Educational Leadership in Hanover School Division:

A Social Capital Perspective

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Introduction and Purpose

In August 2002, Manitoba Education, Training and Youth published the document, *Manitoba K-S4 Education Agenda for Student Success: 2002-2006*. This publication provides a set of priorities for education in Manitoba. It forms the basis for communicating actions to be taken to improve the province’s education system. The document reflects Manitoba Education, Training and Youth’s priorities and was developed through broad consultation with students, parents, teachers, administrators, school board members and other community representatives. The *Manitoba K-S4 Education Agenda for Student Success* attempts to help educators to focus on accountability, openness, responsiveness, partnership, consultation and research. It highlights six priorities to be addressed during the next four years. These priorities support work already being done throughout the province.

One of these six priorities includes *strengthening links among schools, families and communities*. Family involvement has been shown to be an essential component for student success throughout a child’s schooling and life. In order to support this priority, Manitoba Education, Training and Youth is working to improve collaboration among families, schools and communities. In other words, the government of Manitoba recognizes the importance of building social capital (Coleman, 1990) or social ties and resources among the various educational stakeholders. The purpose of this paper is to examine how school-based educational leaders in Hanover School Division build social capital between themselves and the parents, students and teachers in their respective communities. It will: 1) define social capital; 2) explain how it fits into an examination of building community in public schools; 3) briefly describe the methodology used in the research and; 4) present the preliminary findings of the study.
Literature Review

Defining Social Capital within the Context of the Public Education System

Generally speaking, individuals need to acquire basic knowledge, skills and capabilities to be productive members of society. Within the social context, these essential resources are manifested in the relations between and among people, both personal relations and networks of relations. This practice is known as building social capital (Coleman, 1990). In relationship to schooling, a primary purpose of education is “to show individuals how they can function together in a society” (Saul, 1995, p. 138). According to educational theorists, public schools need to develop social capital “to help produce citizens who have the commitment, skills, and disposition to foster norms of civility, compassion, fairness, trust, collaborative engagement, and constructive critiques under conditions of great diversity” (Fullan, 2001, p. 17). There are four types of social capital that can be developed in the public education setting. They are: 1) obligations and expectations, 2) information channels, 3) norms and sanctions, and 4) authority relations. Each of these types of social capital was explored in this study.

Methods and Procedures

Hanover School Division employs 22 school-based administrators in 16 schools located in 9 southeastern Manitoban communities. This group of educational leaders meets on a bi-monthly basis as an association (i.e. The Hanover Association of Principals). While all administrators were invited to participate, six of these principals and vice principals opted to be involved in three 45-minute focus group discussions. In addition, these individuals were told that they may be invited to participate in individual follow-up interview sessions lasting 30 minutes. The purpose of the follow-up individual interviews was to allow the researcher to ask a select
number of participants to elaborate on their contributions made in the previous focus group discussions.

Questions during the three focus group discussions concentrated on how educational leaders build social capital with particular stakeholder groups—parents, teachers or students. All focus group discussions and individual interviews were tape-recorded and transcribed by the researcher. Names and identifying information in the transcriptions were systematically altered to protect the confidentiality of participants during all subsequent analysis and further publication of data including this research report.

All focus group discussions and interview sessions were facilitated by the researcher who used the protocol for either the focus groups (see Appendix A) or individual interviews (see Appendix B). Since focus group discussions and interview questions were designed to be open-ended, the exact wording of questions and comments by the researcher varied slightly from one occasion to the next.

This study used school-based administrators who volunteered from a pool of 22 administrators from Hanover School Division. Potential volunteers were invited through a brief (10-minute) oral description of the study during a regular bi-monthly meeting in the fall of 2002. The oral description was accompanied by a brief written summary of the intent of the study. Administrators were invited to indicate interest in participation by reading and signing the consent form. The signed consent form was accepted at that time or was returned to the researcher shortly thereafter. Individuals who volunteered were contacted to arrange a mutually agreeable time and location for each focus group discussion and individual interview.

