

## CHAPTER 4

### AN OVERVIEW OF SOME INDUCTION PROGRAMMES FOR NEW SCHOOL PRINCIPALS.

#### 4.1 Introduction

Very few researchers have designed induction programmes for newly-appointed school principals in an attempt to support them during the entry year (Rogus & Drury, 1988; Anderson, 1989). Because of the limited nature of programmes developed for newly-appointed principals, an attempt is also made to dovetail some programmes designed for beginning teachers to meet the needs of first-time principals.

In order to gain a better picture of the position of the professional development and experiences of beginning principals, a brief outline of the pre-appointment and in-service-induction activities of school principals in selected countries as well as induction strategies which are the vogue in those countries is given. Some of the induction programmes designed for beginning principals in the U.S.A., the U.K., African countries and South Africa (including Bophuthatswana) are outlined to give a better perspective on how induction programmes for newly-appointed school principals in Bophuthatswana could be designed.

These phases will be used as a framework in outlining the professional development of new principals in selected countries with a specific focus on the induction of beginning principals.

#### 4.2 Induction programmes for newly-appointed school principals in the United States of America

##### 4.2.1 *Pre-appointment induction activities for new school principals in the U.S.A.*

###### 4.2.1.1 *Introduction*

Pre-service programmes for training school administrators have long been launched by various states in the U.S.A., even before the major reforms

of the 1980's. Each state sets its own rules for professional licensure (Milstein, 1992). The preparation of school administrators is the major responsibility of tertiary institutions, while school districts and state departments determine the certification requirements (Blackman, 1992).

Though the National Policy Board for Administration (1989) recommended a proposed agenda for reform of the preparation programmes for educational leaders (that a doctorate in educational administration be a prerequisite to national certification and state licensure for full-time administrators who are in charge of schools or school systems), various states have different requirements. Some states require different licensure paths for different school administrative positions (National Policy for Educational Administration, 1989:17).

The preparation programme contents include course work in educational organisation and administration, curriculum supervision, finance, school law, research, educational psychology, history and philosophy of education, the school plant and the personnel (Van der Westhuizen, 1984:1988). The information is presented through formal lectures, tutorials and seminars. Internship forms an important component of the programme.

It is observed that the traditional formal lectures are gradually being phased out and replaced by more reality-oriented instructional methods, including workshops and more sophisticated field experiences (Wing, 1992). A number of projects and efforts have been launched in an attempt to address the inadequacies of the preparation programmes as identified by researchers (National Policy Board for Educational Administration, 1989; Greer, 1988; Thomson, 1990).

The growing criticisms about the shortcomings of the preparation of the administrators have led to major reviews by universities and other professional organisations like the University Council for Educational Administration (UCEA), an organisation that represents more than 50 leading university-based preparation programmes (Forsyth, 1992; Thomson, 1992).

It is important to note efforts to make educational administration preparation programmes more relevant to the role played by educational leaders and induct prospective principals into the world of principaship. The mismatch between theory and practice as highlighted by the reform movements of the 1950's and the 1980's showed up the need to bridge the gap (Thomson, 1992). Most of the preparation programmes have been reconceptualised and restructured by universities (Milstein, 1992; NASSP, 1985:8). The restructuring focuses mainly on selection of prospective candidates, internship and field-based performance, just to mention a few (Forsyth, 1992; Blackman, 1992). To achieve any considerable success all stakeholders, like superintendents, mentors, faculty members, deans of faculties need an unqualified commitment.

Selection of prospective candidates is considered to be a crucial input to the reform of the preparation programmes. Gone are the days of walk-in, self-selected candidates (Anderson, 1989). Field leaders and superintendents participate in the selection of prospective candidates and help them to go through the preparation programme and eventually employ or help them to get the job in administration (Blackman, 1992; Bolman, 1992; Wing, 1992).

This system promotes shared decision-making, shared responsibility as all stakeholders to a certain extent participating in the training and socialisation into the position of the prospective principals and new principals (Anderson, 1991).

#### *4.2.1.2 Pre-appointment induction activities*

Well-structured internships are launched with brief manuals to guide internship experiences. The average duration of the internship has been extended to cover the whole academic year in some cases - as it obtains at Harvard University (Blackman, 1992).

Direct supervision may be provided by the mentor (usually a school principal) and the field supervisor from the university, who provides guidance and support (Wing, 1992). Mentors, being experienced successful effective principals, develop a close and caring relationship with the interns (Daresh & Playko, 1990b). They also provide corrective

feedback for growth of the mentorees. Mentors are also trained (Daresh & Playko, 1991). It is noted that mentees are allowed to participate in the selection of mentors (Anderson, 1989).

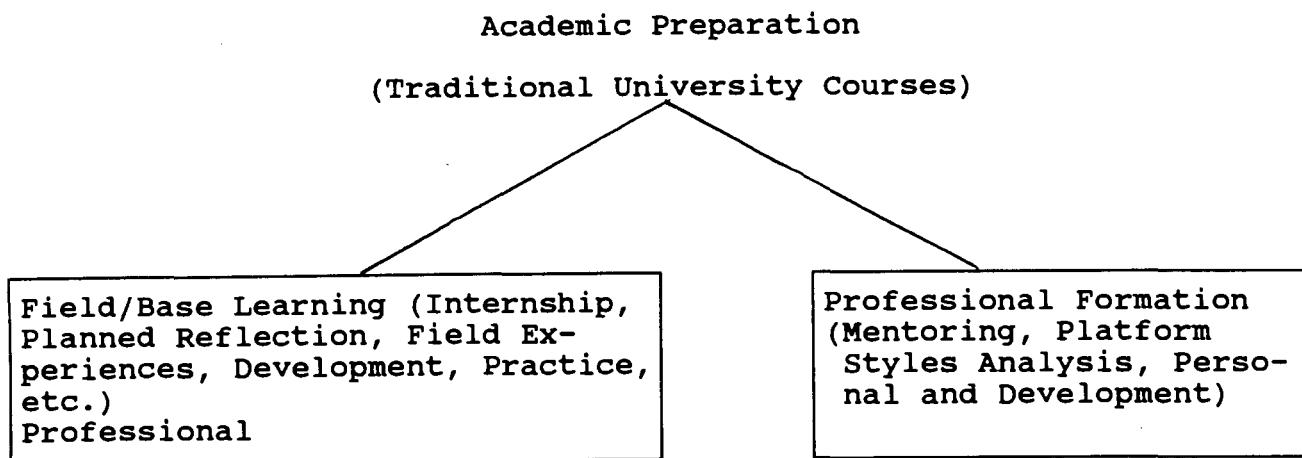
Effective internship experiences require more time on the task. Multiple field experience is also encouraged to give the interns the opportunity to observe different leaders in action and to gain a picture of different administrative styles in a practical reality (Daresh, 1986b).

Opportunities to reflect and share reflections are created through a number of strategies like the cohort model intake of prospective students in educational administration. Groups are brought together on monthly, weekly or bi-weekly bases for reflective seminars (Barnett, 1990b). This system promotes networking and peer support among the members of the group.

#### \* Tridimensional conceptualisation of professional development

In an attempt to highlight the close link between pre-service, induction and in-service programmes, which necessitate unqualified commitment, collaboration and networking among all legitimate stakeholders, Daresh and Playko (1989b; 1990b) have proposed a tridemensional conceptualisation of the professional development of school principals. This model, which expresses the views of some professors of educational administration in the U.S.A. as illustrated by the programmes which are the vogue, has three important elements, namely pre-service preparation, induction and in-service components.

**Fig.4.1 TRIDEMESIONAL PROFESSIONAL CONCEPTUALISATION OF THE DEVELOPMENT OF SCHOOL PRINCIPALS**



Source: Daresh & Playko, 1992b:18

Pre-service education embraces all learning activities that take place before formal placement and induction. The pre-service preparation contains important activities like recruitment, selection and internship, which could be seen as a way of inducting the prospective principal into the profession. In these activities the prospective principals gain an impression of the role and behaviours of the school principal. All legitimate stakeholders, and especially the mentor, share views with the prospective principal about the expected roles and effective ways of managing a school.

