ADMINISTRATORS' WORKLOAD AND WORKLIFE

GARRY C. TINK

B. P.E., University of Calgary, 1990
B. Ed., University of Calgary, 1991

A Two Credit Project
Submitted to the School of Graduate Studies
of the University of Lethbridge
In Partial Fulfillment of the
Requirements for the Degree

MASTER OF EDUCATION

FACULTY OF EDUCATION

LETHBRIDGE, ALBERTA

March, 2004

Dedication

This project is dedicated to my wife Dawn for all her love and support, my two children Caitlyn and Kyle, for sharing the computer with their dad, and to my dog Simba, who sat by my side for those endless hours and never complained. I also dedicate this to my mom and dad, for without them, none of this would have been possible.

Abstract

The primary purpose of this project was to investigate the extent to which school-based administrators in Foothills School division spend their time attending to matters of instructional leadership, organizational leadership, and human resource leadership. A secondary purpose was to ascertain whether the expectations for school-based administrators are consistent with the roles and responsibilities outlined in policy; if policy actually guides administrators' work lives; and the scope and quality of any discrepancies between expectations and reality. Administrative participants in this project completed an initial survey, and then engaged in writing a journal of daily activities for a period of two consecutive weeks. Data were analyzed qualitatively (thematically) and quantitatively. The study findings show that the job of a school-based administrator is unique to its context, multifaceted, and unpredictable. The results also show that policy is in place to provide structure and legitimacy, but does not appear to have much influence on the day-to-day events of administrators' worklives. School based administrators spent the greater part of their day focusing on instructional leadership but, for a majority of the participants in this study, over half of this time was spent in their own classrooms, teaching in isolation. Teaching loads for administrators are increased in smaller rural schools, making it even more difficult for them to spend the amount of time they felt they should spend on the other areas of instructional leadership. Organizational leadership time was focused on student supervision and discipline, building school-community connections, school plans, and internal communication with staff. Human resource leadership time was mainly focused on the school's professional development plan and the hiring and orientation

of new staff members. Personal professional development was reported as being sparse, most often occurring in isolation from individual schools and staffs. The study shows a need for administrators to set time aside in their daily schedule for instructional leadership, and to have this instructional leadership evolve from system goals, filtering down into school goals, and into individual growth plans. An unanticipated outcome of this study was that, before they paid close attention to their use of time, most administrators were unaware of how much time they spent on certain activities, and most were unaware of just how much work they attempted and accomplished in a two-week period. The results of this study have implications particularly for all school jurisdictions in which administrators have teaching responsibilities.

Acknowledgments

I would like to extend my thanks to all of the people who supported and assisted me in my journey down this short road. I would especially like to thank those FAA (Foothills Administrators Association) members who participated in the two-week study, for their countless hours filling out the diary and survey, and their reflections into their private lives and jobs. Without the participation of these people, this project would have been just a thought.

A special thanks to Jay Pritchard, for assisting in the creation of the first Foothills Cohort, and to the Foothills School Division for allowing us to use division classrooms and computers for our endless hours of extra work. I would also like to thank all the members of the Foothills Cohort, many of whom have become close friends as well as colleagues.

Finally, thanks to my family and friends for their love and support. Completing a project like this requires tremendous sacrifice and flexibility, both of which my family has given unconditionally.

Table of Contents

List of Tables

Table

Chapter 1 – Introduction

Rationale

> Administrative Responsibility – "… the job of administrative leaders is primarily about enhancing the skills and knowledge of people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective result." (Elmore, 2000, p. 15)

The master's program at the University of Lethbridge has given me the opportunity to study, read, and explore various aspects of leadership as it pertains to schools and education. Since beginning the program, I have changed my teaching assignment, achieved a personal goal by obtaining an administrative position in a small rural school, and then advanced my goal when I was the successful candidate for the Vice-Principal position at the third largest school in our division, Okotoks Junior High School.

As a result of the changes in my life, and in conversations with my new colleagues, I realized a need to understand more about the administrative/teaching lives of all of us. However, as I attempted to uncover previous research on the lives of people working in schools, I found little research had been done. "Although an enormous amount of material has been published on the manager's job, we continue to know very little about it." (Mintzeberg, 1973, p. 7) The research has been even further limited to managers outside schools, with very little research actually done inside schools to gain an understanding of what school leaders do on a daily basis. What is a "typical" day like?

Or are there so many unpredictable events that there is no such thing as a "typical" day? What are some of the larger, more significant stressors to which administrators are exposed? How do administrators organize their workday? How much time do administrators spend on the areas outlined in the Foothills School Division #38 policy for which they are responsible? What considerations influence the ways in which they use the time available to them – both in school and out? Do administrators spend enough quality time away from school? We know administrators are responsible for instructional leadership, school management, and student growth and progress, but how does the endless list of responsibilities play out on a regular day? How do administrators divide their day in order to achieve what is stated in policy, and personal satisfaction of a job well done?

Purpose and Focus of the Project

The purpose of this research was two-fold. The first intent was to investigate to what extent school-based administrators in Foothills School Division spend their time attending to matters of instructional leadership, organizational leadership, and human resource leadership. The second intent was to ascertain whether the expectations for school-based administrators are consistent with the roles and responsibilities outlined in Foothills School Division policy, and if that policy actually guides administrators' work lives, or if there are discrepancies between expectations and reality.

The sample size was gratifyingly larger than expected, with 21 out of 38 administrators participating in the project.

Two data collection measures, the survey and a two-week journal, were used to determine time spent attending to matters of leadership, and discrepancies between the

expectations and reality as assessed against policy statements. The initial survey was intended to identify areas that take up too much time, and other areas that are left deficient of time. The journals were used to determine where time actually is spent during a school day.

Chapter Two: Literature Review

Administrative Studies

"At best, principals strive to provide vision and unity of purpose within challenging, dynamic and highly political settings. At worst, principals are faced with the unrelenting task of maintaining structure and order within increasingly hostile, unpredictable, and conflict-laden environments" (Holdaway & Ratsoy, 1991, p. 73). "In comparison to both students and teachers, education managers have not been the subject of a great deal of behavioral research" (Sproull, 1981, p. 113). Much of the research that has been done (Kmetz & Willower, 1982; Martin & Willower, 1981; Sproull, 1981; and Willis, 1980) has used Mintzberg's (1973) method of structural observation. This method, developed to study business managers, provides a detailed record of administrators' work activities over time, but lacks the contextual focus of ethnographic studies, and is limited to the description of what administrators do and how they allocate their time and attention. The current study used a *backward design* in an attempt to describe the areas that take up the most time, and where administrators should spend more time. It started with an explanation of the expected functions of an administrator, both from a policy and personal standpoint, and finished with a reality check of where time is actually spent during a typical workday.

Mintzberg's (1973) aim was to "develop a job description that will have meaning to those who believe that management can be approached as a science" (p. 4). Mintzberg contended a manger's heavy workload is challenging, non-programmed, open-ended, and reliant on verbal information rather than hard data. His conclusions were echoed over the years in numerous studies, even in those that dealt directly with school administrators,

specifically principals (Crowson & Porter-Gehrie, 1980; Kmetz & Willower, 1982; Martin & Willower, 1981; Sproull, 1981; and Willis, 1980). Principals found their jobs "decentralized and fragmented" where decision making was "packed into episodic intervals of just a few minutes" (Crowson & Porter-Gehrie, 1980, p. 45). Martin and Willower (1981) found that principals spent the most time reacting to non-scheduled meetings (27.5%), scheduled meetings (17.3%), and desk work (16.0%), followed by information exchanges (9.0%), tours (7.7%), phone calls (5.8%), monitoring (5.5%) and personal time (5.1%). The remainder of the time was spent observing, making trips in and out of the office, announcing, processing, and teaching. Kmetz and Willower (1982) found similar results, with non-scheduled meetings taking up 32.5% of the time, desk work (18.6%) and scheduled meetings (10.3%) rounding out the top three areas of demand. Other areas included phone calls (8.0%), exchanges of information (6.0%), and trips (5.4%), along with monitoring, observing, announcing, teaching, support chores and personal time. Willis (1980) used different categories and found that conversations (39.1%), deskwork (22.5%), and meetings (19.6%) occupied most of a principal's time. Other categories included the following: external and internal phone calls, tours, visits, intercom announcements and other duties (including banking, funerals, and unsuccessful phone calls).

Unfortunately, these three research papers (Kmetz & Willower, 1982; Martin & Willower, 1981; and Willis, 1980) made an effort to record everything that the principal did, but made little effort to record more qualitative information pertaining to his/her role as a school manager. Were the phone calls regarding student growth, student discipline, or parental concerns? Were the non-scheduled meetings with students discussing

behavior concerns or with teachers talking about instructional issues? Did the scheduled

meetings involve personnel issues, or did they deal with budget concerns, or issues? The

larger concern in this study was not whether the phone call or meeting happened, but

why? For this purpose it was necessary to review some literature dealing with the

principal's role in relation to instructional, human resource, and organizational

leadership.

The Principal's Role

Authors Davis (1997) and Leithwood and Montgomery (1982) identify the

characteristics all leaders need to be successful at meeting the demands of the daunting

job description provided by Elmore (2000, p. 15). They say successful leaders are

visionaries, promoters of innovation and change, and instructional leaders who maintain a

safe and orderly environment. The Catholic Principals' Council of Ontario states that

effective principals lead the change to improve student learning through a culture that

supports change in instructional, structural, or attitudinal practices, and/or relationships.

Telfer (1999) refers to the role of the school leader as a technology activist, curricular

leader, partnership developer, efficient operations manager, effective communicator, and

change agent. Lunenberg (1995) states the principal should be an aide to performance

enhancement through proper utilization of human and material resources. More simply

put, "the principal's job is to get things done by working with and through other people"

(Lunenberg, 1995, p. 3). Others (Wanzare & da Costa, 2001) state that the needs of

society define the role of the principal, often because success is measured by the increase

or decline of student enrollment in his or her school. Research on school effectiveness

concluded that strong administrative leadership was among the factors within the school

that, with staff, made a difference for student learning (Hallinger & Heck, 1996). The principal's role is best conceived as part of a web of environmental, personal, and in-school relationships that combine to influence organizational outcomes (Hallinger & Heck, 1996).

Foothills School Division Policy G-320 (2001) describes the role of the principal in length. The primary concern is the well-being and growth of individual students. This is echoed by the new division mission statement which contends that "each learner, entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are ... explore them ... and celebrate them". Foothills School Division policy states that a principal is to be the educational leader, who, with staff consultation, establishes a shared vision and acts in a responsible manner to achieve this vision. The principal is also classified as the "senior administrator" in the school, responsible for meeting the expectations of the School Act and Foothills School Division Policy (2001). Foothills School Division policy further divides the duties of the school based administrators into three broad categories: organizational leadership, human resource leadership, and instructional leadership.

Organizational Leadership

Wagner (2001) states that the "biggest problem educational leaders worry about these days is "buy-in" or shared purposes" (p. 380). DuFour (1999) echoes this by stating administrators need to lead by providing staff with a sense of direction through the promotion and the protection of shared visions and collective commitment, rather than rules and authority. Principals need to revise school plans in collaboration with school staff, direct the energies of the staff toward these plans, and respond to the expectations

of provincial and divisional educational plans. "School leaders need to be able to work with teachers to design the new school structures and conditions that will allow them to be more successful" (Wagner, 2001, p. 380). Foothills School Division #38 policy echoes this research, identifying the following seven broad goals under organizational leadership:

1. Develop a shared purpose involving school staff, school council, executive team and other stakeholders,
2. Conduct internal and external communication within a climate of fairness, openness and trust,
3. Oversee financial (budget) and support service management (custodial, maintenance, and transportation),
4. Develop a school climate that is safe and conducive to learning for all students and staff,
5. Create school-community connections involving all stakeholders in the community,
6. Foster school/division connections, and
7. Support teachers through reflection, evaluation and continuous improvement. (2001)

Today's parents and special interest groups are more active politically than groups of former years, and appear to trust educators less, believing that educators do not know what is best for their children, or cannot represent their children's best interests (Behar-Horenstein & Amatea, 1996). Principals need to establish and maintain effective internal communications, establish workable systems of interaction with all stakeholders, and create an inviting school climate that welcomes parents and community involvement. "Leadership for change means creating and sustaining the conditions for continuous adult learning for both teachers and members of the community" (Behar-Horenstein & Amatea, 1996, p. 30).

Human Resource Leadership

Foothills School Division #38 (2001) policy describes human resource leadership as that which promotes staff commitment to organizational and professional learning.