All Hanover School Division principals and vice-principals were eligible to participate. There was no effort to screen volunteers on variables such as experience, gender or age.
However, the administrators who volunteered represented a range of levels in the public education system (e.g. K-4, 5-8, S1-S4). In particular, the 6 volunteers included two K-6 principals, two K-S1 principals, one 7-S4 principal, and one S2-S4 regional school vice-principal. The years of administrative experience among the six ranged from four to twenty-two years.

Discussion of Preliminary Findings

There are a number of issues that have arisen as a result of a preliminary analysis of the data collected from school leaders in Hanover School Division and their interactions with three educational stakeholder groups (i.e. parents, students and teachers). For the purposes of this paper, these issues will be discussed in relation to the 4 types of social capital described earlier.

Obligations and Expectations

As members of society, we recognize the obligations and expectations to reciprocate when someone shares his or her resources. In other words, the work that educational leaders do when interacting with parents, students and teachers involves certain expectations and obligations. The research subjects were asked to identify and explain the obligations and expectations that they have towards parents, students and teachers and, vice versa, the obligations and expectations that these educational constituents have towards them as educational leaders.
Educational Leaders and Parents: Insuring Safety and Well-Being. Generally speaking, all subjects agreed that they, as school administrators, are obligated to ensure the safety of children during school hours and school-related events. Furthermore, the subjects strongly felt that this issue of child safety was clearly expected from parents. As one female K-6 school leader with 14 years of experience stated:

My obligation is that parents drop off their kids and their kids are safe in School. And I don’t know if that’s as huge a word in a high-school setting, but in my K-6 setting you have very anxious young parents wanting to make sure their kids are safe.

While the study acknowledges that school leaders are primarily expected to foster good academic teaching by educators, it was perceived by administrators that the emotional, physical and spiritual “safety” of children was fundamentally important to parents.

Educational Leaders and Students: Advocacy and Inclusion. Administrators’ obligations towards students include being their advocates, preparing them for post-graduation experiences and fostering the inclusion of all students in the learning process. As one male 7-S4 principal with three years of experience said:

I see myself as a student advocate. I believe that the purpose of what we do is wrapped up in trying to provide a future-the best future possible future for our students…The challenge is to be successful and to be involved with students that traditionally don’t experience success.

Clearly, a belief in the inclusive nature of the public education system was important to the administrators in this study.
Building student leadership capacity (e.g. promoting citizenship, accountability, and self-direction) was also very important. The same principal stated:

I believe as an educational leader my role is to help facilitate for individual students those ways of being successful and seeing successes instead of allowing those students to be continually confronted with failure after failure…so I think it’s of paramount importance that students develop that sense of ownership and responsibility…Their obligation becomes what they’re going to do over the course of the next couple of years to take advantage of this opportunity. As a leader I can open these doors, I can help do whatever is possible to help them develop their requisite skills for participation, I can’t participate for them.

Generally, the research subjects believe in the reciprocal nature of leading and learning within the democratic framework of the school system.

_Educational Leaders and Teachers: Maintaining Professionalism._ Overall, administrators felt obliged to maintain a sense of professionalism when dealing with teachers. This included the characteristics of honesty, mutual trust and integrity in decision-making. Using one’s professional discretion when dealing with specific personnel issues was important to all of the subjects. In terms of expectations, the notions of civility, friendliness, respect and the ability to diplomatically confront issues of concern were considered to be beneficial in the relationships formed between administrators and teachers. As one female K-6 administrator with 6 years experience stated:

Obligation number one is being professional. That is, both me towards the teachers and the teachers towards me. That has got to be the bottom line. Another one that is very high in my area, I think I would put it to obligation rather than
expectation, is honesty…now, at the same time I have to be as honest as possible with them.

The subjects interviewed also saw these obligations as reciprocal expectations that teachers should have for them as administrators. The same principal said,

I think my staff can expect me, even though we’ve had a disagreement, to give them a friendly ‘good morning’. I can still be civil…I’m learning that the more often I can confront and the more quickly I can confront with respect and dignity the faster we can resolve issues. It could be a happy, genuine ‘good morning’ rather than a civil one.

Again, principles of mutual respect, humanity and professionalism are considered priorities from the perspective of the educational leaders studied in Hanover School Division.