Induction as an important element of the tridimensional model, and the primary focus of the study, has as its main purpose to develop knowledge and skills, attitudes and values essential for carrying out the role as effectively as possible and for creating conditions which will

enable the newly-appointed principal to be able to internalise the new role (cf. 2.2.2).

In-service education as the third element of the tridimensional model refers to the learning opportunities that are provided to individuals while they are fully employed and are working. Direct activities may be provided to help both the newly-appointed principal and veterans to perform his role as effectively as possible, and for his professional growth (Hersey, 1992).

The model proposes that the pre-service, induction and in-service programmes should not be seen as isolated programmes; they should be seen as interrelated programmes with strong links designed for the professional development of school principals. These programmes help the new principals to come on board and become the experienced pro, able to keep abreast with new developments and keep on reflecting on his educational platform. Induction viewed from this assortment of lenses could be seen as an on-going activity.

#### **4.2.2    *In-service activities for new and veteran school principals in the U.S.A.***

The journey towards professional development of school principals in the U.S.A. will be incomplete if the inservice-induction strategies in vogue are not reflected. A number of in-service-induction activities for both old and newly-appointed school principals are launched to improve their effectiveness. Three important in-service induction strategies are given in this section, namely institutes, principal centres and the academy.

- \* Institutes. The institutes are the most popular in-service induction strategies for both old and beginning principals. Summer and winter institutes are organised by various educational agencies such as the universities (Greyvenstein, 1989; Blackman, 1992; Erasmus, 1993).

The duration of courses of these institutes varies from a day to a few weeks. These are highly specialised training workshops where both new and veteran principals are provided with the opportunity to learn new techniques or skills in educational management and leadership, and share

ideas. This offers the newly-appointed principals the opportunity to share ideas with beginners and experienced pros (Daresh & Playko, 1992b).

\* The principal centres

Principal centres are mostly established by the departments of educational administration of various universities to serve the practitioners, as at Harvard University (Blackman, 1992). It is argued that a national network of principal centres should be established.

A principal centre established by a university serves the interests of the principals in the neighbourhood in most cases. The principals come together to decide on the calendar of events for a specific school year. The calendar, to a certain extent, reflects the concerns of the principals, including beginning principals (Blackman, 1992).

\* NASSP

The NASSP, in Reston, Virginia, was established in 1975. The NASSP's Assessment Centre helps to identify and develop effective principals.

It receives wide recognition and its techniques are used in most states in the U.S.A. The following are some of the programmes offered by the centre for both new and old principals (Hersey, 1992):

- *The Lead 1 2 3 Programme* is designed to help both beginning and old principals in the improvement of the instructional leadership skills (Hankel, Hankel & Hersey, 1990).
- *Springfield*. This is a comprehensive long-term developmental programme for school principals. The programme duration is over fifteen weeks, with three important phases. Participants take weeks working on the job with the support of a developmental mentor, who has been trained to provide one-on-one support to participants. Follow up seminars provide participants with opportunities to share views and experiences.

- *Mentoring and Coaching* is a programme designed to help school districts and universities to prepare experienced principals to provide developmental support to potential and new principals.
- *From-the-Desk* is a programme designed to develop the communication skills of experienced and new principals. It engages participants in a number of writing activities.
- *Let us Talk* is a programme designed to help both old and new principals to develop effective communication skills in making leadership decisions.
- *Partnership* is a programme designed to help both new and old principals to develop skills needed to establish important links with the external environment, business and industry, parents and senior citizens.

#### \* ACADEMY

In-service academy is an arrangement in which the school district or some other educational agencies like the National Academy for School Executives (NASE) under the auspices of the American Association of School Administrators (AASA) provide structured learning experiences to educators like experienced and new principals on an on-going basis.

#### \* NETWORKING

Collegiality is a desirable goal for the professional growth and development. Networking is different from other in-service induction strategies because it is more controlled by the participants. Networking is based on the assumption that collegial support for both new and old principals is needed. Research studies on beginning principals (Weindling & Earley, 1987; Daresh, 1988; Van der Westhuizen & Janson, 1990) also show that collegial support is needed. In networking individuals who share common problems and concerns are given the opportunity to meet together and gain support from their colleagues by sharing ideas and experiences (NASSP, 1985).

In a nutshell, this section outlined different strategies applied in the U.S.A. to help and support the newly-appointed principals and experienced pros.

How to make school principals more effective, in particular the beginning principals, forms the focus of the strategy. The major role played by the mentor in pre-service, induction and in-service programmes, is also foregrounded.

This section has provided a picture of the current scene of management development of school principals in the U.S.A., and underlined the strong links between the school system and the universities. As illustrated at the beginning of this chapter, the journey was undertaken to explore how the pre-service and in-service programmes contribute to the induction of the school principal. For the focus of this study in the induction of newly-appointed principals, it was essential to see how other related programmes of professional development of school principals support the novice principal to adjust readily to the new position and role. The next section focuses on the induction strategies designed for beginning principals in the U.S.A.

#### *4.2.3 Induction programmes designed for newly-appointed principals in the U.S.A.*

The previous section focused on the professional development of school principals with specific reference to the contribution of the preservice and in-service programmes on the induction of the new principal. The interrelationship between preservice, induction and in-service were highlighted. The primary aim of this section is to explore induction programmes designed for beginning principals in the U.S.A.

Though research studies have foregrounded the problems of beginning principals (Daresh, 1988, Anderson, 1989), very few well-structured induction programmes for beginning principals have been designed to help novices to be more effective in carrying out their roles. However, this low level of attention to the needs of the new principals could be ascribed to the assumption that the pre-service preparation to a certain extent provides the novice with essential skills and knowledge. Recent reforms

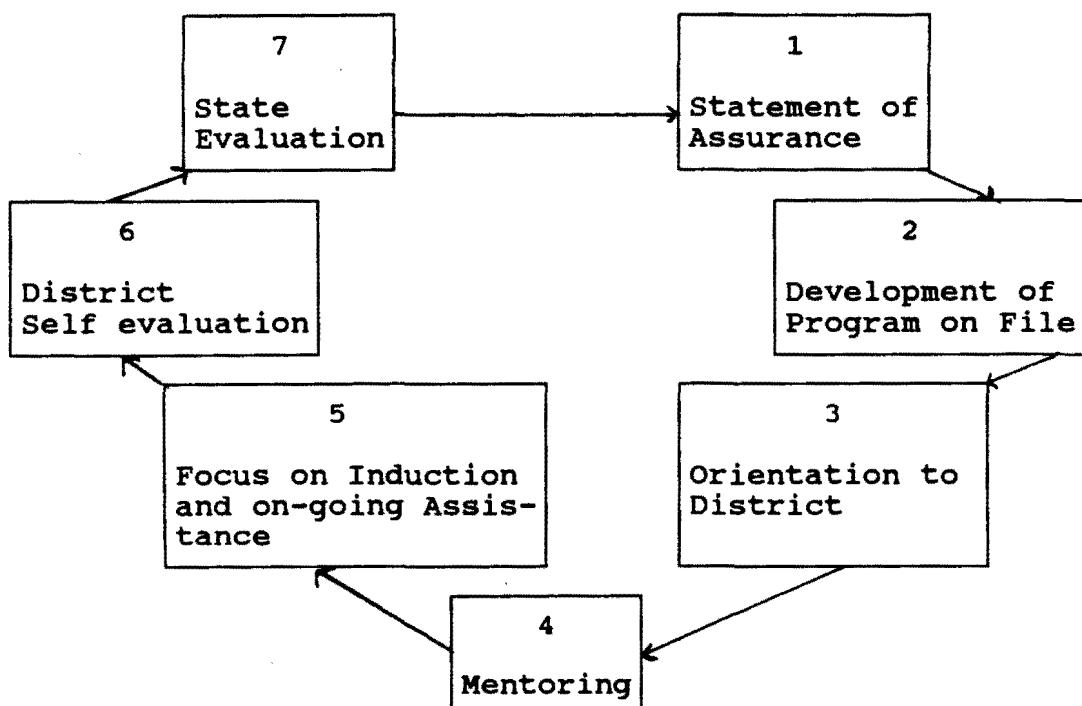
in principal preparation programmes are an attempt to address the problems of the novice by providing intensive "on-field-base" experiences (Blackman, 1992).