Human resource leadership includes selecting competent staff, ensuring that supervisory experiences are provided to enhance student and staff learning, and structuring ongoing professional learning. This aspect of leadership also includes the supervisory role and evaluation of new and existing staff who are experiencing difficulty, as well as the leader's own personal, ongoing professional growth.

As stated by Rielh (2000) "effective principals' actions included hiring and socializing new teachers carefully, buffering teachers from intrusions on teaching, providing substantive feedback to teachers on their teaching, and helping to create norms of continuous improvement in the school" (p. 63). In order to achieve these goals, principals need teachers who individualize instruction, who are comfortable in their ability to interact with clientele, who can assess new situations, and who can tailor instruction to particular learning environments (Behar-Horenstein & Amatea, 1996).

Instructional Leadership

According to Foothill School Division Policy G 320 (2001), instructional leadership is any action that directly influences student learning, growth, and understanding. Instructional leadership includes aspects of teacher growth, reading, reflection, peer observation, and classroom visitations. Another part of instructional leadership includes designing schedules that best identify and capitalize on staff strengths and optimize opportunities for student learning. Simply put, instructional leadership involves providing leadership to others to foster continuous improvement in the capacity of students and staff. The principal is the chief instructional leader in the school (Glickman & Gordon, 1997; Sergiovanni, 1995). Acheson (1985) and Gorton and Schnieder (1991) note that principals themselves regard instructional leadership as their

primary responsibility. The ultimate goal of instructional leadership "should be to improve student learning, but its more immediate objective is to improve the instructional program" (p. 272). However, Wagner (2001) raises the question of how administrators motivate teachers to understand the knowledge and skills today's students need for work and for effective citizenship, and how to help teachers learn better strategies for teaching all students. For example, how do we educate "all" in an increasingly diverse student population; how do we prepare students for continuous learning when much of the knowledge of tomorrow is not known today; and how do we motivate students to learn when even their basic survival needs are not being met? These questions make instructional leadership an increasingly daunting task.

Gorton and Schnieder (1991) state that instructional leadership includes factors and conditions within a school that affect student learning, such as class size, quality and quantity of curricular materials, educational and sociological characteristics of students, and discipline. In matters of discipline, the school administration becomes "a wall, where students' behavior is stopped and must be changed. At some point, it must be indicated to students that they have gone as far as will be permitted and in essence they have reached the wall" (Twa, 1991, p. 17). Twa also notes "it is critical to have the support of your staff. No matter what the specifics are, you must have the help of your teachers to enforce rules and guidelines. It is also critical to support your staff and adhere to your policies when students break the rules" (p. 18).

Beyond Policy Requirements

Behar-Horenstein and Amatea (1996) state that understanding how to manage the stress of change is an integral quality of today's school leader. The future will continue to

present many challenges that will require an understanding of role transition and creation. A loss of control, fear of failure, self-doubt, impatience, frustration, loss of identity, and increased uncertainty are all potential, but real concerns for a school leader. Moreover, the maintenance of a balance between personal and professional life is difficult but necessary if administrators are to survive and flourish.

Chapter Three: Project Methodology

Background to the Methodology

> It is a common mistake to think that data are somehow discovered and collected (ie. gathered), like picking berries from the vine. On the contrary, what constitutes data depends on one's inquiry proposed and the questions one seeks to answer. Data are generated or constructed by various means that are deemed appropriate to serving those purposed and answering those questions (Schwandt, 1997, p. 60).

For the purpose of this study, I proposed to conduct a mixed method case study. Eisner (1988) described qualitative field-focused research as being based on real world experiences, usually within one's own profession or working context, studying things as they are without manipulation of variables or factors. Qualitative researchers look for patterns and/or relationships in some social activity or event. Qualitative data (such as journal writing) is usually rich in text representing the group of individuals or events being studied (Neuman, 1997). Yin (1984) states that a case study is best used when the questions are of a "how" and "why" nature, where events are beyond the investigator's control, and when the focus is within some "real-life context" (p. 13). Neuman (1997) talks about cultural knowledge that includes both "explicit knowledge, what we know and talk about, and tacit knowledge, what we rarely acknowledge" (p. 347). I believe the complex workload and work life of Foothills School Division administrators fits all the qualities of a qualitative field case study, and will contribute to our knowledge of the individual, organizational, social, and political aspects of our lives (p. 14). I agree with Yin's (1984) statement that the case study has a "distinctive place in educational research" (p. 25) when it can be used to understand the link between real-life interventions, especially ones that are too complex for the survey or experimental situation.

Methodology

Once my topic was approved by the Human Subjects Research committee I met with the Superintendent of Foothills School Division #38, Jim McLellan, to obtain district approval and to discuss various aspects of the research, including how the findings would be made public. I then asked for permission to address the Foothills Administrators Association (all principals and vice-principals currently working for Foothills School Division, hereafter called FAA) group, without the presence of the Superintendent and other board members, to ensure anonymity for all those wishing to participate. Prior to that morning, FAA members received individual envelopes, which included an invitation to participate, the initial survey, and a hard copy of the journal members would complete. All were asked to sign and return the invitation to participate if they wished to participate, or to sign and return the package if they chose not to participate. A number chose to keep the envelope, read about the scope of the research in further detail, and get back to me at a later date, while a few signed the invitation to participate immediately. Also at this time, I gave the members the option of completing the journal on hard copy or electronically, through email to my home address.

The survey (Appendix A) consisted of eight initial questions regarding gender, age, school size, years of teaching and administrative experience. There were also twenty-six activities for participants to rate on a scale of 1 to 3, to indicate the amount of time they spent on each during a typical workweek. Participants chose either "1" (not enough time being spent), "2" (right amount of time spent), or "3" (too much time being spent). These twenty-six activities were used to pick "typical" or "representative" units or portions for comparison of final results (Kish, 1965, p. 19). I linked each of the activities

to Foothills School Division #38 policy and used them to measure a specific aspect of inquiry (instructional, human resource, and organizational leadership) and to draw conclusions upon completion of the study (Borg & Gall, 1989, p. 427). The activities were listed in a language familiar to the administrators and Foothills School Division. The results of the survey allowed for the initial sorting of data, and the development of categories, and relationships among categories. A copy of the questionnaire is attached.

Secondly, I asked all volunteers to complete two one-week journals detailing daily events, duties and questions (Appendix B). I chose to use a journal based on the research of Schwandt (1997) and Nachmias and Nachmias (1981), which states that human action can be understood from the accounts and perspectives of the people involved, and thus the focus is on an individual subjective definition and experience of life. "The act of journal writing is a rigorous documentary tool" (Janesick, 1998b, 1999 quoted in Denzin & Lincoln, 2000, p. 392), and is extremely helpful in focusing individuals on the project at hand (Denzin & Lincoln, 2000). I emailed the journal to all respondents, who had the choice of responding electronically, or using the more traditional method of pen and paper, and mailing the completed journals. I divided the journal into sections and encouraged participants to complete daily entries since respondents might not remember information accurately as time passed. I also contacted each participant personally twice a week by phone or email to answer questions and encourage consistent data entry.

Once the surveys were collected, open coding was used to analyze the data, identify themes, and arranging them into categories to make the data more manageable (Neuman, 1997). Principal responses were compared to those of vice-principals; all

results were compared on the basis of gender. Years of experience, and school size were also examined for significant differences or similarities. Data were coded and recorded on a spreadsheet to allow for easy manipulation, and the differences were graphed. Then, Neuman's (1997) axial and selective coding methods were used and categories were created in preparation for journal reception.

As I collected journal data, each set of data was assigned a random number and any identifying factors were removed. The journals were then subjected to Neuman's (1997) open coding, a preliminary attempt to understand some of the larger factors that were driving administrators' lives. Once the initial coding was complete, actual recorded time anaysis began. All journal time data were recorded on individual spreadsheets, then compiled together on one master sheet where data could be manipulated and trends made more apparent. The journal data were subjected to the same set of coding as the survey information. Upon the completion of the axial coding stage, the data were scanned again for anything that may have been omitted, or recorded incorrectly, in an attempt to find additional links to emerging themes. Also during this phase, clarification was sought through personal phone calls for explanation of data, or handwriting. The final pass through the material (selective coding) produced the major themes that emerged from all the data (Neuman, 1997).

The two methods of data collection and the extensive data analysis, combined with follow-up conversations and perception checks, provided a form of triangulation of data that contributed to the clarification of themes.

Potential Problems

Sampling errors are likely to occur when the sample is randomly drawn from the population. The size of error tends to become smaller as the size of the random sample increases. For this reason, we can be more confident in generalizing results from studies with a large random sample than studies with a small random sample (Borg & Gall, 1983, p. 47). "When some individuals refuse to participate in a study, the remaining individuals no longer constitute a random sample, because those who agree to participate are likely different from those who do not" (Borg & Gall, 1983; 1989). This may lead to systematic sampling – where members of the sample have different characteristics from the population from which the sample was drawn (p. 99). Checking the percentage of individuals who are invited to participate can indicate sampling bias; the higher the percentage, the less likely the sample is biased. To increase the number of volunteers, I contacted possible participants at a FAA meeting where the purpose of the study was outlined and a request for cooperation in the study was addressed. I also contacted individuals who were absent that particular day, via telephone or e-mail. Because 21 out of 36 (58%) possible subjects chose to participate, I felt I had made a reasonable effort to control for sampling error.

Another problem I foresaw was confidentiality. In qualitative educational research, participants must be able to believe that their identities will be protected. This was why I asked that Division Office staff not be present during the initial invitation to participate, and why I asked participants to email their journals to my home address, rather than using the school-based system. Efforts were made to ensure the study participants understood that no one except me would have access to their journals and

that all data would be secured for a period of five years after completion of the study, and then shredded by a private company. Names and other defining information were not included on the data collection instrument (journal) and in no way could participants be identified (Borg & Gall, 1989). The data will be stored under lock and key at my place of residence, accessible only to me.

Another potential problem was that all participants are colleagues of mine, and there is understandably some emotional involvement. I did everything reasonable to ensure the data collected would not be of "dubious value" (Borg & Gall, 1989, p. 392). On the plus side, my own tacit (personal) knowledge had the benefit of giving me awareness of certain things, and a knowledge of particulars that may actually aid the research process (Schwandt, 1997).

As well, some documents (such as journals and diaries) require "more contextualized interpretations" (Denzin & Lincoln, 1998, p. 111). "The meaning does not reside in the written or typed text, but in the writing and reading of it" (Derrida, 1978 quoted in Denzin & Lincoln, 1998, p. 111). The danger existed that as I read the journals in a context different from that in which they were written, they could take on added or new meaning. I hoped that my tacit knowledge and familiarity with the position being studied would allow a truer meaning of events to be preserved.

Another problem identified by Nachmias and Nachmias (1981) is that there is a question of authenticity when using private documents. Journals may be created deliberately to deceive the researcher, or the author may unconsciously misrepresent the records. Since I know each of the individuals that I invited to participate, and what they represent, I expected the authenticity of the documents my peers turned in to be high.

Participants

This project involved 21 out of a possible 38 school based administrators (FAA

members) working for Foothills School Division #38. This group of administrators were

chosen due to the immediacy of their location (I am a FAA member myself) and because

I personally knew all 38 possible participants. All were approached and asked to

participate, but some declined due to school or personal commitments at that time.

Timelines

The survey and request for participation was conducted in the spring of 2003. The journal

writing occurred from June 9 - 22, 2003 with all data collected in June, 2003.

Chapter 4: Results

Demographics

Participants were asked to respond to eight demographic questions, the responses to which revealed the following facts. Of the 38 administrators who were invited to participate, 21 chose to do so. From them, I had a 100% return rate of both the survey and journal records. Ten principals and eleven vice-principals (eight males and thirteen females) made up the participating group.

Two of the participants were under the age of 40, nine were between the age of 40 and 49 and ten participants were over the age of 50. In the years of teaching experience, eleven of the participants had over twenty years experience, eight had ten to nineteen years experience, and only two had less than ten years teaching experience. In addition to their teaching experience, three participants had fifteen years or more of administrative experience. Four participants had between eight and fourteen years of administrative experience, seven had between three and seven years, and seven had less than three years.

Survey Results

Participants were asked to respond to 26 questions about instructional, organizational, human resource and other leadership responsibilities. They were to rate each, 1 to indicate that they do not spend enough time during a typical school day, 2 to indicate that they spend about the right amount of time each day, and 3 to indicate that they spend too much time each day. Table 1 presents the leadership activities on which administrators felt they do not spend enough time.

