 20: 121) proclaimed in 1987 as follows:

Duties of principal and vice principal:

121. A person appointed as a principal or vice principal in a public school shall be, subject to this Act and the regulations,

(a) perform the supervisory, management and other duties required or assigned by the board or the regulations,

(b) confer with the board on matters of educational policy including, where appropriate, attending board meetings,

(c) assist the board in resolving disputes between the board and teachers,

(d) assist the board as required in formulating proposals for collective bargaining and where required assist the board in collective bargaining,

(e) evaluate teachers under his/her supervision and report to the board as to this evaluation,

(f) assist in making effective this Act, in carrying out a system of education in conformity with the regulations,

(g) advise and assist the district superintendent having jurisdiction in his/her school district in exercising his/her powers under this Act,

(h) recommend to the district superintendent the assignment or reassignment of teachers to positions on the teaching staff of the school district,

(i) recommend to the district superintendent the suspension or dismissal of a teacher by the board under section 122,

- (j) perform teaching duties assigned by the board, and
- (k) represent the board when meeting with the public in the capacity of principal or vice principal of a school.

Individual school districts specify their expectations regarding administrative practise in schools. Principals, subsequently, make decisions regarding the approach they will take in leading and managing their schools. The expectations of principals in the two largest school districts in British Columbia are given below. School District #39 (Vancouver) has the following expectations for school administrators:

Principals should be able to provide a rationale that indicates how their school philosophy is translated into action and reflected in such areas as:

1. school organization
2. instructional program
3. relationships with:
 - a) students
 - b) staff
 - c) community
 - d) officials
4. management techniques
5. school climate

Eight areas where the principal will need to have knowledge and to exercise leadership are listed below:

1. Leadership in school and community
2. Leadership in curriculum and instruction
3. Evaluation of staff
4. Creation of a positive school climate
5. Anticipation of needs re: School Finances, buildings, equipment
6. Leadership for professional growth
7. Evaluation of instructional programmes
8. Promotion of student activities and participation"

(Personnel Dept., 1988 October 19)

School District #36 (Surrey) considers their assistant principals to be principals-in-training and sees the principals sharing all the duties and responsibilities with their assistants. The district expectations about administrative practice include:

- I. Establishing Direction
- II. Organization - Management

- III. Interpersonal Relations
- IV. Community Relations Program
- V. Instructional Leadership
- VI. Curriculum
- VII. Improvement of Student Learning
- VIII. Professional Development

The Vancouver and Surrey School Districts have similar directions for their school administrators and are probably characteristic of other school districts in British Columbia.

D. Role socialization and enculturation

The new assistant principal, now a member of an administrative team, needs to adjust to the change in his/her status and level of responsibility. The difference between what is expected to occur in administration and what actually happens in reality is referred to as culture shock. The socialization process and culture shock are examined as relating to the assistant principalship.

1. Socialization process

Socialization is the process of adapting to the customs of a group or culture. For teachers striving for acceptance into the administrative field, there appears to be a process that is intentionally or unintentionally followed. Marshall (1985) stated the general steps that need to be taken to accomplish this acceptance.

Aspirants must separate from their reference group and form a positive orientation toward the values of the new group during anticipatory socialization; they must take on tasks to acquire the skills, attitudes, and experiences of the group to which they aspire (p. 30).

In the field of education, teachers could begin this socialization process by taking on administrative-type duties in addition to their teaching

assignments or becoming involved in district committees or projects.

Marshall (1985) added;

The analytic focus is on the process by which individuals learn how to fill the norms, interact with the right people, and have the appropriate attitudes so that they are seen as competent and trusted members of the administrative group (p. 33).

Marshall and Greenfield (1987) related the socialization process to assistant principals. For teachers aspiring to become assistant principals, there are specific things they could do to facilitate the process.

Socialization is the process of learning and performing a social role. Its outcomes are the knowledge, skills, attitudes, and behavioural orientations one acquires, in this case, in performing the role of assistant principal (p. 37).

A teacher can learn, observe and actively practice administrative behaviours. This can, however, bring about a gradual separation of the teacher from their peers because of the development of relationships and behaviours that are more administrator-oriented than teacher-oriented. This separation increases as the involvement in administrative tasks and events increases. At some point, there is a conscious decision to venture in that direction and to request or apply for opportunities or positions that could assist in obtaining an administrative position. The decision to proceed with graduate studies is often a clear indication of career intent.

The socialization process is, however, not complete upon appointment to an administrative position. Marshall and Greenfield (1987) stated the results of their interviews with a number of assistant principals regarding the enculturation process into administrative roles.

New administrators must find ways to manage calmly, competently, and loyally in their roles while, at the same time, they experience

shock over the demands and compromises in administration. Assistant principals are experiencing this culture shock in different ways, over different issues, but their crucial task is to find ways to hide the shock and continue performing their jobs (p. 39).

Assistant principals agreed, that one of the most important enculturation tasks was "continuing to appear competent, calm and loyal" to the administrative team, in spite of what one believed in or saw happening around them (p. 39). Dangers that could result from this include administrators doubting their personal purpose and commitment to their jobs or becoming compliant in order to maintain visible administrative unity. Well grounded personal values and beliefs and self confidence can help the administrative officer satisfy their employers expectations and also remain true to their own beliefs.

2. Culture shock

Culture shock in school administration can occur when one sees blatant contradictions in administrator actions and one's personal philosophy. Unfortunately, not every principal is an ideal administrator. Novices, can naively expect certain administrative standards and are shocked to see or hear otherwise. Another example is when a novice feels well prepared by their university studies and administrative background for his/her administrative role, but discovers upon entry to school administration, that he/she is sorely lacking in technical skills. Other examples of when administrative culture shock can occur is when there are displays of racism, sexism or other discriminatory behaviours by superiors, undermining, favouritism, lack of professionalism, violations of confidence and shows of double standards (Marshall, 1985, p. 42-43). Marshall

(1985) stated how her research participants felt they had to act in these situations.

The culture of administration is different enough to be a shock to new assistant principals. Assistant principals learn that they must not display this shock, must present a united front with other administrators (against teachers, students, parents, district office, even when their sense of professionalism conflicts with this front). "Covering" or finding ways to cope with that shock and continuing to appear competent, calm, and loyal are essential enculturation tasks (p. 43).

E. Suggestions for aspiring and novice administrators

From the review of the literature, suggestions from veteran administrators reflecting back on their first-year experience that could assist the aspiring or novice administrator are the conclusion to this chapter. Recommendations and advice are given from administrator participants in research studies completed by Kiner (1976), Mitchell (1980), Potter (1980), Smerka (1980) and Shelton (1992).

1. Kiner (1976)

First you have to accept the fact that because you have a different job, title, and responsibility, students and teachers, and the community will react differently to you. Second, if you become an assistant principal through promotion from the teaching ranks, dealing with staff problems will be a difficult area to tackle. Third, there are custodial functions in any school that are a fact of life. If you don't accept them, they will drive you crazy. Fourth, there are many clerical, custodial, and trivial chores that an assistant principal must handle. However, those things must be done, and sometimes they lead to significant changes (p. 45).

It did bother me that discipline became an administrative process rather than dealing with the needs of students. Countless times as an administrative rookie I made the mistake of giving students detentions and sending them on their way. ... It is my responsibility to deal with problems and not symptoms (p. 43).

One basic fact that I have learned this year in terms of staff relationships is to be honest and to the point. ... Teachers will

respond much better when there is open and honest dialog (p. 44).

2. Potter (1980)

The secret to almost any successful encounter is organization ... Regardless of the task at hand, take time to properly plan and organize your work (p. 11).

... delegate responsibility to others if the total effectiveness of the school operation will benefit (p. 12).

Never put yourself into a corner where you can't get out. Always leave way for a compromise when all else fails (p. 12).

Show your love, concern, and appreciation to others ... show others that you really care (p. 11).

Assistant principals should avail themselves of every opportunity to better prepare for their job; this will include attending ... conferences, workshops, and clinics (p. 10).

3. Smerka (1980)

Remember that education is a service-oriented profession (p. 24).

Being effective means getting involved (p. 24).

Utilize appropriate modes of communication. Notes, memos, letters, phone calls, and personal conferences are all necessary, and are effective if used wisely (p. 24).

Remember always to keep the principal informed about what you are doing and why. Good communication is vital! (p. 23).

Always give credit when credit is due (p. 25).

Be reflective and do a yearly self-assessment (p. 25).

Have a sense of humour and be happy (p. 25).

Be optimistic and positive (p. 25).

4. Mitchell (1987)

Assistant principals, like principals, serve in many capacities. They play the role of nurse, teacher, secretary, cafeteria worker, custodian, and many others. In most schools, they also function as disciplinarian, a position that leads to still other roles - counsellor and mediator (p. 29).

5. Shelton (1992)

Shelton, in his research, questioned participant administrators regarding mentoring relationships. The responses show that "Although seventy-three percent of administrators did not have a mentor when they moved into administration, ninety-one percent believed one would have been very helpful and that they would have done a better job had they received such guidance. ... More than ninety-five percent indicated willingness to act as a mentor for first-year administrators" (p. 114). In the open-ended responses from the participants, it was felt by many, that mentor programmes should be required for aspiring and novice administrators.

III. Summary

The role, duties, and responsibilities of the assistant principal seem to be gradually changing over the years. There seems to be a continuing trend towards school administrators working in collaborative teams. A number of leadership training and support programmes that could be available to the aspiring and novice assistant principal have been discussed. Individuals dedicated to becoming the best administrators possible, will usually search for sources of available assistance during the journey on their career path. For some aspirants and novices this can be accomplished through informal mentoring relationships and other administrators will require the additional assistance that formal mentoring programmes could give them.

Chapter 3

Method

I. Rationale

How do first-year secondary school assistant principals make the transition from the role of classroom teacher to that of school administrator? In addition to reviewing related research studies, assistant principals who had just completed their first year in administration, were interviewed to determine how they had dealt with their new responsibilities. One purpose of this study is to provide recommendations to assist aspiring or newly appointed assistant principals in preparation for and survival of their first year in their new administrative role.

The research approach was twofold including a topical literature review and an empirical study. First, a literature review was conducted of the roles, duties, and responsibilities of the assistant principal and the methods of preparing and assisting them in adjusting to this new role. Findings were summarized in Chapter Two. In the empirical study, first-year school administrators were interviewed to determine how they prepared for their new job and the coping strategies they used during their first administrative experience. Research findings are described in Chapter Four.

II. Method

A. Selection of participants

The initial step in selecting participants was to contact the Communications or Research Officer in each of six school districts in the Greater Vancouver area of British Columbia, Canada. From them, information regarding the existence of first-year assistant principals in their specific districts was obtained. The Communications or Research Officer supplied names of assistant principals. Upon receiving local districts' and university approval, each respondent's participation was confirmed by telephone and then each participant was sent a letter (See Appendix A) thanking them in advance for their help. They were also asked to complete the research consent form (See Appendix B) and a personal information questionnaire. An outline of the interview discussion topics was also included in this package.

A total of six administrators were part of this research project. Interestingly, three of the administrators were female and three were male.

B. Data collection

Two methods of obtaining information from the respondents were implemented in this research project: a questionnaire and an interview process.

1. Questionnaire

The questionnaire was distributed to participants prior to the interview. The questionnaire included the following demographic data:

1. personal history

2. educational background
3. teaching background
4. background in administrative duties
5. information concerning outside of school activities
(ie., university courses, clubs)
6. information about their current school
7. involvement in professional organizations
8. major changes in their personal lives during this past year

This information provided an overall picture of each administrator's background during their first year in school administration. Observations could be made regarding the various influences and demands made on each individual and whether these influences affected their ability to do their job. A printed questionnaire seemed the most efficient method of obtaining this information.

2. Interview

The second method of obtaining information from the respondents was undertaken by interviewing the participants. As Merriam (1988) claims:

Interviewing is necessary when we cannot observe behaviour, feelings, or how people interpret the world around them. It is also necessary to interview when we are interested in past events that are impossible to replicate (p. 72).

The semistructured interview process described by Merriam (1988) was used (p. 74). (Specific responses on certain topics were desired from all of the respondents.) "The interviews were guided by a list of questions or issues to be explored, but neither the exact wording nor the order of the

questions was determined ahead of time. This format allowed the interviewer to respond to the situation at hand, to the emerging views of the respondent, and to new ideas on the topic" (p. 74). To pre-test the interview questions for clarity and to develop interviewing skills, two practice interviews were conducted with practicing assistant administrators. Subsequently, topics were minimally altered and an opportunity was provided for respondents to make suggestions regarding the first-year administrative experience.

The participant administrators were again contacted by telephone and interview times were arranged. The respondents were reassured of the confidential nature of this research project. All interviews were held between June 28, 1993 and July 12, 1993.

Interviews were held during the morning, in the offices of the participants at the schools where they worked, with the exception of two interviews which were conducted in participants' homes. The interviews ranged in length from approximately one to one and one half hours and were audiotape-recorded. The presence of the recording device did not seem detrimental to the interview process since all of the respondents seemed relaxed and comfortable during their interviews. In all situations, the only people present during the interview were the interviewee and the interviewer. All interviews were transcribed by the researcher within two days of each interview.

The interview discussion topics sent to the participants prior to the interview are listed below:

Table 2

Interview Discussion Topics

*** Preparation for the position of Assistant Principal:**

- graduate coursework
- job experience

*** Becoming an Administrator:**

- expectations
- positive experiences (joys & successes)
- frustrations or problems experienced

*** Roles & Duties of an Assistant Principal:**

- what was anticipated
- relationship to students, teachers, support staff, and district staff
- the transition from role of teacher to administrator
- what roles were actually assumed during the past year

*** Formal vs Informal Mentorship**

- was there involvement with formal mentors? informal?
- did having a mentor assist the novice secondary school administrator?

*** Suggestions**

- if you could do it all over again - what could be done differently to improve this past year?
- other resources to go to for assistance

*** Additions**

- is there anything else that could be added to this discussion that might have been missed that could assist a new assistant school administrator?

The interview process was unstructured and conversational. The atmosphere was informal and relaxed. Having prior accessibility to the topics of discussion gave respondents an opportunity to think about their experiences and this was observed in the quality of their responses. At the conclusion of each interview, impressions of the interview and the informant were recorded by the interviewer.

III. Data Analysis

The analysis of the data was completed in two ways. The interviews were coded and categorized to represent major categories of relevant information in the scripts. Secondly, the information from the questionnaires was charted separately so that each category could be compared for all administrators.

Upon completion of the transcription of the interviews, each interview was read and corrected against the audio recording. The limited coding completed during this process consisted of categorizing the responses into the general discussion topics. The remainder of the data analysis was done after completion of the entire interview process .

The coding process was a manual procedure. Each interviewee's transcript was photocopied onto a different colour of paper. First-level coding involved the categorization of the interviewee's comments into the five discussion topics. These included:

- I. Preparation for the position of assistant principalship,
- II. The duties and responsibilities of the assistant principal,
- III. The first-year experience as an assistant principal,
- IV. Support systems that first-year administrators use, and
- V. Suggestions from first-year assistant principals.

Each specified comment was identified by the relevant Roman Numeral. In the second level of coding, the various codes were determined by identifying different concepts under these five major headings. Data for each concept were collated. The results of this procedure are found in Chapter Four. A list of the codes is found in Appendix C.

Charts were also made for each category in the questionnaire. Pertinent information regarding each participant was recorded on the charts for comparison purposes. The chart categories included:

- * personal and family information,
- * academic and professional background,
- * work and leadership experience, and
- * workplace information.

Some data for the charts were also taken from the interview scripts. Summary information regarding the participants follow in this chapter's section V. The Sample. The data charts are given in Appendix D.