It is further noted that, because of the nature of the education system of the U.S.A., it would to some extent be impossible to design an induction programme that could be used in all states. However, researchers agree on certain major elements of the induction programme, like the need for collegial support and mentoring or buddy system (Daresh & Playko, 1992a; 1993; Barnett, 1990a). This section gives a brief sketch of the induction programmes developed for newly-appointed principals in the U.S.A..

#### *4.2.3.1 Ohio entry year standard*

The Ohio Department of Education, in response to the needs of beginners as identified by the practitioners, has from July 1987 required that all people hired in the school system should be provided with well-planned learning experiences to induct them into their new roles and position. Because this research focuses on the induction of the newly-appointed principals, it is appropriate to give a description of the Ohio Entry Year Standard.

Fig 4.2 The Elements of Ohio Entry Year Standard



- \* Development of a method of orientating new principals to the school system's expectations and policies.
- \* Documentation of the process of the identification and training of mentoring principals, and assigning mentors to new principals.
- \* Articulation of the strategy for self-evaluation of the programme at district level.
- \* Indication of how the district will participate in the state evaluation of the programme.

### **Organisation of the Entry Year Programme**

In brief, the induction programme for new principals, in line with the Entry Year Programme, involves the development plan designed by the district to be signed by the superintendent.

In the development of the induction programme provision is made for the participation of experienced principals, consultants, the pre-service institutions and professional associations; that is, all stakeholders are also involved in the planning, implementation and evaluation of the induction programme.

Attention is also paid to the selection and training of mentors. One full-time mentor is assigned to a cohort of around fourteen beginning principals.

### **Structure**

Each newly-appointed principal is assigned a mentor. The mentor orientates the new principal to the school and the school system. It is essential that the mentor should possess the required qualifications, experience, knowledge, skills and attitudes for effective mentoring. Furthermore, mentors should be trained to perform mentoring responsibilities in a more efficient and effective way.

## Evaluation and revision

The Entry Year Programme has to be evaluated at least every five years. New principals, mentors and programme administrators participate in the evaluation of the programme.

It is observed that this programme is a product of on-going review and reflection between the Ohio Department of Education and the practitioners. There is greater flexibility to the programme to cater for the needs of individual districts and to encourage all participants to have a share in the design of the programme. In the final analysis this empowerment spirit encourages a spirit of ownership and unity which ensures greater success and effectiveness.

### *4.2.3.2 Dayton public school entry administration programme*

It is most appropriate to discuss another induction programme designed in line with the Ohio Entry Year Standard.

The programme was also designed to meet the needs of beginning school principals An outline of the programme is given below (Daresh & Playko, 1989b).

- \* Induction programme goals

The induction programme, in theory and practice, serves almost a dual purpose. In the first instance, for the district the goal is to increase the retention rate of beginning administrators and to improve their performance. For the newly-appointed principals, the induction programme offers the individuals an opportunity for strengthening their administrative performance and provides an opportunity for certification by the Ohio Department of Education.

- \* Programme goals are:

The induction programme is designed to enable the newly-appointed principals

- to understand the system's procedures, expectations and resources;
- to be able to address the concerns of the unit or the school;
- to enhance professional growth;
- to develop a personal support system;
- to receive personalised assistance in solving unit problems;
- to receive formative feed-back towards strengthening their performance.

### **Essential induction elements**

Three important components for implementing the induction programme are identified, viz.:

#### **\* Large group**

Large groups are designed to facilitate the achievement of content-oriented goals, that is, the district procedures and policies with the main focus on the concerns of the practitioners and the beginning principals. The large groups also serve as a setting for professional growth.

Needs assessment is conducted by asking the second and third year principals what they wish they could have known prior to their appointment to principalships, and by asking the participants to identify their major concerns and problems. The common problems identified through this need assessment include: how to help a weak teacher, how to budget and how to become knowledgeable about resources within and outside the district.

#### **\* Small group**

The small groups serve as a vehicle for providing individual assistance with the implementation of the personal growth plan. The group serves as a setting for addressing school or building unit problems and developing peer assistant leadership.

The small group is composed of around six newly-appointed principals. Members of the group divide themselves into pairs to share growth on a

regular basis. For problem-solving purposes members of the group work together as a unit. Individuals identify the problems they encounter, and the group works out the solution or the problem-solving process, including formulation of goals, field analysis and action plan. When the group is not in a position to address the problems or to find an acceptable solution to the problem, the assistance of the larger group is secured for brainstorming. If the larger group also fails to reach an acceptable approach to the problem the assistance of a consultant is secured.

- \* Mentoring component

The experienced effective principal is paired with the newly-appointed principal. The mentors meet with their mentees on regular bases and provide effective feed-back. They support their mentees in carrying out their personal plan.

#### *4.2.3.3 Castetter's induction model*

Five major steps are identified in Castetter's induction model, as outlined in Fig. 4.3. Castetter's conceptualisation of the development of an induction programme includes those activities that are normally associated with the management tasks, namely planning, organising, leading and controlling.

**Fig.4.3 CASTETTER'S MODEL OF THE DEVELOPMENT OF INDUCTION PROGRAMME**

Step 1	Step 2	Step 3	Step 4	Step 5
Determine induction objectives	Organize induction activities	Order and co-ordinate induction	Follow-up inductee adjustment	Control induction programme

Source: Castetter, 1986:264

- \* Step 5: Controlling induction activities. Controlling ensures that the stated objectives are actualised. At the end of the day induction should accomplish its objectives by helping the new principal to adjust to the new environment.

The task to be performed in the accomplishment of the objectives of the induction of the newly-appointed principals is related to their problems and concerns. Castetter (1986) provides a model which illustrates that induction needs time and proper planning if it has to achieve any measure of success.

#### *4.2.3.4 Anderson's induction strategies*

Anderson (1990) conducted a study on the job specification and assistance needs of beginning principals in Oregon and Washington, U.S.A.. In his study he reviewed the induction strategies that help or hinder the rookies in their first year in principalship. The subjects of the study were all newly-appointed principals in Washington and Oregon public school in 1988-1989 school year.

Initially the study explored the problems of beginning principals and identified the areas where the novice need support. The following areas were seen as key areas where the newly-appointed principals need help:

- instruction and curriculum development;
- staff/personnel;
- student/personnel;
- school/community relations;
- school facilities;
- school transportation and services;
- organisation and structure;
- school finance and business management.

The study lifted out the induction strategies that make new principals' transition difficult:

\* **Sink or Swim, Learn on your own strategy**

In some districts new principals experienced this type of induction strategy. Learning by trial and error made the principals' transition difficult. Principals reported that they did not receive assistance they needed from the veteran principals on tasks which they needed great help.

- \* Unanticipated challenges and inherited changes

Many principals experienced difficulties created by the changes that were underway in the building or on other ongoing, site-specific challenges. Some principals were unaware of such changes and they were caught unaware. These challenges made their first year complicated.

- \* Inadequate feedback on performance

Lack of feed-back on their performances was seen as a characteristic of the school district induction strategies that made their first year more difficult. Without formal feedback from superiors, new principals were anxious, uncertain, tentative, and uneasy as to how they were doing.

### **INDUCTION STRATEGIES THAT BEGINNING PRINCIPALS CONSIDERED HELPFUL**

- \* Planned orientation to the district and the school

A well-structured orientation to the district policies, goals, decision-making processes, expectations of the principals, curriculum programmes, budget procedures, and district-specific procedures in all major areas, were seen as a helpful orientation strategy to be performed by the central office personnel.

Time lines and due dates are to be made clear. New principals are to be introduced to the persons who could answer specific questions as issues arise during the course of the year. One-shot, rapid-fire orientation leaves new principals overwhelmed with too much new information

- \* Out-going principal

New principals felt that the orientation by the out-going principal on specific information about the school, procedures, staff strengths and weaknesses, identification of the key communication channels with parents, and school community relations are important strategies.