Table 1: Perception of too little time spent
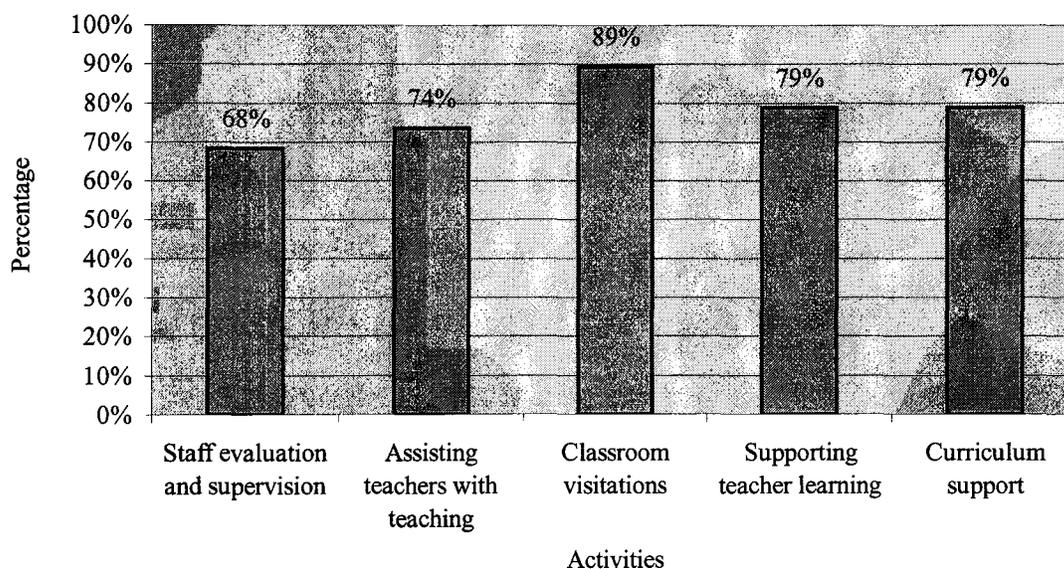
At the top of the list are classroom visitations with 89% of all respondents stating they cannot find enough time to spend in teachers' classrooms. Seventy-nine percent of all participants felt they had insufficient time to support teacher learning and to properly support curriculum. Administrators also reported that they lacked sufficient time to assist teachers with teaching (74%) and to attend to staff evaluation and supervision (68%).

Table 2 presents the activities that are perceived to take up too much time on a typical workday.

Table 2: Perception of too much time spent
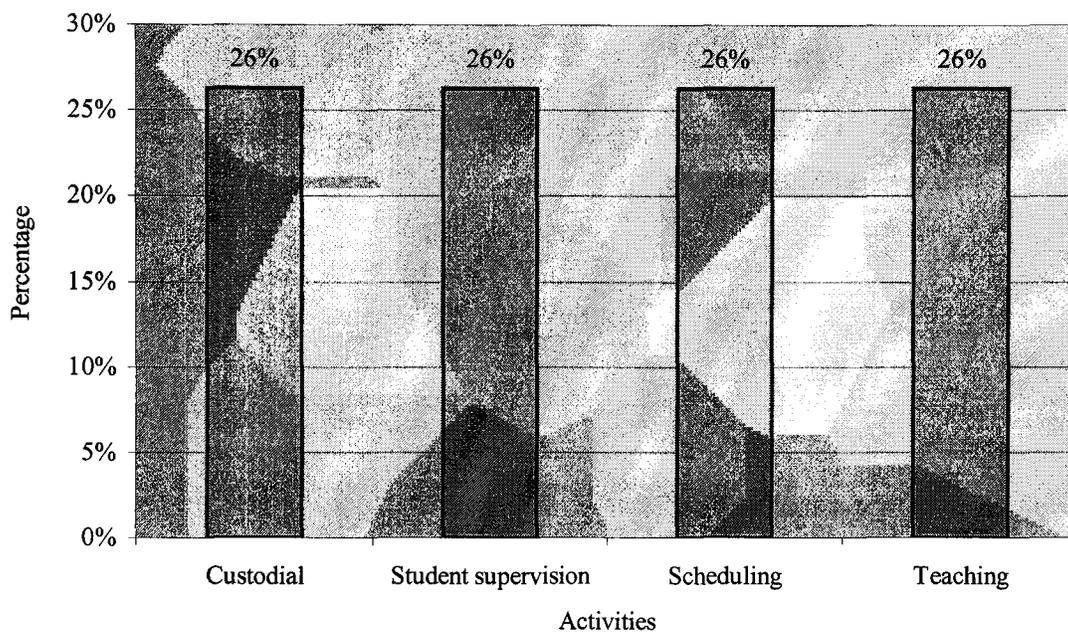
Areas that were identified as too time consuming in the administrators' workday were varied. Table 2 shows the most commonly reported areas with 26% of all respondents choosing custodial issues, student supervision and discipline, scheduling and teaching.

Table 3 represents the areas of responsibility where administrators felt they were

spending about the right amount of time on a daily basis.

Table 3: Perception of the right amount of time spent
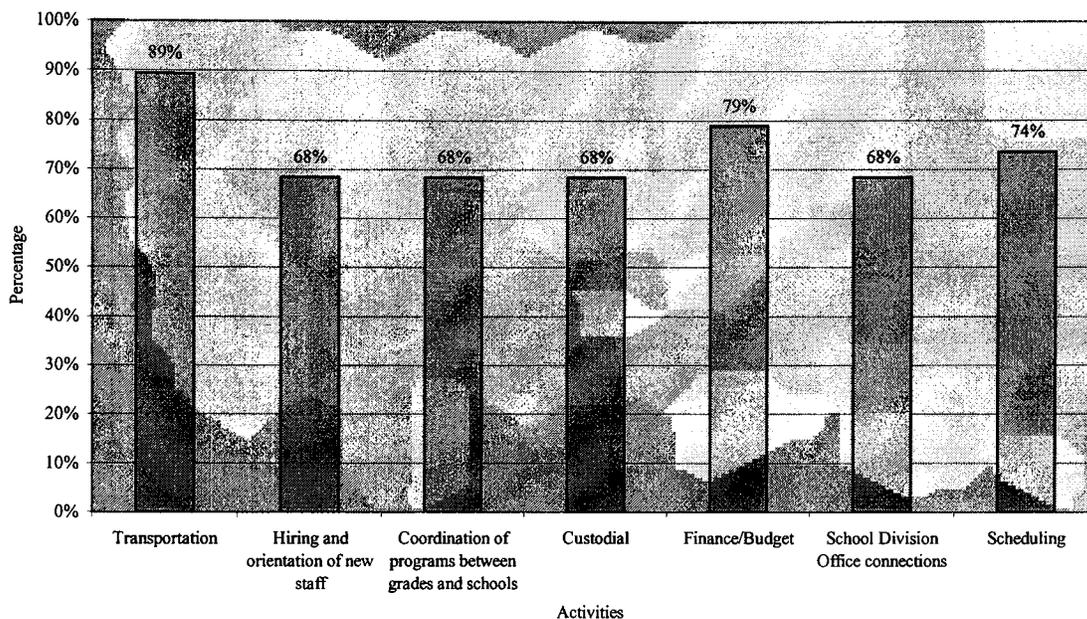
A large percentage of all respondents felt that transportation issues (89%), finance

and budget (79%) and scheduling (74%) were areas that received enough time, but didn't

use up too much during a typical workday. Other areas where 68% of all respondents felt

they spent enough time were hiring and orientation of new staff, coordination of

programs between grades and schools, custodial issues and school/Division Office

connections.

Table 4 presents a comparison of principals' and vice-principals' perceptions of

time spent on various activities, highlighting those areas of greater concern to principals.

Table 4: Differences between principal and vice-principal perception of not enough time spent
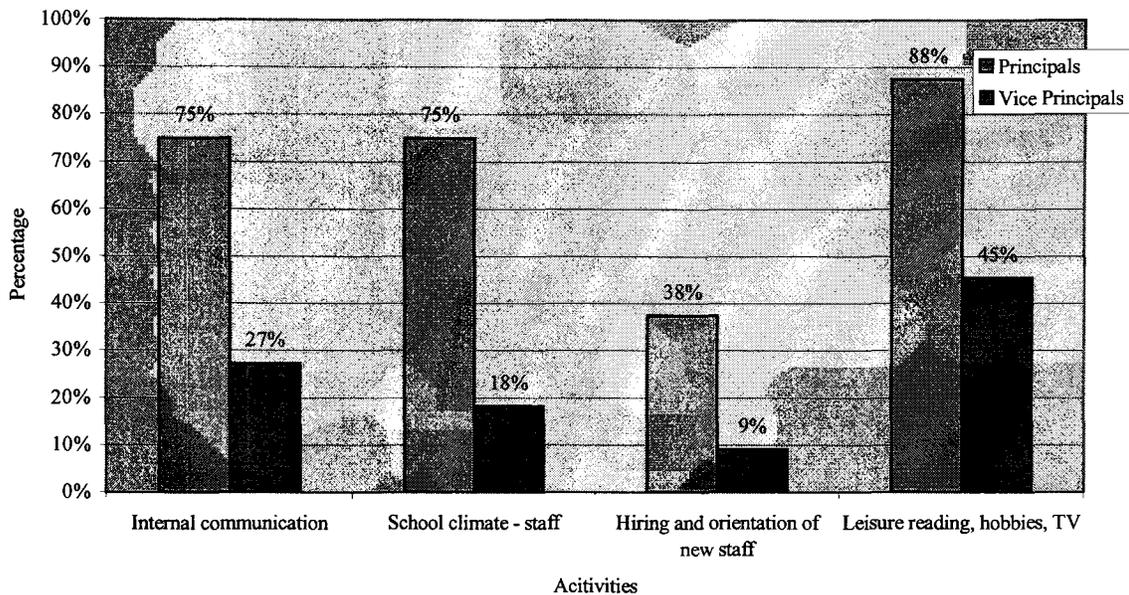
Principals and vice-principals had varying responses to these questions as displayed in Table 4. Eighty-eight percent of principals felt strongly that they did not spend enough time on leisure reading, hobbies and television, while only 45% of vice-principals felt such leisure time was limited. Seventy five percent of principals felt that internal communication, and building school climate lacked sufficient time, while only 27% of vice-principals felt that they didn't have enough time to communicate with staff, and only 18% felt that their efforts at building school climate were suffering due to restricted time commitments. Finally, 38% of principals felt they should spend more time on hiring and orientation of new staff, while only 8% of vice-principals echoed these concerns.

Table 5 presents a comparison of principals' and vice-principals' perception of time spent on activities, highlighting those areas of greater concern to vice-principals.
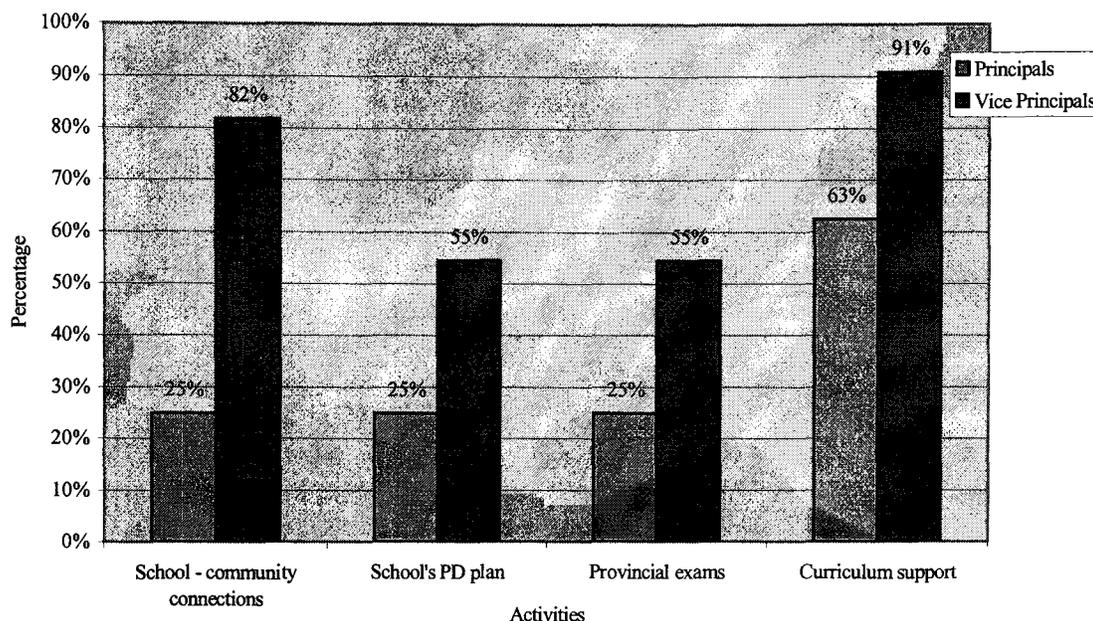
Table 5: Differences between principal and vice-principal perception of not enough time

spent

Ninety-one percent of vice-principals felt that they did not spend enough time on

curriculum support, 82% thought school-community connections lacked sufficient time,

and 55% felt they could spend more time on the school's professional development plan,

and studying provincial exams (Table 5). These were not areas of similar concern for

principals, with only 63% stating they needed to spend more time on curriculum support,

and only 25% stating that they would like to spend more time on the other three areas

(school-community connections, the school's professional development plan, and

provincial exams).

