The Leadership Role of Curriculum Area Middle Managers in Selected Victorian Government Secondary Schools

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ABSTRACT

Curriculum Area Middle Managers (CAMMs) are middle managers who have responsibility for the operation of key learning areas (subject departments) in their schools. Relatively little studied, compared to senior school administrators, the leadership role of CAMMs was investigated in a sample of Victorian Government Secondary Schools using a hermeneutic phenomenological methodology with no a priori framework.

Perceptions of the CAMM leadership role, as well as their involvement in affecting educational outcomes in their learning area, were collected from senior management team (SMT) members, English and mathematics CAMMs, and English and mathematics teachers. Not all the schools involved could provide all of the aforementioned types of participants for interview. In total, 18 SMT members, 11 CAMMs and 17 teachers from six schools participated in the research.

The perceptions of all three groups of participants (SMT members, CAMMs, teachers) were found to be similar. All three indicated the perception that CAMMs can affect student learning outcomes in their learning area. The perceived leadership role of CAMMs was found to be complex and multi-dimensional, with a situational aspect evident. The leadership role comprised twenty leadership themes, fifteen of which could be considered as the core components of the role. Comparison of the leadership role with the educational leadership literature indicated support for the presence of aspects of four current leadership conceptions; instructional leadership, transformational leadership, pedagogical leadership and strategic leadership.

A model of CAMM leadership was presented based on the research findings and the comparison with the educational leadership literature. The model consisted of four leadership components labeled CAMM as instructional leader, CAMM as curriculum strategist, CAMM as learning area architect and CAMM as administrative leader. The situational nature of the CAMM leadership role was emphasised by designating the model as an example of what has been termed portfolio leadership.
This leadership model was then incorporated into a second model, the function of which is to offer some insight into the role of CAMMs in influencing educational outcomes in their learning area.
DECLARATION OF ORIGINALITY

This is to certify that:

(i) the thesis comprises only my original work except where indicated in the preface,

(ii) due acknowledgement has been made in the text to all other material used,

(iii) the thesis is less than 100,000 words in length, exclusive of tables, maps, bibliographies, and appendices.

Signature: 

[Signature]

The Leadership Role of Curriculum Area Middle Managers in Selected Victorian Government Secondary Schools
Sections of chapters one and two of this thesis have appeared in abridged form in a published work by the candidate:

ACKNOWLEDGEMENTS

There appears little doubt that the task of educating students in secondary schools is increasingly demanding more from those involved. Participation in this study was one more imposition on the people who took part. Their willingness to give of their time is gratefully acknowledged.

The contribution of Doctor David Gurr to the production of this research cannot be overstated. Generous with his time, the support, knowledge, encouragement and opportunities that he made available during the period in which this work was constructed are gratefully acknowledged here. The camaraderie and support offered by members of the Department of Education Planning and Management during this time must also be acknowledged; in particular Lawrie Drysdale, Doctor Richard Cotter, Darren Kiefel, Genevieve Bunyan, Pauline Ross and David Stapleton. My gratitude is also extended to Lawrie for his willingness to act as auditor of the research methodology.

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To my wife Fiona goes a special thanks for her unwavering love and support at all times, not only during the period of this research. My appreciation of the support and encouragement offered by the members of our immediate families is also acknowledged.
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CHAPTER ONE

INTRODUCTION
PURPOSE

This research investigated the phenomenon of leadership in six Government secondary schools in the State of Victoria, Australia, as exhibited by Curriculum Area Middle Managers (CAMMs): individuals in positions of middle management within the schools. Such individuals have responsibility for the operation of what are recognised as traditional subject areas, or groupings of subject areas, known in the current Victorian system of education as Key Learning Areas (KLAs). Perceptions from a range of stakeholders within the schools were collected to determine the extent of similarity of CAMM role perception within the schools, to construct an overall role description and model of leadership for the CAMMs, and to determine the relationship of the resultant model to that of contemporary models of leadership in schools. Also investigated was the perceived role of CAMMs in student learning outcomes in their KLA.

The methodology employed was based around hermeneutic phenomenology, allowing both the description and the interpretation of the phenomenon of CAMM leadership, without requiring the use of an a priori theoretical framework. The use of such a methodology meant that participants were given considerable scope to discuss the leadership role of CAMMs and raise areas that they felt were relevant to the topic. The use of this type of methodology, in conjunction with the views of participants occupying a range of positions within the schools involved in the study, resulted in a rich, detailed and multi-layered description of the perceived leadership role under investigation. Literature views of the role of CAMMs within secondary schools were reviewed, as well as literature related to departmental effectiveness in secondary schools, and areas consistent with this research acknowledged. Contemporary models of school leadership were investigated and compared with the leadership role for CAMMs that emerged from this research. Such contemporary models included instructional, transformational, strategic and pedagogical leadership.
BACKGROUND

The research presented herein is located in the city of Melbourne, a diverse cosmopolitan city of some 3.2 million people, and the capital city of the State of Victoria, Australia. The Government in the State of Victoria at the time the research was conducted was the Liberal-National Party coalition headed by the State Premier The Right Honourable Jeffrey Kennett. The State education system was conducted by the Department of Education (DoE), which was responsible through the Secretary of Education (public service head) to the Government’s two Ministers for Education; one with responsibility for primary and secondary school education, and one with responsibility for tertiary education, training and further education (TAFE), and adult and community education.

At the time of the research, Victoria's state primary and secondary education system consisted of 1646 schools located in four metropolitan and five non-metropolitan school regions (Department of Education, 1998). Of these, 1253 were primary schools (preparatory year [P] to Year 6; approximate ages five to twelve years), 269 were secondary schools (Year 7 to Year 12; approximate ages twelve to eighteen years), and 40 provided the full range of primary and secondary schooling (P to 12). The remainder were designated as special schools (81) and language schools (3). The system catered for a total of 525,998 students; approximately seventy percent of the total state student population. Of these, 216,355 were enrolled in secondary education, being taught by 17,649 equivalent full-time teaching staff. The schools that participated in this research were drawn from two of the four metropolitan school regions and are representative of a range of social communities and demographics.

The Kennett Government was elected to power in October 1992 with a large majority in both houses of parliament. It then presided over changes in the State education system through what has been described as "a period of unprecedented and far-reaching reform by the Government in all aspects of education" (Spring, 1997:1). The reforms relate to the introduction and implementation of the program of decentralisation known as Schools of the Future, leading subsequently to the
introduction in 1999 of Self-Governing Schools as part of the *Schools of the Third Millennium* project.

On September 18, 1999, a state election was held in Victoria. The result, not known until October 18, saw the Kennett Government removed from office and replaced with a minority Labor Government led by The Right Honourable Steve Bracks. With the Kennett Government losing office, the *Schools of the Future* program ceased to exist, although the impetus of the reform for greater school autonomy has continued under the Labor Government. In this thesis there will be little discussion of the changes that the Bracks Government is introducing as the research was conducted whilst *Schools of the Future* was in the seventh year of implementation, and before the change of government. A description of this reform is contained in Appendix A.

**LOCAL AND INTERNATIONAL SIGNIFICANCE OF THE STUDY**

During the past decade there has been extensive worldwide change in all types of organisations. Education systems and their schools have not escaped this change. As Harding (1990, p. 27) wrote at the start of the decade:

> Change is now the order of the day for the foreseeable future. It is no longer a question – if indeed it ever was – of schools existing in a 'stable state' then undergoing temporary upheaval while change takes place, and resuming afterwards the stable state.

Caldwell and Spinks (1992:viii) reinforce this point when writing about education reforms around the world from 1988:

> Some commentators describe these changes as the most far-reaching of the twentieth century, possibly since the establishment in the late nineteenth century of large government or public school systems.

The changes that have occurred in education have been advocated to increase the flexibility and accountability of schools and education systems in delivering quality
education to students. O'Donohue and Dimmock (1997) talk of two policy changes that are shaping change in Australian schools.

1. Macro level reform involving the restructuring of school systems from centralised governance to decentralised school based management, primarily affecting governance, management and administration rather than classroom activities of teaching and learning.
2. Micro level reform involving school restructuring to reform the core activities of teaching and learning, the focus being on the introduction of strategies designed to improve student learning outcomes.

More recently, Caldwell and Spinks (1998) proposed the existence of three tracks of change for school education:

Track 1 — Building systems of self-managing schools; the shifting of significant responsibility, authority and accountability to individual schools, within a centrally determined framework, for example, as is the case here in Victoria with Schools of the Future.
Track 2 — An unrelenting focus on learning outcomes; the realisation that student learning is the raison d'etre for the existence of schools, and a commitment to this as the prime focus of schools and education systems.
Track 3 — Creating schools for the knowledge society; an appreciation of and commitment to dealing with the recent changes experienced by society that impact on education.

It is proposed that schools and school systems are travelling all three tracks to varying extents and at different rates, the ultimate objective the creation of "schools that will provide a high quality of education for all students and that will be professionally rewarding for teachers and other professionals" (Caldwell and Spinks, 1998:3).

It is the journey along Track 2, the unrelenting focus on student outcomes, which is currently the focus of the education agenda. This has come about in a context of
increasing social and political emphasis on school accountability and standards in
regard to student learning outcomes; demonstrated for example by the publication of
league tables of school examination results in the United Kingdom and Australia
(Boyle, 1998), and the type of school accountability arrangements that operate in
systems such as the United Kingdom and Victoria (Gurr, 1999a).