- \* Assign a veteran buddy

Assignment of a veteran to assist the new principal to learn the informal ropes during the first year was considered an important strategy. The veteran principal's assistance was needed to provide technical advice on various tasks, rules, procedures and expectations in the district. It also offers the opportunity to have an experienced pro in whom one could confide, discuss problems and concerns.

- \* Feedback on performance

Frequent and specific feedback from immediate supervisors is also an important induction strategy. This feedback helps them to gauge their strengths and to improve their performance. Both formal and informal feedback is needed all the year round.

- \* Peer group idea sharing

Peer group idea sharing is extremely beneficial for problem-solving of school specific issues. This strategy also offers newly-appointed principals an opportunity to meet as colleagues and share ideas for professional growth.

It also builds a sense of collegiality and support among the new principals. The study also highlighted recommendations for improving the districts induction practices. The role of the university in inducting the prospective principals was also underlined.

- \* University faculty

The university faculty, in conjunction with veteran school practitioners, should develop and provide more practical hands-on training for aspiring school principals in the school budget planning and management.

Newly-appointed principals need to know how to interpret and use the budget information provided by the district office in order to make

building budget expenditure decisions. They need the skills of involving the staff in budget development.

\* Develop pre-service induction activities

Universities and the district should design a variety of pre-service leadership experiences for aspiring principals. Course work content should emphasise conflict management skills, change strategies, staff provision and evaluation skills. Training should provide practicums and simulation exercises that allow aspirants to apply the theoretical knowledge to practical school situations. Full-time internship and assignment of teachers to various management and leadership roles within the school would also help.

\* Orientate newly-appointed principals to their schools

Out-going principals should provide the needed assistance to beginning principals, and should work out, with the district, well-prepared plans for new principals' entry experiences. He needs to provide specific information to the newly-appointed principal.

Information about staff strengths and weaknesses, local community leaders and the parents expectations. In the absence of the out-going principal the district official should provide this type of orientation.

\* Institute a buddy system

The district should pair the beginning principal with an experienced, successful principal in a buddy system to enable the rookies to learn the informal ropes. For insiders the new principal and the district should agree on who might be the best buddy. The veteran should provide the technical and culture-specific information, give the signs, signals and norms of the district that are vital to the new hires to get things done.

\* Facilitate peer group sharing and problem-solving

Bring together beginning principals to idea-sharing and problem-solving session with effective innovative principals to discuss beginners'

experiences; to offer suggestions for handling specific problems; to share ideas for building specific issues. Where the number of beginning principals does not justify the exercise, enter into a co-operative arrangement with another district.

\* Facilitate regional in-service

Districts, universities and other professional associations should facilitate regional in-service opportunities for principals; in school budget planning and management, teacher supervision and instructional leadership. Such an in-service should bring the veteran and the beginners together in group sharing, and continue the professional development.

\* Facilitate reflective seminars

The district should encourage the new principals to shadow the veterans to reduce their isolation. Peer observation should also be encouraged by the district and time for reflective analysis should be given.

\* Structure the beginner's workload

Beginners need to spend more time at their schools to develop healthy working habits and relations with the staff, students and even the parents. The district should help the beginners on how to structure their workload and protect them from other activities that might take them out of their school buildings, like district committees and projects.

#### *4.2.3.4 Gorton's induction programme*

Gorton also highlights the value of the mentor system in the socialisation process of the newly-appointed principal. His induction programme is aimed at helping beginning teachers and in this section it is dovetailed to meet needs of the new principals.

Gorton divides the induction programme into four phases:

Phase 1: Before the beginning of the school year

- \* A letter should be sent to the newly-appointed principal by the superintendent, welcoming him and offering to help with any questions or problems he may be facing.
- \* The new principal should be sent the materials that would help to orient him to the district, the school system and the community.
- \* An experienced successful principal should be identified and requested to help the beginning principal in his socialisation process.

Phase 2: Initial workshop and orientation

- \* Newly-appointed principals should be introduced to the district personnel.
- \* An initial workshop with newly-appointed principal should be scheduled to focus on the following:
  - the district philosophy and objectives;
  - overall district operating policies and procedures;
  - the role of district personnel and their relationships.

During the initial workshop newly-appointed principals should be encouraged to ask questions. All questions raised should be clarified. The goal of the initial workshop is to orient newly-hired principals and help them to start to work effectively.

Phase 3: Follow-up of induction activities

The following activities should be carried out to help the newly-appointed principal to integrate in the school system.

- \* Monthly "rap sessions" with the superintendent and other appropriate district personnel for the purpose of discussing problems experienced by newly-appointed principals.

- \* Periodical individual conferences with the mentor.
- \* Interschool visitation to observe various management techniques demonstrated in a practical situation.

#### **Phase 4: Evaluation of the induction programme**

In order to improve the effectiveness and the efficiency of the induction programme a summative and or formative evaluation approaches could be applied. The newly-appointed principals, as the users of the programme, are qualified to assist in its evaluation; they should be requested to comment on the strengths and weaknesses of the induction programme.

#### **4.2.3.6 *Daresh's guidelines for supporting newly-appointed school principals***

Daresh (1986a) conducted a study on the problems and issues that are typical to the beginning principals in Midwestern state U.S.A. Findings of his study reflected the support needed by the beginning principals.

Beginning principals need support in the following areas:

- \* Support for role clarification
- \* Support for technical assistance
- \* Support for socialisation.

The frustrations experienced by the beginning principals need to be reduced by revisiting the pre-service programmes, with specific focus on the reconceptualisation and restructuring of the pre-service practicums. The administrative practicum could be improved by way of simply shadowing the experienced successful principal to orient the prospective principal or beginning principal during the principal-designate period to the practical world of school management. Full-time internship, where a person is paid and required to live in the world of administration, is also recommended.

At local school district level release time should be provided for pre-service practicals to those who are being prepared and groomed for principalship. Pre-service practicals should provide a valuable induction to the prospective principals. The need for universities to improve the quality of the praticums by dedicating more resources to field based learning need not be overemphasised.

- \* Support for technical assistance

The school district and other bodies like the principals' association should organise workshops, seminars on information mostly needed by the beginning principals like information about education law, school finance, and teacher evaluation procedures. In-service programmes dealing with the techniques of stress management, conflict management, and on how to improve the school community relations are highly appreciated by beginning principals.

To minimise the feeling of isolation and to provide constant feedback on the new principals the buddy system should be implemented.

- \* Support for socialisation

The buddy system, commonly known as the mentoring system, could be used to help beginning principals in the process of socialisation to the school system and the community.

Local school districts, universities, state education agencies, and associations of administrators have legitimate stakes in supporting beginning principals to jump the first hurdles. Mentoring and workshops are the tools of the trade in the induction of newly-appointed principals.

#### *4.2.3.6 Parkay and Currie's guidelines for supporting beginning principals*

Parkay and Currie (1989:1-17; 1992:70-81) conducted a study on the support received by beginning high school principals during the selection and entry phases of their careers in five states in the U.S.A.

The study identified the following support factors which are important to the beginning principals during the selection and entry phases:

- \* District support
- \* Peer support
- \* Staff support
- \* Administrative team support
- \* Parents
- \* Family support
- \* Community support
- \* Student support
- \* Other support
  
- \* District support

The beginning principal should be supported by the district in technical areas like finance and budget matters, planning, legal matters, purchasing of equipments and scheduling. Above all when the beginning principal has a problem they should give him a moral support, and need not ascribe problems in the school to the principals professional incompetence. The district should back up the newly-appointed principal in all controversial matters.

- \* Peer support

Support from peers through formal and informal structures is very important to the beginning principals.

Experienced principals could provide an excellent support by organising workshops. Members of the principals' academy should be readily available to offer support to the beginning principals.

Another formal structure is the electronic bulletin board for principals. This tool is used to put messages, notices and events out at school. When the principal has a specific question he could put it on the board and the principals would respond. Former principals, under whom the new principal works, also provide support, and in some cases, may act as a mentor.

\* Staff support

The degree of the support principals receive from staff depends on how willing they are to share information with them, and to encourage participatory planning and decision-making. Principals who utilise the staff's expertise are highly supported by the staff.