When participants were asked what they omitted most frequently from their daily

routine, a large number of responses indicated time spent with students and teachers.

"Given the nature and context of the administrative duties at this school, teaching and

classroom instructional opportunities are limited to [using substitute teachers more

efficiently] for teachers", one participant explained. One respondent wrote about

constantly omitting direct supervision of staff because:

> I view them as competent, and drop in from time to time. I can see learning taking place and I don't mess with that … there are too many competing items for time for this; it is a low priority for me.

Another respondent stated:

> It's difficult to get into classrooms – even when I'm walking (through) the school, I'm frequently stopped for conversations – that's ok because the communication is important – BUT – it waylays me because it often involves me doing something else connected to that conversation.

Another participant wrote:

> Talking to students and staff – there just seems to be so many demands in a day that when conversations do happen there is a 'reason'. Fridays at 3:00 seem to be the only time just to talk and share thoughts with staff members.

Others did not seem to have something that routinely got left out of their

responsibility list, but stated that other factors interrupt their daily plans. The physical

nature of their offices, having "an open door policy," and the unseen events (computer

network crashes, photocopier difficulties, plumbing disasters, power outages, upset

parents, or student discipline) often took precedence over classroom visits and talking

about teaching and learning. As one participant put it, "the wide myriad of activities in a

day make one feel that you 'jump' from one job to another, never doing what you feel is

a 'great' job at anything".

Other respondents did not blame disrupters for their lack of ability to accomplish

their daily tasks. Rather, they ascribed their circumstances more to the nature of the

administrative job in a small school. As one stated:

> Teaching loads in small schools are heavy so the rest of the work gets done evenings and weekends. Which is ok, but all the time you question, "Am I doing a good job on anything, or am I doing a 'Band-Aid' approach?"

One administrator mentioned the pressure of having both teaching and administrative responsibilities:

> When school issues come up, I feel 'trapped' to try to solve problems instantly – 'before – the – bell – cause – I – have – to – get – to – class' or defer them. Competing priorities mean I am constantly stretched thin. I can never be a mentor, moderator, etc. for the staff, or the students.... Everyone loses!

Many respondents did not deem student discipline as a disrupter, even though it is not an activity that can be planned for. A typical response is captured in one respondent's words:

> Students being sent for disciplinary situations are serious enough to move them into higher levels of the disciplinary cycle. While this is a disrupter, it is not "common" in that it happens a lot. When it does happen, though, it takes a long time to settle everything thoroughly and equitably, and the length of time is the real disrupter, as the things that were to be done have to be rescheduled and organized again.

However, another participant stated:

> My biggest disrupter in the day is discipline. Trouble does not schedule itself in at a certain time and therefore I may be in a class or on my way to something when I have to deal with an issue. Also, much of the time is spent with students who can not understand what really is an issue since they are so young. Of course to them, every issue is of great concern and we deal with it because it is important to them.

When considering internal communication and school climate, one principal noted, "I am in the school, in the classrooms, and on the playground daily, but it is on an informal basis. I find I don't have the time I'd like to spend supporting teachers professionally with curriculum and other learning matters." Another principal stated, "Everybody seems to need a piece of me. Some staff have even suggested that I need a 'take a number' set up like at the CO-OP deli counter."

Journal Results

Table 6 presents actual time spent on the areas of organizational, human resource

and instructional leadership. It also includes activities that could not be classified in one

of the three leadership areas, but were still a time consumer during a regular workday.

Table 6: Actual time spent on leadership responsibility areas
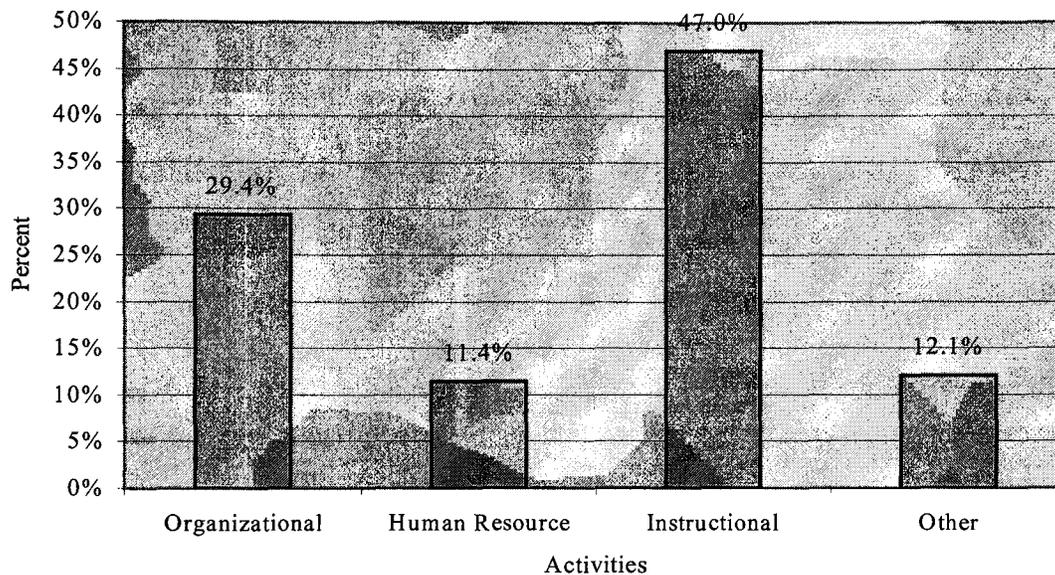
Actual time spent on different responsibility areas of leadership is displayed in

Table 6. Instructional leadership took up the majority of time, (47.0%), followed by

organizational leadership (29.4%), and then human resource leadership (11.4%). Other

areas, which included email, physical activity, extra-curricular, and hobbies took up

12.1% of the administrators' time.

Table 7 presents the actual time spent on human resource leadership activities.

Table 7: Percentage of time spent on Human Resource Leadership

Human Resource Responsibilities
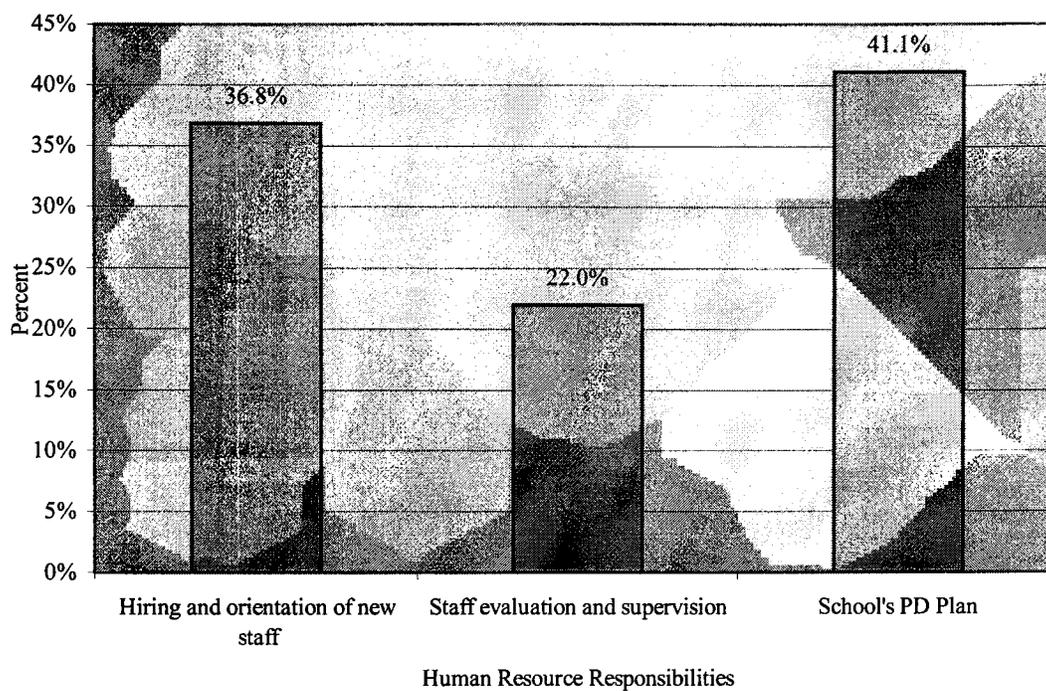
The results of actual time devoted to Human Resource Leadership, recorded in participants' journals, are show in Table 6. The school's professional development plan took up an average of 41.1% of the time. Orientating new staff members took up 36.8% of the time, and staff evaluation and supervision took up 22.0% of the time spent on human resource areas of responsibility.

Table 8 presents the actual time spent on organizational leadership activities.

Table 8: Percentage of time spent on Organizational Leadership
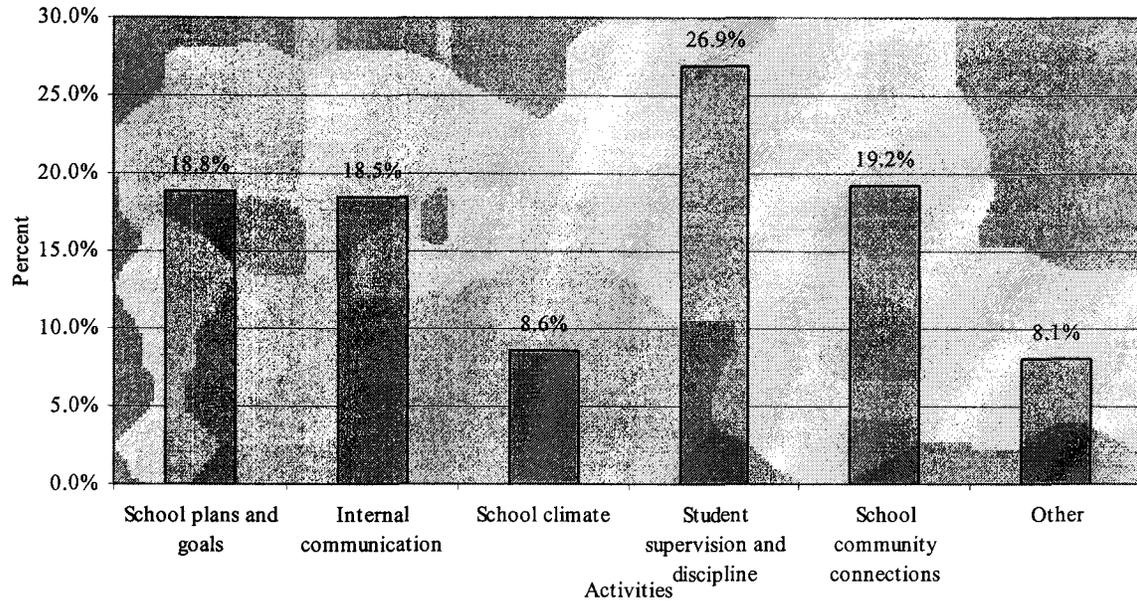
Table 8 breaks down organizational leadership. Student supervision and discipline took up the majority of time (26.9%), followed closely by school community connections (19.2%), school plans and goals (18.8%), and internal communication (18.5%). School climate and building staff relations took up 8.6 % and other areas, including transportation, custodial concerns, finance and budget, school/Division Office connections and evaluation of school goals, took up the remaining 8.1%.

Table 9 presents the actual time spent on organizational leadership activities.