Information Channels

As contributing members of various social groups, we gain inside information from members of the group that is not otherwise attainable and which may lead to short or long term opportunities. The subjects were asked to explain the methods of communication fostered between themselves, as school leaders, and the other stakeholders within their school community.
Educational Leaders and Parents: Insuring and Managing Communication. The data acquired from the research subjects suggested that the parents expected to have the freedom to communicate to their school’s leaders at any time. One male vice principal with 22 years of experience suggested that there are formal and acceptable means of communication (e.g. parent groups, newsletters, scheduled meetings, etc.) and informal means of communication. He stated that:

There’s the informal communication that occurs on the streets and the shopping mall, in the curling rink and what have you. And still, even when I’m in a store talking to a parent, there is still a role.

While the freedom that parents felt they had to communicate with administrators during “off hours” was considered a natural occurrence, this issue seemed to be somewhat contentious for some of the subjects.

More specifically, the current data reveals that there is a distinction between principals who live in the school’s immediate community and those that do not in terms of perceived methods and opportunities for communication between themselves and parents. Three of the six administrators live in the communities in which they work. These educational leaders suggested that they were more accessible to parents than those who did not live in the community in which they work. One male K-9 principal revealed his trepidation about receiving “business calls” at home. He stated that:

I have had occasion where they will call me at home on my phone and at that point I ask them if it is school related. And at that point, if the answer is ‘yes’, I will ask them to please call me during my regular office hours as I am not prepared to discuss an individual case or teacher at home. And I think part of it is
that some of them see that it is quite convenient because I am in the community and they can, you know, pick up the phone and call me. And I say to them, ‘Would you be doing this if I were living, let’s say, in Winnipeg? No, you probably wouldn’t.’ So then they can wait until tomorrow morning. I try to keep that separate because I feel if it is a school issue, then we need to discuss it in school and rather not call me at home.

While it can be seen as a good means of building social capital, the fact that some principals live in the community in which they work was not necessarily viewed as a positive thing for them on a personal level. In fact, some believe that their legal right to privacy was being infringed upon when contacted outside of school hours.

*Educational Leaders and Students: The Importance of Informal Communication.*

According to the subjects, both formal and informal opportunities to communicate with students were seen as equally important. Administrators believed that consistent contact and follow-through discussions were perceived by students as being very important after initial contact with these school representatives. Bridging with students based on relationships of trust and open communication without penalty were also viewed as being highly significant.

Administrators believed that they must show sincerity in terms of their expression of concern for students. Caring must appear to be genuine to students. As one male 7-S4 administrator with three years experience stated:

I’m always on the lookout for more ways to facilitate communication with students. I’m a firm believer in the value of sitting down with small groups of students and individual students and take the time for a ridiculous number of conversations.
Clearly, open communication with a sense of true caring and listening are important in the formation of social capital with groups of students.

These opportunities can be very effective within a more informal setting. As the same principal suggested:

I would guess that I spend over an hour in the hallway every day and it’s a very purposeful hour and the purpose is to have moments with kids. It’s to run into kids whether I poke my head into a classroom to walk in and say ‘hi’ and to see how those kids are doing and what they are up to. It’s in the hallway, the gymnasium, wherever those contacts happen to be. My purpose is to engage in a relational few minutes with as many different students as I can throughout each day.

In essence, both formal and informal contact with students was seen as beneficial to the Hanover administrators interviewed.

_Educational Leaders and Teachers: Maintaining Visibility._ Administrators interviewed also believed that their visibility in hallways and classrooms created positive channels of communication between themselves and their teachers. These unplanned and informal opportunities to share information about school events or occurrences were beneficial in building good relations. One female K-6 administrator with six years experience stated:

There are a couple of things I do quite consciously, and one is I like to greet each staff member in the morning. I’m formally on duty with the kids until 8:25 and then after that I am informally on where I’m the walkie-talkie person and the outside person can be in contact with me. But I like to use that time to roam the
halls and step into classrooms and say, ‘good morning’…it’s quite a deliberate decision to do that.

Interacting on a first-name basis and utilizing a team approach to the decision-making process were considered crucial in the day-to-day operations of the school. The same principal said:

Just the feeling of team. And that can be the words, ‘What are we doing?’ The way you’re talking. When you sense that…I have done something questionable, they just don’t right away go, ‘Oh yeah, that’s her again,’ they’ll say, ‘I wonder why she did that? They must have been a reason.’ Like they won’t go to the negative right away, they’ll rather be puzzled. And staff does that to me and I do that to them that shows quite a level of trust. And that’s a goal I’ve got because I do make mistakes and so do they and we don’t want to jump to wrong conclusions.