\* Administrative team

Newly-appointed principals need the support of the administrative team for the smooth running of the school. Without their support the success of the beginning principal is very limited.

\* Parents

Parental support enhances the beginning principals' professional efficacy. One way to increase parental support is to take a pro-active stance with regard to issues of concern to parents.

The beginning principal should note that he undergoes a period of testing and appraisal by parents. Lack of parental involvement and disintegrating family structure contribute to the failure to provide adequate support for children.

\* Family support

Spouses are a major support to newly-appointed principals. They offer emotional support during the dramatic transition from the teacher's role to the leadership role.

\* Community

The newly-appointed principal needs the support of the community in a number of projects and school policy issues such as the attendance policy. Thus, for the principal to receive this support, he needs to participate in community events.

- \* Student support

The newly-appointed principal needs the support of the student body by, for example, participating in innovative projects.

- \* Other support

The support of the local newspaper in new projects and policy matters is of vital importance. Friends and researchers provide indirect support to beginning principals. The beginning principal also needs the support of the neutral person outside the district, like state-funded counsellors.

In sum, this section outlined the induction strategies for new school principals in the context of professional development of school administrators in the U.S.A. The next section gives an overview of induction strategies in the United Kingdom.

#### **4.3 An overview of the induction strategies for new school principals in England and Wales**

##### *4.3.1 Introduction*

In England and Wales the control of education is the responsibility of the Secretary for the Department of Education and Science (DES). Locally education is under the control of the Local Education Authority (LEA) in England and Wales. The function of the LEA is to contribute towards the spiritual, mental and physical development of the community by providing enough schools. The LEA is responsible for appointing school principals and teachers, including their own inspectors. Education Reform Act of 1988, has weakened the powers of the LEA by prescribing the national core curriculum (Dekker et al., 1989; Taylor, 1992).

The main focus of this section is to provide an overview of induction strategies in vogue in the U.K.. The professional development of school principals in the U.K. is also foregrounded to give a better picture of the position of the support given to both newly-appointed principal and veterans in the U.K.

#### *4.3.2 Pre-appointment induction activities for head teachers in England and Wales*

Unlike in the U.S.A., school principals are not trained in the U.K. - that is, there is no formal certification of school principal. The traditional pattern of promoting classroom teachers to the management position is still the vogue (Taylor, 1992; Morling, 1992).

The recruitment, selection and appointments of school principals are made by the governors on the bases of the interviews. The candidates are not required to have passed a course in educational management, but are judged on the basis of their experience and performance (Bolam, 1990; Morling, 1992).

Weindling and Earley's (1987) studies on new secondary head teachers in England and Wales revealed that all new heads had first degrees and around 33% had a master's or a doctorate. All new heads had had experience in management positions, like being deputy head or senior teachers. This implies that, though formal requirements in managerial experiences which could be seen as pre-appointment induction activities might not be required, in practice managerial experiences and skills are the most important for selection for headships.

#### *4.3.3 In-service activities for new and veteran principals in England and Wales*

\* Committee on the organisation and Management of Schools (COSMOS)

Since the 1960's a tradition has developed of organising shorter and longer award-bearing courses with a more theoretical orientation developed within university settings (Wallace & Hall, 1989:1). On the basis of problems and awareness of the paucity of in-service training to equip both new and veteran principals to face the management challenges of the time, Her Majesty's Inspectorate (HMI) established a Committee on the Organisation, Staffing and Management of Schools (COSMOS). The

COSMOS courses were made available to both new and veteran principals.

\* One Term Training Opportunities (OTTOs)

One Term Training Opportunities (OTTOs) were courses launched in terms of DES Circular 3/83, which provided the funding for the courses. According to Circular 4/84, the Secretary of State saw the pressing need for head teachers in carrying out their management tasks to be well-equipped. He encouraged LEA to proceed and modify their courses for the management training of head teachers to meet the requirements of the grant (Davies, 1985; Taylor, 1992).

It was expected that the heads who completed the OTTOs would contribute to the staffing and organising of basic courses with a minimum duration of twenty days. That is, participants were trained as trainers of colleagues both veteran and new principals via a cascade training approach. The participants were released for fifty consecutive days. Providers of the OTTOs were initially approved by the DES (Wallace, 1988).

\* National Development Centre (NDC)

The National Development Centre (NDC) for school management training was established in 1983, within six months after the DES initiatives. The DES funded the NDC to support school management training by co-ordinating and stimulating further developments of the OTTOs and basic courses.

The NDC's approach to management development of headteachers is more of a rational problem-solving model of co-ordinating the activities of individuals and groups in learning to carry out management tasks more efficiently and effectively. NDC offers in-house courses to both new and veteran principals and development course materials for management development of school principals. From May 1988, the centre has been self-funding and recovers its costs by selling its professional services (Machon, 1991; Hall, 1992).

In sum, from the overview of these in-service induction efforts it is clear that support for beginning school principals cannot be left to a chance. Furthermore, these efforts represent the belief that well-managed schools are more likely to foster effective education, and lead to the development of effective schools. The in-service courses have been launched to support both new and old school principals. Though these courses were not specifically designed for new principals they could be seen as induction strategies for new principals.

#### *4.3.4 Induction strategies for new headteachers in England and Wales*

The previous sections gave a brief sketch of the pre-appointment and in-service-induction activities for new head teachers in the U.K. This section provides a brief outline of the induction of the new head teachers. The education system of the U.K. by nature is highly decentralised. For the past years no formal guidelines have been given for the induction of the new head teachers by the DES. Though no legal requirements were made for the induction of the new heads, some of the LEAs organised induction programmes for new heads (Morling, 1992; McMahon, 1992). In 1991, the DES for the first time in the history of the education system of the U.K. funded a mentoring scheme for beginning head teachers (Morling, 1992).

From the literature it is quite clear that little has been written about the induction of beginning head teachers in the U.K. Initially the section maps out what has been the practice with regard to the induction of beginning head teachers and later the attention is focused on the new mentoring scheme in the U.K.

The induction of new head teachers has always been a practice for most schools in the U.K. (Morling, 1992; Threlfall, 1992). The programmes are organised by the LEA. Though the induction programme was designed by the LEAs, there were major common elements or phases in such programmes. These common phases could be summarised into three phases, namely (Morling, 1992) head-designate, orientation and induction workshops.

\* Phase 1: Principal-designate

This phase, which lasts for half a day to few days between the appointment day and the start day, has the following objectives:

- To meet colleagues taking up the post for the first time.
  - To examine the nature of the induction programme.
  - To raise questions and issues with regard to the first-year appointment.
- \* Phase 2: Orientation. The orientation, which lasted for some days, had the following objectives:
- To introduce the new heads to the LEA officials.
  - To familiarise the newly appointed principals with the policies and procedures of the LEA.
  - To develop a supportive relationship between newly-appointed head teachers and the variety of the support services within the LEA >
- \* Phase 3: Workshops

A series of workshops spread over the year are organised by some of the LEA, with the following main objectives:

- To support the acquisition of the necessary skills.
- To share expectations with regards to the role of head teacher.
- To begin to raise critical questions with regard to the school.

The content of the induction workshops covered major areas like:

- Finance, health and safety, law, governors, communication, leadership, decision-making, pupil supervision and welfare.
- Curriculum development, evaluation and management of change.
- Staff appointment, staff development and appraisal.

As stated earlier the structure, nature and duration of such induction programmes were different, and as a result some induction programmes lasted for a day while others dragged on for a period of two years. What

is more important is to note the support or attempts made to support the newly-appointed head teachers. It is clear that the induction of the head teachers is to some extent the responsibility of the LEA.

The next section sketches the new developments with regard to the induction of new head teachers in the U.K.

#### *4.3.5 The induction programme of Weindling and Earley*

Weindeling and Earley's (1987) study of the problems and concerns of beginning principals in the U.K. underlines major components of the induction programme for beginning principals. The study reflects the role of the newly appointed principal in his own induction as well as the role to be played by the superintendent, the mentors, consultants and more specifically focused on the role of the LEA in the induction of the beginning principal.

- \*      The principal
- The role of the principal during the head-designate period.