IV. Limitations

The selection of participants for this study was limited since there were only seven newly appointed secondary school assistant principals in

the six schools districts chosen for this project. All participants were administrators in large urban secondary schools. Some districts did not have any first-year secondary school assistant principals on their secondary school staffs, therefore, participant selection was based on available and agreeable first-year administrative officers. Participation in the study was voluntary. One assistant principal to whom the invitation was extended, however, chose not to participate in the project. It was felt that even though there were only six participating assistant principals who shared many similar ideas, it was unlikely that additional interviews would yield much more information.

Despite continuous increases in student enrollment in the Greater Vancouver/Lower Mainland area of British Columbia, school districts did not hire many new secondary school administrators during the 1992-93 school year. Some districts amalgamated their separate junior-senior high schools into single secondary schools and therefore required fewer or the same number of administrators. Another reason for the few numbers of newly appointed administrators seemed to be financial restraint, resulting in district attempts to direct monies into programmes of more direct visible benefit to children. In some districts, an attempt to reduce what the general populace discerned as 'administrative extras', leadership training programmes, which include formal mentoring programmes, were cutback. The findings are, therefore, limited to this participant group of assistant principals in the Greater Vancouver/Lower Mainland area of British Columbia.

Another limitation was that although the researcher is an experienced teacher who has assumed numerous leadership roles at the secondary school level, she did not have school administrative experience and was not totally cognizant of all the responsibilities and duties of assistant principals. The interview process and the analysis of the content of the interviews is also limited to the personal bias and the developing technical skills of the interviewer-writer. Personal beliefs, perspectives and philosophy affect the analysis of the interview data resulting in writer specific findings. The influences of the writer's extensive teaching experience and academic background are also reflected in the data analysis.

The 1992-93 school year was a stressful year for educators in this research area. In a number of the school districts labour strife and consequent job action resulted in numerous days of school closures due to teacher union strikes. To hear, firsthand, the thoughts and feelings from these assistant principals about their first-year experience during this unstable time in education was valuable but limited to these participants during this time period.

V. The Sample

Profiles of the six participant assistant principals are summarized using information and impressions gathered from the questionnaire and the personal interview. Each description includes personal and family information, academic and professional background, work and leadership

experience and current workplace information. The following characteristics were identical for all of the participants: all were caucasians; none had changed their marital status during the 1992-93 school year; all taught in secondary schools where the enrollment was between 1,000 and 1,999 students; none of the assistant principals taught scheduled classes; and all worked at job related duties from fifty to fifty-nine hours each week. Districts signed these newly appointed assistant principals to two or four year contracts which were renewable upon their successful completion of graduate degree programmes and on-the-job experiences.

Each participant, in order to maintain confidentiality, was given a pseudonym and assigned to a fictitious school in a fictional school district. All administrators gave the impression of being very conscientious and dedicated to "the work of educating children".

A. Patricia Bordars

Catcher Secondary School

Blue Jays School District

Patricia is an outgoing, confident and well spoken individual. She was the junior and only female member of the administrative team at a well established secondary school. All three administrators of this school had previously been teachers at this school. Patricia entered school administration at the age of fifty-one after thirty-one years of teaching. She taught mostly on a part-time basis during her teaching career in a variety of subjects at the secondary level. She had many outstanding

accomplishments as a teacher, which included co-ordinating and producing a number of major productions. She was a department head and also chaired district's department head meetings. The year prior to her administrative appointment, she was chairperson of her school's Teachers' Advisory Committee.

Patricia completed her undergraduate work in Modern Languages. During her first year as assistant principal, she completed her Master's Degree in School Administration. This involved a minimum of ten to more than fifteen hours of study each week.

Patricia is an active member of two professional organizations and was involved in some district professional development activities in addition to working on her university studies. One aspect of her professional development was her involvement on two external accreditation teams for the provincial Ministry of Education. She was also very involved on executive positions or board memberships in various community music organizations.

Patricia taught mostly part-time in three different school districts and took time off to be with her young children at home. Currently, she is married and has three adult children. Her husband is an administrator in another school district.

B. Paulette Mollitar

Picture Secondary School

Mariners School District

Paulette was the youngest of this research group of new assistant

principals, being appointed to her first administrative position at the age of thirty-eight. She began her teaching career at the age of twenty-five after completing her Bachelor's Degree in Science. She was a department head for three years prior to her administrative appointment. The year prior to her administrative appointment, she was acting vice principal at her school for three months while the regular assistant principal was on sick leave.

She was very involved in working with students in extra-curricular activities such as the Students' Council and the publication of the school's yearbook. She also organized the graduation ceremonies for her school. As well as working outside of the classroom with students, she was involved in teacher committees such as professional development and Teacher Advisory Committee.

During her first year as assistant principal, she began work on her graduate degree in Educational Administration. This included a commitment of eight to thirteen hours a week towards her university studies. She was also an active member of three professional organizations. The administrative team at her school consisted of the principal and another assistant principal. She was the first full-time female administrator to be assigned to that school.

Paulette is the mother of two young children who are both active in sports. Her husband is a full-time educator and is involved in coaching high school sports teams. Paulette also encourages her children in their athletic endeavors by her involvement on the executive committees and at sporting events of the athletic clubs to which they belong.

C. Jonathon Olarud

Four Hundred Secondary School

Orioles School District

Jonathon began his teaching career at the age of twenty-five as a teacher of secondary physical education. He completed his undergraduate degree with a major in Physical Education and a minor in Science. He taught at all secondary school grade levels and was also a department head. He also taught grade seven for three years in the elementary level.

Jonathon began his graduate studies in Educational Administration but changed his focus and finished his Master's degree in Counselling Psychology. His appointment, prior to entering administration, was as a secondary school counsellor. He entered administration at the age of thirty-nine. He developed his leadership skills in roles such as Teacher Advisory Council chairperson, Athletic Director, Staff Representative, and District Counsellors' Executive member. He was also acting vice principal in his school on a number of occasions during the previous school year. The principal at his school, who had previous experience in the elementary school system, was in his second year of secondary school administration. The senior assistant principal was also in his first year at this school.

Jonathon is married with three young daughters. His wife works full-time in their home on school days and part-time at her job site on Saturdays.

D. Roberta Alimer

Gloves Secondary School

Expos School District

Roberta leads a very busy life, juggling an assistant principalship in a large secondary school, with teaching a university education class in the evenings and involvement in a variety of community art associations. She had current or past volunteer involvement in administrative duties and responsibilities in many community art organizations.

Roberta began her teaching career at the age of eighteen. During her teaching career she completed her Bachelor's degree in Fine Arts and her graduate degree in Curriculum and Instruction of Visual and Performing Arts. She taught secondary Art and English and was a department head for nine years. After twenty-four years of teaching experience she was appointed to an assistant principal position. She is divorced and does not have children.

She also gained administrative experience in her work at the university. Her responsibilities there included the co-ordination of the faculty associates who worked with all the secondary and elementary student teachers. Roberta is also an active member of four professional associations and is extensively involved as participant and presenter of professional development activities.

Roberta gave the impression of being comfortable and confident in her job. She was confident of her abilities because of her career successes. She felt she had established herself as a firm but caring administrator.

There were three female assistant principals and one male principal on the administrative team in her school. The principal and senior assistant

principal were well established in the school but the other two assistant principals were both new appointees.

E. Edwin Spragge

Victory Secondary School

Astros School District

Edwin taught for approximately twelve years in each of the elementary and secondary school systems. He had an undergraduate degree in elementary education and in 1984 he completed his graduate degree in Educational Administration. His teaching abilities gave him the opportunity to teach for the Ministry of National Defense in Europe. In the secondary school system, he taught Mathematics and Science, working also as department head before being appointed to a district consultant's position. At the age of forty-eight, he was appointed to an administrative position that began in March. The composition of that team of four administrators changed drastically in September when two assistant principals changed schools and the female principal then had a team of three new male assistant principals. Edwin is actively involved in professional development and is an active member of four professional organizations.

Edwin is married, with three teenage children. His personal philosophy of service and caring, which carries over to his teaching and administrative responsibilities developed from his Christian beliefs and affiliations. His wife supports the family by her work in their home.

F. Joseph Cartar

Champion Secondary School

Red Sox School District

Joseph entered the field of education at the age of twenty-five. After considerable teaching experience, he chose to enter school administration. He was appointed to an assistant principalship at the age of thirty nine. He is married, with two teenage children and his wife works at regular part-time employment.

Joseph completed his undergraduate degree in secondary Science education. His graduate degree in Educational Administration was completed prior to entering an administrative position. He holds active membership in four professional organizations and was active in professional development activities during his first administrative year. Prior to becoming an administrator, his experience in the field of education included teaching at all levels from elementary through high school, elementary school vice principal which was primarily a teaching position, and secondary school department head. His previous responsibilities as district principal mainly involved being the district resource person for the development and support of the district's Ministry of Education initiatives. Another experience in administrative responsibilities and duties included the presidency of the local Teachers' Association, which he retained for a number of years.

Joseph gave the impression of being confident, organized and comfortable in his job. He had a positive and friendly approach to life in

general and to his students and staff. He considered himself fair in his interactions with students and teachers and believed in giving students responsibility for their actions. He was involved in a number of activities and committees with students and teachers. Joseph was the junior member of the school administration team, which consisted of three full-time and one half-time positions, which were all filled by men. The principal and senior assistant principal were well established in the school, whereas the two junior administrators were new appointees with one assistant principal working halftime in Community Education programmes.

Chapter 4

Findings of the Research

I. Overview

The analysis of the research data resulted in the generation of codes from the interview transcripts under the following sections: A) Preparation for the position of assistant principal, B) Duties and responsibilities of an assistant principal, C) The first-year experience as assistant principal, D) Support systems that first-year assistant principals use, and E) Suggestions from first-year assistant principals. The findings and interpretations are presented in this chapter. Statements made are the perceptions of the writer made from the discussions with all the participant first-year assistant principals.

II. Research Findings

A. Preparation for the position of assistant principal

This section includes summary data of each administrator pertaining to their educational and professional background leading to their first administrative position. Coding the interview data yielded the following subsections: 1) Why enter school administration, 2) When to enter school

administration, 3) Teaching experience prior to entering school administration, 4) Professional growth leading to an assistant principalship, 5) Academic preparation for school administrators, and 6) Administrative experience prior to becoming an assistant principal.

1. Why enter school administration

Many reasons for desiring leadership positions in schools are stated by all of the research participants. Two warnings are, however, given by two of the administrator participants. The first warning was "not to enter school administration for the wrong reasons". Participants indicated that some of their teacher colleagues thought they were seeking administrative offices because they desired positions of power. Three participants specifically mentioned that this was not true for them. School administration was seen by them as a challenging service-oriented opportunity and not a position of authoritarian rulership. Active participation in school administration was seen by them as an opportunity for instructional leadership. This refers to leadership that could bring about positive changes in education such as curriculum implementation and encouraging teaching staff towards instructional change for the benefit of all students.

The second warning stated was that "there's never going to be a job where you like it all". An example is given regarding dislike for paperwork. "Paperwork is something that I don't have a whole lot of use for but you have to do it because otherwise people will have to pick up after you. So I've learned ways to do that reasonably efficiently and

effectively". They emphasized that as assistant principals, they were never going to be just disciplinarians or spend all their time chasing smokers. They favoured other aspects of their jobs but they upheld school policy and contributed their efforts to what they considered as less desirable aspects of their job.

All of the participants believed in personal professional growth. They desired to "expand horizons for personal growth". One participant stated he wanted to "stretch himself" and learn more about things that he "was not totally at ease with". These administrators had seen many changes during their careers and they desired or were ready for some "energizing" changes. Entry into school administration was a continuation of this changing learning and career path. This process was seen as a continuation of expanding personal abilities and an opportunity to develop skills, characteristics and abilities that would not have been available to classroom teachers. The participants also thought that administration "looked exciting" and could possibly help them "stay excited" and retain positive attitudes about their jobs.

Many participants saw the position of assistant principalship as a "service" opportunity. They enjoyed helping and working for others and were "looking for a different level of service". One participant said that "I could do a lot for a lot of people - which I really like - it is part of my nature". All of the administrators enjoyed working with students, parents and teachers and had developed the "people skills" necessary for interactions with them. Learning the variety of administrative tasks and

responsibilities could also "expand personal abilities".

All of the research participants stated that they chose to strive for school administration because they desired change and further challenge. Olarud stated, " I knew change and challenge and enjoyed that ... I need a change every three to five years". Alimar said that "I am at that age where I really do need a change if I'm to keep excited and alive. I know every few years I need a new challenge - I need a change ... I wanted an expansion". Bordars desired to be "more involved in policy making". The challenges in administration were therefore seen in a variety of ways.

Participants desired to have a "greater opportunity to make an impact on education". They had "ideas to pursue" and "wanted to see things happen". They wanted to "get staff excited and involved" and "desired an impact beyond the classroom". These new opportunities for leadership were welcomed because they strongly believed in the educational system but saw the need for change. They desired involvement in this change process in order to improve situations for students and teachers.

2. When to enter school administration

The participants set their goals of becoming secondary school administrators at different points along their individual career paths. At one end of the spectrum, Spragge decided ten years prior to successfully obtaining an administrative position that he wanted to become a school administrator. He consciously began preparing himself for that role by beginning graduate studies in educational administration. In contrast,

another participant was encouraged by former administrators to pursue a school leadership position shortly before actually becoming a school administrator. Graduate studies began after being assigned to an assistant principalship. The other participant administrators made decisions to strive for administrative positions one to three years prior to actually accepting assistant principal positions. Therefore, the choice of whether or when to strive for school administration is all part of a personal growth plan which adapts to factors that affect an individuals' career path.

The suggestion was made by the participants that it was valuable to be aware of what the assistant principalship entailed prior to striving for entry into administration. It was suggested that it was important to have an understanding of the degree of responsibility that school administrators have and to understand the importance of acquiring skills in decision making. Some methods of gaining understanding in these areas could involve shadowing an administrator or being involved in internship programmes. Completion of a Master's Degree in School Administration was also considered of great benefit.

3. Teaching experience prior to entering school administration

The number of years of teaching experience of the participant administrators ranged between thirteen and thirty years. All of the male participants had taught in both the elementary and secondary school systems. Two participants also had experience teaching at the college or university level. Four of the participants had experience teaching in as many as three different school districts. One participant taught overseas

for four years.

The subject areas that these participants taught in varied extensively. Their major specialty teaching areas included Science, Fine Arts, Languages, Physical Education, and Mathematics. Many of the participants, however, had taught a number of courses that were not in their specialty areas. One participant states part of his educational philosophy as follows:

I have actually taught from Kindergarten to Adult and I did that intentionally - to get an idea of the whole picture. That is part of my philosophy too. I am not just a teacher of Science - I am a teacher - I can teach anything, however, I might be more comfortable teaching Science!

In this respect, many of the participant administrators have historically similar teaching experiences. For example, one participant, whose subject specialty was English and French with a minor in German, also taught Mathematics, Social Studies, Science and Choral Music. Some of the participants were also involved in developing new programmes. These varied teaching experiences and the versatility of these participants as teachers, was invaluable to them upon entering the administrative field with its multiple areas of required skills and responsibilities.

All of the participants were involved in special projects in their teaching areas or had personal special interests or hobbies. These interests included computers, library services, English as a Second Language, performing arts, co-operative learning, fine arts, and athletics. Many hours of extra-curricular time were spent during past and present years in assisting or coaching students and/or staff in skill improvement in these

areas.