Along with these informal means of interaction, more formal ways of communication were providing teachers with feedback as a result of both formative and summative teacher evaluations.

Norms and Sanctions

Norms and sanctions include standard rules of behaviour and methods of enforcement of social conduct. More specifically, two of the many roles school leaders have are to model appropriate behaviour and to encourage other interested parties to behave in acceptable ways.

School leaders were asked to explain standards of behaviour which exist between themselves and parents, students and teachers. Also, they were asked to provide examples of sanctions utilized to promote these standards of behaviour.
Educational Leadership in HSD 13

Educational Leaders and Parents: Mutual Respect and Dignity. Generally, the subjects suggested that treating all individual stakeholders with mutual respect was considered a universal standard of proper conduct between social groups. Acceptable language of communication from parents towards school personnel was very important to the subjects in this study. As one male K-S1 principal with seven years experience stated:

I expect parents to treat our staff members and myself with respect and I hold them to that. I expect parents to not only treat our people with respect but to also communicate in respectful ways.

One example of a sanction used by administrators to promote acceptable behaviour is the strategy of identifying and articulating a common bond in education between parents and educators. As one male 7-S4 principal with three years experience suggested:

There is so much common ground that we can appeal to with parents that are angry and upset because they and we are interested in the welfare of that child and chances are we are looking for the best solution to the problem. And if we appeal to that, to working towards that solution, oftentimes we can de-escalate that anger as well.

Clearly, one form of sanction utilized by administrators to foster good relations with parents is to communicate the common thread and commitment that all interested parties should have in preparing young people to become educated citizens and contributing members of society once they leave the public school system.
Educational Leadership in HSD 14

Educational Leaders and Students: Empowerment and Problem-Solving. The norm of mutual respect was considered to be of primary importance to the subjects. As one male administrator with three years experience said:

I expect excellence in terms of respectful behaviour.

Administrators felt that they should be “soft” yet “firm” when dealing with students. Norms of fairness, justice and openness were also expected. At times, school leaders felt that there was a perception from other constituent groups (e.g. teachers) that they may be overstepping boundaries of acceptable intervention between students and their teachers in attempting to fulfill a mediating role.

But, generally speaking, administrators felt that it was a normal role for them to facilitate problem-solving skills of students and to empower them in their decision-making skills. The same administrator stated:

I had a teacher a couple of days ago tell me that he saw in the way I was dealing with students who were having disciplinary problems that the teacher said what he saw in me was that my approach was soft yet firm with the student. To me what that spoke of was again a relational understanding a recognition that there may well be an action that is inappropriate but that there is still a relationship with a student and a student that has worth as an individual. And I liked very much that the teacher was able to see the firmness underneath that spoke of a concern and a recognition that the inappropriate actions had to change and it’s very precisely over.

So, principals felt that the relational aspects of principal-student communication are of the utmost significance.
While it is important that teachers recognized administrators’ effort to discipline appropriately, student perceptions of fairness were also very important. The same principal stated:

> What comes to mind right away is that students expect fairness and justice and they expect that if they come to me with a concern or a concern about a teacher that I will be just and fair and open to consider the situation…In a lot of ways I think my role when the student has come to me with an issue is to facilitate conversation between the student and the teacher that they are actually dissatisfied with at the time. In a lot of ways for me as the educational leader to try to provide a solution on my own, I’m overstepping the bounds of what my job really is. It needs to involve the parties that are involved in that classroom experience. I like to bring the student and teacher together and I like to be a part of the conversation and my premise for that conversation is that from the moment this conversation begins, we will be involved in working towards a solution.

Clearly, the role of mediating between students and teachers was considered to be also very important to the subjects studied.