Table 9: Percentage of time spent on Instructional Leadership
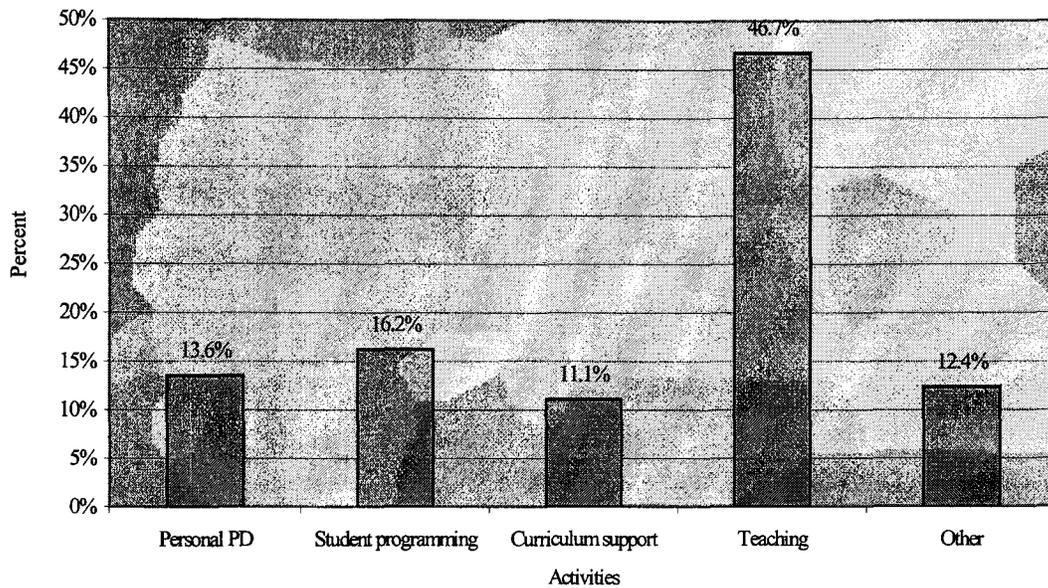
Table 9 shows the range of average amounts of the time spent on activities that are included in instructional leadership. Teaching took up the most time (46.7%). Student programming, mostly IPPs (individual program planning for students) took up 16.2% of the recorded time, while personal professional development took up 13.6%. Curriculum support accounted for 11.1% while all other areas combined, including provincial exams, assisting teachers with teaching, classroom visitations, supporting teacher learning, and scheduling and timetabling, only occupied 12.4% of time in instructional leadership.

Table 10 presents the daily average in minutes spent on the different areas of leadership (organizational, human resource, and instructional) and other activities that are not included in the realm of leadership, but are seen as necessary for job completion and satisfaction.

Table 10

Total average minutes, including teaching assignments (per day)

Activity	Minutes	Percentage
Instructional Leadership	244.3	47.5%
Organizational Leadership	146.4	28.4%
Other Activities	64.3	12.5%
Human Resources Leadership	59.8	11.6%

Instructional leadership dominated the time available during a typical day, accounting for 244.3 minutes, or 47.5% of the day. Organizational leadership used 146.4 minutes (28.4%), and human resource leadership used 59.8 minutes (11.6%). Other activities averaged just over an hour of time each day (64.3 minutes) or 12.5% of the total time.

Table11 presents the average minutes per day spent on various organizational

leadership activities.

Table 11

Average Organizational Leadership Minutes (per day)

Organizational Leadership	Minutes
Student supervision/discipline	39.4
School-community connections	28.1
School plans and goals	27.5
Internal communication	27.0
School climate/staff	12.6
School/Division Office connections	5.7
Finance/budget	2.8
Evaluation of school goals	1.6
Custodian	1.2
Transportation	0.4

Leading the use of time was student supervision and discipline (39.4 minutes a

day) followed closely by school community connections (28.1 minutes), school plans and

goals (27.5 minutes) and internal communication (27.0 minutes). Other areas included

school climate (12.6 minutes), and school/Division Office connections (5.7 minutes). The

four other areas identified as organizational leadership, (transportation issues [0.4

minutes], custodial concerns [1.2 minutes], finance and budget [2.8 minutes], and

evaluation of school goals [1.6 minutes]), were accorded fewer than five minutes a day in total.

Table 12 presents the average minutes per day spent on different human resource leadership activities.

Table 12

Average Human Resource Leadership Minutes (per day)

Human Resource Leadership	Minutes
School's PD Plan	24.6
Hiring and orientation of new staff	22.0
Staff evaluation and supervision	13.2

Development of the school's professional development plan took up the largest amount of time (24.6 minutes), followed closely by the hiring and orientation of new staff members (22.0 minutes), and the evaluation and supervision of existing staff members (13.2 minutes).

Table 13 presents the average minutes per day spent on different instructional

leadership activities.

Table 13

Average Instructional Leadership Minutes (per day)

Instructional Leadership	Minutes
Teaching	114.1
Student programming	39.6
Personal PD	33.1
Curriculum support	27.2
Scheduling/timetabling	10.5
Supporting teacher learning	9.7
Classroom visitations	7.7
Assisting teachers with teaching	1.6
Provincial exams	0.6

Instructional leadership responsibilities were reported as being quite diverse. The

individual teaching load of the school-based administrators who responded to this section

of the study averaged 114.1 minutes per day, almost two hours. Student programming

(39.6 minutes), personal professional development (33.1 minutes) and curriculum support

(27.2 minutes) also took up considerable amounts of time daily. Scheduling and

timetabling accounted for roughly 10.5 minutes each day, while supporting teachers and

their own learning took 9.7 minutes. Classroom visitations took less than ten minutes a

day (7.7 minutes), and assisting teachers directly with teaching took less that two minutes

a day (1.6 minutes). Time spent of provincial exams was reported as minimal and

amounted to less that a minute a day.

Table 14 presents the average minutes per day spent on areas other than those

defined in any other areas of leadership responsibility.

Table 14

Average Minutes on Other Activities (per day)

Other	Minutes
Email	30.2
Extracurricular	16.9
Physical Activity	13.0
Leisure reading, hobbies, TV	4.2

Administrators reported they spent an average of 30 minutes a day responding to

email, 16.9 minutes attending to extracurricular activities and 13.0 minutes on personal

physical activity. Time spent on leisure reading, hobbies and watching television was

reported at an average of 4.2 minutes a day.

Space was provided at the end of each day of journal entries for reflections. Most

of these reflections revolved around the busy nature of the job. Respondents were amazed

at how "the time melts away." leaving one to ponder if "anybody else could do this job?"

One principal wrote, "I look at my day and it seems filled with trivial stuff, stuff that just

takes up time. It would be nice to stop every once and awhile and smell the roses, enjoy

the fruits of one's labors." Others commented on the long hours, even late into the

evenings they are spending at work. One respondent wrote with evident frustration, "I

didn't want to be here this long tonight! Friday at 6:00 and my desk is so cluttered. There

is not enough time to fit everything in!" Another participant stated that "when asked to

write what I have done in a day, and then read what I have written, there seems to be

nothing there. Yet, I am tired, feel I have left too much behind and feel the day was full

yet unfulfilling. How can one be at school from 7:00 am to 6:00 pm and still leave so

much behind?" Yet another commented:

> Friday was another hectic day as one is caught up in a multitude of tasks and
> timelines. The movement through the multi facet ranges of leadership areas is
> sometimes difficult to capture on paper, as at any given moment there are constant
> interruptions while one is working in one specific area. These interruptions may
> not always be recorded in the journal here as they are sometimes happening in
> between a major focus at the time.

Another focus of the reflections revolved around the school's professional

development plan. Some reflections were positive, but many more were not so

enthusiastic. When commenting on their school's 2003 – 2006 AISI plan, one participant

found that:

> As noble [as it was] in its intentions and goals, however, our reality is perhaps a
> bit more challenging than we are willing to admit. Why is it in education we have
> to put so much more energy into justifying areas of need, rather that just believing
> our justification is in the best interest of kids?

Another focus of the journal reflections revolved around the hiring of new staff,

and the internal transfers of existing staff. The hiring process, though deemed very

important, was seen as "very time consuming and frustrating." Internal transfers are often

seen to lead to a need for more internal staff support.

One participant stated she does quite a bit of counseling with her staff. In one day

she reported spending time talking with two teachers regarding staff issues, an

Educational Assistant about her own child who is struggling and does not attend school, a

grandmother (teacher) who wanted to know how to help her grandchild, and one staff

member who wanted to meet one weekend to discuss her career plans. Others reported

they used this time of year for more learning-focused conversations with staff members.

They saw the opportunity to have one-on-one collegial conversation with staff members

as "amazing", and an indicator of their "terrific work and dedication". One administrator

stated how fortunate he/she felt "to be with such a talented group" of teachers.

Yet another focus of the reflections centered on the participants' own teaching

responsibilities. One administrator wrote:

> The successful part of my job is always the teaching position. I laugh, have fun,
> see kids, happy and learning. There are continual challenges but the academic and
> physical challenges kids have are within my comfort level. The discipline and
> communication part of the administrative job is difficult.

This statement is echoed in the words of another writing about spending time with

the students. "Loved listening to grade two's read their stories. They are so proud of

them!"

The teaching loads were not all seen in a positive light, however. One

administrator emphasized the concern that the public can sometimes "feel having an

administrator in the classroom does pose some difficulties due to the number of absences

that I have."

Another theme to emerge from the journal reflections was one involving personal

professional development. One participant wished "that all Mondays could start at the

Banff Park Lodge with colleagues and rich professional development." In referring to

another professional development experience, another administrator observed:

> This was an amazing day full of metaphors for all that leadership stands for. The
> concept was stated that "energy flows on the path of least resistance" but I saw
> that the administrators that I was with continue to push their energy much further.

Still another respondent wrote that personal professional development allowed participants to:

> ...think deeply about "who we are" as educators, to reflect upon the current reality of education and to consider what kind of action plans need to exist to allow visions to become realized. There was time to work with my admin. partner, to consider our own school and the hopes and dreams we have for student learning, staff development and professional growth.

Several participants contributed one or more entries on the exhausting nature of the job. One respondent wrote on successive days:

> I felt snowed under when I got to school this morning but I just kept my head down and ploughed through,
> another exhausting day, and
> it is hard to keep track of what I do – I am busy all the time.

Another participant reflected on some critical questions:

> I went to bed resenting the amount of time and energy my job takes. Faced with many questions....
>> How do I do my work more effectively?
>> How do I manage my time better?
>> How do I delegate more duties, rather than the mindset 'It's just quicker if I do it'?
>> If we claim to be 'All about kids' ... why is so much of what we do so far removed or disconnected from kids?

A final theme that emerged from the journal reflections was that of the benefit of reflection in practice. One participant summed up the opinions of many when he/she stated the "day goes by with incidents and aches and pains but at the end of the day, unless you are reflecting like this, you don't realize how many decisions you are actually making." Others commented on the value of using the journal as an "opportunity to vent, confide, and even share a few 'in-house secrets'. With such statements I was humbled as I was reminded the participants were confident that I would respect their private

conversations through this exercise, and not use any information that would cause any

harm to them or their schools.

Chapter 5: Discussion and Recommendations

Survey Implications

The main purpose of this study was to acquire a deeper understanding of the daily routine of school-based administrators. A secondary purpose was to determine the extent to which administrators are driven by policy and by the unpredictability of the position. Foothills School Division #38 is a small school division with 16 schools and roughly 350 teaching staff. Many of the participants in this study have worked in Foothills School Division for the majority of their teaching and administrative careers, and all members of the FAA (Foothills Administrators Association) meet monthly to discuss personal, school, and divisional concerns, successes and future goals. Due to the unique closeness of the participants, some of the results of this study may have been affected by commonality of thought and distance. The age of the participants, most being over the age of 40, adds another limiting factor to the study findings A combination of these and other circumstances may have produced results that restrict the applicability to other school divisions, even those similar in size.

Perception is defined as the ability to understand and comprehend through experience. Perception is affected by past experiences, preferences, and the immediacy of events. The survey sought participants' perceptions of where they spend too little time, too much time, or about the right amount of time. Too little time was indicated strongly in the areas of instructional leadership – specifically classroom visitations, supporting teacher learning and curriculum support. When asked where they would like to spend more time, participants frequently reflected back to the more enjoyable, fulfilling aspects of teaching and learning. Spending time with children, focusing on their learning, and

aiding teachers in the instructional craft were seen to be more enjoyable aspects of education than budgeting, discipline or paperwork. It is no wonder that most stated they would like to spend more time in the classroom, focusing on what is most important – kids.