Despite the types of trends described above, the general organisational structure
of secondary schools has on the whole remained unchanged, particularly regarding the
manner in which responsibility for curriculum delivery from the various disciplines is
apportioned. Subject departments still dominate this aspect of secondary school
organisation, with alternative approaches in the minority. As Brown and Rutherford
(1999:231) note:

The subject department provides the most common organisational vehicle for school subject
knowledge in secondary schools, but unlike the curriculum it has not been widely researched.

The literature base that does exist reveals the seemingly entrenched position of
subject departments in secondary schools enables them to deliver both positive and
negative effects for their members and the school of which they are a component. Siskin (1991, 1994) and Johnson (1990), for example, found subject departments to be
effects of ‘balkanized’ cultures and the inflexible, restrictive and marginalising effects
that can result from such groupings.

Despite the awareness of the cultural and micro-political effects that subject
departments as organisational sub-groups of secondary schools can have, research
investigations of the factors that contribute to raised student learning outcomes in
schools (school effectiveness and improvement studies) have tended to concentrate
their efforts on designs based on the whole-school or, less frequently, individual
teachers as the primary unit of analysis (Brown and Rutherford, 1999:231). As
Harris, Jamieson and Russ (1995:295) comment:
... most school-effectiveness research studies have been large-scale and directed at the level of the whole school. In a sense this is odd because these studies stress the importance of an emphasis on teaching and learning in the school, yet it is departmental rather than whole-school management which is closest to this core function.

Indeed, studies such as Harris et al. (1995) and Sammons, Thomas and Mortimore (1997) have indicated that variations can exist within secondary schools in terms of academic effectiveness across departments, and have identified characteristics exhibited by 'effective' departments. Sammons et al. (1997:186) conclude in this regard that:

The use of only one overall measure (of school effectiveness) can obscure such internal variation. For most schools simplistic distinctions such as 'good' or 'bad' are therefore inappropriate. We conclude that the concept of school effectiveness should be amended to that of school and departmental effectiveness. [Sammons et al. italics]

One of the factors that has emerged from overall school effectiveness studies as potentially making a difference to educational outcomes is the leadership exhibited by the principal. Mulford (1996:156), reporting the results of a review of this field by Hallinger and Heck (1995), described such principal leadership as:

... indirect and ... aimed at influencing internal school processes that, in turn, are directly linked to student learning. These internal processes range from school policies and norms to the practices of teachers. They include school mission, teacher expectations, school culture and school instructional organisation. Of particular importance were school goals.

For principals to make a difference in terms of improved teaching and learning in reforms such as Schools of the Future, Mulford concluded that principals need to exhibit 'strong' leadership in order to create an educational vision and goals for a school, while 'collaborative' leadership is required in order for these to be accepted and worked towards by the school community. The apparent 'dilemma' presented by these two requirements has been discussed by Wildy and Wallace (1997).

Investigating the leadership of principals involved in the early stages of Victoria’s Schools of the Future reforms, Gurr (1996a, 1996b) found that their role in schools...
had changed following the implementation of the reform program. Although responsible for the standard of instruction in their school, principals were relying heavily on:

... delegation of tasks and responsibilities to others to supervise the instructional process .... The tasks delegated include promoting quality instruction, supervision and evaluation of instruction, monitoring student progress and coordinating the curriculum. Here the principal’s leadership is one of monitoring what is happening and participating in setting directions for the delegated roles (Gurr, 1996b:229).

Some of these tasks identified in this dimension of Gurr’s model of principal leadership are delegated ultimately to the people who are responsible for coordinating the activities of Key Learning Areas within the schools. In this study such individuals are termed ‘Curriculum Area Middle Managers’ (CAMMs), a term designed to encompass the numerous possible titles that can exist, not only between systems, but between schools in the same system. As school education changes, the role of CAMMs is also changing (see, for example, Hannay, 1994a, 1994b; Glover, Gleeson, Gough and Johnson, 1998; Harvey, 1998a, 1998b; McLendon and Crowther, 1998). This change is possibly as dramatic as the change in role experienced by principals (Cooperative Research Project, 1998; Gurr, 1996a, 1996b), yet formally the CAMMs’ role in schools is seemingly little acknowledged in the usual forums of professional discourse. Certainly within this country there is very little research available that deals with the role of CAMMs in secondary schools, and none, to the knowledge of this researcher, has been conducted in relation to Victoria’s current Government education system. This is despite Schools of the Future being described as “one of the most comprehensively researched programs in school reform in the country” (Cooperative Research Project, 1998:22). It is also in marked contrast to the voluminous literature available about the role of the principal in secondary schools generally, and in relation to Schools of the Future specifically.

As is the case with subject departments, there is an increasing focus in the little recent literature existing of the role that CAMMs may play in the area of school effectiveness and improvement. Sammons, Thomas and Mortimore (1997), for
example, found the leadership of subject heads of department (HoDs) to be one factor involved in departmental academic effectiveness, while Harris (1998) has implicated HoD leadership in a study of ‘ineffective’ subject departments. Indeed, Brown and Rutherford (1999:233) point out that:

A consistent message of research and informed opinion is that heads of department can make the difference to school improvement.

In their opinion,

... the leadership of the head of department is the key to developing successful schools (Brown and Rutherford (1999:230).

When Turner (1996) undertook a review of the literature relating to the role of the subject head of department (HoD) in the United Kingdom, in both a general sense and with reference to their influence on classroom teaching and learning processes, he found that there was “a dearth of literature … although more work has been done on the holistic nature of the head of department role” (p.215). He put the view that the “importance of the HoD role should not be underestimated” (p.203) in schools, and questions whether “the role of the subject HoD should continue to be largely ignored by researchers, particularly as there is so much current interest in the quality of teaching and learning which HoDs can positively influence” (p.203). He goes on to argue (p.204) that:

In my view it is important to develop an understanding of the … role, with its associated tasks, since it is the middle managers in any secondary schools who have the delegated responsibility for the introduction, implementation and evaluation of a variety of educational policies at the subject level, which can therefore be considered as a vital aspect of school improvement.

A measure of the importance attached to the role of heads of department in educational reforms in the United Kingdom lies in the drawing up of a set of ‘National Standards for Subject Leaders’ by the Teacher Training Agency (TTA), a body whose principal aim is “to promote effective and efficient professional development for teachers and headteachers, targeted on improvements in the quality of teaching and
leadership which will have the maximum impact on pupils’ learning” (Teacher Training Agency, 1998:1). The Standards state the core purpose of the subject leader in schools in the United Kingdom as:

To provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

In addition, they are expected to ensure that all stakeholders in the school (e.g., SMT, parents and outside community agencies) are aware of the achievements and priorities of the subject in the school.

Specifically, the four key areas of subject leadership are as listed below.

- Strategic direction and development of the subject.
- Teaching and learning.
- Leading and managing staff.
- Efficient and effective deployment of staff and resources.

What is noteworthy in this document is the way in which the TTA assumes that subject leaders will work closely with members of the SMT in each of their four key areas, and acknowledges that the effectiveness of subject leaders in schools is aligned with the way in which the SMT undertakes some of its responsibilities, including the way in which decisions and policies are communicated throughout the school.

In Victoria, there is no such parallel document that describes specifically the requirements of a CAMM and the way(s) in which their role fits with the SMT and the wider school community. There are requirements associated with Leading Teacher 2 and 3 accreditation, as well as the ‘Professional Standards for Teachers’ developed by the Standards Council of the Teaching Profession (SCTP). The SCTP was a statutory body of the Victorian Government that provided advice to the Minister for Education about matters relating to professional standards for members of the teaching service. The Professional Standards (SCTP, 1999) are a set of five generic dimensions of teaching, each with a number of listed characteristics and associated
descriptors for teachers at various levels of expertise. The dimensions that constitute the Standards are as follows.

1. Professional responsibilities.
2. Content of teaching and learning.
3. Teaching practice.
4. Assessment and reporting of student learning.
5. Interaction with the school and broader community.

Again, there are descriptors of what Leading Teacher 2 and 3 position holders should generally be able to do, but nothing that specifically describes the role of a CAMM.

In summary, it is this lack of identification of what the role of a CAMM in the Victorian State education system involves that gives this research its local significance. It will add to the already significant amount of research material that has been collected in relation to the system since the introduction of the Schools of the Future reforms, and be of value to the system and schools in identifying exactly what the role of a CAMM involves, and in the design and provision of appropriate professional development for teachers aspiring to, or currently in, this role. On a national and international level it will go some way to addressing the need which researchers have been saying exists for investigation into the role of CAMMs in secondary schools. This need is perceived to exist given the current climate of accountability, the emphasis on student learning outcomes, and the evolving research picture that identifies CAMMs and their subject departments as a possible new focus in school effectiveness and improvement studies.

**LEADERSHIP**

The study described herein concerns itself broadly with the phenomenon of school leadership, the specific focus being the leadership role of Curriculum Area Middle Managers in secondary schools. This section discusses aspects of leadership relevant to the research. Definitions of leadership are discussed, along with an exploration of
the distinction between leadership and management. Finally, through reference to a piece of recent research, the existence of a phenomenon that can be labeled 'CAMM leadership' is established.

**DEFINITION OF LEADERSHIP**

In the late 1970s James MacGregor Burns wrote of the term 'leadership' that a recent study had "turned up 130 definitions of the word" (Burns, 1978:2). Less than a decade later Bennis and Nanus (1985:4) declared that "decades of analysis have given us more than 350 definitions". Given the output of publications in the field since then, both from education and elsewhere, it would be imprudent to speculate on where the count might now stand.