*Educational Leaders and Teachers: Challenge and Reflection.* The normative role of modeling positive collegial behaviour when interacting with teachers was also seen as very important to administrators. Allowing teachers opportunities to verbalize their concerns in a respectful manner was also considered crucial in these relationships. In terms of recognizable sanctions, school leaders would occasionally use subtle questions about teachers’ actions in or outside of the classroom or provide gentle reminders of established protocols of professional
behaviour. Administrators would ask individual teachers to reflect on their actions or ideas in an effort to allow teachers the opportunity to reconsider their actions or opinions.

Generally speaking, school leaders would sanction proper conduct by making suggestions from their point of view as opposed to demanding conformity from their teachers. One female K-6 administrator with six years experience stated:

That is normally my way of operating. When I need to reprimand I will ask the people to reflect. If I see something happening in the classroom that I question the validity of it I’ll say, ‘Can you talk about why you are doing that?’…I’ve always done it this way and I like it this way. There’s the suggestion and the reflection that’s working. But when I command change it doesn’t work…But it’s this whole idea of saying, ‘Why? What are you doing? Why are you doing it? There must be a reason, if there’s not a reason, would you consider changing?’ that kind of thing.

Again, sanctioning appropriate teacher behaviour should be done in the truest sense of collegiality and professionalism according to the subjects interviewed.

Authority Relations

Formal and informal designations of leadership exist among individuals within a social group. These various roles exist between principals and other stakeholders also. The subjects were asked to identify formal and informal leadership roles, which develop between them, as school leaders, and other interested educational partners within their communities.
Educational Leaders and Parents: Promoting Participation and Inclusion. It was generally agreed by the research subjects that part of a school administrator’s role is to promote the participation of parents in school-based activities and decision-making processes. One male K-S1 principal with 7 years experience stated that:

We encourage parents, if they have the interest, to become involved in whatever aspect they can in school, whether it is coaching a sports team, whether it’s assisting our band program…whether it’s working as a parent volunteer in the classroom or assisting in the office…I encourage those that have leadership skills and who try leadership to continue in the school.

Another male subject with 22 years experience situated in an S2-S4 school stated that:

Whenever a parent agrees to be on your local council, he or she is making a formal commitment to the school as a representative of the parents in your community.

School leaders interviewed valued these contributions as fostering positive leadership roles among parents within the school community.

According to the subjects, parents appreciate when school leaders participate in more informal and external community events. Contrary to the earlier discussion about the negative impact of wearing the principal’s hat at all times, exposure outside of school hours was also seen as good public relations. For example, one female K-6 administrator with 14 years experience believed that:

Visibility is important. I try to get out to community hockey and our school’s volleyball tournaments at least once a week. The parents like that. To see me
support the school and community in a different way, not just as the principal of
the school.

Obviously, the subjects perceived their role as school-based administrators as having both, a
negative impact on their private lives and a positive investment in terms of good public relations
for their respective schools.

*Educational Leaders and Students: Shared Leadership and Democracy.* Administrators
believed in promoting a shared leadership model of democratic authority between themselves
and the student body. This could be accomplished by transferring authority to students by giving
them a voice in decisions, which affect them directly. Organizational authority (e.g. student
council) was seen as important in this process of accountability. One male 7-S4 principal with 3
years experience suggested:

> I think there is tremendous amount of leadership involved in students taking
ownership of their own development and that personal level of leadership is
essential as a core purpose of what we are doing as educators; it’s helping
students to understand that ownership and personal developmental leadership is
absolutely essential for them to develop into mature citizens when they are
through with the school system.

Clearly, anything that principals can possibly do that helps students take ownership for their
social and academic development is essential to their future well-being and eventual entry into
society as contributing members.

Locations of conversations between administrators and students may determine the
formal or informal nature of their relationship. Informal administrative leadership was displayed
through out-of-school attendance at community events and by sharing in these informal
experiences. The same principal stated:

I enjoy the informal time with students. And I think I make a huge attempt to
spend a lot of time out of my office. The hallway time, the classroom time, the in
the gym time, in our multi-purpose time, being outside of the school time when
the kids are outside on the grounds and walking around and engaging in small talk
with kids at those times. And I think it’s recognized that there’s an
approachability and an informal give-and-take that occurs throughout those times.
Another area would be in attendance at school events. I’ve driven to sporting
events, to volleyball games our teams have played in Winnipeg and in other
towns. I’ve watched our teams as they’ve played home games here and the kids
recognize that I’m here, I’m talking to them, I’m enjoying the games, and I’m a
part of that more informal part of it.