4. Professional growth leading to an assistant principalship

There are a number of activities and projects that these administrators participated in and accomplished as teachers that enhanced their professional growth and helped prepare them for their current administrative responsibilities. These activities are discussed in the following sections: leadership in courses taught, group projects, leadership roles, professional development activities, personal planning for administration and learning specific administrative skills.

Technical and people skills learned and developed in programmes and projects initiated in the classroom were valuable to the administrators in their new jobs. One participant found that in the teaching of Physical Education, skills in planning, scheduling and organization were developed. These skills were further enhanced by the extra-curricular work done as an athletic coach. Similar skills were developed by other participants in their work in the Performing Arts Department. Organizing Fine Arts evenings, co-ordinating fashion shows and producing musicals all required skills that assisted in developing extensive leadership skills for these, then potential school administrators. Classroom activities such as co-operative learning, group presentations, and field trips all require teacher skills in planning and organization. These and other activities in the classroom are not as time consuming as the above mentioned extra-curricular events but can also begin to develop some of the technical skills that are required for potential school administrators.

Involvement in group projects was helpful in improving people skills and especially the skill of working together with other people towards the accomplishment of a common goal. All the participants indicated the importance of getting to know people and group work provided them with this opportunity. Mollitar was involved in helping with a professional development project of the British Columbia Science Teachers' Association which helped her to become acquainted with other educators in the province. Working on the production of her school yearbook gave her the opportunity to work with teaching staff and students in her school. This experience also developed her skills in print production which she now can transfer to her responsibility in producing a monthly school newsletter. Working on the steering committee of her school's Internal Accreditation Committee gave Mollitar invaluable exposure to the entire school planning procedures. Bordars gained valuable knowledge and insights from other secondary schools in the province through her involvement on two external Accreditation Teams.

A major aspect of an administrator's role are the responsibilities that they assume in that position. Learning to cope with responsibility can be accomplished as a teacher in a number of ways. Being the person in charge of particular function or group of people striving for a certain goal can carry with it numerous responsibilities. One example is given of each of the participants' responsibility positions while they were classroom teachers. Mollitar learned of the stress of responsibility while being the chairperson of her school's annual graduation ceremonies. Bordars

presented workshops on a number of educational topics and also organized a Performance Club. Alimer organized the Craft House on Granville Island. Olarud was the Athletic Director in his school in a previous district. Spragge, in his job as district curriculum consultant, was often "in-charge" of district curriculum events. Cartar organized schoolwide events that featured high profile public individuals such as the Governor General of Canada. Involvement in these types of activities assisted these potential administrators in becoming comfortable with "things coming out of left field all the time" and "the number of things you need to juggle" when organizing major events or activities.

When these participants made their decisions to actively pursue administrative positions, there were specific things that they did in order to reach their goals. These included attendance at a variety of professional development activities and specific personal planning relating to relevant administrative information and skills.

The participants indicated that they increased their involvement in professional development activities once they had decided to strive for school administration. Specific examples of professional development involvement included workshops such as: Elements of Instruction, Supervision of Instruction, Peer Mediation, Conflict Management, and Conflict Resolution. Spragge also attended a conference on school law, discipline and the School Act. Mollitar felt fortunate to be involved in her district's Leadership Preparation Programme which was held the previous school year, after school hours on one day a week for six weeks. Teachers

in other districts were not offered such a programme during this time. After being assigned an administrator's position, most of the participants were given a half-day or one-day 'orientation to school administration' preparatory workshop by their districts. This was of varying value to the participants.

Some of the participants indicated that they specifically did certain things in order to plan for their future administrative position. One participant shares what he did:

I ended up taking a look at a number of certain methods that had already been put down on paper and tried to get information into a file about certain actions, certain behaviours - what the usual consequences are in the province. ... So anything along those lines before I walked into the position I would put into a file and try to, in a sense be prepared, as to "Oh ya, that's a good idea", nothing formal -nothing that I would write out - when this happens do this - but being aware as much as I could.

The participants found it useful to begin doing or volunteering to do minor administrative tasks in their schools. It was also suggested that having basic computer skills was a valuable asset. They observed administrators in action and talked to different administrators about their jobs. They found that getting involved in different capacities gave them experience in a variety of tasks and built self confidence.

Upon successful appointment to an administrative position, some of the participants were able to visit their new schools prior to working there and becoming familiar with their new working environment. One participant was able to access the latest school yearbook and become familiar with students' and staffs' names and faces. Another participant indicated that it was helpful to begin thinking as a school administrator

and to see oneself in the role of an assistant principal rather than as a classroom teacher. The participants felt that these activities made their transition from teaching to administration somewhat smoother.

5. Academic preparation for school administrators

All of the participants had completed Bachelor's degrees. Their specialty areas included: two participants in secondary Science, and one participant each in Fine Arts, Humanities, Physical Education, and Elementary Education. Upon entry into the assistant principalship four of the six participants had completed graduate degrees. Cartar and Spragge had completed Masters degrees in Educational Administration, and Olarud who had begun graduate studies in Educational Administration, had completed his Master's degree in Counselling Psychology. Alimer completed a Master's degree in Curriculum studies in Visual and Performing Arts. Bordars was over half way to completion on her work towards a Master's degree in Educational Administration when she started working as an assistant principal. She completed her degree during her first year as an administrator. Mollitar began her work on her degree in Educational Administration the same time she began her administrative career. The recommendation from the participants is to have completed graduate work prior to entering school administration.

There were a variety of replies to the question of whether the participants were adequately prepared to begin administrative work. Most participants felt that their administrative degrees were very helpful and that the university courses they took were useful. Some participants,

however, did not find all the courses they took in university matched the reality of their administrative work. Most participants indicated that there could be some improvement in the teaching of technical skills or "how-to do" the variety and large number of administrative tasks.

6. Administrative experience prior to becoming an assistant principal

The transition from classroom teaching to school administration involves participation in administrative experiences. All participants indicated involvement in at least two or more of the following experiences: committee work, department head, counsellor, district position, and acting assistant principal.

Committee work is a prime example of obtaining experience in administrative-type work. All of the participants in this study were extensively involved in a number of committees involving school activities. Examples of school related committee involvement included being chairperson of various committees, Professional Development committee chairperson, Staff Representative, Teacher Advisory Council chairperson, executive member of the district counsellors, and Teacher Association President. Three administrators were also involved in extensive committee work in their communities. This involvement included being on the executives of art, music, or athletic associations. All participants agreed that it was important to learn leadership skills by becoming involved in leadership capacities in a variety of activities or committees.

Every participant in this study gained administrative experience

through the school-based department head position. They were department heads in a variety of subject areas. One participant was also the chairperson of the district's counselling department heads. These administrators had been department heads in their various areas from three to ten years. During their time as department heads some of them initiated educational programmes for their teaching staffs.

It was recommended that counselling skills be a pre-requisite to school administrative work. One participant came into administration from a secondary counselling position in his district. It was felt that the interactions between students, parents and teachers that constantly occur for a high school counsellor are invaluable to an assistant principal. Another participant also reinforced this concept and suggested that it would be very helpful for an administrative aspirant to take training in counselling skills. This participant found that he worked very closely with the counselling staff in his school and also personally used these skills when attempting to assist unsettled students in reaching their educational and career goals.

Spragge and Cartar were both in non-teaching district positions prior to becoming assistant principals, one as a district consultant and the other as a district principal responsible for Ministry of Education initiatives. Spragge was a consultant for three years and found that time "very very useful in giving (him) more of a sense of what can be done in steering people and education in a particular direction". He also found it very helpful to have an understanding of the workings of the district

office.

That position also helped (him) to understand the workings of the District in a way that a classroom teacher is unable to - who is responsible for what areas - who to contact? - mainly what secretaries and what positions you need to talk to, to eventually get the ear of the person in charge. That is really helpful. In the job, I found that both teachers and administrator colleagues had questions that they weren't sure how to resolve and because of my involvement as a Consultant I knew who to call. So it was settled in a matter of minutes rather than eighteen phone calls to find out who it is. That tends to shortcut some of the resolutions to difficulties.

Cartar saw the benefits of the position of district principal for aspirant school administrators as follows:

The district position gives you an overall view. It would have given me a very good overall picture of the administrative structure and what the administrative roles, rules, and procedures, processes whatever are. However, it has nothing to do with what a vice principal actually does on the job.

He also felt that he had a more comfortable relationship with school district personnel than an assistant principal who was just coming into school administration from a department head teaching position.

The most valuable administrative experience that any of the participants had prior to becoming assistant principals was that of acting assistant principal. Two participants were acting assistant principals during the year prior to being assigned the position of assistant principal. One of them, a high school counsellor, was acting assistant principal four or five times during the year. The other participant was formally given the position of acting assistant principal for approximately three months when one of the assistant principals was on sick leave. The experience was found to be very valuable since there was full involvement in most aspects

of the job of assistant principal. The participant dealt with teachers, parents, and students and was also involved in committee work.

It was seen that to prepare to work in school administration requires time and effort over a longer period of time. Aspirant administrators are prepared theoretically and philosophically through the graduate studies programmes while on-the-job leadership-type experiences helped them learn some of the technical skills necessary for success in school administration.

B. Duties and responsibilities of an assistant principal

The duties and responsibilities of each assistant principal varied and depended on the principal of their school. This section will present data from the participant first-year administrators on the following topics: 1) Functioning as an administrative team, 2) Responsibilities as an assistant principal, 3) Working associates of assistant principals, 4) Extra-curricular involvement as an assistant principal, 5) What the participant assistant principals want to do as administrators, and 6) Developing an administrative style.

1. Functioning as an administrative team

In all the situations represented by the participants in this study, there were at least three members in each administrative team consisting of the principal, a senior assistant principal and a junior assistant principal (with less experience than the other assistant principals or with no experience as assistant principal). In one situation, two of these four administrators were new assistant principals. One participant was the first

female administrator to work in her school. All three assistant principals were new to another school in addition to the participant being a first year administrator. All the members of the administrative team at one school had previously been teachers at the same school. Because of the death of a predecessor, one participant began his administrative job at the end of September. These situations resulted in the participants encountering quite a chaotic start to their administrative careers.

In all but one school, the participant administrators felt that their administrators functioned as a team and that the other administrators in their schools were supportive, helpful and encouraging. The specific role expectations were either set by the district or the principal but as one participant stated, "we negotiated job trades with other vice principals". Comments by participants that support the team concept include; "the team was supportive and co-operative", "the team we've grown into", "administrators have become a team", and "we keep each other informed".

A participant shared the following regarding his principal's support.

We discussed the divisions of responsibilities to make adjustments concerning my areas of expertise as opposed to (the other assistant principal). So they were very good that way and (the principal) is excellent that way. She makes every effort to make sure that there is collaboration and collegial discussion regarding areas of responsibilities and they tend to suit what your experiences are. And also what your needs are in terms of growth - she is always challenging us to take on something new. ... One of the strengths of (my new school) that has really helped me as a new administrator is (the principal's) communication skills and her sense of responsibility of training new people. ... Her perception is that when a new vice principal comes in - it is her responsibility to train that person so she takes that quite seriously and really does a good job of it given the amount of time and energy a senior administrator has.

One participant, however, did not feel this support and co-

operativeness. Even at the end of the school year, the participant was still waiting for "the Team to happen". The participant's perceptions of an administrator's role were as follows:

I was always waiting for the "Team" to happen. I was looking for the team to function. I'm sure it would never happen with those two particular people. I'm not sure the principal is the decision maker in the school and how we were told our role from the district as an administrator was quite different than how he sees the vice principal's role. The vice principal is supposed to fill in for the principal whenever - is an extension of the principal and therefore is for all intents and purposes an administrative officer although the other person is higher paid, higher qualified, has higher expertise and experience - has the ultimate responsibility. ... We should really be in the position to take over for the chief administrator in the school at any time that was necessary. That is certainly not how he sees my role and certainly not how I was treated. ... Certainly as a rookie I was displeasing him, as far as I could pick up his impressions, quite regularly because I wasn't doing things his way.

Both the principal and the senior assistant principal seemed non-supportive of the new assistant principal. This part of the administrative experience was very frustrating for this participant.

2. Responsibilities as an assistant principal

There were three main areas of responsibility that were given to the participant administrators. These included instructional leadership, discipline of students and many varied tasks and activities that will be categorized here as general administrative tasks.

a. Instructional leadership

In all of the participants' schools, the administrative team assigned each administrator to a number of departments in the school as the administrative liason. These assignments were generally based on subject expertise and experience. Consequently, each administrator was

responsible for up to five or six departments in the area of instructional leadership. This responsibility included being aware of what was happening in that department by being present in classrooms and attending departmental extra-curricular events. They were also to attend department meetings. Upon request from teachers, they felt that they could give advice regarding instructional matters, and assist the teachers of that department wherever possible.

Most of these first-year administrators found these goals difficult to meet. Three major factors were obstacles in reaching these goals. The first factor was the large number of new and unfamiliar tasks they needed to learn and complete. These included tasks such as Ministry of Education paperwork activities. A large portion of their time was spent learning their new job. Another aspect of their job that took a large portion of their time during this first year was the aspect of student discipline. The third factor inhibiting administrators from being instructional leaders during the 1992 - 93 school year was the labour unrest and consequent teacher job action which lasted an average of six months in the majority of this study area school districts. Some administrators were able to find some time to visit some classrooms. The Fine Arts and Physical Education departments were found easy to access and they visited those classrooms and attended many extra-curricular events. Spragge was invited early in the year, because of his district consultant background, to present a professional development day workshop to the Technology educators in his school. Most of the participants, however, did not have opportunities to accomplish much in

the area of instructional leadership during their first year in school administration. The following was suggested regarding instructional leadership:

I think there also has to be a foundation, it is kind of the self awareness. It is a long time in accumulation of things. So I would like to recommend something, but I think probably the most important thing is to just get in and talk with your teachers and find out what their concerns are. You know - also find out what you see are the school's concerns and you want to lend some leadership to that. And you can't do that in your first year. And I rather anticipate I'll be able to do more next year but really do more in the third and fourth year.

They generally agreed that it is difficult to assume instructional leadership in the first year of administration because an administrator needs to establish himself in a school prior to attempting to bring about change - especially in the friction filled environments that existed during this particular school year.

b. Disciplinarian

All participants found the discipline aspect of their job very time consuming. This aspect of their job was not the favourite but a very necessary function of these assistant principals. Many facets of their job evolved around either preventive or remedial student discipline. Their daily schedule was constantly adjusted to handle discipline problems. Planning was difficult because of these types of interruptions. The purpose of their visibility around the school centred on preventing discipline problems. It seemed that nearly everything they did involved some aspect of either preventing or helping with student problems.

The daily schedule for the assistant principal focused on preventing

or monitoring student problems. Bordars felt 'tied' to her office before school starting each day, because she had to be available to meet students on attendance contracts or be available for parent interviews regarding student problems. Class breaks, such as cafeteria breaks or lunch breaks were spent supervising the halls or school grounds in order to prevent problems. Student referrals from teachers were dealt with during class time. After class hours, the administrators were again available for parent interviews, supervising school grounds and 'study hall' for detained students. The administrators had to learn to delegate some of the responsibility of dealing with student discipline concerns to teachers and counsellors and also intently schedule time for their other responsibilities in order not to be totally overrun with student discipline concerns.

c. General administrative tasks

One reason why individuals choose teaching or school administration is because of the variety of tasks and job situations that are presented to them in these jobs. For each educator, each school day is predictable yet unpredictable with its many opportunities for strengthening personal skills or for learning new skills. "Boring" or "stale" are not terms that are used to describe the classroom or the school. Society is constantly in a state of change and also in education there always seems to be something different to adapt to or change to improve teaching or administrative methods.