During the head-designate period the newly-appointed principal should formally visit the school and have a conference with the out-going principal. The conference offers the head-designate an opportunity to obtain information about the school, the staff and pupils. The information with regard to the policy of the school is of strategic importance.

The visit enables the newly-appointed principal to establish good relationships with the staff and particularly the senior management team.

- \*      The Local Education Authority

Before the newly-appointed principal assumes his duties formally during the head-designate period, newly-appointed principals are invited by the Local Education Authority (LEA) to the central office and introduced to various officials responsible for different sections with whom they will be working in future. Visits of this nature enable the newly-appointed principals to put faces to names, and are an opportunity to find out the

LEA procedures and to secure relevant policy documents. The role of the central office vis-à-vis , the school is explained.

- \* The initial occupancy
- The role of the principal

After taking on the appointment, the principal should do the following to facilitate his own induction:

- Obtain information about the relations between the staff and the previous head.
- Plan and handle the first staff meeting with care.
- Involve deputies in planning and implementation of the plans.
- Plan senior management team meetings with great care.
- Consider carefully methods of improving communications and mechanisms to establish consultation procedures.
- Handle internal appointments with care.
- Develop strategies of dealing with incompetent staff.
- Do not favour particular individuals or staff members.
- The number of references made about your previous school should be kept to a minimum.
- Carefully consider strategies for introducing change. The honeymoon period may be used to establish groundwork for major changes and achieving short-term objectives.

- \* The role of the LEA

The LEA as the employer of newly-appointed principals plays an important role in their induction process. Better administrative infrastructure to ensure smooth running of the services needed by the beginning principal towards the cost of removals and setting up a home.

A management workshop should be arranged for all newly-appointed principals, focusing on:

- LEA policy, procedures and support services;

- finance, building, health and safety, law, decision-making, pupil-supervision; and
- forward planning, curriculum development and evaluation.

The LEA should arrange visits to local teachers' centres and other centres like the one specialising in educational technology. Visits to particular schools should also be arranged in order to discuss matters with experienced principals. These visits familiarise beginning principals with the local support services available to them.

The LEA should arrange that mentors, confidants and consultants are identified to help, support and guide the beginning principals.

This programme shows that the LEA should provide a variety of forms of support to beginning principals. However, heads have to play an important part in their socialisation to the school system and community because they have been appointed to run the schools effectively.

#### *4.3.6 The new mentoring scheme for newly-appointed head teachers in England and Wales*

##### *4.3.6.1 Background*

In September 1991, the Secretary of State announced the funding of the new mentoring scheme as the only scheme in the world that offers national funding for the mentoring of the newly-appointed school principals during their entry year.

The School Management Task Force (SMTF), the initiator of the scheme, set guidelines for the introduction of the scheme. The SMTF organised conferences and brainstorming sessions where suggestions were made for the development of guidelines for the scheme (Morling, 1992).

The brief of the scheme involved the following (Morling, 1992):

- new principals are entitled to 7 days of mentoring;
- each new principal to be paired with an experienced principal;

- mentors to have training in mentoring skills;
- mentor pairs to choose how to use their 7 days' entitlement;
- government funding to compensate mentors' school principals for the principal's absence and to pay for the clerical work, travel subsistence and evaluation;
- each scheme is likely to include observation by shadowing, reflective interviews and discussions of the problem issues.

#### 4.3.6.2 Organisation and implementation of the new mentoring scheme

For the better organisation of the new scheme England and Wales is divided into seventeen regions (Morling, 1992). The principals from the region got together and planned their individual scheme, appointed mentor trainers and selected mentors. Mentors are trained in mentoring skills. Mentors should have the following qualities (Morling, 1992):

- credibility, to be respected by the peers as good role model;
- must have experience of around five years in the post;
- be a good listener;
- be interesting in mentoring;
- have the mentoring skills;
- always be available to help the mentee whenever he has problems.

Newly-appointed principals are sent questionnaires in which they are asked to indicate whether they would like to be mentored; and about the preferred sex, age and school phase of the mentor. On the basis of such information, the mentees are paired with the mentors (Morling, 1992; Threthall, 1992).

The mentor and the mentee agree on the learning arrangements like how to conduct shadowing observations. The dates for formal meetings and specific management topics to be discussed. Interschool visits for observing each other at work is also arranged. Finally they agree on how to use their seven days' entitlement.

The benefit gained from the scheme cannot be doubted in helping the beginning principals to jump the first hurdles. With the help of the

mentors, the mentees learn from experience to select their own answers to the problems to avoid greater reliance on the mentor. The reflective conference also helps both the mentee and the mentor to critically analyse their management styles, and to reflect on their own educational platforms. Principals are also directing the scheme, which ensures greater commitment and empowerment (Morling, 1992).

Though intensive preparations were made before the pilot launching of the scheme it is noted that the lack of female participation as mentors still needs to be addressed, because mentees have the right to opt for being monitored by one of the same sex. More time is needed for the mentors to meet other mentors and reflect on their experiences, as well as to meet their mentees in a more relaxed atmospheres (Threthall, 1992).

It is hoped that the scheme would be in full operation in 1993, and more than 80% of the newly-appointed principals will be participating in the scheme. The evaluation of the scheme started in October 1992 (McMahon, 1992).

#### *4.3.7 Conclusion*

The previous sections outlined the induction strategies which are the vogue in the U.S.A. and the U.K. A number of similarities and differences were observed with regard to the induction of newly-appointed school principals. Efforts taken to help the new principals to learn the ropes were provided.

Research on mentoring schemes highlights greater similarities with the new mentoring scheme in the U.K. Common elements in principals are in a better position to help the newly-appointed principals to learn the ropes. Furthermore, as in the U.S.A., mentors are selected and the selection criteria have similarities, like the personal qualities of the mentor having to match with those of the mentees; be willing and interested in helping the newly-appointed principals to be more effective in their management and leadership roles.

Unlike the U.S.A., where mentoring schemes are also used in the internship before the formal appointment in the principalship, the

mentoring scheme in the U.K. is not a pre-appointment preparation for a principalship position but a support given to principals on the job.

It appears that the expectations of mentoring systems are somewhat too high, and this necessitates careful planning and implementation of the mentoring system with specific aims in mind in order not to surprise the participants or all stakeholders. Surely the benefits gained in the induction of school principals and specifically with the implementation of the mentor system in helping the rookies to learn the ropes can not be doubted.

#### **4.4. An overview of the induction programmes for newly-appointed principals in African countries**

In this section an attempt is made to lift out efforts taken to help new principals in some African countries,

Little is known and documented about support given to newly-appointed principals in most African countries. In the past African countries paid very little attention to the management and development of school principals (Lungu, 1983; Van der Westhuizen, 1988). School principals are appointed on the basis of their performance as classroom teachers and the recommendations made by the inspector of schools. That is, school management in most cases is to a large extent carried by people who have not been trained to carry out the tasks in a most efficient and effective way, leaving poor children drawn from poor families the victims of the circumstances.

##### *4.4.1 Commonwealth countries in Africa*

Since 1985, the Commonwealth Secretariat has been working with a number of countries to help school principals. Head teacher development in Africa is now receiving attention of the agencies like UNESCO and the Swedish International Development Authority. It is noted that some countries, like Kenya and the district of Mpigi in Uganda, have already taken some initiatives in supporting both beginning principals and old experienced pros by providing in-service induction strategies (Smith, 1992).

Through the efforts of the Commonwealth Secretariat seven countries were invited to write training materials for school principals in the Commonwealth countries. The countries were requested to prepare the training materials as follows (Smith, 1992):

- \* Zimbabwe: Self-development for educational managers.
- \* Kenya: Principles of management.
- \* Namibia: Personnel management.
- \* Botswana: Managing the curriculum and resources.
- \* Uganda: Managing finances.
- \* Zimbabwe: Monitoring school effectiveness.
- \* Ghana: The governance of schools

These training materials were presented at the Nairobi Workshop held in April 1992, and attended by senior officials of the ministries of education from Botswana, Ethiopia, Ghana, Kenya, Nigeria, Tanzania, Uganda, Zambia, and Zimbabwe. Among others, the workshop agreed to persuade African ministries of education to consider the possibility of launching training of school principals (Commonwealth Secretariat, 1992).