The question of where administrators spend too much time resulted in four main areas being identified – custodial concerns, student supervision and discipline, scheduling, and teaching. Just over one quarter of all respondents stated that these four areas took up too much time, but considering the time of the year (June) and the weather during the time when the survey was completed, the results are probably reasonable and, in many ways, predictable. The weather (mostly cold and rainy) could have contributed to an increase in undesirable student behavior and an increase in custodial issues involving such things as cleanliness. As well, the time of the year would have seen an increase in planning for next year (timetabling) and the possibility of some anxiety regarding the number of jobs that needed to be completed before summer holidays could begin. Given these contextual conditions, the additional focus on teaching loads (some administrators' teaching loads are as high as 80% in smaller schools) could have been expected.

Administrators' perceptions of appropriate time spent included some areas that were predictable, and some that were less so. Transportation issues, finance and budgetary concerns, and scheduling were areas in which respondents felt they were spending about the right amount of time. The time spent on the current school year budget, and budget concerns for the following year should have been, and were, minimal, since Foothills schools are mostly centrally-controlled, and not site-based for staffing and

personnel deployment. So, while the time of the school year should have influenced perceptions of time spent on such things as budgeting, scheduling, the hiring of new staff and the coordination of programs between schools for students, most administrators felt they were not spending a lot of time on these specific areas.

A distinction in roles between principals and vice-principals in Foothills School Division is not clearly prescribed. The role of the vice-principal is defined as supporting the role of the principal. There is no differentiation, or role separation laid out in policy, and it is up to each administrative team to decide how the jobs are to be divided or shared. Such decisions about role descriptions or designations may have contributed to a few of the differences between principal and vice-principal responses on time spent. Yet, regardless of how the administrative team in each school share or divide the responsibilities, the school principal is still seen as the overall leader, and is seen to be most responsible and accountable for the success, or failure of the school. Probably because of this assumption, the areas of internal communication and the overall development of school climate were areas that principals specifically focused on. Principals were more concerned that such things as communication and school climate were positive, and flowing in the right direction. Alternatively, due to the role definition, most vice-principals had a larger teaching load, so they clearly had less time to spend on the areas of curriculum support and school-community relationships. The school's growth plan and, more specifically, the Foothills School Division's 2003-2006 AISI plan, involved the school principals more, but left out many of the vice-principals due to time and budget constraints.

The personal responses on the survey resulted in many comments about "competing items", "so many demands", and the "wide myriad of activities" each day. This reinforces Crowson and Porter-Gehrie's (1980) findings of administrative jobs being decentralized, fragmented, and filled with "episodic intervals". This also confirms Mintzberg's (1974) findings of a challenging, non-programmed, open-ended job that relies on verbal information and communication. Similar responses were present in all comments, and were not confined to a particular school size, participant experience, or age of respondent.

The larger teaching load further compounds the nature of administrative life in a small school. While the incidence of discipline, budgeting, parental concerns will be less, the time required to deal with each would be roughly the same. The larger teaching loads force principals and vice-principals to complete many of their administrative jobs after hours, or at home. These lower priority, or less urgent jobs can often be left on the back burner for long periods of time. These "competing priorities" often are the reason why administrators in small schools omit mentorship and instructional leadership responsibilities from their daily routines.

Discipline is the biggest disrupter and consumer of administrative time, but one that can not be planned for in advance. Working through the problem with a child, parent, or staff member can consume a large amount of time to ensure everybody is heard, and feels cared for. Often these unforeseen, but highly important, issues force administrators to put everything on hold, to be rescheduled at a later date. In collecting different sides of the story, consulting with all participants, and coming up with a solution that is thought out, effective, and reasonable to all those involved, an entire afternoon, a whole day may

be used up. All other activities (classroom visits, assisting students or teachers) other than extremely urgent situations are delayed, and often cannot be rescheduled. In the case of a special class activity, that opportunity is lost forever if it can not be rescheduled.

Journal Implications

Michael Fullan (2002) may have stated that:

Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement...at the heart of school capacity are principals focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources (p. 16).

Yet this current study found that school based administrators had little time left in their day to actually concentrate on these areas identified by Fullan (2002). Moreover, the typical day was seen as so unpredictable that it was very difficult to plan for. Their own classroom teaching used up the majority of time (49%) recorded by administrators in this study. It clearly is the most important aspect of the job, but leaves little time for other important aspects, such as teacher support and professional learning.

In comparing the three leadership responsibility areas outlined in FSD policy, Principles of administrative practice, C-210.1 (2000), instructional, human resource, and organizational – instructional leadership used the most amount of time, roughly 45% of total time recorded. Human resource and organizational leadership together only totaled 43%, leaving 12% spent on "other" areas. These other areas included extracurricular activities (coaching and planning for athletic events) and reading and responding to personal emails. It is interesting to note that, on average, each respondent reported spending 30 minutes a day reading and responding to internal emails. It is even more interesting that this internal communication device, created to increase communication, in

reality takes up a significant amount of time each day. Most of the reading and responding to emails was done from home, using remote access. Respondents reported that, during the school day, time was so limited that checking email at school was not always possible. Perhaps this raised a new question of the use of remote access, and whether administrators should have more or less access to files and programs from home. On one hand, it may decrease the amount of time after hours they have to be away from their own families but, on the other, it could increase the amount of schoolwork that replaces family obligations.

A closer examination of the categories within each leadership responsibility area showed some unique aspects of an administrator's life. The actual time reported as being spent on the human resource leadership categories was expected. With AISI 2003-2006 in the initial planning stages, time spent on the overall school's future growth plan was to be anticipated. Working days were set aside to concentrate on the school's plan, in collaboration with divisional office personnel, to develop a school plan that fits within a division plan. This allowed the participants essential time to create a meaningful, working document. The added support made the task seem less overwhelming. At other stages of the year, however, more time might have been spent on the evaluation and supervision of new staff members. In June, some that time was devoted to the orientation of new staff.

For the majority of respondents, organizational leadership was mainly concerned with student supervision and discipline. While much of this student supervision was planned (such things as scheduled lunch or recess supervision), large amounts of time were spent dealing with incidents with one child, or a group of children. While not deemed as disrupters by a few respondents, spending large amounts of time with one or

two children certainly affected the amount of time available for getting into classes and helping teachers with their own learning. In this category of organizational leadership, school and community connections also took up considerable amounts of time. Because many respondents were busy with student transfers, new programs, and other educational endeavors during the latter part of the school year, such things as conversations with stakeholders (students, parents and community members) were bound to increase. Two other areas that were identified prominently in the individual journals were internal communication and school plans and goals. Internal communication may be high during this time due to such things as the number of staff transfers, retirements, and the filling of vacancies. Similarly, the work on school plans and goals has to be completed by the end of the school year, while year-end staff meetings, year-end jobs and duties, all have to be assigned and planned. Alternatively, matters such as transportation, custodial issues, finance and budget concerns, and school division office connections were all reported as requiring less time, quite consistent with what respondents indicated through the survey.

The most interesting aspect of the journal evidence was the extent to which Foothills School Division administrators teach. In the previous research done by Willis (1980), Sproull (1981), Martin and Willower (1981) and Kmetz and Willower (1982) there was no mention of those school based administrators actually teaching, or having a classroom responsibility. On average, the participants in this study spent just under two hours (114 minutes) a day teaching their own classes. In some smaller schools, the average teaching load was 60 – 70% of the school day and, at times, it reached 100%, when an administrative partner was away at a conference or meeting. In such circumstances, any student discipline, parental concern, or staff need would have to be

put on hold, or the class would have to be left, if the administrator chose to deal with the issue at hand. In one participant's words – "Everyone loses!"

Student programming (IPP's mostly, with some individual transition meetings of students with special programming needs) also took up greater amounts of time and energy than has been indicated in other studies. This may have resulted, in part, from the perceived increased pressure from Alberta Learning to have the documentation necessary to maintain special needs student funding. As well, it may have been exacerbated by the "cumbersome new HOMES program" that staff were expected to use. The challenge of learning a new program, one that is not especially user friendly, may have caused anxiety and increased stress levels during the time of data collection and submission. One respondent wrote of isolating oneself from the school and all its concerns and completing only three IPP's in one day. Clearly, such an experience would certainly influence perceptions of time use.

Personal professional development was reported to be higher than normal due in part to the participation of eight respondents in a two-day conference on teaching and learning. This opportunity was welcomed by all who attended, as was evident in their journal reflections. While some professional development did occur during regular days (almost all occurring after school hours), the majority of the recorded professional development for this research happened through that one conference. This seems to be the way most administrators in this district engage in professional development. They feel the need to get away from the myriad of activities present at school, in order to be able to submerge themselves in collegial activities.

While policy seems to guide the work done in schools and with children, it does not seem to dictate what happens on a typical day. The variety of unpredictable events, the needs of parents, teachers and students, and the administrators' own teaching loads, have more effect on the respondents than does policy. Policy gives the background structure and support when critical issues arise but, for the most part, school-based administrators are guided by their own intuition, experience, and desire to do what is best for all individuals in their own buildings when it comes to their decisions about use of time.

Chapter 6: Conclusion

Conclusion

The initial conclusion of this project is that the job of a school-based administrator is a unique, multi-tasked, unpredictable job. The research was conducted to gain a deeper understanding of the actual function of school-based administrators on a on a daily basis, the extent to which policy drives what happens in schools, and the extent to which unpredictable, immediate concerns control administrative life? The policies developed by a school board are there as the structure, but do not create the culture that is necessary for success. It is up to each administrative team to develop its unique school culture within the existing structures already in place. Administrators manage this task, as they deal with the unpredictability of the each day's events. They understand the importance of technology, relationships, and all the aspects of leadership. And most importantly "they understand that they will be judged as effective or ineffective, not by how they are as a leader, but by the leadership they produce in others" (Fullan, 2001, p. 137).

The school-based administrators in this study spent the majority of their time in their own classrooms, teaching their own students. On an average they spent two hours of the workday instructing students for whom they were directly responsible. Student discipline and student programming took up considerable amounts of time each day, and, when added to teaching loads, left very little time each day for anything else. Important activities such as classroom visitations, enjoying conversations with students, and assisting teachers with their own pedagogy and learning were more often omitted, due to lack of time, or more urgent demands.

Smaller rural school administrators are subjected to larger teaching loads than their colleagues who work working in large urban high schools. Some of the administrators participating in this study, working in smaller schools, possessed teaching loads of 85% or more of the instructional day. Larger teaching loads allow for little time to spend on the more enjoyable and appealing activities such as classroom visitations, talking about student learning and growth, and ensuring that teacher supervision is adequate and beneficial. For these educators, much of the "admin" work that does happen, takes place after school, often late into the evenings, when students are no longer present in the school, and staff is tired or has gone home. Small school administrators are also more often responsible for the learning support position in their school, responsible for the creation, modification, and submission of individual student plans (IPP's). When these are added to a large teaching load, and an increasingly diverse student population, it is no wonder that the small school administrators reported they had little time for anything.

Personal professional development happens in isolation from the schools for which the administrators are responsible. These short bursts of intense learning, sharing and reflection are gained at conferences, or meetings. Time is not available on a regular basis for sharing with staff, let alone across the school division and with other schools. We do have a focus on professional development in our division, with eight days set aside for school and division professional development, but much of this time is taken up with mandatory curriculum change sessions, First Aid, and WHMIS training. At times it is even difficult to meet with administrative partners to discuss important daily activities, let alone highlights from an interesting conference, or to discuss an article that stirred

some creative thought and reflection. There is a need to take these new experiences and knowledge and have the ability to share them with colleagues, and to take the first step to toward implementation in our schools.

Administrators in our school division are very supportive of each other, are extremely friendly and helpful, and definitely learning and child focused. We work extremely well with what we have and stay positive when faced with decreasing staff and increasing administrative responsibilities, especially managing teaching loads to keep class sizes down. We do need to concentrate on creating more time to get into classrooms and participate in the important conversations with all teachers about their classroom practices. We also need to create opportunities to share, visit other schools to see how time can be used more efficiently and effectively, reinforce our own good practices, help think of new methods, and possibly eliminate some others.

As Michael Fullan states in his book, Leading in a Culture of Change (2001):

> Leading in a culture of change means creating a culture (not just a structure) of change. It does not mean adopting innovations, one after another; it does mean producing the capacity to seek, critically assess, and selectively incorporate new ideas and practices – all the time, inside the organization as well as outside it. (pg. 44)

He sets the stage nicely for the following recommendations which, I believe, flow directly from the findings of this study.

Recommendations

1. Administrators need to set time aside in their daily schedule for instructional leadership. This time should not be interrupted. Accordingly, instead of administrators putting work with students and teachers on the back burner, perhaps

they should place some of the other issues on hold, and do more of the things they say are most important to them.