Beare, Caldwell and Millikan (1989:100-102) offer a discussion of a variety of definitions of leadership that have appeared. The sample examined ranges across those based on formal authority (Dubin, 1968), influence of groups toward goal setting and achievement (Stogdill, 1950), the facilitation of change (Lipham, 1964), the construction of meaning for others (Pondy, 1978) and attempts to commit others to a set of values (Greenfield, 1986). Gronn (1996a:8) sees leadership as "the framing of meaning and the mobilisation of support for a meaningful course of action", noting, however, that any definition "will reflect that particular commentator’s presuppositions about the parameters of leader-followership". Indeed, it is reflective of the change that has taken place in the way that leadership is viewed when commentators such as Drucker (1996:xii) can assert that "the only definition of a leader is someone who has followers ... without followers there can be no leaders" [Drucker italics].

In discussing some of these definitions, Gurr (1999b:2) makes the point that the definition of leadership is "problematic". He concurs with the view expressed by Beare, Caldwell and Millikan (1989:102) that:

Concise definitions (of leadership) are difficult, if not inappropriate. As Duke (1986:10) observed, 'Leadership seems to be a gestalt phenomenon; greater than the sum of its parts.'
Gurr’s research into the leadership role of principals in Victorian government Schools of the Future (Gurr, 1996a, 1996b) resulted in a model of leadership containing fourteen leadership themes grouped into four broad leadership roles: learning and teaching, symbolic and cultural awareness, future orientation, and accountability. He remarks:

This model highlights the complexity of defining leadership. When people are allowed to define the scope of the leadership role, a rich description of this phenomenon eventuates, suggesting that it may be futile to pursue simple definitions (Gurr, 1999b:5).

It is within that context that the definition of leadership for this study also was contained. As with the study by Gurr referred to above the definition of leadership here was generated by the participants themselves. It is the combined description of each of the forty-six participants’ contributions that defines leadership in this research.

MANAGEMENT AND LEADERSHIP

The literature relating to leadership refers often to the distinction between that which can be described as ‘leadership’ and that which can be described as ‘management’. This study involved an investigation of the leadership role of individuals who, by their very title, may expected to assume some management responsibilities. Indeed, aspects of their role identified both in literature descriptions and by participants in this study could be identified as components of management or leadership. A short discussion in regard to this distinction will therefore be undertaken. The writings of Kotter (1990) and Beavis (1997) will serve as useful sources for much of the discussion to be presented. Kotter writes from an international business perspective, while Beavis writes from an Australian education perspective and incorporates a third theme, that of ‘governance’, in his writings.

To Kotter (1990:3), leadership and management are not the same thing, nor are they closely related, despite his view that the modern usage of the terms sees “most of the people who are in positions of leadership today ... [being] ... called managers”. For Kotter management produces stability, while leadership produces organisational
<table>
<thead>
<tr>
<th>MANAGEMENT</th>
<th>LEADERSHIP</th>
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<tbody>
<tr>
<td>Creating an agenda</td>
<td>Establishing Direction — developing a vision of the future, often the distant future, and strategies for producing the changes needed to achieve that vision</td>
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<tr>
<td>Organising and Staffing — establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation</td>
<td>Aligning People — communicating the direction by words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies, and accept their validity</td>
</tr>
<tr>
<td>Controlling and Problem Solving — monitoring results vs. plan in some detail, and then planning and organising to solve these problems</td>
<td>Motivating and Inspiring — energising people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfulfilled, human needs</td>
</tr>
<tr>
<td>Produces a degree of predictability and order, and has the potential of consistently producing key results expected by various stakeholders (e.g., for customers, always being on time; for stockholders, being on budget)</td>
<td>Produces change, often to a dramatic degree, and has the potential of producing extremely useful change (e.g., new products that customers want, new approaches to labor relations that help make a firm more competitive)</td>
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Table 1.1  Kotter's comparison of management and leadership  (From Kotter, 1990:6)
... fundamentally, leadership and management differ in terms of their primary function. The first can produce useful change, the second can create orderly results which keep something working efficiently Kotter (1990:3).

Table 1.1 (facing) presents a summary of management and leadership as perceived by Kotter for complex organisations.

Beavis (1997:288) describes the “single thread of administration” as the combination of “a braiding of strands of governance, leadership and management”. Whilst the discussion here is not concerned with school governance, it being the domain of school councils and boards, rather than of middle management, Beavis sees the three components as necessary for an adequate description of school administration. He proposes that they are “conceptually distinct” (p.288), and “not three different expressions of the one administrative essence but rather different components of the administrative process” (p.289).

In making a distinction between leadership, management and governance, Beavis draws heavily on the writings of Sungaila (1988) and (in particular) Kotter for his conceptions of management and leadership. For Beavis the distinction between the three can be summarised as follows.

- **Management**: Activities that operate within an organisation to bring an order, and level of consistency and predictability.
- **Leadership**: Processes that enable organisations to make changes to survive in changing and increasingly complex environments.
- **Governance**: Actions of an organisation that are involved in policy-making that determine the values (what is believed in) and perspectives (characteristics that express approaches and attitudes) of the organisation.

In turning to a discussion of what he terms the ‘problematic’ nature of the interaction of the three aspects of school administration, Beavis asserts that they are
| Creating an agenda (ENDS) | Planning and budgeting – setting targets or goals for the future, typically for the next month or year; establishing detailed steps and timetables for achieving those targets, steps that might include timetables and guidelines; and then allocating the resources to accomplish those plans | Establishing direction – developing a vision of the future, often the distant future, along with strategies for producing the changes needed to achieve that vision |
| Developing a human network for achieving the agenda (RESOURCES) | Organising and staffing – establishing an organisational structure and set of jobs for accomplishing plan requirements, staffing the jobs with qualified individuals, communicating the plan to those people, delegating responsibility for carrying out the plan, and establishing systems to monitor implementation | Aligning people – communicating the directions to those whose cooperation may be needed so as to create coalitions that understand the vision and that are committed to its achievement |
| Execution (MEANS) | Controlling and problem solving – monitoring results versus plan in some detail, both formally and informally, by means of reports, meetings, etc.; identifying deviations which are usually called problems, and then planning and organising to solve the problems | Motivating and inspiring – keeping people moving in the right direction despite major political, bureaucratic, and resource barriers to change by appealing to very basic, but often untapped, human needs, values and emotions |
| Outcomes (PRODUCTS) | Produces a degree of predictability and order, and has the potential of consistently producing key results expected by various stakeholders (e.g., always on time, always on budget) | Produces change, often to a dramatic degree, and has the potential of producing extremely useful change (e.g., new products that customers want, new approaches to labour relations that help make the organisation more competitive) |

Table 1.2  Comparison of management and leadership  (From Beavis, 1997:295)
distinguishable “for the purpose of analysis” (p.297), despite acknowledging possible difficulties in the interpretation of concepts such as ‘vision’, and its relationship to, say, ‘mission’. At the practical level he writes, however, that “they are not so easily separated and identified with particular individuals or groups so there is always the problem of: Who does what?”. To Beavis, roles and responsibilities within schools will tend to overlap because of the needs of the organisation at specific times, and the expertise held by individuals. For the purpose of this discussion, Beavis’ distinction between leadership and management is most pertinent. Table 1.2 (facing) summarises the distinction.

In contrast to the position taken by writers such as Kotter and, to a lesser extent, by writers such as Beavis and Sungaila, where leadership and management are seen as distinctly different concepts, there are those who view them as part of the same dynamic. Gurr (1996a:16), for example, discusses the “difficulty in separating leadership and management” owing to the overlap of some characteristics used by some writers (e.g., Evans, 1993) to describe leadership, and those used to describe management. Gurr sought a linkage between the two so that no distinction would need to be made on aspects of leadership revealed by participants involved in his research into principal leadership in Victorian government Schools of the Future (see later section for discussion) as relating to one or the other; in his words, so that “all that is raised by participants is treated as part of leadership” (p.17). For Gurr, the links came in the work of Sergiovanni (1990) and Leithwood (1994).

Gurr (1996a:17-18) used the work of Sergiovanni to provide a way to “link leadership and management conceptually”. Sergiovanni saw management as part of the larger concept of leadership. Management represented a ‘value’ dimension of school organisation: one of the requirements of keeping a school running competently. Leadership on the other hand represented a ‘value-added’ dimension of school organisation and was one of the requirements if a school was to proceed past competence and towards excellence. Sergiovanni’s model was concerned with leadership for school improvement and was flexible in that the four stages it contained could be applied to schools with different needs at different times; school leaders could emphasise management functions or leadership functions, depending on the
needs of the school. To Gurr, what mattered was the position that “whilst a distinction can be made between leadership and management, they are perhaps different aspects of the same phenomenon, and may need to be employed by principals at different times in the running of schools” (Gurr, 1996a:18).

Leithwood’s work on transformational leadership (leadership involved in gaining the commitment of others to change) and transactional leadership (leadership involved in organisational maintenance; management) saw them as opposite ends of a leadership continuum, in keeping with the conception of Burns (1978) who is generally credited with advancing the idea of the distinction between transactional and transformational (transforming) leadership. For Gurr the importance of some of the studies described by Leithwood is that they were investigating “a link between leadership and management and suggesting that leaders and managers appear to differ across a continuum on the type of problem solving strategies that they use” (Gurr, 1996a:18-19).

Once the connections outlined above were demonstrated, Gurr reasoned that the need to pursue distinctions between the two concepts in his research was not necessary. For him:

... the aspects of the principal role raised by the research participants were considered part of the leadership-management continuum and treated as aspects of the phenomenon of principal leadership (Gurr, 1996a:19).

The same approach was taken in this research. While fully realising and acknowledging that CAMMs in schools may both lead and manage, management functions that arose from the research as being associated with the role of CAMMs were assigned as aspects of the phenomenon of the leadership role of CAMMs.