There are a large number of tasks required of school administrators. The district office, but usually the principal in communication with the

assistant principals, assigns each administrator responsibility for specific tasks. As stated earlier, depending on the principal, administrators can often negotiate trades with each other in certain high skill areas. An example of the division of administrative responsibilities, taken from Lord Tweedsmuir Secondary School's Polices and Procedures Manual (Latham, 1993) is found in Appendix E

3. Working associates of the assistant principal

Assistant Principals require excellent "people skills" because the majority of their time is spent working with a variety of different people. Many of these interactions are unplanned and often can become volatile if not controlled properly. Assistant principals work closely on a daily basis, with the other members of the administrative team, as well as with a variety of different people ranging from students to individuals from the local business community. This "work" that is referred to here can involve face-to-face interviews, phone calls, observations, giving instructions, obtaining or supplying information, and writing or receiving correspondence. Some experiences of the participant administrators are described concerning their involvement with students, teachers, counsellors, support staff and district staff.

a. Students

In all schools represented in this study, the student population was divided up amongst the administrators by grade and/or special concern area. For example, one four member administrative team assigned one assistant principal the responsibility of the grade eight and ten students,

another assistant principal was assigned the grade nine students and the English as the Second Language students and the senior assistant principal assumed the responsibility for the grade eleven and Alternate programme students. The principal worked with grade twelve students' concerns. In the schools represented by this study, not all principals undertook student assignments. Generally an attempt is made to have an equal balance of numbers of students assigned to each administrator. Administrators will address the successes and setbacks of the students assigned to them.

Students were the major interest of the participant administrators. The assistant principals were frustrated in their lack of opportunity to get acquainted with more students. Three of the participants entered administration directly from classroom teaching, two from district positions and one from teaching at the university level. Two participants stated that one major reason for striving for the assistant principal position was because they wanted to get back into the schools because they missed the energy of children and missed "working with kids"! All participants indicated that they missed the close positive contact of the children in the classroom and initially seemed to only come in contact with students with behavioural problems. This frustrated the administrators and they desired to build positive relationships with students. Bordars stated her philosophy of working with students as follows;

The kids have to see us working as a team - putting a safety net around the kid. And if we keep in contact with each other - the kids can't play games with us like they can if we don't talk to each other. I want them to see their parents around the school

participating in educational programmes - whether the kids want to see them or not!

Cartar sees his relationship with students as:

We are not in the mode of the traditional wall setting saying you do this or punishment - we're not punishment at all - we're sort of nurturing - take a look at the individual - and the system realizes that we're not only here to only teach the mind but trying to teach them behaviour too - they are still kids.

The participants saw themselves building positive relationships with students by encouraging and helping them stay in school, by being visible to students in classrooms, during breaks and during extra-curricular events and by becoming involved in activities with students.

b. Teachers

These new administrators initially had to deal with two frustrations when dealing with the teaching staff. First, they were entering a new working environment that included as many as seventy to one hundred unfamiliar adults. They had the challenge of getting to know names, subject teaching areas and classroom locations of these individuals in an unfamiliar building site as quickly as possible. Secondly, many teachers did not relate to them as colleagues but as "management", a role still unfamiliar to them. Some teachers accepted them enthusiastically and warmly while others were cold and never responded to them positively.

The new administrators had different ways of getting to know the staff. Some familiarized themselves with the physical plant prior to school opening and knew where each teacher's classroom was. Others studied the previous year's yearbook to connect faces and names of veteran teachers. After the school year began many of the administrators would

go to the teacher's classroom for a variety of reasons such as talking to a student in their class or delivering a message, in order to establish contact with each teacher on his/her familiar territory.

All of the participant administrators had positive things to say about the teachers. Mollitar indicated that

The staff were certainly great and very supportive and seemed to be quite genuinely pleased to have me there and grateful for every little thing that I did for them which was kind of astonishing to me. Many times I hear, "Thank you for doing something" which seemed to be part of my job. That's just - you know - my job!

The administrative team at one school changed the graduation date, which originally was scheduled during the teacher strike, so that the teachers could attend. The participant shares his reflections on teacher relations as follows:

We had the Dinner Dance but we postponed the Ceremonies. I think this really helped when the teachers came back in after the strike. We had a really good working relationship and I think they appreciated it. It wasn't phoney - we all felt the same way. Being together on that and recognizing and respecting the teachers' rights and not doing something silly - like, Yes they're out there - we'll just go ahead and do this or we'll phone them at night and if they get ticked off, well too bad. ... I found teachers - I felt we worked quite well together. The staff was also helpful and very supportive of me being the new person in the school - they are quite a friendly staff. I found that quite positive.

All of the participants felt that they were reasonably successful in staff relations. They understood the frustrations of the teachers and were sensitive to them. The administrators saw themselves as assisting the teachers in whatever way they could whether with student referrals or with advice regarding teaching or dealings with parents or other teachers. They worked together with teachers on various committees and generally

thought of their relationship as collegial.

Even though the administrators desired a working team approach with teachers and attempted to treat teachers fairly, there were always teachers who were not in agreement with this approach. A participant shares the frustrations regarding teacher relationships.

I consider teachers my colleagues. I have a difficult time with those who consider administration as moving up - because I don't. At the (university) I had people say "Oh, you're moving up" and I don't - it is just a different strata - a different strand. And that always concerns me. I think that teachers need to remind themselves - I think we work as a team and I still think teachers are still the most important element. I'll be shot by some administrators for saying that. I think you can make their job so much easier by supporting them and letting them know that's what you're doing. I find the Union model - the Industrial union model very problematic and I think that's from the dinosaur age and I think they need to have teachers have a little more of a professional image - which is what we are. ... I am a teacher. There is a perception that if you're an administrator you don't teach and they forget the number of years of experience you've had.

Another participant describes the working relationship that she has with the teaching staff at her school. She, too, saw her job as encouraging when working with teaching staff.

Certainly looking after discipline matters for teachers I went to teacher advisory committee meetings, department meetings and when they needed some help in ordering something and when they needed advice on something. When they wanted me to participate on a committee - like the public relations committee, stay-in-school committee, teacher advisory committee but all those committees - I worked on them with them. I did a lot of listening. I did a tremendous amount of listening to people pouring out problems, seeking advice - so really it was like being Mother Confessor - you know - not their sins but please help!!! Give me advice and listen so - I took that role a fair bit - a lot of closed doors - staff would walk in and say, Have you got a minute and I'd say Yes and they'd close the door and just dump out whatever was bothering them - another teacher, kids, administrator, subs, whatever, it was quite often, that kind of scene.

The conclusions received from the participants was that they felt that they should all be working together - administrators and teachers - as a team for the betterment of the students and their school.

c. Counsellors

In the participants' schools the counsellors were considered essential components of the team of educators working for the education of children. Individual schools had up to six counsellors and each counsellor was usually assigned a segment of the student population. The counsellors' responsibility was to concern themselves with student successes and setbacks, student attendance irregularities and student career planning. It is seen then, that assistant principals and counsellors have some overlapping responsibilities concerning students. The participants, therefore, felt it very important that administrators and counsellors be able to work as a team. One participant stated that "Some of (her) successes were working with the counsellors - very very intensely to maintain kids in the school". Olarud as a former counsellor, himself, says the following about working with counsellors:

I worked quite closely with the grade nine and eleven counsellors obviously. But I feel it is really important as an administrator to make sure you include them in on a lot of things. I mean when it comes to a suspension or that you've got all the information - you sit down and let them know that this is what you are going to do.

Alimer also worked very closely with two of the counsellors in her school.

She shares her experiences as follows:

I worked very closely with them and that's another positive feedback I got - is that they said they were not used to working so closely with an administrator. We would try usually not on a weekly basis but on a biweekly basis, the three of us would go

through our attendance checks, and decide who is going to do what - so we make a note on our sheets and follow up two weeks later with what had happened. I liaise with them very closely.

Cartar also strongly believes in working together with counsellors for the benefit of the students. He shares his experience as well.

I've worked very closely with one counsellor mainly because she just happened to have the load with kids with problems. And so I'd see them, she'd see them, we'd confer, she'd help me, I'd help her. So I think an expanded team approach of administrators and counsellors considers the new notion of what we should be involved in.

The participants, therefore, agreed that it was vital to maintain a good working relationship with counsellors and to keep the communication channels open by regularly conferring with them as extended members of the administrative team.

d. Support Staff

The support staff in a secondary school consist of the clerical staff, custodial staff, supervisory aides, lab technicians, cafeteria aides, and teaching aides. They are crucial parts to a smooth running educational facility and are to be valued. The participants' feelings are summarized in the following statement:

I work very hard to treat them as equals in the field and that is a kind of a fine line because they need direction. And I also feel they appreciate you treating them decently, giving them reasonable time, timelines for things to be finished. ... the support staff basically make the machine run - the school - they need to be treated well. Don't forget about them!

Many of the participants indicated that they went into the schools early in August, prior to school starting, with the specific purpose of getting to know the secretarial and custodial staff.

e. District Staff

The district office is the support structure for the individual schools and it is very useful to know who is responsible for what specific tasks such as ordering equipment and who actually does certain tasks such as maintenance. As previously stated, knowing the proper person to call can save you much time and frustration. Also knowing what available support services there are can enhance the programmes you offer at your school. Alimer was very familiar with her district office staff and knew who to contact when planning special events for her Multi-Cultural Week. This knowledge saved her time and enhanced her programme.

4. Extra-curricular involvement as an assistant principal

Administrators are usually involved in student extra-curricular events in the role of supervision. This can be seen by students as positive or negative depending on their attitude towards adults. The participants in this study were, however, former teachers who were very supportive of and very involved in extra-curricular activities in their schools. The personal belief in this type of involvement did not change when they changed from teacher educators to administrator educators. They still desired that special relationship that develops between students and educators in extra-curricular activities such as team sports or musicals. Most administrators found their first year in administration physically very taxing. Their job also consumed a great deal of their personal time, therefore, they usually did not pursue extra involvement beyond required supervision in these types of activities. One participant was, however,

persistent and sponsored a softball team and worked on the school musical. Her comments on this topic follows:

I worked on ticket sales for the musical - well obviously I didn't have time to produce one - I barely had time to when I did! But I wanted to help with something. The teacher who had done it - he had had enough of it so I ended up doing the whole thing. ... I didn't do anything extracurricularly in the fall where I was fit and tied doing things with courses and the whole job was new and in the spring I worked on the musical and then I took a softball team which I probably won't do again because I found it was very difficult for me to get there on time and I was not able to give them the support they needed. But I wanted to do something with the kids that was not just whatever my job is in the office.

Another participant agreed in that he felt it was very important to "see the kids in action outside of the classroom" and thereby being able to establish a different type of rapport with them. This type of relationship could have benefits in developing student leaders and establishing a positive school atmosphere.

5. What the participant assistant principals want to do as administrators

The participant assistant principals all were looking ahead to their second and continuing years as school administrators. They recognized the limitations that the first year in this type of position brought. They all felt that the first year was a learning year for them and that they would be more involved as instructional leaders and in promoting positive educational change in their second and continuing years. They also agreed that, they, as administrators, were resource people for teachers and they wanted "to be alert to areas to improve" and to "provide support services to teachers and students".

Two participants expressed specific desires concerning their goals

in administration. One participant expressed her desire but also saw the reality preventing its occurrence.

I would very much like to teach a class at this school. I've had a couple of teachers invite me to do independent classes. At the realistic level, I know it is not possible in a school this size. In order to put aside a block on a rotating timetable like we have and if you have a student in crisis, parents in crisis - you just can't say - wait for me for an hour and I'll be back. You also need to be accessible to your own students that you teach and I think that in this kind of environment - the way we are structured - it really is not tenable. I know (other districts) do, I also have seen the way some of them teach as well and they feel the same way. It's very very hard. I don't think you can do your best job.

Another participant had some goals concerning involving parents in school or school activities. She believes very strongly in parent committees. She had "some wonderful experiences working with parents on committees!" when she was working as a teacher. Her experiences include the production of fashion shows which she feels they could not have done without the parent involvement. The friendships developed were also very important.

Some of the participants indicated that they wanted to become more involved in the computer aspects of administrative work. For most of them this involved becoming familiar with the processes of recording attendance, Ministry of Education information and evaluation mark gathering and reporting. This involvement was not a desire to actually do the information data processing but to be knowledgeable regarding the process by which these procedures were done. This would make them more useful as a resource and assistance to both teaching and clerical staff.

6. Developing an administrative style

As beginning administrators the participants often found themselves in an identity-type crisis. They did not have a real sense of the power they now had or who they really were as school administrators. Were they teachers or administrators? Were they the "bad guys" or the "good guys"? They had to become accustomed to the way people now responded to them. One participant shared that she was "constantly surprised when she would walk down a hall and some kids would run off because she was there"! She was not used to students responding to her like that. The administrators also had to struggle with the differences between them and their predecessors. They had to have patience with the "but we used to do it this way" attitude. They all realized that this is a change process that takes a large amount of time and a great deal of patience. At the conclusion to their first year as administrators they all felt they had developed a personal administrative style which each of them had developed in a different way, with different hurdles but with many commonalities.

The process of developing an individual administrative style varies in many ways but the participants shared a number of common suggestions concerning this process. The admonition was given to "know yourself", "examine yourself and modify", "have a give and take attitude", "don't play hierarchy games", "be a friendly person who doesn't judge", "be yourself", "be honest", "be upfront about yourself", and "don't be something you are not". Sometimes during this process of developing a

personal style, the participants had to resort to "flying by the seat of the pants method" or using "basic survival". A participant commented on this process as follows:

There are still procedures and some questions that I am not sure of. But I have developed over that time period a style that I am comfortable with and procedures that I am comfortable with - and maybe that is a good thing. I have created them - and created and matched them to myself in how I deal with the kids and what I do in my office rather than taking somebody else's procedure and maybe this is all planned - I don't know!! But you have to end up - as is usual in this whole business - one of our real key points - even as classroom teachers is survival - but it is not really survival - it is that we are really good at taking a look at a situation that we might be having difficulty with and needs a solution and create it! and call it survival!

In summary, teachers develop "survival" skills and the participants have adapted those skills to their first-year administrative experience based on their professional growth experiences, previous leadership-type experiences and graduate studies. The results are a development of a personal style based on definite ideas concerning children and education. This experience and knowledge ingrains a personal self-confidence that breeds an excitement about future plans in their current administrative placement and also in future placements in other schools or districts.

C. The first-year experience as assistant principal

The beginning of a new job brings with it different feelings and experiences. The participant administrators shared their personal feelings in a number of areas regarding their first-year experience in school administration. The following topics are discussed: how they felt at the start of their new job, how they saw themselves in this new role, how they felt others saw them in this new role, adjustments that the participants had

to make, joys and successes during their first year in school administration, frustrations and problems during their first year, how they felt during their first year, and how they felt at the end of their first school year as administrators.

1. How the participants felt at the start of their first year in school administration:

At the beginning of their administrative career, all of the participants felt varying degrees of unpreparedness and anxiety about their new positions. These participants had been very successful teachers and also had experienced success in leadership positions outside of the classroom. The feelings they initially experienced were, therefore, unfamiliar and unwanted. They expressed that they "didn't want to seem like a fool, ... they didn't want to sound like an idiot", and that they were "not always comfortable, ... sometimes you feel stupid - simple". Other feelings they expressed included "feeling unsure of their actions", "feeling like untangling a horrible knotted string, then, slowly begin to see the pattern", "nervous", and "a little bit confusing" and "all kinds of anxieties". One participant went so far as to say that the "first four months (were) extremely confusing ... horrible". They also indicated that things were "very chaotic" and they had to "accept constant frustration". One participant stated that she had "some awful days" and another participant supported this notion indicating that "September was difficult ... or odd".