The true nature of authority relations and the democratic processes of leadership are not limited
to the concrete walls of the school buildings in which administrators work.
Educational Leaders and Teachers: Promoting Future Leaders. Authority relations fostered between administrators and teachers were based on the process of educating teachers about the role of administrators in the schools. School leaders attempted to do this both formally and informally. Administrators were continually conscious of attempting to promote the possibility of future school leaders from their pool of teacher candidates. Administrators see their role as more of a facilitating role as opposed to a top-down leadership role by allowing teachers to voice their beliefs and opinions about who can and should be leaders in the school.

Furthermore, principals believed in giving up certain roles to others in an effort to share authority and to build leadership capacity in their respective schools for the future. As one female K-6 principal with 6 years experience suggested:

> You see, up until this point I have always selected who the teacher leaders are in each area. And the big reason I did this is I want to foster leadership. I see for the most part the people who have been asked to be part of the group could be future principals. And I think that I want to build that so that they see a little bit more of what’s happening in this office and get them to understand the job better so that perhaps in the future they could take the job. So it’s been done very deliberate…But I don’t want to be too idealistic. So I’m still not totally on board but enough to get me thinking and there is a chance that next year, the leaders will be picked by the teachers…And I think it’s my obligation, my job to do that. To single out whom I think would work well with other adults in this chair. And you know some day I will want to be replaced and who better than someone who has inside knowledge or someone whom you’ve fostered in your school. But, I think we, as principals need to do that; we need to use those skills.
While giving up parts of the administrative role in their respective schools were met with some reluctance, generally principals agreed on the necessity to promote teachers as future school leaders in their schools.

Discussion and Analysis of Preliminary Findings

There are a number of issues that arise as a result of a preliminary analysis of the data collected in regards to the relationships between school leaders in Hanover School Division and the three other educational stakeholder groups (i.e. parents, students and teachers).

In terms of expressed obligations and expectations, school leaders want to be perceived as fulfilling their duties to promote the academic, social and personal well being of all children in their respective schools. Clearly, protecting the general welfare of children in their charge is an expectation of them. Also, another role of administrators is to assist teachers in preparing students to enter the world of adulthood and all of the responsibilities that accompany this very important journey.

In terms of formal and informal channels of communication utilized, school leaders believe in maintaining open door policies with parents, students and teachers during school hours. Opportunities to build relationships with other stakeholders outside of designated times and physical spaces were deemed as both, a positive means of building social capital, and a contentious issue due to the fact that school leaders were expected to wear their “principal’s hat” twenty-four hours a day. In essence, it was perceived that school administrators could never afford the luxury of being “off duty.”

In terms of fostering proper norms and sanctions, educational leaders believe in a universal code of respectful behaviour among all interested parties. The sense of professional conduct, honesty and integrity in fulfilling the administrative role was believed to be of utmost
importance. Open and honest dialogue between principals and the other educational constituents along with sensitivity to the humane treatment of all parties involved was also seen as being a priority. Sanctions to promote appropriate behaviour between all individuals should be done in the safety and security of self-reflection and in the diplomacy of gentle reminders as opposed to public reprimands for inappropriate behaviour.

In terms of designating relationships based on authoritative structures, school leaders believe in promoting formal and informal involvement of all interested parties and building leadership among parents, students and teachers in school-related matters. While it may be hard at times to share in the responsibility of school leadership, it was perceived by the study subjects that flattening the hierarchal structure of authority at the school level was beneficial for both the day-to-day operations of the school as well as for the long-term well-being of the school system. Sharing ownership, accountability and decision-making responsibilities among all members of the school community was seen as a positive means of building social capital.

Implications of the Study

The current research findings, although preliminary, raise some important implications for further study. For example, what happens when an administrator’s obligations and expectations are perceived as being detrimental to the other educational constituent groups? For example, how do teachers feel when administrators allow parents to make decisions about curriculum? How political does the school administrator’s role become when his or her decisions may have perceived adverse effects on any or all of the educational stakeholder groups?