THE PHENOMENON OF CAMM LEADERSHIP
Although heavily focused on the leadership role of the principal in schools, the educational leadership literature does contain contributions relating to the leadership role of CAMMs. The discussion of this literature which follows in Chapter Two
reveals an emerging picture of the importance of CAMMs in the current educational climate of systemic devolution, and a focus on student learning outcomes. For a system such as the one in which this research was conducted, as well as more broadly, studying the leadership role of CAMMs would appear both relevant and important.

It is beneficial at this stage, however, to briefly establish that the phenomenon under investigation in this study (CAMM leadership) actually exists, i.e., that there is a set of behaviours, beliefs and effects that can be labeled as 'leadership' and attributed to individuals responsible for coordinating curriculum areas in secondary schools. Whilst Chapter Two provides an extensive review of literature related to the role of CAMMs, a study by Leithwood, Jantzi, Ryan and Steinbach (1997) will be used as an example of a study that has established that CAMMs are regarded as having a leadership role in schools.

The study of Leithwood et al. (1997) investigated the phenomenon of teacher leadership (formal and informal, including some CAMMs). A definition of leadership as an influence process was used as a central premise for the design of the study, with such influence depending "on a person's behaviour being recognised as, and at least tacitly acknowledged to be, 'leadership' by others who cast themselves into the role of followers" (p.9; based on Lord and Maher, 1993).

To Leithwood et al., followers attribute leadership in one of two ways, based on a cognitive explanation offered by Lord and Maher (1993). Either traits or behaviours exhibited by individuals are matched to knowledge structures stored in long-term memory by the potential follower (their idea of leadership), or the potential leader is perceived as having contributed to the outcomes of events which are deemed to be salient or favourable by the follower.

In one component of the study, teachers were asked to identify people within their school, exclusive of the principal or vice-principal, who provided formal or informal leadership. A sample of these teachers was then interviewed about the people they had nominated. From the interview transcripts, Leithwood et al. identified "the traits, capacities, and practices observed by colleagues which cause
them to attribute leadership to a teacher” (p.19). A picture that emerged of teacher leadership from the interviews was as follows:

The composite teacher leader is warm, dependable, and self-effacing with a genuine commitment to the work of colleagues and the school. She has well-honed interpersonal skills which are exercised with individuals and groups of colleagues, as well as with students. In addition, the teacher leader possesses the technical skills required for program improvement and uses them in concert with a broad knowledge base about education policy, subject matter, the local community and the school’s students. Armed with a realistic sense of what is possible, this person actively participates in the administrative and leadership work of the school. He is viewed as supportive of others’ work and models what the school values (Leithwood et al., 1997:25-26).

Leithwood et al. conclude that the nature of the teacher leadership described shows many aspects of transformational school leadership (see Chapter 5 for a discussion). What matters for the purposes of this discussion and the research described in this study, though, is that some participants in the study nominated subject heads of department (CAMMs) as providing leadership. Thus, this study provides support for the assertion that leadership is part of the CAMM role.

**RESEARCH QUESTIONS**

As well as exploring further much of the material used previously to illustrate the significance of the research, the literature review presented as Chapter Two will indicate that CAMMs in secondary schools are required to balance the interests and needs of school SMTs and classroom teachers. Along with their emerging role in school effectiveness and improvement studies, this led to views of a range of stakeholders being canvassed in the schools participating in the study.

Specifically, the research questions addressed by the study were as follows:

1. What is the leadership role of a Curriculum Area Middle Manager in Victorian Government secondary schools as perceived by the holders of the positions themselves, those to whom they are responsible (school principals, deputy principals and curriculum coordinators), and those for whom they have responsibility (teachers)?
2. Are the perceptions of the leadership roles of Curriculum Area Middle Managers as described by the three groups consistent or different?

3. Which theoretical model(s) of leadership best fit the leadership roles of Curriculum Area Middle Managers as described by the three groups?

4. In what ways are the Curriculum Area Middle Managers in Victorian Government secondary schools perceived to have an effect on student learning outcomes in their learning area?

**METHODOLOGY**

The methodology used for the research undertaken in this study is based on that used by Gurr in his study of the leadership role of principals in Victorian *Schools of the Future* (Gurr, 1996a). The methodology of hermeneutic phenomenology that is used is one that is both descriptive (phenomenological) and interpretive (hermeneutic). Based in the naturalistic pedagogy, it “wants to be attentive to how things appear, it wants to let things speak for themselves … it claims that there are no such things as uninterpreted phenomena”, an “implied contradiction” that can be resolved “if one acknowledges that the (phenomenological) ‘facts’ of lived experience are always already meaningfully (hermeneutically) experienced” (van Manen, 1990:180-181).

Consistent with the study by Gurr (1996a), the technique of hermeneutic phenomenology does not rely on having an a priori theoretical framework. Nor does the phrasing of the research questions restrict the participants to descriptions that are focused on specific individual(s) with whom they are familiar. The desire in this research was to allow the participants to communicate their understanding of the phenomenon under investigation and to build a description from this. To have used an a priori theoretical framework would not have allowed this; participants would have been restricted in their opportunity to describe the leadership role of CAMMs that was under investigation by having their thoughts directed in a specific direction.
Interviews were conducted with 46 individuals: 6 principals, 7 deputy principals, 5 curriculum coordinators, 11 CAMMs (5 English, 6 mathematics), and a total of 17 members of their teaching staffs (9 English, 8 mathematics). All interviews were audiotape recorded, with one interview conducted on a group basis involving three mathematics staff from one school. The recorded interviews thus obtained were transcribed and analysed for themes that resulted in a description of CAMM leadership as held by the three groups, and the effects on student learning outcomes that they perceive this leadership to have in learning areas.

The presentation of the material contained within the literature review, the use of multiple perspectives of participants across numerous sites, and provision of significant components of an ‘audit trail’ (see Methodology, Chapter 3) contribute to the trustworthiness of the research involved in this study, a matter that is fully discussed in Chapter Three.

As with Gurr (1996a:22), the research is delimited by “the phenomenon chosen for study, the issues raised by the participants, and the descriptive and interpretive nature of the methodology used”. It is limited by the extent of its perceived trustworthiness.

**SUMMARY OF CHAPTERS**

Chapter Two presents a review of the literature deemed to be relevant to the study. Wide-ranging in scope owing to the nature of the phenomenon under investigation, it serves to highlight the researcher’s understanding of the literature, as well as serving as a source of material for the comparison of the resulting description of CAMM leadership and those contained in the literature. Chapter Three deals with methodological issues related to the study. Hermeneutic phenomenology is described, the analysis process is outlined, and limitations and delimitations of the study are specified. Particular emphasis is given to a discussion and the establishment of trustworthiness. Chapter Four contains the results of the analysis of the interview data. Specific sections within Chapter Four are given over to describing results relating to the overall model of CAMM leadership, the similarity of the perceptions of
each of the three major groups, and the effect(s) that the groups feel CAMMs can have on student learning outcomes within their learning areas. Chapter Five presents a discussion of the results of the study. The literature that was presented in Chapter Two is used here to illuminate the findings related to CAMM leadership that were presented in Chapter Four, and comparisons with some literature leadership conceptions are undertaken. A model of CAMM leadership developed from these comparisons is presented, as well as a model that attempts to offer some insight into the way that CAMMs may affect student learning outcomes in their learning areas. The chapter is concluded by a discussion of research directions and the presentation of conclusions. References and appendices follow Chapter Five. Appendix A contains a description of the Victorian Government’s *Schools of the Future* reforms. Appendix B contains a letter from an independent auditor attesting to the existence of an audit trail for the research methodology, and Appendix C contains a summary of the analysis for the similarity between the interviews for the three groups of participants on a school by school basis.
CHAPTER TWO

REVIEW OF LITERATURE
In the following description, Leask and Terrell (1997:9-10) highlight the complexity of the role of middle managers in secondary schools:

The middle manager may feel they are in a sandwich between classroom practitioners and senior managers. There are demands for change and improvement from teachers themselves, from outside the school, from governments, local education authorities, parents and the community. There is a pressure to reach higher standards of achievement. Different and higher expectations develop over time, such as ensuring the use of IT and the internet for learning.

Classroom teachers place a special pressure on middle managers. Some practitioners believe that children are not getting any cleverer or easier to work with. Indeed, some believe that they are getting more difficult, for a variety of reasons, including the influence of the media, distractions of leisure pursuits, a shift in the perceived value of education and so on. Innovative and enthusiastic classroom teachers will have their own solutions to these problems, and perhaps these are not always shared by senior management.

At the centre of the management sandwich is the middle manager, working with the practical difficulties and pressures from below, and the higher aspirations and pressures from above. While the logic, aspirations and value judgements of senior management may be clear, practitioners living with the daily reality of classroom life may have a different view. Handling this tension and creating a strategy for dealing with it is a central task for middle managers.

The situation described above sets the agenda for much of the scope of the literature review that follows. It begins with an examination of the literature relating to some generalised views of middle management in secondary schools, and turns then to the role of subject departments in secondary schools. This is followed by a wide-ranging discussion relating to the role of CAMMs, and writings that deal specifically with their leadership function. Finally, the effects of subject departments and CAMMs in secondary school effectiveness and improvement studies are reviewed.