This state of apprehension and confusion was compounded by the hectic nature of this specific period of time with its many school-starting procedures. One participant described that it was "sort of all happening at

once" and "going one thousand miles per hour". They all experienced this as an incredibly busy time with the workday sometimes becoming twelve hours long. Another participant called the first week "a blur ... difficult" and this beginning period, "wild". The time, though, seemed to go by very quickly for them.

There were a number of specific things that the participants found challenging at the onset of their first year in administration. All the participants had the challenge of getting to know a large group of new people. They needed to get familiar with their faces and the specific locations where these persons worked within the building. At times this seemed overwhelming since all the schools where the participants worked were large urban schools with staffs of close to one hundred adults and student populations of between one and two thousand children. These participants were also frustrated with their lack of time and opportunity to become acquainted with students and establish positive relationships with them. This was a new experience for these former classroom teachers who were used to getting acquainted with their students quickly.

The administrative workload was a major frustration for all the participants. It was challenging to be in the role of school administrator but they felt they were not fully prepared for the administrative experience. The workload included many new routine tasks and they were now expected to be familiar with many new policies and procedures. The following comments from the participants reflect these frustrations: "What are the established procedures?" and "I had no idea what the policies were,

no idea on disciplinary procedures". There were many different processes, and responsibilities that were "difficult to come to grips with". One area of challenge included the type and amount of paperwork. Alimer shared that she "didn't like paperwork but learned to do it", while Olarud found it "hard not knowing the paperwork" and the other participants found that with time they "got used to the forms". One participant summed up her first month in that she always seemed to have the "feeling that no matter how long you work, the work doesn't get done!" and another participant agreed that there seemed to be "an exponential growth in the amount of work".

Two of the female participants also had to realize that they needed time to establish themselves in their positions at their specific schools. Their predecessors had both been male and of different administrative styles and temperament than themselves. They realized that the staff and students also needed to adjust to this change in person and personality.

The participants felt that they could have been better prepared for the specifics of their administrative position. All these individuals had proven themselves capable of similar job components but were not familiar with the specifics of this job. The half-day or one-day districts' pre-entry orientation sessions proved of little value to them when they were actually on-the-job as assistant principals. One participant indicated that "the job is laid on you, with not enough preparation" and there is "so much you don't know". Another participant suggested that assistant principals "could be better prepared to save frustration". It was stated that there were "no clear

guidelines" and there were "so many things (they were) not prepared for". Obviously the participants realized that they "could only learn some things on-the-job" and these things would be difficult to teach in pre-orientation sessions. One participant suggested that maybe it was not so bad to learn by the "sink or swim" or "learning by flying by the seat of your pants" methods!

Regardless of the seemingly difficult and trying beginning to their administrative careers, the participants did not regret their decisions to enter administration. They were all accustomed to challenge and this period of time was definitely one of demanding opportunity! Each day became easier for them as they learned new skills and procedures and they became more accustomed to the climate and culture of their particular schools.

2. How the participants saw themselves in the role of administrator:

The first-year administrators indicated that they saw themselves as professional educators and that their personal views had not changed now that they were administrators. Two participants stated this very clearly by saying that they were "always a teacher at heart". Their philosophy of education did not change just because they were now administrators. They saw teachers and administrators working together towards the single goal of educating students. They, as administrators, wished to be involved in programmes that worked towards this goal and wanted to support teachers in whatever manner and opportunity possible. They did not see themselves as superior to teachers but as the teachers' supporting arm.

3. How the participants thought others saw them in the administrative role:

The participants felt that they were seen in different ways by different groups of people. The manner in which the participants were perceived as administrators was generally very similar to how other school administrators were perceived. Students, parents and teachers can be generally categorized into two groups. The first group is supportive of school administrators and appreciate how and what administrators attempt and accomplish. The other group is seemingly in opposition and have a "Them versus Us" attitude regarding school administrators. One participant reflects that these "teachers think that they know what administrative officers should be doing" but often this differs from reality. Another participant stated that "some teachers don't want administrative officers involved in 'teaching'" and that these "teachers were suspicious about administrative officers". She didn't "appreciate the niche that (some) teachers put (her) in immediately, without knowing (her)". It was a difficult adjustment to have teachers think of these participants as 'The Opposition' when in the previous school year, many of them were championing teacher issues when involved in positions on teacher advisory councils or staff committees.

4. Early adjustments these participants had to make:

When comparing teacher and administrator roles, there are many differences in expectations requiring role adjustment. To make a successful transition from teaching to administration, adjustments are best made early in the administrative experience. This transition involves

adjustment behaviours and growth in the participant administrators' responses to particular situations.

The participants realized early in their administrative experience that they needed to establish themselves in their new schools and gain the confidence of their teacher and administrative colleagues prior to attempting to implement any major changes. This 'settling in' time varied among the participants. They needed to adapt to the many differences in job requirements from their former teaching responsibilities. If the participants were not mentally prepared for these responsibilities, this could have become quite a hurdle for them. One participant realized that "prior distancing from teaching", resulting from work done at the university, helped in quickly adapting to school leadership responsibilities. A new administrator must not be "overbearing" and realize that they will "make some mistakes". Another participant indicated that "the transition is not easy" and it takes some "getting used to how people view you".

The new responsibilities and the perception that others have of school administrators require behaviours from the novice assistant principals that will help them establish themselves successfully in their new schools. They need to learn to respond to crisis situations "quickly, calmly, reservedly, diplomatically, tactfully, rather than panicking. They need to "learn to ignore rude behaviour" and "keep quiet" in sensitive situations rather than blurting out their opinions. They need to realize early in their administrative experience that regardless what they do, there will probably always be "some teachers (that) don't talk to you unless they want

something (from you)". Everything will not always be ideal and beginning administrators will have to work where they are assigned and with individuals they are assigned to regardless of how philosophies may differ. All participants were attempting to make the best of their assigned situations.

5. How these administrators felt during their first-year administrative experience:

The comfort level of these novice school administrators altered throughout their first-year administrative experience. They began to feel more comfortable in their jobs as they became accustomed to the policies and procedures in their individual schools. Five out of the six participants felt they were supported by their administrative team and they "never felt left out" or "alone". These schools operated on a supportive administrative team model. One participant, however, felt very isolated and very much alone. It was felt that the administrator "didn't have a support structure" and was often going outside of the school for assistance and encouragement.

There were specific times during the year that the participants realized that they had changed and were now taking a more confident approach to their responsibilities. One participant "felt better after the third month when (she) had been through the first reporting period - through the first parents' night and knew the staff pretty well by then" and had "been through the first assembly, ... the first school dance ... been through all of those sort of critical times at the start of the school year". The participants gained more respect from the staff as "they proved

themselves" and began to "understand the political environment". The job was beginning to seem easier and teachers were asking them for advice. Another participant felt fulfilled in his job when "teachers (were) seeing that (his) ways were valuable and effective". It was easier for the participants coming back to school after the Christmas break since they felt comfortable with procedures, knew the staff and knew what situations could arise in their work.

There were some high stress times during this first school year for these new administrators. One example of a high stress experience was attending in-service programmes or conferences for administrators where they felt nervous because they were new and did not know the people or the procedures. A major stress during this particular school year was the teachers' job action which prevailed in all of the districts represented by this study during the last six months of the school year. The consequent teachers' strikes which also occurred in therepresented districts was a major stress for these new administrators. Many of them were in partial agreement with the reasons for the teachers' strike but because of their administrative position, had to maintain school management perspectives. There were frustrations because of the effects of the strike on the students and the lack of ability to help students maintain scholastic instruction. All the participants mentioned how they felt inhibited in extending beneficial instructional leadership to their teaching staffs because of the teacher job action. They all hoped to remedy that situation in their second year as administrators.

6. Frustrations and problems of the first-year administrator:

Some of the frustrations that the participants experienced during their first-year experience have already been mentioned in the previous sections. Additional problem areas and frustrations concerning students, teachers, parents, district policy, and school policies and procedures will be discussed in this section.

In addition to the frustration of the decreased opportunities to establish positive relationships with students, the participant administrators experienced a number of frustrations dealing with inappropriate student behaviour. One participant stated his frustrations regarding student discipline as follows:

Student discipline is a frustration because partly you like to think that there is a quick fix and there isn't, quite often. It is something that takes a great deal of time and we don't have a lot that we can do in terms of discipline in the schools. You know the ultimate is to transfer kids, to suspend them and eventually although very very rarely to expel the youngster from the school or the district and that is it - that is all you can do - deprive them of an education in your district. That is not a solution - you're trying to provide them with an education and you're saying for discipline, you're pulling that away. So it is a real contradiction but it is all we have to work with. So it is a constant frustration to try to be able to counsel, support, advise and discipline so you can get them back on track - knowing that when it comes down to it - the only thing you can do is pull the plug. ... The other real big frustration is that there are some kids that we don't have the resources in the building to help. All those things - the time, the energy, the resource people in the building - there just isn't enough to be able to satisfy the needs of those kids. You realize that they are just not going to make it. Not only educationally but they are not going to make it socially, they are not going to make it as citizens and it is going to be disastrous for them. There are just some that you just keep working with and you do your best.

The student discipline aspect of the assistant principal's job was frustrating to some extent for all the participants. For many of them, this was the least

favourite part of their job. Another participant stated outright that she "didn't like disciplining kids", was frustrated with "inappropriate student behaviour" and with "kids swearing", but realized that this was indeed a very important aspect of her job which required creative thinking and action on her part.

Another area of frustration for these new administrators were the teachers. All of the participants had very positive things to say about their relationships with the teaching staff. But most administrators had some area of frustration when dealing with teachers. One participant's frustrations with teachers included finding it "hard to work with teachers who are not committed", trying to work with "teachers who have their own agenda - which doesn't include kids" and she also "found it difficult to 'correct' teachers". In addition, specific examples of frustrations with teachers were mentioned which included dealing with "power struggles between the assistant principal and one department head ... being hindered by teachers, ... having "my intents misread by teachers", and when "staff ignore the administrative team" ... and "try to sidestep me in my job". "Staff that lose their cool" and "teachers forgetting the real purpose" were two of the frustrations with teachers that another participant encountered.

The only frustration that these administrators mentioned regarding parents of students was with those parents who do not seem to care about their child's education. They felt that their work with students would be enhanced if they knew the parents were supporting their child and the school.

Frustrations with the district policies and procedures also existed among these participants. The major issues dealt with the manner in which the school districts and the Ministry of Education dealt with funding for schools. This included the manner in which teachers were 'laid-off' and possibly reinstated. One participant indicated the following:

Another frustration is the funding of schools is inadequate in some areas. I don't like the personnel practices where they lay off a bunch of teachers and then re-hire them. How demeaning - it's like a steamroller - it comes over the system and flattens it and then you have to build it up again. How demeaning and how it kills the self esteem of a teacher. And I don't like that. It makes people feel very impotent - it makes them think they can't achieve - or set goals because you're always waiting for the bomb to drop.

Another concern was the chauvinism that still exists in some school districts today. One participant stated that "chauvinism really hurt me - at times I wanted out". Even though they thought that they lived and worked in a gender equal society, they still experienced instances of discriminatory beliefs and practices that exist in districts represented by the participants in this research study.

Most of the other frustrations mentioned by the participant administrators dealt with lack of time, resources, assistance or lack of set school policies. Some of these frustrations that one participant dealt with included: "not knowing forms, not knowing who to talk to, ... not even doing the final exams right, and not being successful at leaving work at school". Other examples of frustrations included "timetabling", "no policy to show you how to handle situations", "lack of support and help" and "not having resources to help". These were the challenges that some of the administrators had to deal with either on a regular basis or periodically

throughout the school year. They were not frustrations that held them back in their jobs but ones that would have made their worklife more palatable if they could be dealt with and/or eliminated.

7. Joys and successes of the first-year administrative experience:

Many of the joys and successes shared by the participant administrators also focussed around people - people such as students, teachers, parents and administrators. The participants felt some successes in working with the students in that some of "the students saw me now - not the administrative position" and the students come and ask for help, and they appreciate the extra effort that is put forth on their behalf. Administrators found it "rewarding to point students in the right direction" and "enjoyed counselling and directing students". The relationship with teachers in most situations improved and the administrators felt personally successful when "they felt they had the support of the staff" or when "they were involved in teacher professional development programmes", or when "teachers asked for help", and when generally they felt accepted by the teaching staff when they were "getting positive feedback from staff". Parents and other administrative team members also encouraged the participant administrators in their work. Alimar was encouraged when "parents were appreciative" and when she "got appreciative notes from people".

The administrators found joy in being able to quickly adapt to a new and challenging work situation. They were personally encouraged and their selfworth raised when they were successful in accomplishing

administrative duties such as "organizing the school dances and working through student council elections on my own", and "knowing I was doing my best". They were successful in "being consistent in what (they) were doing ... treating everyone equally ... not playing games", "doing the right things at the right time" and having "opportunities for giving assistance".

The participants generally found their first year to be a successful and rewarding year. They were all looking forward to the next school year when they saw themselves being more capable of assisting students and teachers because of their first-year experiences. They generally felt that people had been good to them in their learning year and were ready for the challenges that a new school year would bring.

8. How the participant assistant principals felt at the end of the school year.

The majority of the participants were either glad or relieved that this first-year administrative experience was over. They felt that in spite of the distractions of the teacher job action and the other frustrations they had encountered, they had learned a great deal about school administration. Even though, because of the teacher job action, they had not encountered all of the usual activities, such as the usual final examination schedule that occurs in secondary schools, they now felt comfortable with the majority of the policies and procedures in their schools and districts. The participants were all confident that they had done a good job. They were encouraged regarding this matter because other people had expressed their successes to them. They realized that they did not know everything there is to know about school administration and they still had a lot to

learn regarding the mechanics of the job but they felt ready to meet future challenges. At the conclusion of the school year, they were less anxious and still had frustrations but felt they were ready to expand and to now focus on the more difficult areas of their jobs. As Cartar stated, "I've done my rough outline - I know who's on first, who's on second and who's on third and now I can play the game a little more!"

D. Support systems that assistant principals use

There were many occasions during the first-year experience of these participant assistant principals that they required encouragement, support or assistance. This section describes how these administrators felt when they did not know what to do, what they did in those situations, how they felt about asking for help, who they went to for assistance and role models they chose to pattern themselves after in the development of a personal administrative style.

1. Situations when the assistant principals needed help

These participant administrators were chosen for their administrative positions partially because of their past successes in various educational areas. They were accustomed to change processes and a large variety of challenges during their teaching experiences and knew at those times where to go for assistance. They were then part of a large group of educators for whom there were many resources available that dealt with the various problem areas in the teaching field. Now as school administrators, their support depended largely on the structure and function of the administrative team in their individual schools. In spite of

this usually available support, they did not want to "be pests" and often felt isolated in their jobs. Because these participants wanted to be able to "stand on (their) own two feet" and because they were "conscientious and wanted things to go perfectly" they often felt uncomfortable in their ignorance of specific administrative duties.

What did the participants do when they did not know what to do? Most of them realized early in their administrative experience that there were "so many things (they didn't) know". Often these situations were clarified with the help of other administrators in the school - especially the principal or by comparing specific situations to similar past experiences in teaching. In other situations, one participant suggested getting a second opinion from someone knowledgeable such as the secretarial staff. Another participant, on occasion, "just winged it and did his own thing" when there was no one available to question regarding the decisions he had to make. All these methods resulted in each participant developing their own unique set of procedures for the variety of responsibilities they had.