Can making informal connections with other interested educational parties have a negative impact on one’s role as the school-based leader? What message is being sent if communication is taken out of the context of one’s designated role or physical setting? Can this
misinterpretation be detrimental to the fluidity or progress of the school? In other words, can administrators afford to form personal relations with parents or teachers for example?

Can placing sanctions on improper conduct have a detrimental impact on the relationships fostered between school leaders and the other educational constituents? Moreover, how can principals realistically ensure that standards of proper conduct will be maintained by all other educational stakeholders when they are dealing with a particular stakeholder group? Do administrators have to be wary of personal agendas when dealing with individuals who represent particular political interests?

How serious are school-based administrators when it comes to the inclusive nature of involving other educational stakeholders in highly sensitive school-related matters? Can principals really give up their designated decision-making powers without being perceived as not fulfilling their designated mandate, which is to run their respective schools efficiently and productively? Where is the line drawn in terms of who makes the final educational decisions that really matter to the day to day operations of the school system?
Appendices

Appendix A:

Educational Leadership in Hanover School Division:
A Social Capital Perspective
(Focus Group Questions-Students)

Background

1. How long has each of you been involved in educational leadership?

2. What kind of formal instructional training does each of you have in educational leadership?

Various Form of Social Capital

Generally speaking, there are four forms of social capital. These are: 1) obligations and expectations; 2) information channels; 3) norms and sanctions; and 4) authority relations.

Obligations and Expectations

As members of society, we recognize the obligations and expectations to reciprocate when someone shares his or her resources. In other words, the work that educational leaders do when interacting with students involves certain expectations and obligations.

3. What obligations do you, as educational leaders, have towards the students in your schools?

4. What obligations do students towards you as educational leaders in your schools?

5. What expectations do you, as educational leaders, have of students in your schools?

6. What expectations do students have of you as educational leaders in your schools?

Information Channels

As contributing members of various social groups, we gain inside information from members of the group that is not otherwise attainable and which may lead to short or long term opportunities. What I am interested in are the methods of communication fostered between educational leaders and students.

7. What information channels do you, as educational leaders, use to communicate with students?

8. What information channels do students utilize to communicate with you as educational leaders?
Norms and Sanctions

Norms and sanctions include the standard rules of behaviour and methods of enforcement of social conduct. In other words, what I am going to ask deals with the way you, as educational leaders, encourage students to behave in acceptable ways.

9. What standards of behaviour exist between you, as educational leaders, and students?

10. What sanctions are used to promote these standards of behaviour between you, as educational leaders, and students?

Authority Relations

Formal and informal designations of leadership exist among individuals within a social group. What I am interested in here is how formal and informal leadership roles develop between students and you as educational leaders.

11. What formal leadership roles have you seen develop between students and yourselves as educational leaders?

12. What informal leadership roles have you seen develop between students and yourselves as educational leaders?
Appendix B:  

Educational Leadership in Hanover School Division:  
A Social Capital Perspective  
(Individual Interviews-Students)  

Obligations and Expectations  

1. In what ways do you consciously and deliberately express your sense of obligation to your students?  

2. In what ways have your students expressed their sense of obligation to you as an educational leader?  

3. In what ways do you, as an educational leader, express your expectations of students?  

4. In what ways do students express their expectations of you as an educational leader?  

Information Channels  

5. As an educational leader, how do you try to provide information to students in regards to school-related matters?  

6. How do students try to provide information to you, as an educational leader, in regards to school-related matters?  

Norms and Sanctions  

7. What standards of behaviour do you, as an educational leader, expect from students?  
   Follow-up: 7 a. How do you, as an educational leader, respond when students don’t abide by these standards of behaviour?  

8. What standards of behaviour do students expect of you as an educational leader?  
   Follow-up: 8 a. How do they, as students, respond when you don’t abide by these standards of behaviour?  

Authority Relations  

9. In what ways do you, as an educational leader, encourage students to assume formal leadership roles in your school?  
   Follow-up: 9 a. In what ways do you, as an educational leader, encourage students to assume informal leadership roles in your school?  

10. In what ways do students encourage you, as an educational leader, to assume a formal leadership role in the school?  
    Follow-up: 10 a. In what ways do students encourage you, as an educational leader, to assume an informal leadership role in your school?
References