Throughout the review, it is worth noting that the literature relating to the functions and roles of subject departments and the CAMMs who lead them is relatively sparse and fragmented. This appears to be the case in Australia in particular, at both the secondary and tertiary levels (for a discussion of the tertiary...
situation, see Sarros, Gmelch and Tanewski, 1997a, 1997b). Nevertheless, contributors to these areas have for some time recognised the importance of CAMMs in the school organisation in terms of their potential as leaders and agents of change (see, for example, Hord and Murphy, 1985; Hannay, 1994a, 1994b; Siskin, 1997); a realisation that would seem to be increasingly prevalent. This is demonstrated, for example, when McLendon and Crowther (1998:15) write in regard to the possible leadership role of heads of department in restructuring initiatives in Queensland government secondary schools:

In the devolution to self-management, we believe HODs have a key role to play in determining the model Queensland schools take into the 21st century. We suggest their unique leadership role can and will break new, exciting ground in establishing collaborative, shared leadership in Queensland schools.

Others (for example, Harris, Jamieson and Russ, 1995; Turner, 1996; Sammons, Thomas and Mortimore, 1997; Harris, 1998) point to the role that departments and CAMMs have to play in secondary school effectiveness and school improvement initiatives.

The discussion that follows is presented in this context: a context in which the importance of the role CAMMs have to play in times of social and educational change is acknowledged.

MIDDLE MANAGERS IN SECONDARY SCHOOLS

The educational literature distinguishes between middle managers in secondary schools and their more senior colleagues (principals, deputy principals) by the clearly perceived dual nature of their role. Regardless of the focus of the middle manager's position, they are seen as having an administrative role within the school, along with a classroom teaching responsibility, the extent of which varies widely according to the country, system, school and position in question.

There is no simple definition of middle management in schools. The closest that one can come to a definition is to say that the school's middle managers are those people whose role places them
between the senior management team and those colleagues whose job description does not extend beyond the normal teaching and pastoral functions (Kemp and Nathan, 1989:7).

Blandford (1997:3) describes a middle manager in a school as someone who has responsibilities for managing "the development of knowledge and understanding, skills and abilities" of pupils in the classroom and teachers in the staffroom. For Blandford, both sides of a middle manager's role involve them working with people and the "individual values and beliefs manifested in the ethos of the school". She sees middle management roles as a hybrid of responsibilities where the individual is a combination of teacher, team member and team leader, being both a manager and managed.

Blandford asserts that middle managers in schools, be they pastoral or academic, must have educational knowledge and understanding that transcends their area of responsibility. To her, middle managers are "essentially" responsible for (p.12):

1. The implementation of school-wide strategies, structures and intentions. In this process, middle managers "fine tune" these strategies to suit the real world.
2. Being role models for their staff. A middle manager's daily behaviour must represent the people-centred culture of the school as an organisation.
3. The passing on of practices which are learnt as a consequence of operational wisdom.

Blandford acknowledges that the role of a middle manager, with its duality of being both the manager and the managed, is not always straightforward. Issues such as the correlation and transfer of values held by the incumbent from their teaching role to their management and leadership role, dealing with people, time management, and even forming a clear understanding of their specific role(s) within a school in terms of what is outlined in a job description, can make the role problematic and difficult if not properly understood and dealt with. She advises:

... the job of a middle manager will always have difficulties and dilemmas. Courage and persistence are valuable tools. Personal integrity is essential (Blandford, 1997:15).

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Leask and Terrell (1997) also discuss the role of middle managers in secondary schools, particularly that of CAMMs. In their opinion, CAMMs play a vital role in the process of school improvement (see fuller discussion in relation to this aspect in a later section). In a similar manner to Blandford (1997) they see the middle manager role in schools as subject to pressures from above and below, with "little training or support" (p.vii) given when the role is taken on. For them, on-going self-reflection and analysis within the particular circumstances of the school can improve the individual performance of a middle manager. Such reflection and analysis is centred around four dimensions (p.viii):

- the tasks of management;
- how the middle manager works with people;
- who the middle manager is in the context in which they work; and
- the manager's values and beliefs about teaching and learning.

The discussion now focusses on the middle managers responsible for curriculum areas in secondary schools, and the groups that they are charged with leading.

SUBJECT DEPARTMENTS AND CURRICULUM AREA MIDDLE MANAGERS

SUBJECT DEPARTMENTS
Siskin (1994:7) commented that subject departments in secondary schools in America have been "strangely ignored" by educational researchers, something that was particularly puzzling to her given that preliminary work for research in which she was involved indicated:

... when teachers themselves portray the world of the high school the subject department is a highly visible feature. It appears prominently in their depictions of what matters ..., both as subject - it is what they teach - and as organisational setting - it is where and with whom that teaching takes place.
In influential studies of subject departments in American comprehensive high schools, she found subject departments to be crucial to understanding how the schools work, identifying four key aspects.

1. They represent a strong boundary in dividing the school.
2. They provide a primary site for social interaction.
3. They have, as administrative units, considerable discretion over the micro-political decisions affecting what and how teachers teach.
4. As knowledge categories they influence the decisions and shape the actions of those who inhabit them.

Siskin identifies subject departments in secondary schools as being able to exert the effects that they do largely because of the structures typically in place in the schools. Subjects are taught by specialists, frequently in specialised rooms, in areas of the school that are physically removed from one another. If time demands throughout a working day on teachers are heavy, resulting in little or no opportunities for communication with people outside a teacher’s own department, then social and other consequences result.

Consideration of the micro-political factors that departments manipulate in schools led Siskin to postulate the existence of four types of departments: bonded, bundled, split and fragmented, the characteristics of which are outlined in Figure 2.1 (over page). To Siskin (1994:134) the departments “exhibit quite distinctive social norms along lines of commitment and inclusion, and ... these social styles of interaction translate directly into political modes of governance”.

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The findings of Siskin that departments present in different ways, with differing norms and characteristics, were confirmed by Talbert (1995:71):

As with subunits in organisations more generally, the strength of high school department boundaries is properly taken as a variable for analysis. Similarly, the content or character of strong department communities can be taken as variable and problematic - since some technical cultures within a subject embrace innovation and others inhibit change. [Talbert italics]

In the same work, Talbert (1995:71-72) discusses results of previous studies in which she was involved that investigated the community nature of subject departments, and the effects of departments and other “contexts” on various aspects of teacher community and professionalism (Talbert and McLaughlin, 1994; cited in Talbert, 1995). Talbert found that it was possible “to make the case statistically that departments constitute independent contexts of professional community for high school teachers”. Departments were found to have an effect on four aspects of teacher professional community:

1. technical culture (shared instructional goals and beliefs);
2. service ethic (commitment to students; caring and high expectations);
3. professional community (collegiality); and
4. professional commitment (engagement in teaching).
Talbert (1995:75-76) writes also of factors that can present as threats to "the unifying power of subject cultures and the strength of department boundaries" in United States secondary schools. These include:

- multiple and competing education goals (possible disagreement in regard to department priorities);
- inequalities in teachers' subject specialisation (subject specialists versus cross-over staff); and
- subject education reforms (teacher attitudes to mandated reforms).

Johnson (1990) outlines some findings similar to those described above. Departments were found to be the "key professional reference groups" (Johnson, 1990:169) for the teachers surveyed, and their "most frequent professional interactions and regular collegial relationships" were with departmental peers, rather than teachers from other departments. According to Johnson’s findings, departments could, at their best, be places where staff are protected, encouraged, supported, and given opportunities to be creative and improve their practice. They serve as units through which teacher and student standards are set and maintained, and through which teachers can initiate change.

Johnson reported little difference being found in her study in the way that departments are structured from one school to another but, again, considerable differences in the way that departments operate, more so from subject area to subject area in the one school, than between schools in the same subject. The variation in departmental practices within schools was thought to result from three factors:

1. the style and preferences of the department head;
2. the organisational and political context of the school or school district; and
3. the distinct character of the subject area(s) of a department, and those who teach there.
Despite the advantages that seem to be able to flow from membership of a department for teachers, all is not necessarily positive, and there has been questioning of the appropriateness of subject departments as organisational units for the basis of secondary school curriculum.

Departments have endured over time in a wide range of settings and thus are not likely to be dismantled and replaced in short order ... Although, ultimately, they may not prove to be ideal structures for organising teachers' work, they are the ones that persist (Johnson, 1990:167-168).

Johnson (1990), for example, refers to departments frequently operating below their capacity, and Siskin (1994:114) alludes to the way in which departments can selectively favour individuals through the creation of “internal hierarchies and status ladders”, much like the “balkanized” teacher cultures described by Hargreaves and MacMillan (1995). Paradoxically, departments can present themselves as structures for facilitating change in secondary schools, or as obstacles (Hannay, 1994a, 1994b; Siskin, 1997).

Both in Australia and overseas, attempts have been made to reconfigure secondary schools to a variety of degrees in ways that reduce the dominance of subject departments. Examples range from those that aim to instill within students a more integrated sense of knowledge without either dismantling subject departments or removing the CAMMs involved (such is the case with many “middle-schooling” arrangements in Australia at lower secondary levels), to more complete dismantling of subject departments into “teams” or “houses” with leaders who have no allegiance to “the subjects”, and who may have little perceived (or actual) expertise in some of the disciplines involved. In discussing the implementation of restructuring initiatives in Ontario, Canada, Hannay (1994a:25) canvassed the reorganisation of secondary schools away from subject departments, concluding that in her opinion:

The status quo, without adaptation, cannot implement the radical changes on the horizon.

Little (1995) investigated three American high schools that had attempted to restructure their organisation to address the perceived shortcomings of a structure
based on subject departments. She found that, for various reasons, successful introduction of the alternative structures was not easy to implement, since for teachers, "the subject pull remains strong and constant" (Little, 1995:197). Little concludes (1995:189) that "teachers may engage willingly in cross-disciplinary ventures" as long as the following three conditions are met:

1. that teachers are able to maintain a certain threshold of contact with subject colleagues;
2. that teachers are able to secure teaching assignments that seem a good fit with their preparation, experience and preferences; and
3. that schools ensure the same kinds of continuity for alternatives that they have traditionally provided for departments.