Most of the participants felt very comfortable seeking help from their colleagues, teachers or district staff. They discovered that these were their major sources of assistance. One participant indicated that they wanted to be able to make their own decisions and often queried a number of individuals and then made their own final decision. They also realized that what other individuals shared with them "wasn't law" but helpful advice. Frustrations that some participants encountered, dealt with

teachers that radiated the "other side" philosophy with regard to administrators and these teachers were not helpful or supportive. Also, some administrators made the participants feel "vulnerable or exposed" when asking for assistance. Obviously, the participants wouldn't go back for the second humiliation! Generally, the participants felt very comfortable asking for help and appreciated the support they received from their administrative team and their district staffs.

2. Who the participants approached for assistance

The participant assistant principals received assistance from a variety of individuals in a variety of locations. Generally these included, administrators in their own school, administrators outside of their school, a support group of colleagues, district staff, university acquaintances and family members.

The major source of assistance came from the administrators in the participants' schools. These were the most available and most accessible resources. The assistant principals could observe firsthand how administrators dealt with certain issues and they could also question and discuss various policy and procedural uncertainties. One participant indicated that she did a lot of observing. Most of the participants indicated that their administrative team members were very open and available to assist them wherever and whenever they could. Another participant stated that "they (the administrative team) were always open and very supportive" and that he "never felt uncomfortable asking them". He could "ask a thousand questions and they never got frustrated with

(him)". For all but one participant, their "biggest support was their internal team". This one participant felt that by going to the members of the internal team was a way of broadcasting ignorance and ignorance was not acceptable to these colleagues.

All of the participants knew administrators in other schools either as their former principals, former colleagues or personal acquaintances. In sensitive areas of concern, most participants felt comfortable approaching those individuals for advice. These sensitive areas could be issues involving administrators in their school or personal issues that they did not wish to share with their internal team.

Some of the participants were involved in various informal support systems. None of the participants were assigned formal mentors but some of them met regularly with other experienced or novice assistant principals in their districts on an informal basis. The benefits of these social gatherings were more of a social nature rather than of professional support. Most participants desired more professional sharing among school administrators.

Professional support from most school districts was very limited during this year of educational upheaval. The teacher job action required school and district administrators in most districts to be more involved in student supervision. Because of these responsibilities, many or in some cases, all the district professional development programmes for administrators were cancelled. The district staffs, however, still attempted to assist these new administrators wherever possible. The area

superintendent was specifically mentioned by one participant as being an excellent resource individual.

Many times when involved in the decision making process, these new administrators found it beneficial to "ask someone else's opinion". It was usually convenient to phone other trusted individuals when the problem was outside the realm of the internal administrative team. Bordars and Mollitar both had a support system through their university graduate study programmes. Bordars shared her experience:

I have had a lot of assistance and support through the people I've known through my courses at (the university) and through some of the professors I've being fortunate enough to work with there, which has been a really big support. I hope they start a principal's centre because if they do - I will join it.

Some participant assistant principals also had family members who were school administrators and who were very supportive during this first-year experience.

3. Role models for the participant assistant principals

The process of developing an administrative style was not started or completed during this first year in school administration. The participant assistant principals observed other administrators during their years in teaching and had chosen to accept or avoid various attributes that they have observed. Spragge shared the following:

I have been teaching for a long time - nearly thirty years and over that period of time there are administrators that I have worked with as a teacher that I have picked up a number of their traits and developed these things over time. There are many people that I try to model myself after.

Olarud also saw many benefits from his observations of administrators.

I see different administrators and their styles - some I have worked with. One in particular - very structured and organized and very consistent in treating people. No airs about him - had a lot of respect. There were certain things I like about that and how I would like to see myself. Certain administrators have, as far as their style goes, fit what you have a lot of respect for and you say to yourself - that is what I would like to be in two or three years down the road.

But as one participant indicated, there were benefits from observing administrators with characteristics that you did not appreciate. "I model my style after what I have seen in other administrators that I do not want to be". Therefore styles that were respected were chosen and others were intentionally avoided. Specific style characteristics that some participants desired to strive for included tactfulness, diplomacy, their Christian principles, consistency and respectfulness.

Other school administrative role models that these assistant principals had included their senior administrator, other administrators in their districts, and administrators they knew in other school districts. These administrators included individuals still involved in school administration or who were currently working at the district level and had some involvement with the participants during their teaching or administrative careers.

E. Suggestions from first-year assistant principals

The participant assistant principals shared many suggestions for aspirant administrators that could help them make a more successful transition from teaching to school administration. The initial period of adjustment to any new job or responsibility is always somewhat stressful, therefore, it seems reasonable to attempt to limit or eliminate as many areas

of potential stress as possible. One participant suggested that

It's a bit uncomfortable because you are very conscientious and you want everything to go perfectly and without having or knowing the correct step - it's not as comfortable as it could be. But I guess that is something you have to get used to as an administrator too? But it could be made a little less stressful.

Some of the sources of extra stress come from areas such as inadequate level of preparedness for the new responsibilities and being unaware of specific job responsibilities. All of the participants indicated that they found the initial months in school administration quite stressful. The following subsections include suggestions that they thought would help make an easier transition into school administration. These sections include suggestions regarding preparation for the position of assistant principal prior to entry into school administration, preparation upon assignment to an administrative position, working in the role of assistant principal, handling the duties and responsibilities of the assistant principal, and support systems for the first-year assistant principal.

1. Preparation for the position of assistant principal

a. Prior to entry into an administrative role

Before contemplating entry into school administration, an individual should honestly introspectively study themselves and determine whether they truly have the capabilities and desire required for this role. The suggestion was made by the participants that individuals with certain personality types would be more successful in school administration than others. The participants described the type of person they felt would be successful in this type of job. "We're talking about a personality type who

is really committed to doing a good job. It is part of my fabric". Spragge indicated that this person would have to be able to handle the large number and variety of situations that constantly arise and have to be dealt with in schools.

There are things that will happen that are just crazy and you do have a population of almost 2000 people in a relatively confined space and some of them coming from really horrendous situations and they bring all that baggage with them to school. There are times when you have to do it yourself - you can't turn to someone else and say "What do I do? ... Before getting into the position - *reflect on what kind of leadership you will be involved in and what kind of leader you are. Examine the change in education regarding values and morality.* (italics are author's emphasis)

Cartar stressed the importance of "realizing who you are and what your own style is and to maintain that". Mollitar emphasized to "don't do somebody else - do you and do that well!" Alimer summarized this concept in the following statement.

My feeling is, in terms of resources, the real resource you need is yourself - your inner strength - trying to be consistent and flexible when dealing with people. The ability to really listen to people - to determine a plan with what you want to do. ... I really don't think there are books or manuals. ... There also has to be a foundation, it is kind of the self awareness. It is a long time in accumulation of things.

An important part of the preparation for school administration includes a life-long development of yourself as a person and developing and strengthening characteristics such as honesty, reliability, consistency, and sincerity. Such traits can go a long way in easing the stress and anxieties that could arise in meeting the challenges of these new responsibilities.

The requirements that most school districts have for future school administrators include acceptance into a university graduate studies

programme and prior successful experiences in leadership and administrative activities. Most of the participant administrators had completed their Masters degree prior to becoming school administrators, and found their graduate studies useful and applicable to their work. A participant stated that "If there is time, review your graduate work - it will be more relevant and valuable than you thought". Some of the assistant principals were still working on completing their graduate degrees during their first year as administrators. Bordars found this added commitment challenging. She stated that "the constant grind of working nights, weekend working, writing - I can live without, but I also valued what I got". Entering school administration with the background of a completed Master's degree will give the aspirant valuable background knowledge and time that is needed in their first year of school administration.

These participant administrators thought that there should be more extensive training available for aspiring school administrators. One participant stated that "there needs to be some kind of administration training programme - not just a university degree - not trial by fire - jumping into the school role". A number of different suggestions were made by the participants. One of the suggestions this participant made states:

I think that internship is a really good idea - if you can follow an administrator around or talk to as many administrators as possible - find out what their problems are - it certainly helps you become a more knowledgeable learner. ... There needs to be some kind of internship programme in the province - it costs too much for one district to do it. It has to be something that is like a regional affair - where different regions have their internships going on.

Another participant enlarged on the concept of administrative internships by stating the following specific programme ideas.

I think the best training programme would be an internship, a kind of a job shadowing of the mentor and paralleled with inservice on specific areas like: school law, student disciplinary policy and procedures, supervision of instruction, conflict management and school and district policies. That would be a minimum of four weeks to two or three months in a school - starting maybe in August to the beginning of October.

The participants agreed that it would be beneficial to have the opportunity to have a first-hand close-up observation of what school administration entails. The ideal opportunity for this involvement would be in a structured internship programme but as an alternative, it should be necessary to "shadow" an administrator and discuss the various administrative procedures and responsibilities with a mentor. Another participant also thought "it might be a good idea to have some counselling background". Many of the participants indicated that they worked very closely with the counsellors and also did some counselling themselves. It would be beneficial to have the opportunity to gain confidence in this aspect of the administrative role. Lastly, the importance of having some knowledge of computers was emphasized.

Having more background in computers ... would certainly be useful ... having a better background would have made me feel more comfortable ... you need to be comfortable with the processes so you know how they work - not that you want to take them on ... that's what we have the secretarial help for.

Experience in a variety of leadership roles is also essential in order to ease the transition from teaching to school administration. A participant stated that "the biggest thing, if you are a classroom teacher, is to get into

some other capacity that gives you leadership roles - so you can get feeling comfortable with that". The participants thought that in order to develop an understanding of the different functions of the school and the school district and to also develop leadership skills, an aspiring administrator should get involved in a variety of different school activities. The processes of knowledge and confidence building also included the development of relationships with individuals in the schools and at the school district office. These individuals could assist the administrator in solving problems when they are assigned to their first administrative position.

The participants felt that observing administrators in action, having the opportunity to experience administrative activities in an internship programme and having more skills in counselling and computers would aid the first-year administrator in their new responsibilities.

b. Preparation for a specific administrative position

Upon assignment to an administrative position, the participants made several suggestions that would assist the assistant principal in meeting the challenges of their new job. A number of suggestions for assistant principals who were beginning their positions in September are shared.

Get into the school as much as you can prior to startup and learn everything you can about it. Don't take the two summer months as a holiday. Get to know as much as possible, come in, meet and get to know the secretaries - what their areas of responsibilities are? ... Chat with people you know and get reacquainted, get to know the new staff.

Another participant suggested the following:

Go over to the school and get comfortable with the procedures - shadowing them if they let you, helping get things set up for September and become comfortable with the space. You have a lot more time to familiarize yourself with the new things so hopefully September will be less hectic.

One participant made a conscious effort to follow the above suggestions and found it was very helpful for her.

I had keys and was able to walk around ... This made me feel more oriented - which teachers' rooms were where? Between using the Annual and walking around with those keys opening doors and then seeing the person in there during the day - that's how I tried to acquaint myself with who the person was, their space, what they were teaching and the kids they were teaching.

Along with getting familiar with the school setting, a new administrator needs to understand the policies and procedures of the school district. It was suggested that the district Senior Management team could give the new assistant principals additional orientation.

I think maybe having a little more direction from the Senior Management Team where they could organize a workshop very specific to your district and having it in the second week of July. ... I think if our district starting putting together ... three or four sessions where we would go through all the contacts you have to have and policies ... and here's this so you have some of the basics so that when you go in you don't have to worry about that. That would be a real support.

The participants thought that more instruction in specific policies and procedures at the school and district levels would have helped them in making this job transition.

As one participant stated "you certainly can't walk into a school and start changing things ... you can't do that until you establish credibility with the staff". In order to establish credibility, the administrator needs to obtain knowledge and understanding of their job. In order to accomplish

these goals quickly, suggestions such as more extensive district orientation sessions could be implemented. Other avenues for obtaining knowledge would be to "take advantage of available professional development programmes, join the local administrator association and subscribe to and read the many available publications on school administration such as the National Association of Secondary School Principals Bulletin.

2. The assistant principal

a. In the role of assistant principal

The participant assistant principals made some specific suggestions regarding practices of the assistant principal. First, all of the participants mentioned that they needed to "learn how to budget their time". The amount of work often exceeded the amount of time available to accomplish it. The administrators, therefore, need to evaluate the various requests on their time and make decisions regarding necessity and importance of specific tasks.

Other specific requirements for beginning school administrators were suggested.

You have to be very self-directed and you have to have confidence in what you are trying to do. I believe when you make a mistake as we all do, that you have to say I'm sorry I made a mistake to whomever needs to hear it. ... You also have to be prepared for the unexpected. ... I think that you have to be creative - to be able to see things from the other person's point of view and avoid becoming emotionally involved in a sense of becoming angry in certain situations. ... I think you really have to be able to think on your feet - you have to do that as a teacher and even more so as an administrator. ... and you have to be able to understand why some people see what seems a fairly innocuous suggestion appears threatening sometimes and to be able to deal with that and get them on your side!

Another participant added that "you can't play games because you get caught!" Some of these suggestions such as apologizing when making a mistake are basic premises of building good relationships. The role of assistant principals is constantly dealing with relationships such as those between students and teachers, parents and teachers or students, teachers or parents and administrators. Generally, learning how to establish good relationships and exhibiting behaviours that will produce positive relationships are considered essential in successful administrative work.

b. Duties and responsibilities of the assistant principal

The assistant principal has many duties and responsibilities, and there are many suggestions on how to approach them as a new administrator. These administrators realized early in their administrative careers that people cannot be forced to do anything. "The most important thing is to just get in and talk with your teachers and find out what their concerns are ... also find out what you see are the school's concerns". A participant stated what were thought to be major responsibilities.

I am here to support - that's the way - not to tell anyone what to do - but my position is to support and help as much as I can the teacher body and the student body. ... I think it is (also) taking time for the individual!! Which is very hard to do with everything else.

Students and teachers were the main focus for these assistant principals. They thought it vital to be genuinely caring and respectful of the different situations and needs of their students and teachers. The following suggestions were added regarding monitoring student discipline.

Be visible and show that you care. ... Sit down and talk to the student (in trouble) - not as a punisher but as a person who shows genuine concern for them and try to work it out with them so the

action is their responsibility not mine - to work out ways that we can look at their behaviour, modify the behaviour and where we should go from there.

Most of the participants suggested blocking in more time to make planned classroom visits. Many realized that, it was easy to neglect that part of their job unless this was done. Observing and relating to students in the classrooms gave them a better overall perspective of the school. It was suggested that the administrators should "definitely get involved in extra-curricular things - things where students see you as a regular person - not a teacher or an administrator". Being able to relate to the students' classroom or extra-curricular experiences made it easier for the administrator to relate to them in personal interviews. During these interviews, it was strongly suggested to "keep written records and notes of interviews with families, interviews with students, interviews with teachers depending on the topic, especially if we're talking discipline". It has become necessary to document interactions between administrators and students, teachers or parents for future reference.

Suggestions were made by participants that entry level administrators should acquaint themselves as quickly as possible with information on the available resource and support staff. One participant suggested the following:

Know who the district contact people are - who do you call if you have a broken window - don't make fifteen calls to the School Board - have that at your fingertips. Phone somebody who's got the experience in the district who tells you how to order your chairs - how to do all those technical things! Certainly get to know them. What I did was I went to visit them. I went to visit all those people where they work. I took a special trip down to the school board and visited with that person at whatever facility they worked in.

Another participant agreed that the "sooner you get a handle on different people you can call and get a list, the better". Obtaining these contact names and telephone numbers of support workers and becoming acquainted with their job and work place is an example of the preparatory work that can be done in the weeks prior to assuming an administrative position. Knowledge of these various duties and responsibilities can definitely ease the stress in making the transition from teaching to school administration.