The workshop also agreed that, Kenya being one of the African countries that has the training of school principals already in place, should consider and initiate the induction of school principals. The district association of primary heads should also be encouraged to help in the induction of the newly-appointed principals (Commonwealth Secretariat, 1992).

#### *4.4.2 Unesco's modular training programme*

UNESCO'S Division of Educational Policy and Planning (EEP) designed modular training programmes for the training of personnel in educational administration in the third world countries. The programme is also aimed at the professional development of both new and veteran principals and educational leaders. The programme was designed to allow greater flexibility to cater for all categories of educational management personnel (Hughes & Rondwell, 1988:1-7).

- personnel with very specific management functions including resources and personnel management at both institutional (school and post school) and system level;
- specialists such as inspectors and supervisors;
- personnel involved in management development and staff management within the educational system.

The programme has three categories of modules, namely the basic modules, the general modules and the specialist modules.

The aim of the basic modules is to provide general background to and knowledge of educational management and administration as a foundation for subsequent studies.

The general module's overall aims is to consider general educational management tasks and process, and to develop and improve basic managerial skills, understanding attitudes of educational personnel.

Specialised modules' overall aim is to provide opportunities for in-depth examination of specialised areas of educational management and administration and the development of practical skills relevant to the identified areas.

From this brief review of induction activities for school principals it is clear that in the past African countries have paid little attention to the management, development and induction activities of new school principals. Recent developments in the training and induction of school principals are still at the very early stage of developments. Worthwhile efforts are made to develop well structured induction programmes for the new school principals.

#### **4.5 An overview of the induction of school principals in South Africa**

##### ***4.5.1 South Africa - Department of Education and Training (DET)***

It was not uncommon in South Africa to find a pattern where the classroom teacher was promoted to a principalship in the past. The organisational structure in the school system depicts a situation in which

the main task of management is to take decisions. Thus little attention is paid to the induction activities of the school principals.

The Department of Education and Training (DET), which is responsible for black education in South Africa, excluding independent and self-governing states, noted the need for the development of school principals. In 1984 DET launched programmes aimed at the training of school principals and specifically Heads of department, known as Top-Downs. The top-down strategy started with the directors of education and the immediate juniors. These managers trained people reporting to them in a cascade system.

The content of the programmes involved major themes like self-management, managing subordinates, managing building and physical assets, managing parents and community involvement, managing student development and managing methods and procedures.

Top-Down designers assumed that the principals were qualified for their positions and teachers were highly motivated. They also assumed that heads of departments should be trained for principalships. The efforts bring to light the pre-appointment induction activities were made available to prospective principals. Though it is regretted to note that no formal efforts were made to help newly-appointed principals, such pre-appointment induction activities are important for preparing prospective principals for the leadership role.

This national scheme shows the concerns of the DET about improving quality, efficiency and effectiveness of the schools (Van der Westhuizen, 1988:381).

#### *4.5.2 South Africa - Department of Education and Culture (white education)*

In white education in South Africa, induction activities for newly-appointed school principals involve a short orientation course of a week and compulsory symposia presented from time to time for school principals. Different departments have formal arrangement for in-service

training of school principals. The system of mentoring is also attempted by the Transvaal Education Department.

It is noted that in both the DET and white South Africa some formal attempts are made for inducting newly-appointed school principals. The next section gives a brief outline of the induction programme (developed by Janson).

#### *4.5.3 Janson's guidelines for effective induction of newly-appointed school principals*

Janson (1989), in his dissertation on newly-appointed high school principals in the Transvaal Education Department (RSA), developed guidelines for the effective induction of the newly-appointed school principals. From the literature study and the empirical investigation he determined problems faced by the newly-appointed school principal and the year results are published (Van der Westhuizen & Janson). In his induction guidelines special attention is given to the role played by the superintendent, mentors, consultant, and what the newly-appointed principal should do towards the success of his induction.

Janson's guidelines for effective induction have two phases:

- Phase 1: The principal-designate period
- Phase 2: The initial occupancy

#### \* PHASE 1: THE PRINCIPAL-DESIGNATE PERIOD

The principal-designate period starts directly after the principal-designate has received a formal appointment letter. In this phase the following people play an important role in the induction of the newly-appointed principal:

##### The Principal

The principal-designate period offers an opportunity to the newly-appointed principal to familiarise himself with the new working environment by carrying out the following activities;

Visiting the out-going principal and getting the necessary information and handbooks like the **Teachers' Handbook**. The out-going principal is in a better position to outline the school policy, vision and its mission.

- Attempting to meet the management committee and the school board; in such meetings the goal should be to establish a good healthy relationship, which is important for future and successful socialisation into the school system and community.
- Studying the procedures and policy of the education department. Newly-appointed principals have limited procedural skills and have to improve these skills.
- Arranging a conference with experienced effective principal. The experienced principal can provide valuable hints and suggestions.
- Using this period to study the recent Education Act. Newly-appointed principals have limited time at their disposal.

Though the principal-designate has not yet assumed duties formally, he should use this opportunity to plan with the management team for the following year or semester. At this stage it is important that the principal-designate should show that he has a vision.

#### \*      The Department of Education

As the employer of the newly-appointed principal, the department of education has a strategic role to play in the induction of newly-appointed principals.

The superintendent as a representative of the department of eduction plays an important role to help the newly-appointed principal by:

- preparing him for the shock of reality;
- motivating him to study the theory of school management, and providing him with the necessary guides like the principals' guides.

\* The School Council

A letter should be sent to the newly-appointed principal by the school council to welcome him and wish him good luck in his new position.

It is also the responsibility of the school council to help the newly-appointed principal in his socialisation by the community by introducing him to various community groups, leaders of formal and informal organisations. More importantly, the newly-appointed principal needs the support of the school council in getting accommodation for his family.

**PHASE 2: AFTER THE NEWLY-APPOINTED PRINCIPAL HAS ASSUMED HIS DUTIES**

\* The Principal

The newly-appointed principal can contribute a lot towards the success of his induction by giving more attention to the improvement of handling the personnel and problem areas.

- Handling personnel matters

Proper handling of personnel matters is of crucial importance in staff management. He should get to know his staff by studying staff records. In this way he will gain a picture of the strengths and weaknesses of this staff. This analysis is of vital importance for allocation of work and future delegation.

- Establishing good relations

Establish good human relations with the administrative staff from the first day. School finances and hostel finances are delegated to the administrative staff by the principal. Without good working relations financial matters can cause problems to any principal.

- Managing change

Implement change with care and without indicating that the previous system was faulty. Do not bring about changes that are unnecessary. Give credit where the present system works wonderfully.

- Encourage personnel initiative and creativity.
- Focus on personnel that are already positive, have patience with the negative staff and they will soon support you.
- Build a team spirit. The staff as a team should aim at achieving the objectives and goals of the school. However, do not be discouraged if the personnel fail to co-operate.
- Conduct class visits that will lead to professional growth and instructional improvement. Handle class visits with care.
- The personnel want to be involved in major decisions. Take note of their views before making final decisions.
- Do not over-emphasize the good points of the previous head.
- Do not give the staff minor administrative duties.
- Take hints of the staff leaders.

#### Handling problem areas

Effective handling of problem areas is very important for the effective successful induction of the newly-appointed principals. The following problem areas were identified:

- Spend enough time with your family. Little time given to the family may create unnecessary tension and conflict.
- Be acquainted with the procedures for appointing temporary staff. The principal is responsible for appointing temporary staff.

- Pay attention to staff evaluation. Study your staff first.
- Obtain information on the control and handling of school and hostel finances. Know the procedures for making orders and requisitions.
- Make good judgements about the traditions of the school. Only unnecessary norms may be replaced.
- Get the co-operation and support of the parent body.