Curriculum offerings along subject department lines, however, are still the norm in schools in Australia and other countries. The individuals, the CAMMS, that lead these departments remain important to schools. The next section focusses on the literature's treatment of the role of CAMMs in secondary schools.

**CAMMs IN SECONDARY SCHOOLS**

Nearly thirty years have elapsed since Marland (1971) wrote in relation to his experiences as a head of department in English comprehensive schools. Described by Earley and Fletcher-Campbell (1989:32) as "the first writer to address seriously the issue of encouraging heads of department to understand their role", Marland was even then of the opinion that:

The success of a comprehensive school depends to a very great degree on the understanding of their jobs by the Heads of Department (Marland, 1971:97).

Since that time, others have related similar views about the role of CAMMs in secondary schools. For example, Earley and Fletcher-Campbell (1989) and Turner (1996:207) quote from the report of HMI Wales (1984) that schools "rely more for their success on the dynamism and leadership qualities of the head of department than any other factor". Despite this, research has concentrated more on investigating the
nature and effects of the phenomenon of principal leadership rather than the role of CAMMs. With the focus of the education agenda squarely back on the improvement of student outcomes, increased attention is now being paid to CAMMs because they are responsible for coordinating the teachers who deliver curriculum at the classroom level.

Some General Comments on CAMM Role Descriptions

In a significant contribution to this area, Earley and Fletcher-Campbell (1989) describe a two-and-a-half year study of CAMMs in England. They assert:

The head of department plays a crucial role in the effective operation of the work of secondary school departments, requiring not only subject knowledge and teaching expertise but also the ability to manage and lead a team (Early and Fletcher-Campbell, 1989:3).

Their conceptualisation of the role of CAMMs is based around a model conceived by Edwards (1985) that is “particularly useful in that it creates a sense of the interaction of tasks and functions which empirical evidence suggests is at the heart of the department head’s role” (Earley and Fletcher-Campbell, 1989:33). In the resulting model the CAMM’s role involves undertaking “routine” and “developmental” activities across four areas of responsibility (pupils, staff, curriculum and resources), and within three contexts (the department, the school and beyond the school). With this they contrast the formal job descriptions of CAMMs issued by schools, which tend to have “considerable emphasis on content, with less focus on objectives and how things are done” (Earley and Fletcher-Campbell, 1989:38) [Earley and Fletcher-Campbell italics].

The execution of the department head’s responsibilities may thus be much more complex than might be assumed from task-centered lists in job descriptions. Those documents which lean towards the ‘facilitator’ and ‘politician’ aspects would seem to be much more aware of what is required of the head of department in schools in the late 1980s and 1990s (Earley and Fletcher-Campbell, 1989:36).

Sergiovanni (1984a) echoes these sentiments in relation to role descriptions in American secondary schools, expressing the view that position or job descriptions can
help or hinder the department chairperson's effectiveness as a leader. The problem according to Sergiovanni is that the descriptions tend to focus on what the person "is to do but not what is to be accomplished" (p.31). To be effective, he argues, they need to include the purpose of the activity and the outcome of the activity, i.e., the answers to the questions "For what purpose?" and "Why?". He states that clarification of the role of the department chairperson is needed (p.37) and feels that this will result when chairpersons, teachers and administrators:

- focus less on the chairpersons’ duties and more on what chairpersons should accomplish; and
- see the chairpersons’ role as less of a safety valve for administrative and clerical functions and more as a comprehensive leadership role.

A variety of studies have contained descriptions of what the role of a CAMM involves. Typically, responsibilities have been divided up along the lines of an instructional function, an administrative function and a communication and advocacy function. The description of literature contributions to follow serves to demonstrate this. The ability of CAMMs to develop department members into a team is considered important, as is the possession of sound technical skills in order for them to be seen as the “leading professional” by the members of their department.

The complexity of the type and range of expectations concerning the role of CAMMs obscures any clear perception of what the role of a CAMM involves. Earley and Fletcher-Campbell regard this as a major reason why a CAMM and, consequently, their department may be less than optimally effective. In their view, an effective CAMM is “someone who was aware of what the job entailed in its entirety and had, or was developing, the requisite skills and strategies” (p. 61). They offer the opinion that:

It would, perhaps, be true to say that ineffective heads of department were not the opposite of effective ones in that they did the same things but badly. Rather, they had a different conception of the role – a conception that was limited and inadequate and did not include things such as staff development, departmental review and evaluation. [Earley and Fletcher-Campbell italics]
White and Rosenfeld (1999:1) list the most frequently reported barriers to CAMMs successfully carrying out their roles as follows:

- a sense of role ambiguity resulting from a lack of clear expectations from school senior management teams (SMTs);
- a sense of role conflict in carrying out certain aspects of their position requirements;
- a lack of training to adequately carry out the requirements of their role, particularly in the areas of leadership and management;
- a lack of systematic professional development, including that which generates an understanding of organisational change;
- a lack of time to adequately carry out the requirements of their role;
- an absence of formal authority; and
- a feeling of being given tasks to relieve the workload of SMT members rather than being empowered through genuine delegation;

These barriers contribute to what a respondent in the work of Siskin (1991:148) termed the "hermaphroditic" role of a CAMM, in which CAMMs are seen as "part teacher, part administrator", where a fragile balance is sometimes struck between the interests of the department and the school administration, and where the informal authority that a CAMM needs to fulfil their role is granted by their department members.

Discussion now turns to the outline of some CAMM role descriptions found in the literature over a period spanning more than the past two decades, followed by a discussion of some of the major problems encountered by CAMMs in carrying out their roles in secondary schools.

Some Pre-1980 Descriptions
In interviews with 92 heads of department from British comprehensive schools, Dunham (1978) found that aspects of the role of head of department were stressful, and that the stress situations "consist mainly of role conflict and role confusion"
Dunham’s study was undertaken at a time when the role of head of department in British schools was undergoing considerable change as a result of the development of large comprehensive schools. He contrasts the situation in these with smaller grammar schools where the head of department’s job “may involve little more than ordering books for the department once a year and keeping things in the department ticking over as they have done for a number of years. In such a situation, the function is to provide continuity for a successful system” (p.44).

On the basis of the interviews conducted, Dunham also suggests a list of functions that ought to be considered for inclusion in a comprehensive job description for the role of head of department in British comprehensive schools. These are:

1. communicating with the head, either to win more resources for the department, or to defend what the department already has;
2. communicating with other departments or with the pastoral organisation of the school;
3. communicating with the teachers in the department, either individually or in groups “in an attempt to motivate them to work harder, accept changes in teaching methods, reduce their anxiety and frustration, pay much more attention to the care of valuable equipment, follow the syllabus” (p.47);
4. communicating with parents;
5. administration, “including planning, organising and budgeting”;
6. teaching; and
7. staff selection.

Ogilvie and Bartlett (1979) represent one of the few Australian contributions to the literature of this area. Their study set out to compare the role functions of Australian subject masters/mistresses with those of heads of department in England. At the time Ogilvie and Bartlett noted that both positions had “recently undergone significant change because of devolution of authority” (p.1), and, consequently, new and increased demands were being made on the position holders.
Ogilvie and Bartlett collected survey data from 96 subject masters/mistresses in Queensland state high schools and compared their findings with those obtained by Lambert (1975), Hall and Thomas (1977), and Bailey (1973). They concluded that the role classifications used in the English studies for heads of department were "relevant" (p.5) within the Australian context.

Lambert (1975) aimed to examine "what heads of department and Heads (of schools) saw as the role functions of heads of department, and to see if there was any evidence of potential role conflict between the perceptions of heads of department and the role expectations of heads" (p.29). He divides the functions of the heads of department into four types, based upon a division between instrumental (task-centred) and expressive (person-centred), then academic and institutional requirements. Consequently, the four types of role functions are defined as below.

1. Instrumental-academic: development and carrying out of school policy; formulation of department policy; curriculum development.
2. Instrumental-institutional: deployment of staff; choice of text books, materials; records.
3. Expressive-institutional: links with outside agencies and parents; extra-curricular activities.
4. Expressive-academic: assisting new staff; supervising and monitoring staff.

His findings are well summarised by Ogilvie and Bartlett (1979:4) who write that Lambert found:

... a high level of agreement between heads of department themselves and between heads of department and headmasters in the instrumental-academic area. Otherwise he found that heads of department were far from agreed among themselves as to the role functions appropriate to the office and that headmasters and heads of department did not share common expectations. This relative lack of agreement was seen as a source of possible role conflict.

Like the Lambert study, Ogilvie and Bartlett conclude that "school administrators expect more from their middle managers than those in middle management positions..."
expect of themselves” (p.4). Significantly, in agreement with the Lambert study, Ogilvie and Bartlett found that “administrators place much more importance on the ability of subject masters/mistresses to direct, instruct and supervise classroom teachers than do the subject masters/mistresses themselves” (p.5). In summary they conclude that:

The overall picture is one of general agreement between principals, teachers and subject masters/mistresses concerning the role but major differences occur in specific areas. These differences concern aspects of the expressive-academic function, particularly in relation to assisting experienced teachers and supervising teachers in general, and aspects of the instrumental-academic function, especially in relation to curriculum development and the carrying out of school policy. These differences are a potential source of role conflict.

Hall and Thomas (1977) classify the role behaviours of heads of department into three functions.