3. Support systems for school administrators

The participant administrators stated that they felt it was important to have someone they could go to for advice. The ideal person to mentor them would be their principal or assistant principal colleagues. If the situation was such that this would not be suitable, then they gave a number of suggestions of who to seek advice from.

To establish contact - you (develop) a network of people that you can rely on for various things. There's an administrator in (my district) that I would call for help on anything on the computer. There's a person I would call and ask which professional development activity I should sign up for and I would feel confident that that person would give me good advice. There's another person I could ask about personnel questions. I would try to find administrators who would make decisions like I would - I have my network of people I could contact. They are all so different. ... The other thing I would do is find a soulmate - someone you can go to breakfast with once a month and just pour it out. I have also been keeping a journal all year - just to read over once in a while. In the journal I set little goals for myself and I try to achieve them.

Some very obvious, but seemingly often overlooked individuals that can be sought for advice on various matters include the area superintendent, your administrative colleagues and your teaching staff. They often have

the required answers.

The suggestion was made for the school districts, in addition to supplying more in-depth district orientation, to also make more opportunities available for increased sharing of ideas among administrative colleagues. One participant voiced his dream in the following way:

Wouldn't it be really neat if we had a support network for intra-district not just inter-district - sort of a network where you could end up sharing where you're at, what you're doing, what do you do when! Sort of a sub-association if you like. It is rather a unique problem of people coming into vice principal positions initially. More of this sharing - I think a network for all administrators would be a good idea but in particular for beginning vice principals.

Another participant suggested establishing a formalized forum for the sharing of ideas and experiences in the form of a principal's centre.

A principal's centre would have a group of us join and go there perhaps once a month or once every two months - we might take part in offering the sessions, we might be part of just sitting in and taking these sessions - it might be a discussion each time focusing on a certain topic. But it would be something that would keep us all up to date and keep that variety which I think is so important - to get a variety of perspectives.

These programmes are suggestions to facilitate the basic need of the first-year assistant principals to have someone be a sounding board for them. They need reassurance that what they are doing in their jobs is appropriate and to also give them ideas of what to do when they are in situations when they do not know what to do.

III. Summary

The participant assistant principals were all successful classroom teachers who had developed a number of leadership skills in their

curricular and extra-curricular activities in their schools and communities. They all appreciated challenges and thrived on continually setting and reaching out to higher goals. They all felt periods of joy and frustration during their first year in school-based administration. The teacher labour union job action affected them all adversely. They were, however, already making plans for the coming school year on how they could improve their leadership in their specific schools. The role of the assistant principal was felt to be demanding but one that these participants were working hard at learning and being successful at.

The participant administrators made many suggestions that could help ease the transition from teaching to school administration. One participant concluded her suggestions for new school administrators with the following statement:

Sometimes I feel that all there is, is work and go home and sleep and come back. ... I need to remember that I've got a life outside of here. And I think that it is important to remind myself of that so I can stay rejuvenated and continue to enjoy the job.

The participant administrators agreed that it is very important for them to continue to enjoy their jobs. Individuals can enjoy their jobs when they feel comfortable in their roles. In order to be comfortable in a role, one must have a reasonable knowledge base of the required duties and responsibilities. To acquire this knowledge base requires appropriate personal and professional preparation. In order to develop successful administrators, such opportunities must be made available for individuals striving for entry into school administration.

Chapter 5

Significance of the Findings

I. Overview

The study of the literature and the information gathered from the interviews with the six first-year assistant principals present a number of significant issues regarding the transition of a teacher from teaching to school administration. In this concluding chapter, the findings from the literature are compared to the interview data, conclusions are presented and recommendations are made for further study.

II. Comparison of the Literature Review to the Empirical Research

A comparison is made between the significant findings of the literature and the data obtained in the empirical research in answer to the following questions which were stated in Chapter One:

- (A) Do assistant principals feel they are adequately prepared for the position of assistant principal?
- (B) What are some of the new duties and responsibilities of the assistant principal?
- (C) Where do first-year assistant principals go for support, encouragement and assistance?
- (D) What problems could be minimized if the new assistant principal is involved in a mentorship programme?

(E) What specific things could make the first year in administration less stressful for an assistant principal?

The participants in this research study were all first-year assistant principals in either urban or inner city large secondary schools in the Greater Vancouver area of British Columbia, Canada and a large portion of the literature available on this topic originates in the United States of America.

A brief comparison of the profiles of the assistant principal from the literature search and the empirical research is made. The profile of the assistant principal described in the literature has their ages between thirty and forty-six years, and they had, on the average, more than eleven years of teaching experience (Miklos, 1988, p. 66). The participants in this research study were between the ages of thirty-five and fifty-four and had, on the average, nineteen years of teaching experience. At the onset of their administrative careers, two thirds of the research participants had their Masters degrees completed, which compared poorly to the ninety percent completion rate of the assistant principals in Smith's 1987 research. This study included equal numbers of male and female assistant principals whereas the literature cites an average of seventy percent male administrators (Smith, 1987). In British Columbia about seventy percent of the assistant principals also are male. School administration was seen by the participant administrators as a challenging opportunity of service for students and teachers, therefore, successful aspirants seem to have a desire to serve rather than to rule. In a 1970 National Association of Secondary School Principals' study, it was stated that the "vice principalship (was) not

viewed as a very desirable career position" (Greenfield *et al.*, 1986, p. 109). In 1981, however, the research participants in Stoner and Voorhies' research study saw this position as a "worthwhile career goal for educational leadership" (p. 408).

A. Do assistant principals feel they are adequately prepared for the position of assistant principal?

The preparation for the assistant principalship as described in the literature is similar to the preparation that was required by the participant first-year administrators. Enrollment in a Master's degree programme is required, however, the local university graduate level programmes in educational administration are usually focused on the preparation of school principals and superintendents and do not focus on the specific duties and responsibilities of assistant principals. Additional training in required technical skills and knowledge of school and district policies is necessary. Calabrese and Bartz (1990) suggest participation in activities such as "simulations, case method, management games, conceptual and reflective analysis, and intellectual confrontation, role playing, in-basket, computer-assisted instruction, shadowing, structured self-assessment, mentoring, learning contracts, cooperative learning, and assessment centres" (p. 5).

Participant assistant principals suggested that completion of the Master's degree prior to entry into school administration is preferred. This would allow more time to concentrate on learning and doing their new job rather than spending evenings and weekends studying for university courses. Participants involved themselves in a large variety of leadership-type activities prior to entry into school administration that assisted them in

developing the general technical skills required for school leadership. Specific pre-requisite training in counselling and computer skills were also suggested by participants as beneficial for becoming effective beginning school administrators.

A number of professional training programmes along with the university graduate school programmes have been described in the literature. These include nurturing programmes, understudy programmes (Barnet, 1990), internships (LeCroy, 1984), induction programmes (Rogus & Drury, 1988), collegial and managerial coaching (Shore & Bloom, 1986), (Barnet, 1989), formation programmes (Daresh, 1990), and supercentres (Gold, 1990). The participant assistant principals strongly suggested the implementation of an internship programme and principal centres (similar in concept to supercentres) in their suggestions to assist aspiring or novice administrators. Barnet (1990) suggested that some states in the United States value the internship programme so highly that they are requiring "aspiring administrators to work in a mentor - intern (protege) situation before granting them an administrative certificate" (p. 17).

B. What are some of the major job differences between teaching and administration?

Assistant principals have a large number and variety of job responsibilities. Many of these duties have similar goals to those of teachers, but instead of being classroom-oriented, they focus on individuals from the entire school community. Administrators have responsibilities for instruction but in the context of the whole school. Some of the duties include specific administrators being assigned to liase with

specific departments and attendance at various department and school staff meetings. There were some activities they wanted to be more involved in. These included classroom visitation and instructional leadership. They all also had visions of assisting with educational programme implementation and development.

The assistant administrators spent a large portion of their time with students who had been referred to them by teachers for disciplinary reasons. This aspect of the assistant principals' job seemed to involve a major portion of their time. Even though this was often not a favourite part of their job, they realized that in order to have a smooth operating school with a positive climate, they needed to spend much time in either preventive or remedial student discipline. Reed and Himmler (1985) described the assistant principal's daily work as "predominantly proactive behaviour to prevent disturbances and as immediate responses to reduce and remedy such disturbances" (p. 80). Historically, as described also in the work of Iannacone (1985), this has been the situation for assistant principals for many years.

Administrators, as reported by the participants, have increased responsibilities in a number of general tasks, such as ordering and purchasing supplies and equipment, maintenance of the building, and reporting student information to the Ministry of Education.

The assistant administrator must have good communication skills in order to interact successfully on a daily basis with a variety of different people. They communicate sporadically with a small number of students

which are often students which teachers have not been able to manage. They speak regularly with concerned parents and confer with other administrators and counsellors for assistance in solving student problems. Assistant administrators work more with adults than do classroom teachers in that they also supervise the work of the teachers, clerical staff, custodial staff, teaching assistants and supervisory staff. They also communicate regularly with district office staff, individuals from various community businesses and officials from the public health staff and the police liason staff.

In summary, the goal of the assistant administrator is that of educating children to become productive citizens. The assistant administrators, however, find their daily workplan regularly interrupted in order to meet the needs of students and teachers. According to the participants, the assistant administrators need to specifically block periods of time for instructional leadership-type activities, otherwise, all of their time could be spent on discipline related activities - many of which are unplanned. Potter (1980) affirms this by saying that "the secret to almost any successful encounter is organization ... Regardless of the task at hand, take time to properly plan and organize your work" (p. 11).

C. Where do first-year administrators go for support, encouragement and assistance?

First-year assistant principals find themselves in a much different environment than their previously relatively controlled classrooms. When they needed advice or encouragement as a secondary school teacher, they could go to their teaching colleagues and discuss the particular issue.

When they needed assistance in areas such as curriculum, equipment, or student evaluation, they could seek help from their department chairperson, administrative liason, or district resource/helping teacher. Additional support was also available from the British Columbia Teachers Association. As administrators, these participants were not aware of the types of support systems readily available to them from resources such as the British Columbia Principals and Vice Principals' Association. When they had problems, the most obvious assistance could come from other administrators in their school such as experienced colleague assistant principals, their principal or their spouses (Pavan, 1987). For most participants, these individuals were very helpful and supportive. If, however, these individuals did not provide the needed support, then the new administrators would search out other support persons such as their former principals, former colleagues or personal acquaintances. Some of the participants were involved in personal informal support groups consisting of other first-year assistant principals, however, most of them desired more opportunity for professional sharing among school administrators. Suggestions that would give opportunities for these interactions included internship programmes and principal centres.

The participants felt that non-judgmental support persons or mentors could assist the new assistant principals in their struggles to acquaint themselves with this new job. The literature cites a number of suggestions made regarding administrator support programmes. One aspect that most of these programmes included was the mentoring

relationship. New administrators could be assigned a mentor who could lead and guide them through these new experiences. The individuals chosen to be mentors could involve retired school administrators, experienced administrators from other schools or any other experienced administrator who is not involved in the evaluation of the protege administrator. Many times when involved in the decision making process, these new administrators found it beneficial to "ask someone else's opinion". It would be helpful to have a reliable and non-threatening person available to talk with the new administrator when these types of situations occur.

D. What problems could be minimized if the first-year administrator is involved in a mentorship programme?

Most of the participants were in schools where they had very supportive principals and the participants felt very comfortable approaching them for advice. New assistant principals, however, could be in situations where they philosophically disagree with their immediate superiors. This could cause friction, hurt feelings and discouragement. If an outside mentor is available for these individuals, then encouragement and progressive advice could be given. One participant was discouraged to the point of leaving the assistant principal position because of such a non-compromising relationship. The problem was eventually overcome, but not without much unnecessary grief on the part of the participant. An extensive study of mentorship was made in Chapter Two of this study. On the basis of this review of the literature, it is strongly recommended that mentoring relationships be established for new assistant principals (Pavan,

1987, Noe, 1988, Calabrese & Tucker-Ladd, 1991, and Daresh & Playko, 1992).

All the participants felt uncomfortable and 'lost' to some extent during their initial months in their new position. Previous and continuing work with a mentor could have eliminated much of this stress. A major cause of this discomfort was the unfamiliarity of the work expectations. A mentoring relationship or previous internship could have eased that discomfort. Teachers in British Columbia are not sent into a classroom without the proper preparation given by extensive teaching practica. Administrators, who are required to make many more decisions that could have more far-reaching effects than teachers, are placed in administrative positions "cold", without any previous experience. Serlen (1989) stated that the mentoring relationship is "a way to ease new employees assimilation into whatever is unique about our corporate culture ... and the more quickly people understand the culture, the more quickly they can begin to succeed" (p. 53). The participants agreed that the university programmes do not fully prepare an assistant principal for the duties and responsibilities they are required to fulfill. The participants in Shelton's (1992) research study overwhelmingly agreed that a mentor "would have been very helpful and that they would have done a better job had they received such guidance" (p. 114). A mentor can assist the newly appointed administrator in overcoming many of the obstacles he/she will face in their first administrative experience.

E. What specific things could make the first year in administration less stressful for an assistant principal?

The first year in administration was made less stressful for the majority of these participants because of the personal encouragement and assistance given them by the other collegial and supportive administrators in their schools. The participants, however, mentioned a number of items that could make the first year in school administration less stressful. These included items such as their preparation for administration, relationships with people, and time management.

There were some frustrations that the administrators had no control over, such as specific parents not being concerned about their children and the teacher union job action. There were other frustrations, however, that could have been avoided. A major frustration for the participants was their lack of knowledge regarding school district and local school policies and procedures. The participant administrators recommended that the school districts provide sufficient training regarding specific policies and administrative procedures prior to job entry. Some participants were continually frustrated with the lack of set school policies and therefore the resulting inconsistencies that consequently developed. In this situation, the participants suggested that administrative teams meet with their teaching staffs and design a set of policies for their schools prior to school opening that could be used consistently by all staff members.

These new administrators were also frustrated with the decreased opportunities to establish positive relationships with students. They were mainly interacting with students who had exhibited inappropriate social

behaviours. The assistant principals desired more positive contacts with students. New administrators could plan situations where they had positive interactions with students and thereby carry-over that positive aspect from their teaching career and plan these activities into their workday. Examples of such experiences could be involvement (depending on teacher co-operation) in the classroom and involvement in student extra-curricular activities. Some assistant administrators were interested in teaching a class in addition to their administrative responsibilities. Howley (1985) supports this concept by recommending that assistant principals "ought to continue to teach in a particular discipline for one period a day" (p. 89). Participants, however, realized the potential problems that teaching a scheduled class and handling unplanned student crisis could create. Lack of time was a constant frustration for the participant administrators and, therefore, planning blocks of time for specific positive student and teacher interactions could assist in alleviating this concern.

Many of the participants expressed shock and frustration in the manner that some teachers now perceived them. They were accustomed to the collegiality of the teacher world and had difficulty in not being immediately accepted as colleagues by many teachers in their new schools but were being viewed as 'management' and therefore possibly 'anti-teacher'. Unfortunately, the teacher union model tends to surface such attitudes in some people. Marshall (1985) counsels that "aspirants must separate from their reference group and form a positive orientation towards the values of the new group during anticipatory socialization" (p. 30).

Most of the participants were able to adjust to this new culture and learned to internalize their reactions to non-co-operative teacher behaviours in order to establish acceptable working relations. The school district could provide training regarding conflict management and role enculturation which could prepare the newly assigned administrators in adjusting to this "other side mentality".