2. More focused purposeful recruitment and training needs to be provided for existing and new school administrators. This study shows our administrators have a tendency to get lost in the paperwork, over-schedule teaching loads, and create even more isolation for themselves.

3. Instructional leadership must evolve from system goals, be included in school goals, and be incorporated into individual growth plans. This will ensure that administrators have the authority to focus on teacher learning and pedagogy which, in turn, should increase student learning and success.

4. Foothills School Division needs to ensure that instructional leadership happens in all schools. Perhaps there needs to be a minimum amount of administrative time for all administrators. Clearly, administrators can not be expected to teach over 50% of the time, and still complete all the administrative tasks assigned by policy, by law, and by the expectation of others.

5. The whole organization of Foothills School Division #38 needs to be much more purposeful in seeking to create working conditions for administrators in which they can find challenge, enjoyment and satisfaction in the most important job in our world - helping young people take their proper place as responsible citizens in an ever-changing world.

References

Acheson, K. (1985). The principal's role in instructional leadership. OSSC Bulletin, 28(8), 1-31.

Alberta Teachers Association (1988). *The role of the school administrator*. Report to the 1998 Annual Representative Assembly.

Anderson, K. & Greyson, E. (1996). From the political to the practical: changing roles for all. *Challenge 33(1)*, 19-24.

Behar-Horenstein, L. S. & Amatea, E. A. (1996). Changing worlds, changing paradigms: redesigning administrative practice for more turbulent times. *Educational Horizons*, 27-38.

Borg, W.R. & Gall, M.D. (1989). *Education research: An introduction* (5th ed.). New York: Longman.

Catholic Principal's Council of Ontario. *Education reform: the principals' role* (36-40).

Crowson, R. L. & Porter-Gehrie, C. (1980). The discretionary behavior of principals in large-city schools. Educational Administration Quarterly, 16(1), 45-69.

Davis, S. H. (1997). The principal's paradox: Remaining secure in a precarious position. *Bulletin*, 73-80.

DuFour, R. (1999). Challenging role: Playing the part of principal stretches one's talent. *National Staff Development Council, 20(4)*, 62-63.

Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington DC: The Shanker Institute.

Eisner, E.W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York: Macmillan.

Foothills School Division No. 38. (1998). Role of the vice principal. G-320.2.

    Education Policies Manual. Retrieved from

    http://www.fsd38.ab.ca/pdfs/g3202.pdf

Foothills School Division No. 38. (2000). Principles of administrative practice. C-210.1.

    Education Policies Manual. Retrieved from

    http://www.fsd38.ab.ca/pdfs/c2101.pdf

Foothills School Division No. 38. (2001). Role of the principal. G320.

    Education Policies Manual. Retrieved from http://www.fsd38.ab.ca/pdfs/g320.pdf

Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass

Fullan, M. (2002). The change leader. *Education Leadership, 59(2),* 16-20

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (1997*). Supervision of instruction: A*

    developmental approach (4th ed.). Toronto, Ontario: Allyn and Bacon.

Gorton, R. A. & Schneider, G. T. (1991). *School-based leadership: Challenges and*

    opportunities (3rd ed.). Dubeque, IA: W. C. Brown.

Hallinger, P. & Heck, R. H. (1996). Reassessing the principals' role in school

    effectiveness: A review of empirical research, 1980 - 1995. *Educational*

    Administration Quarterly, 32(1), 5-44.

Hoida, J. A. & McDougal, S. E. (1998). Fostering a positive school environment for

    students with cancer: The role of the principal. *NASSP Bulletin, 82(601),* 59-72.

Holdaway, E. & Ratsoy, E. (1991). Preparation of principals for their emerging

    roles. *The Canadian Administrator, 30(6),* 1-9.

Janesick, V. (1999). The choreography of qualitative research design. In N. K. Denzin

& Y. S. Lincoln (Eds.), *Handbook of qualitative research (2ⁿᵈ ed.)*. (pp. 379–399)

Thousand Oaks: Sage.

Kaufman, C. C. (1997). Using technology to upgrade the principals' role as

instructional leader. *Bulletin, 81(587)*, 98-101.

Kish, L. (1965). *Survey sampling*. New York: J. Wiley.

Kmetz, J. T. & Willower, D. J. (1982). Elementary School Principals' Work Behavior.

Educational Administration Quarterly, 18(4), 62-78.

Lehr, A. E. (1999). The administrative role in collaborative teaching. *NASSP Bulletin,*

83(611), 105-111.

Lunenburg, F. C. (1995). *The principalship: Concepts and applications*. Columbus,

OH:Prentice-Hall.

Martin, W. J. & Willower, D. J. (1981). The managerial behavior of high school

principals. *Educational Administration Quarterly, 17(1)*, 69-90.

Mintzberg, H. (1973). *The nature of managerial work*. New York:Harper & Row.

Nachmias, D. & Nachmias, C. (1981). *Research methods in social sciences* (2ⁿᵈ ed.).

New York: St. Martin's Press.

Neuman, W. L. (1997). *Social research methods: Qualitative and quantitative*

approaches (3ʳᵈ ed.). Boston: Allyn and Bacon.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students:

A review of normative, empirical, and critical literature on the practice of

education administration. *Review of Education Research, 70(1)*, 55-81.

Robestine, C. (2000). School choice and administrators: Will principals become

marketers? *Clearing House, 74(2),* 95-99.

Scwandt, T. A. (1997). *Qualitative inquiry: A dictionary of terms.* Thousand Oaks: Sage.

Sergiovanni, T. J. (1995). *The principalship: A reflective practice perspective* (3rd ed.).

Boston:Allyn & Bacon

Sproull, L. S. (1981). Managing education programs: A micro-behavioral analysis.

Human Organization, 40(2), 113-22.

Tefler, C. (1999). Assuming responsibility for leadership. *CAP Journal, 8(3),* 31-34.

Twa, H. (1991). The role of the vice-principal on the wall. *The Canadian School*

Executive, 17-19.

Vail, P. (1989). *Managing as a performing art.* San Francisco: Jossey-Bass.

Wagner, T. (2001). Leadership for learning: An action theory of school change. *Phi Delta*

Kappan, 82(5), 378-83.

Wanzare, Z. & da Costa, J. L. (2001). Rethinking instructional leadership roles of the

school principal: Challenges and prospects. *Journal of Educational Thought,*

35(3), 269-295.

Webster, W. E. (1995). Reflecting on the role of the principal. *Thrust for Education*

Leadership, 24(7), 12-14.

Whitaker, K. S. (1994). The changing role of the principal: Exhausting or rewarding?

Educational Horizons, 160-162.

Willis, Q. (1980). The work activity of school principals: An observational study. *Journal*

of Educational Administration, 18(1), 27-54.

Wohlstetter, P. & Briggs, K.L. (1994). The Principals' Role in School-Based

    Management. *Principal*, 14-17.

Yin, R. K. (1984). *Case Study Research*. London: Sage.

Appendix A

Letter of Invitation

Dear Colleague:

As a graduate student at the University of Lethbridge, I am conducting research on the workload and work life of administrators in Foothills School Division. The purpose of this study will be to understand to what extent school based administrators in Foothills School Division spend their time attending to matters of instructional leadership, organizational leadership, and human resource leadership? The rationale for this research is to ascertain whether or not the expectations for school-based administrators are consistent with the roles and responsibilities outlined in Foothills School Division policy, and determine if that policy actually guides administrators' work life, or if there discrepancies between expectations and reality. I anticipate that your input and the input of your peers will benefit all involved, by supporting and understanding more effective ways to balance the demands in our lives.

As part of this research you will be asked to fill out a short questionnaire. As well as the questionnaire, you will be asked to keep a journal of your daily activities for a period of two weeks (June 8 - 22, 2003). It is my hope to capture a more complete picture of a "typical" workday. Since your participation is entirely voluntary, at any time you may decide to withdraw, without prejudice.

Your questionnaires and journals will be treated with the utmost respect and confidentiality. To ensure anonymity, all identifying marks, names, and distinguishing features will be removed. At no time will you be asked to reveal confidential details of conversations with students or colleagues. When powerful and illuminating quotes, details, or issues are used to illustrate a theme, concern, or issue, identifying characteristics will be removed or eliminated to preserve anonymity. Data will be stored at my place of residence under lock and key, accessible only to myself. Participants will have access to their journal if requested. Preliminary findings will be shared with all participants before the final release of the study, and all participants have the right to withdraw without prejudice, until the final release. The data will be retained for a period of 12 months from completion, at which time all data will be shredded. The final report will be presented at the first FAA meeting, following completion. The final results may be presented to educators, administrators, or other school agencies within Alberta.

I would very much appreciate your participation in this research. If you choose to do so, please indicate your willingness by signing this letter in the space provided below. If you have any questions about the research or the use of the data, please feel free to contact me at garrytink@shaw.ca, or phone me at Okotoks Junior High (938-4426 ext. 107), or at home (201-2897). Also feel free to contact my project supervisor, Dr. David Townsend at The University of Lethbridge (403-329-2731, email: david.townsend@uleth.ab.ca), or Dr. Cathy Campbell, Chair of the Human Subject Research Committee, The University of Lethbridge (403-329-2459, email: cathy.campbell@uleth.ca), if you wish additional information.

Please sign below and return to me.

Sincerely,

Garry Tink
Consent to Participate

I, the undersigned, have read and understand the conditions stated above, and having been briefed regarding the nature of the research, consent to participate. I realize I am free to withdraw my consent and to withdraw from this research at any time.

Name (printed)	Signature

Date

Contact information

Phone	email

Appendix B

To: Jim McLellan
Superintendent Foothills School Division
Re: Permission to Conduct Research

As a graduate student at the University of Lethbridge, I wish to conduct research on the workload and work life of administrators in Foothills School Division. The purpose of this study will be to understand to what extent school based administrators in Foothills School Division spend their time attending to matters of instructional leadership, organizational leadership, and human resource leadership? The rationale for this research is to ascertain whether or not the expectations for school-based administrators are consistent with the roles and responsibilities outlined in Foothills School Division policy, and if that policy actually guides administrators' work life, or if there are discrepancies between expectations and reality. I anticipate that administrator input will benefit all involved, by supporting and implementing effective means to achieve balance in our lives.

As part of this research I will be asking administrators to fill out a short questionnaire and to keep a journal of their daily activities for two weeks (June 9 - 22, 2003). The questionnaires and journals will be treated with the utmost respect and confidentiality. To ensure anonymity, all identifying marks, names, and distinguishing features will be removed. At no time will the participants be asked to reveal confidential details of conversations with students or colleagues. When powerful and illuminating quotes, details, or issues are used to illustrate a theme, concern, or issue, identifying characteristics will be removed or eliminated to preserve identity. Data will be stored at my place of residence under lock and key, accessible only to myself. Preliminary findings will be shared with all participants before the final release of the study, and all participants have the right to withdraw without prejudice, until the final release. The data will be retained for a period of 12 months from completion, at which time all data will be shredded. The final report will be presented at the first FAA meeting following completion. The final results may be presented to educators, administrators, or other school agencies within Alberta.

I would very much appreciate your permission to carry out this research. Please indicate your permission by signing this letter in the space provided below. If you have any questions about the research, please feel free to contact me at garrytink@shaw.ca, or phone me at Okotoks Junior High (938-4426 ext. 107), or at home (201-2897). Also feel free to contact my project supervisor, Dr. David Townsend at The University of Lethbridge (403-329-2731, email: david.townsend@uleth.ab.ca), or Dr. Cathy Campbell, Chair of the Human Subject Research Committee, The University of Lethbridge (403-329-2459, email: cathy.campbell@uleth.ca), if you wish additional information.

Please sign below and return to me.

Sincerely,

Garry Tink

Permission to Conduct Research

I, the undersigned, have read and understand the conditions stated above and, having been briefed regarding the nature of the research, grant permission to conduct the research.