1. Managerial: relating to organisation, direction and control. Includes behaviours such as determination of department aims, guidance of staff, supervision, maintenance of standards.
2. Representative: relating to making the needs of the department known to the headteacher, and the interpretation of the headteacher's philosophy.
3. Academic: relating to teaching.

In comparison to Hall and Thomas, Ogilvie and Bartlett (1979) claim that “the Queensland subject masters/mistresses see their role as being mainly managerial” (p.2). Also, they state that the academic function is “seen as important”, with the representative function “being of less importance” (p.3).

Ogilvie and Bartlett comment that Bailey’s “grouping of the traditional functions of the subject master is very similar to that of Hall and Thomas, and might be modified to: (a) academic (to know his subject, to keep himself up-to-date) (b) representative (to represent his subject in the school) and (c) managerial (to plan,
teach and resource courses and evaluate pupils)" (p.3). As well, Bailey "sees subject masters accepting additional functions" of:

- staff control (development, management and evaluation of assistants);
- pupil control (deployment and management of pupils);
- resources control (ensuring efficient resourcing of courses); and
- communication (setting up of appropriate networks of communications).

Bailey considers staff control to be the most important head of department function, however, both his study and that of Ogilvie and Bartlett indicated a reluctance on the part of their CAMMs to take responsibility for control and evaluation of staff. In comparison to Bailey's study, Ogilvie and Bartlett find that the Queensland subject masters/mistresses:

... place a higher value on the traditional functions, especially the managerial function ... and the academic function .... Resources control ... is also seen as important, as is communication, particularly within the subject area. Queensland respondents however place relatively little emphasis on the importance of staff control, pupil control or the representative function of the role (p.4).

Ogilvie and Bartlett (1979) conclude that the role of a CAMM in the Australian context at the time was one that recognised three areas: leadership, facilitation and representation. The leadership area related to the CAMM accepting responsibility for initiating change, motivating teachers, and being innovative, particularly in relation to curriculum development in the school. The facilitation aspect involved being a model for good teaching in their subject area, developing a co-operative approach to teaching and learning so that decision-making within the department on issues such as department goals is facilitated, and being responsible for the professional development of teachers. The representation aspect involved representing the department to the principal, and assisting the principal in making the school accountable to the school community by the supervision and evaluation of self, teachers and students. On the basis of their work, Ogilvie and Bartlett conclude that
their respondents saw their role as “a facilitating one, with important supervisory and leadership elements” (p.5).

1980 - 1989
Willis (1981) reports the results of a study of 227 heads of English from all Australian states and the A.C.T., which had as its aim “to gather general data on the HoDs … together with information on the nature of their appointment and work relationships, duties and functions and their relationship with the principal” (p.400). Willis relates that the HoDs saw themselves more as teachers than administrators, emphasising the teaching aspect of their work, and showing a reluctance to “align themselves with [school] administration” (p.400).

Willis also investigated and reported conclusions relating to what the HoDs saw as areas of concern about their role, and what they identified as the main area(s) of change they would like to see made to improve their position in their schools. In respect of the first area, the three issues of “curriculum matters”, “quality of education offered”, and “feelings of responsibility for the work of teachers on their staff” were rated the highest. According to Willis, “these three issues dominate the list and reflect an essentially task-oriented interest among the HoDs” (p.402). In respect to the second area, Willis found the issue of time pressure, and duties and actual workload were the main problems the HoDs would like to see remedied.

The issues of inadequate role description and lack of training for taking up the position are also highlighted by Willis in his report. He describes the position as “middle level administrative” (p.398), and argues that the role is “essentially an evolutionary one” which would seem to be “generally undefined” with a “range of pressures upon the incumbents”.

Howson and Woolnough (1982) conducted “a small scale enquiry” (p.37) with two aims. The first was to identify which features of the job of head of department in English comprehensive schools are thought to be most important if the job is to be performed well. The second aim was to discover if there were certain personality...
characteristics that were felt to be necessary for the job. Data in this study was collected from heads of department in eleven schools, heads and deputy heads, as well as local education authority (LEA) advisers and the chairpersons of the governors of the participating schools.

On the basis of their results, Howson and Woolnough conclude that there was a "great deal of uniformity" (p.40) in the way that all the groups involved responded to their questionnaire. The following points were put forward as ones possibly helping "to identify those parts of the job of a head of department which are thought to be important" (p.40):

- **Master teacher**: there was general agreement that "a head of department cannot work effectively unless he is a master of his craft" (p.40).
- **Administration**: a head of department is expected to possess "a degree of skill at administration" (p.40), although the tasks involved "may not by themselves be seen as important" (p.40).
- **Relations with other members of the department**: strong evidence existed that having "a say in appointing staff to the department" (p.41) is important for a head of department. Comments from teachers, however, indicated that, once appointed, "a member of the department may not expect much interference from the head of department" (p.41).
- **Personality of a head of department**: commitment, energy and approachability were thought to be the most important characteristics of a head of department. Interestingly to Howson and Woolnough, tact, decisiveness, detachment and diplomacy were seen as "more important for a head of department than a classroom teacher but less important for a head of department than a headteacher" (p.41).

Howson and Woolnough also make the points that "teaching and staff relations were more important for a successful head of department than the curriculum or evaluation" (p.41), and that one of the implications of their study for in-service training was that "there should be more staff development for heads of department"
In particular, they wrote that this training “should concentrate on the management aspects of the job”.

Morris and Dennison (1982) regard the role of a CAMM as an overlap of four roles, with diffuse boundaries between each:

1. A professional role involving all the activities associated with teaching.
2. An organisational role as part of the responsibility for managing the department. This includes an “expressive” component related to departmental leadership.
3. A corporate role within the whole school as a middle manager, involving the formulation of policies and attitudes within the school, both formally and informally.
4. A personal role where the CAMM considers issues associated with personal development and career commitment via interactions with others such as teaching staff and family.

To Morris and Dennison (1982:41), “each of the four roles involves different expectations among the heads of departments themselves, and among all the various and disparate members of the role set”.

From a personal point of view any such job holder must experience conflict between each of these roles when the role expectations of each are different, and these inter-role conflicts therefore form a natural part of the job to which the head of department must adjust and cope, with all the complementary tensions, particularly as the total role is not static but dynamic, changing according to personal, institutional and external circumstances (Morris and Dennison, 1982:41).

The work of Hord and Murphy (1985) offers an indication of the difficulties associated with a clear definition of the role of CAMMs. Based on data obtained from department heads, teachers, principals, district office personnel and students from 30 schools across the United States, Hord and Murphy (1985:10) concluded in relation to the head of department role that:
The most appropriate characterisation of the department head role is its inconsistency in the way it is operationalised across heads within a school, within a district, and across all the districts we have studied. We have found great variability, and that is an accurate catchword for the role, we believe.

Hord and Murphy classified five functions that contribute to the role of heads of department. Using combinations of these five functions they arrive at six configurations “that seem to be reasonably different, but that also appear to capture all the heads in our … study”. The five functions, along with the behaviours identified as being associated with each are as follows:

I Serves as communication liaison
- Communicates across members of the department.
- Links with department and members upward to school administration.
- Meets with principal and other school administrators.
- Links department upward to the district level.
- Carries information down to department.
- Coordinates course schedules.
- Places students in appropriate classes.

II Serves as department manager
- Conducts department meetings on management issues.
- Designs the budget.
- Selects textbooks.
- Maintains material and equipment systems for procurement, storage, distribution, retrieval, and security.
- Assists teachers in use and care of equipment.
- Supervises clerical and instructional aides.
- Obtains, monitors, facilitates work of substitute teachers.
- Provides leadership in various areas.
- Interviews prospective teachers with administrators and makes recommendations.
- Assists principals in teacher evaluation.
• Assists principals in teacher evaluation conferences.
• Evaluates teachers.
• Hires teachers and terminates their employment.

III Assists teachers in improving performance
• Observes and assesses classroom teaching.
• Confers with teachers about observations.
• Assists teachers in instructional activities.
• Assumes leadership in planning inservice for department.
• Participates in planning school-level inservice activities.
• Supports, encourages, and creates opportunities for teachers’ growth and development.

IV Participates in program improvement and change
• Appraises program quality.
• Reviews and evaluates materials.
• Stays informed of new trends and programs.
• Stimulates teachers’ awareness of research and program development.
• Provides leadership in curriculum development, implementation, revision.
• Assists in curriculum improvement and implementation of curriculum policies.

V Fosters cooperative relationships
• Supports the relationships of colleagues, students and parents.
• Fosters cohesive and cooperative interpersonal relationships.
• Confers with other departments informally.
• Develops cooperative relationships with other departments.
• Expresses acceptance, humour, praise as appropriate.
• Responds positively to challenges.
• Assists principal in public relations.
• Communicates with the community about the local school and school district about classroom teaching duties and students.
The six configurations of the functions for the head of department role identified by Hord and Murphy are shown in Figure 2.2 (over page).

Hord and Murphy make the point that while department heads may wish to engage in certain behaviours and functions, there are situational factors beyond their control that influence the possibilities for the role (p.29). In their analysis, the presence or absence of three situational factors - policy (district or school level), monetary compensation and time - seemed to be particularly influential. Training, or lack thereof, was mentioned as a fourth factor.