Another major frustration was the participant's lack of skills which were required for the technical aspects of this new job. They suggested that computer skills and counselling skills be required as pre-requisites for entry into school administration. The assistant principal should also be supplied a "list of names" of people to call for the many duties that they are responsible for such as, getting broken windows repaired, textbook ordering, and other general school maintenance and repairs. These frustrations could all be lessened during the preparation period of the potential assistant principal. The computer and counselling skills could be taught as part of the university administrative training programme. Specific information and details such as names, phone numbers, and locations that are needed to fulfill job requirements should be supplied by the school districts. The participants indicated that they spent much precious time searching out this information. Since lack of time was a constant frustration for these participants, any and every effort to save time spent on items that could have been learned or done prior to entry into the school administrative position could ease the individual's frustration and make their job entry year less stressful.

III. Conclusions

A. Handbook for aspiring assistant principals

The conclusions to this study will present the information gleaned as a result of the literature review and the empirical research in the form of a "Handbook for aspiring assistant principals". The information presented here will hopefully help to make the transition from school teacher to school administration easier and less stressful. This will also hopefully result in assisting the first-year administrator in quickly becoming as effective as possible in his/her new role.

Suggestions are presented in a checklist format for the aspirant administrator, the school district and the university graduate school in educational administration, in order to make changes that will assist the aspirant prior to entry, prior to entry but upon assignment to a school administrative position and during the first year in an administrative position.

Table 3

Preparation for School Administration Checklist

1. Prior to entry Into school administration

a. Aspirant administrator (via assistant principal)

- _____ aged, usually over thirty years
- _____ completion of approximately eleven successful years of teaching
- _____ completion of a Master's Degree
- _____ examination of yourself to determine whether you have the skills required for school administration:
 - personal reflection "Is this for me?"

- knowing yourself
- being honest, reliable, consistent, sincere
- not being someone you're not
- having a "give and take" attitude
- not entering for the wrong reasons
- being an energetic worker
- having strong inter-personal skills
- being hardworking, expecting long hours
- being an advocate for students
- being a skilled communicator
- being prepared to "not like it all"

_____ preparation of a statement of personal beliefs, values, and educational philosophy

_____ realization that school administration is a service opportunity

_____ learning/practicing leadership-type skills (examples listed)

- decision making
- public speaking
- as committee chairperson
- as community relations
- as department head position
- as teacher-in-charge position
- as acting assistant principal
- district committee involvement

_____ developing an understanding of a school administrator's job by

- shadowing an administrator
- talking to school administrators about their jobs
- attending conferences, workshops, and clinics
(conflict resolution, peer mediation, etc.)
- developing a network of administrator contacts

b. School districts

_____ providing opportunities for aspirants to shadow school administrators

_____ establishing internship programmes for aspirant administrators

_____ developing courses that teach necessary computer skills for school administrators

c. University graduate programmes in educational administration

_____ incorporating action learning into school administration

courses - role playing, in-basket, case methods, simulations

_____ developing a course to teach basic counselling skills for aspirant administrators

_____ developing a course that covers the specifics of "How tos ... for Assistant Principals" that cover situations such as discipline, organizational skills, daily time management, interviewing skills, etc.

2. Prior to entry but upon assignment to a school administrative position

a. Aspirant assistant principal

_____ eliminating extra unnecessary stresses in your personal life

_____ joining the local Administrators' Association

_____ subscribing to and reading publications/articles on school administration

_____ reviewing work done as a graduate student

_____ acclimatizing to the new role and responsibilities by

- getting to know other school administrators
- accepting that others will treat you differently
- mentally preparing for possible positive and negative teacher attitudes regarding administrators (Us vs Them, suspicious, fearful, power struggles)
- being prepared to do a lot of asking for help

_____ getting to know district office staff and their responsibilities

_____ getting familiar with your new school (in August) by

- understanding school policies, ie. attendance, discipline
- understanding your areas of responsibilities
- getting to know the physical layout of the school
- getting to know people (use last year's yearbook) (administrators, clerical and custodial staff, teachers)
- knowing who to ask for help for specific situations

b. School district

_____ establishing a mentoring programme. Using current or retired school administrators or district administrators from neighbouring districts as mentors for new administrators.

_____ establishing an orientation programme for new administrators which includes:

- assistance in adjusting to their new role and its responsibilities
- instruction in major necessary school and district policies
- instruction on how to fill out Ministry of Education forms
- providing guidelines for new administrators
- informing new administrators of available support systems
- information needed to handle specific school maintenance problems, ie. broken windows
- information about the local school procedures
- an orientation of the district, its facilities, and programmes

c. University graduate programmes in educational administration

_____ working with the surrounding school districts in establishing and maintaining principal centres which would

- heighten a sense of professionalism among participants
- provide for networking among administrators
- remove a feeling of isolation by assistant principals
- disseminate information about policies and new programmes

3. During the first year as an assistant principal

a. Assistant Principal

_____ allowing others time to get used to you by

- listening and observing as much as possible
- not being overbearing
- realizing that you will make mistakes and admitting them when you do
- establishing yourself before attempting to bring about educationally-sound change

_____ treating people (students, teachers, parents, support staff) fairly by

- practising open and honest dialogue
- being genuine
- being realistic
- leaving room for compromise
- showing others that you care
- having a sense of humour
- being optimistic

- being happy
- knowing and implementing your philosophy

_____ being organized and planning your time by

- keeping written records of all interviews
- documenting all procedures followed regarding disciplinary processes
- keeping a cardfile of information on "what to do when ..."
- planning positive activities with students
- planning face to face contacts with teachers (instead of using the telephone or public address system)

_____ delegating responsibilities to others whenever possible by

- encouraging and supporting staff
- saying "thank you" and giving credit where it is due

_____ being effective means being involved by

- being visible to students and staff
- attending meetings
- working closely with your counsellors (meeting regularly to discussing common projects, ie. attendance)
- being involved in extra-curricular activities (ie. clubs)
- teaching a class if possible

_____ communicating as much as you can; using all modes such as personal interviews, memos, letters, phone calls, and fax

_____ always remembering that education is a service-oriented profession

b. School districts

_____ continuing to support the new administrators during their first year by supplying a non-threatening administrator mentor for them

_____ working with the universities to maintain a principal's centre for neighbouring districts' administrators

c. University graduate programmes in educational administration

_____ continuing to work with the surrounding school districts to maintain principal centres

B. Recommendations for further research

There was concern expressed by some of the participant assistant administrators regarding the extreme difference in the manner in which they were perceived as teacher educators and how they were now perceived as administrator educators. They all still considered themselves as teachers functioning in a different role. Further study could be done to show how teachers and school administrators could work together in a more productive and amiable manner to reach the same goals of educating children. Is the teacher union model prohibiting progress in education? Many of the administrator participants found the teacher job action not only strangling their efforts to keep students in school and learning but also making it very difficult to work with teachers towards educational programme improvement. Is the industrial labour union model the union model that teacher professionals should follow?

In the current circumstances of financial restraint in British Columbia, it seems appropriate to attempt to implement educational programmes that will benefit the largest number of individuals at the lowest cost to any one organization. The participants suggested that a province-wide school administrative internship programme be established so that the cost would not prohibit smaller districts from benefitting from this programme. Further study into the benefits and feasibility of such a programme is recommended. Results of implementing required internships could yield administrators who have proven their abilities of working as school administrators both to themselves and to future employers prior to

entry into school administration. Implementation of internship programmes which involve mentorship programmes could assist and encourage the assistant administrator during their pre-entry and first year in school administration.

Appendix A

Thank You Letter

Mrs. Sonja Buchanan, Graduate Student, Simon Fraser University
20381 - 72nd Avenue, R.R. #4,
Langley, B. C. V3A 4P7
Phone: 534 -3490

June 14, 1993

Dear _____:

Thank you for agreeing to participate in my research project that is been done for partial fulfillment towards the requirements of a Masters in Arts (Education) degree. Your gift of time and expertise is appreciated very much!!

The major focus of my research is on determining how assistant principals handle the transition from teacher to assistant principal (administration).

This research project requests three things from you as the participant:

1. Completion of the Consent Form for University purposes
2. Completion of a Pre-Interview Questionnaire:
This questionnaire contains focused questions on demographic and personnel information. Please answer each question as best that you can. Please return this questionnaire to me at the interview.
3. Participation in an Interview:
The general outline of the Interview Questions is attached. The length of the interview will be approximately one hour. With your permission, I plan on audiotaping the interview for later transcription. You may proof the transcribed form if you so desire.

At the conclusion of this research, I will make available to you as the participant, upon request, a copy of the summary of this study.

Thank you again for your time and participation.

Sincerely,

Sonja Buchanan

Appendix B

Information and Consent Form

Dear Participant:

You have been invited to participate in a research study regarding what factors will assist in making the successful adjustment from Teacher to Assistant Principal.

This project is being conducted as partial fulfillment of the requirements for the Masters of Arts (Education) degree.

Simon Fraser University requires your approval in writing regarding your rights in terms of confidentiality and withdrawal from the research programme. All interview information from individual subjects will be kept confidential and you have the option to withdraw from the study at any time.

Upon completion of the project, all raw interview data will be destroyed. If you would like a summary of the results, you are invited to contact me at:

Mrs. Sonja Buchanan,
20381 - 72nd Avenue, R. R. #4,
Langley, B. C. V3A 4P7

If you have any further concerns regarding this research, you may contact my senior supervisor:

Dr. M. Manley-Casimir,
Director of Graduate Studies,
Faculty of Education,
Simon Fraser University, Burnaby, B. C.

Please read the above information and then sign the form below and return to Mrs. S. Buchanan.

Thank you very much for your assistance and your gift of time.

Principal Investigator:
Date:

Mrs. Sonja Buchanan
June 11, 1993

.....
I understand that the information that I provide will be used for research purposes in the Faculty of Education at Simon Fraser University. All information will be held in strict confidence and I have the option of withdrawing from the programme at any time.

(signature)

(Please print name)

(date)

Appendix C

List of Codes Used in Analysis

A. Preparation for the position of assistant principal

1. Why enter school administration
2. When to enter school administration
3. Teaching experience prior to entering school administration
4. Professional growth leading to an assistant principalship
5. Academic preparation for school administrators
6. Administrative experience prior to becoming an assistant principal

B. Duties and responsibilities of an assistant principal

1. Functioning as an administrative team
2. Responsibilities of an assistant principal
3. Working associates of assistant principals
4. Extra-curricular involvement as an assistant principal
5. What do these assistant principals want to do as administrators
6. Developing an administrative style

C. The first-year experience as assistant principal

1. How the participants felt at the start of their first year in school administration
2. How the participants saw themselves in the role of administrator
3. How the participants thought others saw them in the administrative role
4. Early adjustments these participants had to make
5. How these administrators felt during their first-year administrative experience
6. Frustrations and problems of the first-year administrator
7. Joys and successes of the first-year administrative experience
8. How the participant assistant principals felt at the end of the school year

D. Support systems that first-year assistant principals use

1. Situations when the assistant principal needed help
2. Who the participants approached for assistance
3. Role models for the participant assistant principals

E. Suggestions from first-year assistant principals

Appendix D

Beginning Secondary School Assistant Principals Profile - Questionnaire

I. Personal & Family Information

Assistant Principal#1 #2 #3 #4 #5 #6

1. Gender
2. Age
3. Ethnic Origin
4. Marital Status
5. Change in Marital
Status in 1992-93
6. Number of Dependents
7. Ages of Dependents
8. Career Spouse

II. Academic & Professional Background

1. Undergraduate Specialty
2. Highest Academic Degree
3. Member of Professional
Organizations
4. Graduate Studies in 92/93
5. Hours/Week - Study

III. Work & Leadership Experience

1. Age Started Teaching
2. Age Decision Made to become an Administrator
3. Years teaching experience
4. Paid school Positions
5. Voluntary school Positions
6. Membership in Community Organizations
7. Leadership Positions held

IV. Workplace Information

1. grades offered
2. 92-93 enrollment
3. Geographical area
4. # of VPs in school
5. Do VPs teach courses?
6. Hours worked/week
7. Tenure as VP?

Appendix E

Administrative Responsibilities

Area	A.O.#1	A.O.#2	A.O.#3	A.O.#4	Other
Academic Symposium			R		
Accident Insurance/Accidents					S
Accreditation	R				
Activities co-ordinator		R			
Administration Meetings	R				
Administration/Counsellor Meetings	X	X	R	X	
Advanced Placement Programme		R			
Announcement/Messaging System		X	R		
Blood Donor Clinic		X			C
Articulation with Feeder Schools	X	X	X	R	
Assemblies - Agendas		X		R	
Assemblies - Set up		X		R	
Attendance - Phone Master		R		X	
Budget-External/Internal	R				
Bulletin - Friday	R				
Bursaries and Scholarships	X				C
Buses - District			R		
Buses - School				R	
Commencement Ceremony	X				C
Community Use of Building			R	X	
Coverage for Teachers - Internal		X		R	
Crises Team				R	
Department Head Meetings	R				
Education Week	X	X	R	X	
Examinations - School	X	R			
Family Life				R	
Field Trip Approval	X		R		
Fire/Earthquake Drills			R	X	
Graduation Dinner & Dance	X				C
Graduation Fees					C
Grounds Clean Up		X	X	X	
Intramural Programme		R			
Immunization			R		
Keys	R				S
Locks and Locker Assignment		R	R	R	
Locally Developed Courses	R				
Master Timetable	R	R	R	R	
Ministry Reports	X	R	R	X	
Monthly Calendar				R	
New Building	R	X	X	X	
Parent Advisory Meetings	R	X	X	X	
Parent Newsletter				R	S
Parent/Teacher Interview Nights	X	R	X	X	
Parent Night Orientation	X	X	X	R	
Parking - Staff and Student		X			
Passport to Education			R		
Professional Development Committee		R			C
Provincial Scholarship Examinations		R		X	D
Public Relations - Community	R	R	R	R	
Remembrance Day Ceremony				R	

Report Cards/Reporting Procedures	X		R		
Safety Committee			X		C
School Athletics (Extra-Curricular)		R		X	
School Based Team	X	X	X	X	C
School District Reports	X				S
School Improvement Plans	R				
School Inventory	R				
School Maintenance		R			S
Security Personnel		R			
September School Start-Up	R	X	X	X	
Social Committee					C
Staff Committee	R				C
Staff Policies and Procedures Handbook	R	X	X	X	
Staff Meetings	R	X	X	X	
Staff Payroll (Teaching and Non Teaching)	R				S
Staff Supervision Schedule					
Student Activities					C
Leadership Council				R	C
Activities Council			R		C
Dance Council			R		C
Athletic Council		R			C
Grad Council	R				C
Student Awards				R	D/C
Student Course Selection Handbook	X	X	R		
Student Course Selection Forms	X		R		
Student Discipline	X	X	X	X	
Student Activity Fee	R				
Student Handbook (Agenda)	X			R	
Student Pictures			R		
Student Teachers	R				
Student Textbooks and Obligations		X		R	S
Student Timetable	R	R	R	R	C
Substitute Teachers	X				S
Summer School Referrals			R		
Supervision of Curriculum	R	X	X	X	
Supervision of Instruction	R	R	R	R	
Supervision and Evaluation of Teaching Pers.	R	R	R		
Supervision & Eval. of Non-Teaching Pers.	R				
Supervisory Aides			R		
Supplies	X				D/S
Teaching		X	X	X	
Teaching Kitchen	R	X			
Timetable Committee	R				
Xerox Machine and Paper	X				S
Yearly Calendar				R	
Year End Procedures	X	X	X	X	

Codes:

- R = Responsible For
- X = Involved In
- C = Chairperson or Sponsor Teacher
- S = Head Secretary/Secretary
- D = Department Head

(Used with permission)

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