_____   _____
Name (printed)   Signature

_____
Date

Contact information

_____   _____
Phone   email

Administrators' Work life and Workload:
A look at what we do on a typical day

Personal Data

Name: _____

School Name: _____

Location: _____

1. What is your position in that school?
   _____ Principal   _____ Vice principal

2. What grades are included in your school?
   _____ E.C.S. – 5
   _____ E.C.S. – 6
   _____ E.C.S. – 8
   _____ E.C.S. – 9
   _____ 6 – 8
   _____ 7 – 9
   _____ 9 – 12
   _____ 10 – 12
   _____ Special Education – please specify programs and student age groups

   _____
   _____
   _____

   _____ Other: please specify.

   _____
   _____
   _____

3. How many students were enrolled in your school on September of the current school year?
   _____ less than 49   _____ 500 – 799
   _____ 50 – 99   _____ 800 – 1099
   _____ 100 – 149   _____ 1099 or more
   _____ 150 – 199
   _____ 200 – 299
   _____ 300 – 499

4. What is your gender?   _____ Male   _____ Female

5. What is your age?

    _____ 24 – 29   _____ 40 – 44

    _____ 30 – 34   _____ 45 – 49

    _____ 35 – 39   _____ 50 or older

6. How many years of teaching experience, regardless of level, did you have prior to taking your present position? Do **not** include years as an administrator.

    _____ None   _____ 7 – 9 years

    _____ One year   _____ 10 – 14 years

    _____ 2 – 3 years   _____ 15 – 19 years

    _____ 4 – 6 years   _____ 20 or more years

7. How many years have you served as a principal or vice-principal including this current school year?

    _____ One year   _____ 8 – 9 years

    _____ 2 – 3 years   _____ 10 – 14 years

    _____ 4 – 5 years   _____ 15 – 20 years

    _____ 6 – 7 years   _____ 20 or more years

8. On an average, how many hours a week do you spend at your job as an administrator?

    _____ fewer than 40   _____ 50 – 54

    _____ 40 – 44   _____ 55 – 59

    _____ 45 – 49   _____ 60 or more

9. How do you spend your time during a typical work week? Rate each area from 1 – 3, **1 - not enough time being spent, 2 - about right, 3 - too much time spent**

Activities			
School plans and goals	1	2	3
Internal communication with staff of expectations and encouraging positive interactions	1	2	3
Transportation concerns	1	2	3
Custodial concerns	1	2	3
Financial procedures and budget, transportation	1	2	3
School climate conducive to learning, positive and orderly atmosphere, routines, expectations, collegial and cordial relationships among staff	1	2	3
Student supervision, student discipline	1	2	3
School and community connections, media	1	2	3
School and Division Office connections, implementation of policy	1	2	3
School and program evaluation of school goals and plans	1	2	3
Hiring of staff and orientation programs	1	2	3
Staff evaluation and supervision	1	2	3
Leadership of school's professional development program	1	2	3
Analyzing provincial diploma and/or achievement examinations	1	2	3
Personal professional development	1	2	3
Supporting student learning, planning, programming and report of student progress, student records,	1	2	3
Supporting professional efforts of staff, assisting teachers in the development and utilization of teaching methods	1	2	3

Classroom visitations, talking with individual students and teachers about a variety of learning matters.	1	2	3
Encouraging and supporting teacher learning through reading, reflections, peer observation	1	2	3
Developing and implementing schedules and timetables	1	2	3
Providing necessary curriculum support, familiarizing staff with program of studies	1	2	3
Coordination of programs between grades and schools	1	2	3
Teaching, classroom instruction	1	2	3
Extracurricular coaching, clubs	1	2	3
Physical activity	1	2	3
Leisure reading, hobbies, watching television	1	2	3

10. Is/Are there a (any) responsibility area(s) above that is/are continuously omitted from your daily routine? Please identify the reasons?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

11. What is/are the most common disrupter (s) in your school day? Explain in as much detail as possible.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix D
Foothills Administrators' Workload and Work life Study

Daily Diary

This is the diary that I am asking you to complete as part of the Foothills Administrators' Workload and Work life Study.

The main purpose of this diary is to help me understand, in as much detail as possible, the daily work life of an administrator in Foothills School Division. I am asking you to share your perspective as a teacher/administrator. What is a typical day like? Or are there so many unexpected events that no day seems typical? How do you organize your day? How much time do you spend on specific activities (instructional, organizational, and human resource leadership)? What factors influence the ways in which you use the time available?

These are not easy questions to answer. Every day, administrators are involved in many work-related activities: preparing for classes, instructing and evaluating students, coaching and supervising extra-curricular teams or clubs, plus carrying out a host of other professional responsibilities; all of these lead to a full calendar for most administrators.

Many administrators develop a routine for handling fairly predictable tasks, often to the point where they are hardly aware of the steps required to carry out their work. Sometimes when individuals try to describe what their work day is like, they may overlook those activities that seem second nature. I hope that you will reflect on all those aspects of your work life – the routine as well as the unusual – and record your experiences and thoughts in the diary.

This is asking a lot from you. I recognize that it is not practical to spend a great deal of time writing down information. To make it easier to decide what should be included for this study, the diary refers to four main types of activities which may take place inside or outside school hours:

1. Instructional Leadership Activities
2. Human Resource Leadership Activities
3. Organizational Leadership Activities
4. Other Personal or Professional Activities

1. Instructional leadership activities may include:
   ➢ Student learning, planning, programming
   ➢ Assessment and evaluation of students (assisting teachers)
   ➢ Assessing provincial achievement exams
   ➢ Professional development
   ➢ Classroom visits, providing relief for peer visits
   ➢ Scheduling, timetabling
   ➢ Program of studies

> Teaching

2. Human resource leadership includes:
   > Evaluation of teachers
   > Evaluation of program performance
   > Staff hiring
   > Orientation of new staff
   > Ongoing personal professional development

3. Organizational leadership includes:
   > School plans aligning with divisional or provincial goals
   > Communication with staff
   > Communication with students
   > Communication with parents or community
   > Communication with media
   > Finances or budget
   > Custodial staff
   > Transportation
   > School climate and atmosphere
   > Student discipline
   > Supervision of students
   > Reflection of direction/evaluation of goals

4. Other personal or professional activities
   > Extracurricular coaching or clubs
   > Family
   > Physical activities
   > Leisure reading
   > Hobbies
   > Watching television

The diary consists of 14 consecutive days. Each page is dated and divided into several basic time periods. The diary pages for Saturday and Sunday are not exactly the same as those for the rest of the week because of obvious differences between weekday and weekend activities.

Please take a few minutes each day to jot down what you did within the designated time periods. There is additional space for your comments at the end of every day.

All diaries are viewed as confidential documents. No one other than my committee and myself will have access to the materials. The report on research will omit any information, which may identify individual participants.

The completed diary may be mailed in the enclosed pre-paid envelope, or returned through the FSD courier.

Your participation in this study is most appreciated. I will, of course, provide you with a report on the research results.

Questions or comments? Contact

Garry Tink
At home 201-2897
At school 938-4426 ext 107
Or email garrytink@shaw.ca

DAILY DIARY
Before School – Monday Morning

INSTRUCTIONAL – (Explanation is provided in the diary introduction)
Includes: • student learning, planning, programming • assessment and evaluation of students (assisting teachers)•assessing provincial achievement exams •professional development •classroom visits, providing relief for peer visits •scheduling, timetabling •program of studies •teaching

Total minutes: _____

HUMAN RESOURCE LEADERSHIP
Includes: • teacher evaluation • program evaluation • staff hiring and orientation

Total minutes: _____

ORGANIZATIONAL LEADERSHIP
Includes: • school, divisional, and provincial goals • communication with staff, students, parents, and media • finances • custodians • transportation • school climate • student discipline • supervision

Total minutes: _____

OTHER RELEVANT PERSONAL OR PROFESSIONAL ACTIVITIES
Includes: • extracurricular coaching or clubs • family • physical activity • leisure reading • hobbies

Total minutes: _____

Beginning of Classes to Lunch

INSTRUCTIONAL – (Explanation is provided in the diary introduction)
Includes: • student learning, planning, programming • assessment and evaluation of students (assisting teachers)•assessing provincial achievement exams •professional development •classroom visits, providing relief for peer visits •scheduling, timetabling •program of studies •teaching

Total minutes: _____

HUMAN RESOURCE LEADERSHIP
Includes: • teacher evaluation • program evaluation • staff hiring and orientation

Total minutes: _____

ORGANIZATIONAL LEADERSHIP
Includes: • school, divisional, and provincial goals • communication with staff, students, parents, and media • finances • custodians • transportation • school climate • student discipline • supervision

Total minutes: _____

OTHER RELEVANT PERSONAL OR PROFESSIONAL ACTIVITIES
Includes: • extracurricular coaching or clubs • family • physical activity • leisure reading • hobbies

Total minutes: _____

Lunch – Monday Afternoon

INSTRUCTIONAL – (Explanation is provided in the diary introduction)
Includes: • student learning, planning, programming • assessment and evaluation of students (assisting teachers)•assessing provincial achievement exams •professional development •classroom visits, providing relief for peer visits •scheduling, timetabling •program of studies •teaching

Total minutes: _____

HUMAN RESOURCE LEADERSHIP
Includes: • teacher evaluation • program evaluation • staff hiring and orientation

Total minutes: _____

ORGANIZATIONAL LEADERSHIP
Includes: • school, divisional, and provincial goals • communication with staff, students, parents, and media • finances • custodians • transportation • school climate • student discipline • supervision

Total minutes: _____

OTHER RELEVANT PERSONAL OR PROFESSIONAL ACTIVITIES
Includes: • extracurricular coaching or clubs • family • physical activity • leisure reading • hobbies

Total minutes: _____

Lunch to end of classes

INSTRUCTIONAL – (Explanation is provided in the diary introduction)
Includes: • student learning, planning, programming • assessment and evaluation of students (assisting teachers)•assessing provincial achievement exams •professional development •classroom visits, providing relief for peer visits •scheduling, timetabling •program of studies •teaching

Total minutes: _____

HUMAN RESOURCE LEADERSHIP
Includes: • teacher evaluation • program evaluation • staff hiring and orientation

Total minutes: _____

ORGANIZATIONAL LEADERSHIP
Includes: • school, divisional, and provincial goals • communication with staff, students, parents, and media • finances • custodians • transportation • school climate • student discipline • supervision

Total minutes: _____

OTHER RELEVANT PERSONAL OR PROFESSIONAL ACTIVITIES
Includes: • extracurricular coaching or clubs • family • physical activity • leisure reading • hobbies

Total minutes: _____

End of Classes to 6:00 p.m. – Monday Evening

INSTRUCTIONAL – (Explanation is provided in the diary introduction)
Includes: • student learning, planning, programming • assessment and evaluation of students (assisting teachers)•assessing provincial achievement exams •professional development •classroom visits, providing relief for peer visits •scheduling, timetabling •program of studies •teaching

Total minutes: _____

HUMAN RESOURCE LEADERSHIP
Includes: • teacher evaluation • program evaluation • staff hiring and orientation

Total minutes: _____

ORGANIZATIONAL LEADERSHIP
Includes: • school, divisional, and provincial goals • communication with staff, students, parents, and media • finances • custodians • transportation • school climate • student discipline • supervision

Total minutes: _____

OTHER RELEVANT PERSONAL OR PROFESSIONAL ACTIVITIES
Includes: • extracurricular coaching or clubs • family • physical activity • leisure reading • hobbies

Total minutes: _____

After 6:00 p.m.

INSTRUCTIONAL – (Explanation is provided in the diary introduction)
Includes: • student learning, planning, programming • assessment and evaluation of students (assisting teachers)•assessing provincial achievement exams •professional development •classroom visits, providing relief for peer visits •scheduling, timetabling •program of studies •teaching

Total minutes: _____

HUMAN RESOURCE LEADERSHIP
Includes: • teacher evaluation • program evaluation • staff hiring and orientation

Total minutes: _____

ORGANIZATIONAL LEADERSHIP
Includes: • school, divisional, and provincial goals • communication with staff, students, parents, and media • finances • custodians • transportation • school climate • student discipline • supervision

Total minutes: _____

OTHER RELEVANT PERSONAL OR PROFESSIONAL ACTIVITIES
Includes: • extracurricular coaching or clubs • family • physical activity • leisure reading • hobbies

Total minutes: _____

Comments and Reflections for Monday June 9, 2003

...

Saturday – June 14, 2003
INSTRUCTIONAL

Total minutes: _____

HUMAN RESOURCE

Total minutes: _____

ORGANIZATIONAL

Total minutes: _____

OTHER RELEVANT PERSONAL OR PROFESSIONAL ACTIVITIES

Total minutes: _____

Sunday – June 15, 2003
INSTRUCTIONAL

Total minutes: _____

HUMAN RESOURCE

Total minutes: _____

ORGANIZATIONAL

Total minutes: _____

OTHER RELEVANT PERSONAL OR PROFESSIONAL ACTIVITIES

Total minutes: _____

Comments and Reflections for the weekend of June 14 & 15, 2003