### **Handling of general matters**

The newly-appointed principal will contribute to the success of his induction if he carries out the following activities:

- Prepare for the opening of the school during the first term.
- Ensure that the school buildings and surroundings are clean.
- Be positive to the community. Write a letter to them and mention the good things about the school.
- Be aware that you are going to be evaluated. Take care of your language, your attire and your personal life. Be objective about yourself and your weaknesses.
- Make sure that the control of finances, keys and receipt books is in accordance with the departmental regulations.
- Attempt to have a class teaching assignment to keep in touch with the students.
- Avoid unrealistic expectations.

Be highly visible to the staff in particular if there are problems that need your attention like teachers' salaries. Give enough attention to teachers' problems.

- Be critical on the basis of empirical evidence. Be ready to motivate and encourage your staff.
- Be sure not to have low expectations for pupils drawn from low socio-economic backgrounds.

- Maintain a low political profile.
- Get your own impression of the staff, do not rely on the previous principal's findings.
- Do not make promises you can not fulfil.
- Keep the staff meetings short (up to an hour).
- Use the entercomm system sparingly.
- Reduce the stress by paying attention to important issues, start each day with an important issue, meet the deadline, and do not try to make all the people happy.

\* **The School Council and parents' community**

The school council and parents community should make attempts to introduce the newly-appointed principle and his family to the community.

\* **The Education Department**

The department of education can induct the newly-appointed principal by using the superintendent and other experienced principals. The superintendent plays a key role in the induction of the new principal and should note the following:

- He should avoid emphasising his own ideas, but rather help the beginning principal to realise his ideas.
- He should create a climate of professionalism, where both the superintendent and the principal should grow professionally.

\* **Mentors**

The buddy system has shown promising results on the induction of the newly-appointed principal. In this system a newly-appointed principal is paired with an experienced principal. However, the mentor should receive training for this job and should be willing to be a mentor. Both the mentor and the mentee should be willing to work together.

- \* Consultants

The consultant is an outsider who advises the newly-appointed principal. He should have a good professional status to be accepted by the beginning principal. The newly-appointed principal should have realistic expectations for the consultant.

- \* Organised profession

The principals' council and the peer-assistant leadership system could be employed in the induction of newly-appointed principals.

In summary, from the above guidelines on the induction programme, it is noted that the newly-appointed principal plays a key role in his own induction to the role, the school system and the community. Yet these guidelines as formulated by Janson in his dissertation and published by Van der Westhuizen and Janson (1990) are still guidelines and have not yet been put into practice by the Education Department. Therefore, the induction of newly-appointed school principals in Transvaal Education Department is still restricted to activities referred to (cf. 4.3.8).

#### *4.5.4 Erasmus's guidelines on the development and implementation of the mentoring programme for school principals*

Erasmus (1993) developed guidelines for the development of the mentorship programme for the professional development of school principals. He identified five important steps for the development and implementation of the mentorship programme for school principals. The five steps identified are outlined below.

##### STEP 1: Declaration of intent

The declaration of intent by the concerned department of education is of vital importance for the effective implementation of the mentorship programme for school principals. Because of the importance of the role to be played by the tertiary institution like a university in the development of the mentorship programme, a harmonious relation and cooperation

between the department of education and the tertiary institution is of vital importance.

A written policy document in which the department of education shows its commitment and support for the programme is a starting-point for the establishment of the mentorship planning committee.

### STEP 2: The constitution of the planning committee

Planning committees should be established at two levels. Firstly, it could be a planning committee at regional level under the regional director. The committee may consist of the veteran principal and superintendent under the leadership of the director. Secondly, it could be established through mature, successful people at tertiary institutions who are willing and interested to work hand in hand with the concerned department of education. Because of the involvement of parents in community schools, it would be more profitable to involve parents in that system.

### STEP 3: Role players

Three important role players are the mentor, the mentee and the mentorship programme co-ordinator.

The selection and training of mentors is of vital importance. The mentee also needs attention: his needs serve as guidelines for the training programme designed for the development of mentees.

Tertiary institutions play a role by providing scientific knowledge and theoretical frames for the mentor systems. The findings of empirical investigations on mentoring, and selection of the co-ordinator, are of vital importance.

Matching of mentors with mentees is done at this stage. The mentor and the mentee determine their programme with specific focus on the induction of the new principal. Activities for the year are determined.

#### STEP 4: Implementation of the programme

For the success of the implementation of the programme the co-operation of all stakeholders is of vital importance.

The planning committee should give guidelines on the implementation of the mentorship system. The number of meetings between the mentor and mentee should be determined. During meetings the mentor and mentee also have an opportunity to reflect on these activities, and the mentor is able to provide effective feedback to the new principal. The focus is on the role of the principal, the management, socialisation, and professional development of the new principal.

Later a meeting is scheduled for the mentor, mentee and mentor programme co-ordinator. This is followed by conferences for reflection.

#### Step 5: Evaluation of the mentorship programme

Formative evaluation of the programme is recommended to ensure an on-going improvement of the programme. The evaluation should also help to establish whether the objectives of the programme are actualised. The benefits of professional growth gained by the mentee is of vital importance in the evaluation of the product of the programme.

These guidelines underline the importance of mentoring in the induction of new school principals. The next section provides an overview of induction strategies in Bophuthatswana.

#### **4.6 An overview of the induction activities for newly-appointed school principals in Bophuthatswana**

As stated earlier in this study no formal induction of school principals is in practice in Bophuthatswana. The classroom teachers are promoted to principalships from the rank of a teacher or a departmental head without specific formal qualifications in school management, and preparation (Motsilenyane, 1992; Legotlo, 1992).

\* Pre-service induction activities

Very little is done to prepare prospective principals at pre-service level. No specific efforts have been made to train principals. Urgent measures need to be taken both short term and long term to launch specific management training programmes for school principals to improve the efficiency and effectiveness of the school system.

\* In-service induction activities

In-service workshops are conducted by the Department of Education for both new and old principals. The most recent project is the 'Working Together for Performance' Programme. The programme is prepared for public servants training in Bophuthatswana and transplanted to principals without modification. The structure follows the top-down strategy where the senior inspectors train the inspectors and the school inspectors train school principals.

The programme is designed to improve productivity and efficiency in the civil service, not in schools. The major themes include working with the public service departments, the output of the public servant, managing for performance, and transfer activities.

The knowledge gained in the course is more useful in the public service than in schools. Though theories of managing performance might be useful to both new and old principals, no encouraging results could be expected from this programme. The workshops are also organised in a cafeteria style.

Such in-service training is very remote from the issues and concerns of the newly-appointed principals and the old experienced principals. No formal evaluation is conducted of the programme to find the views of the participants and to gain a picture of the effectiveness of the programme.

Other in-service induction activities are conducted by the National In-service Education College (NIEC) under the control of the Department of Education of Bophuthatswana. In 1991, NIEC started to launch a series of workshops for school principals in an attempt to improve the efficiency

and effectiveness of the high school phase. In 1992, NIEC focused their attention to the middle school principals. The primary school principals have not been given a chance to attend such workshops (Motsilenyane, 1992).

The content of the workshop also concentrates on major areas like:

- financial management;
- staff development and teacher appraisal; and
- supervision of instruction.

Though the programme is not based on any survey conducted about the concerns and problems of school principals, it attempts to address some issues relevant to school management. It also provides an opportunity for school principals to meet and exchange views on the problems of school management.

The NICE course could be seen as the only in-service induction activities available to newly-appointed school principals. This study brings to light further information on the present state of affairs on the induction needs of school principals based on the empirical evidence (see chapter 6).

#### **4.7 Summary**

This chapter examined the induction programmes developed in various countries to address the problems of beginning principals as outlined in the study (in chapter 3). Particular attention was paid to induction programmes developed in the U.S.A. and the U.K. It appears that African countries have not yet developed induction programmes for newly-appointed school principals on a national scale.

From the guidelines and induction programmes reviewed, it is clear that the newly-appointed principals encounter problems or adjustment to

- Position and role;
- the school system and the individual school;
- the school community - staff and students;
- the parents' community;

- school community relations; and
- personal problems.

The literature maps out the role to be played by the superintendent, district office personnel, the outgoing principal, new principal, the mentor and consultants, peers, school management team and student in the family in the induction process of the newly-appointed principals. Without this support the newly-appointed principal may not successfully jump the first hurdles.