For Hord and Murphy, the continuum also indicates the degree of power provided to heads of department in guiding change in their department. Correspondingly, they label the “communicator” and “coordinator manager” configurations as “powerless”: “Heads in these roles quite likely are in schools where policy that would define the department head role as that of an agent for teachers’ change is lacking” (Hord and Murphy, 1985:27). The “emerging assister”, “teacher improver” and “program improver” configurations are classified as “persuasive”; either taking some steps to facilitate teachers’ interest in changing their practice, but without support from the school or district expectations (emerging assister), or guiding and facilitating change backed by a policy that charges them to do so, but with no real power to back up their efforts. The “evaluating administrator” configuration is cited as the most powerful. This type of department head has their behaviours defined by policy, along with the privilege to hire and fire:

This makes them a line administrator and gives them direct authority over teachers; undoubtedly, an incentive to listen, consider and probably act on department heads’ suggestions for changes of practice. Such a policy and its linked behaviours were rarely present in the data (Hord and Murphy, 1985:29).
In his review of the literature relating to the mathematics head of department position in British schools, Ernest (1989) utilises the organisational role of Morris and Dennison to demonstrate his claim that the position is one in which the demands had grown considerably since its formal introduction in 1956. Ernest sees the organisational role of the mathematics head of department as involving four areas:

1. Representational function: liaison with other departments, pastoral staff, feeder schools, parents.
2. Management of human resources: direction and leading of department staff, professional development of department staff, delegation of responsibilities, appointment of staff.

[Hord and Murphy cite the difference between the program evaluator and evaluating administrator configurations as being in Function II. The evaluating administrator holds hiring/firing authority.](#)

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![Figure 2.2 Configuration of department head roles (from Hord and Murphy, 1985:19)](image)

4. Management of physical resources: management of physical space for the department and its teachers, acquisition, maintenance and storage of department materials.

Ernest points out that, as well as being a growing area of the overall role of a mathematics head of department, the organisational role is one where perceptions of its jurisdiction varied when viewed from the perspective of the CAMMs themselves, and from the perspective of external education bodies such as the Cockcroft Committee, set up to review mathematics education in Britain, and which reported in 1982. Notably, the external views gave greater weight to demands in the areas of curriculum evaluation, staff appraisal and the provision of in-service programmes for staff development. The writings of Earley and Fletcher-Campbell (1989) report similar findings when comparing the views of senior school staff (for example, school heads) and LEA advisors with incumbents in regard to the role of head of department.

**Post-1990 Role Descriptions**

Worrier and Brown (1993) examined the role of department heads in instructional leadership activities in 257 American public high schools. They conclude that the department head “represents an underutilised source of instructional leadership” (p.43) and that both principals and department heads seem to agree that their role can, and should be, expanded. Starting from the premise that instructional leadership is a shared responsibility in schools where the required tasks are carried out not only by the principal (Stokes, 1984; Patton, 1987; Bass, 1989), Worner and Brown identify twenty-eight instructional functions from the literature as “activities sometimes carried out by department heads” (p.40) and examine expectations of department heads and principals as to which of these tasks were done, and not done, by department heads.
The seven tasks listed below were agreed on by both principals and department heads as being “currently assigned as major responsibilities of department heads” (p.40).

1. Planning and coordinating department meetings.
2. Selecting department goals and objectives.
3. Selecting materials and supplies.
4. Maintaining an inventory of materials and supplies.
5. Serving as departmental spokesperson.
6. Representing the department as an adviser to the principal.
7. Administering the department budget.

Principals believed the following three functions were also currently assigned to department heads.

1. Ensuring departmental consistency.
2. Recommending the department budget.
3. Informing the department members of new developments in the field.

In relation to other findings from the literature discussed thus far, Worner and Brown note that “clearly, department heads did not see themselves involved in functions related to instructional supervision or personnel evaluation” (p.42). Specifically, department heads did not see the following four functions as assigned to them:

1. assigning and supervising student teachers;
2. selecting new department members;
3. observing classroom instruction; and
4. supervising for instructional purposes only.
Both department heads and principals were clear in their opinion that “evaluating teachers for personnel decisions” is not a responsibility of department heads. Worner and Brown comment in regard to these functions (p.43) that:

Whether or not those responsibilities can or should be expanded to include key instructional tasks such as classroom observation, feedback, and evaluation, or limited to more collaborative activities such as peer appraisal, assistance and coaching will depend on the school system and the culture that has evolved with regard to the teacher’s role in the instructional improvement process.

In regard to which of the twenty-eight functions offered by Worner and Brown their survey respondents felt department heads should be involved in, principals and department heads alike maintained that department heads “should be assigned at least some responsibility for each of the 28 functions” (p.42). More specifically, both principals and the department heads identified the following three as functions that should be assigned to department heads.

1. Ensuring department consistency.
2. Recommending the department budget.
3. Implementing curriculum change in the department.

Principals identified eight additional functions as major responsibilities that should be added to the list of functions for department heads.

1. Reviewing goals and objectives of department members.
2. Participating in development of school goals, policies and procedures.
3. Stimulating professional growth and involvement of department members.
4. Departmental public relations.
5. Planning departmental inservice.
7. Informing department members of new developments in the field.
8. Promoting change of instructional practices and techniques within the department.
Worner and Brown also discuss a study by Oris (1988) that examined teacher perceptions of the department head's role, and compared this to the expectations of department heads and principals. Worner and Brown note the findings of Oris in regard to the areas related to department personnel supervision and evaluation, concluding (p.43) that "principals wanted department heads to play a much more active role; department heads were ambivalent in their views, but tending towards reluctance", and emphatically that "teachers wanted no part of department heads in a supervisory or evaluative role".

Bliss, Fahrney and Steffy (1996) describe results from a two-part investigation into the role and responsibilities of secondary department chairpersons in schools in the American state of Kentucky. The study involved investigation of both department chair and teacher perspectives in the context of state-mandated systemic reform, the Kentucky Education Reform Act (KERA). Passed in 1991, one of the aims of the act is to "disperse power and accountability throughout school systems" (p.31). Bliss et al. express the view that there is "already some evidence that in general, department chairs can play important leadership roles", despite the fact that "little attention has been given to defining or supporting the position at any level". They also write of what "appears to be a prolonged neglect of the department chair role in professional development", something which, according to them, is "mirrored in formal research".

Bliss et al. surveyed a total of sixty-eight department chairs from the areas of social studies (20), English (19), mathematics (17) and science (12), drawn from Kentucky high schools. Once data was collected from the department chairs, all teachers in the social studies, English, mathematics and science departments from eight of the twenty-eight schools (selected on the basis of four that were undergoing restructuring efforts and four that were not) were issued with a second survey. One hundred and eight teachers responded.

Bliss et al. found that the department chairs spent an average of 4.44 hours per week on department chair activities. When asked to describe and rank their main responsibilities, the department chairs gave replies that were categorised as
“administrative” (allocating budgets, ordering supplies, adopting texts, etc.),
“communication” (leading meetings, liaising between department and principal,
acting as an information conduit) and “instruction” (curriculum planning, assessment,
training). The number of department chairs that gave emphasis to each of the three
categories (30, 21 and 15, respectively) led Bliss et al. to conclude that the differences
“underscore an obvious lack of consensus about the role of the department chair”
(p.35). The trend in emphasis was consistent across the four discipline areas, with the
exception of mathematics where the most frequent first choice of the chairs was
“instructional”, followed by “administrative”, then “communication”.

When asked to describe their roles in an open-ended-type format, the responses of
the chairs could be placed into four categories.

1. Administrator: tasks corresponding to the “administrative” responsibilities
described above.
2. Facilitator: concerned with interpersonal factors such as “nurturing”. Tasks
correspond to the “communication” responsibilities described above.
3. Instructional leader: concerned with directly supporting instructional quality.
Tasks correspond to the “instruction” responsibilities described above.
4. Transitional: uses language indicating desire to support instruction, without
feeling empowerment to actually lead. Bliss et al. make the point that this
category “conveys more of the teacher’s aspiration than a current role”(p.36).
Tasks do not correspond directly with the responsibility categories described
above.

When the above four categories were summarised according to discipline area,
Bliss at al. found English and mathematics chairs inclined toward facilitation and
instructional leadership, while science and social studies chairs were more inclined
toward administration. The results are summarised in Table 2.1 (over page).

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In this section department chairs also spoke of their roles changing as a result of systemic reform (31 of 68), while “most” (p.35) spoke of pressures that are “intense and continue to increase as a result of reform initiatives”.

The results of each of these three aims will be outlined briefly.

1. Bliss et al. found “no clear connection between department chair roles as chairs reported them and teachers’ perceptions of instructional leadership by chair” (p.41). Also, no connection was found between department chair roles as reported and teacher-reported collegiality.

2. Bliss et al. found “a fairly consistent pattern of emphases in terms of what teachers perceived to be the most prevalent activity performed by their individual department chairs”, as well as “a large gap between a) teachers’ perceptions of..."
department chairs' current activities and b) teachers' preferences for increased support from department chairs” (p.41). The authors write that the areas of “improvement of instruction” and “assessment techniques” are where the gap is strongest, while “curriculum development”, “teamwork” and “planning” were seen as the areas that department chairs gave most attention to.

3. Bliss et al. could find “no indications of difference between the restructuring and the non-restructuring groups on instructional leadership, innovation or collegiality” (p.40). They explain this finding by reference to how “new the schools were to restructuring efforts at the time of the study”.

In summary, Bliss et al. comment that the findings of their study represent “a somewhat bleak picture of the department chair as a beleaguered and forgotten entity in the context of systemic reform” (p.43). They express the opinion that “sooner or later the department chair role will have to be seriously considered” by those involved in school restructuring and reform, since it appears that the role has “far more potential than is currently being used”. Two scenarios are proposed that could emerge in schools.

1. Department chairs could receive specialised professional development in areas perceived to be important to the role but lacking, in an effort to maintain/increase their instructional leadership effects. This proposal assumes the “continuation of strong independent departments” (p.43).

2. The emphasis on individual departments could be reduced in favour of cross-disciplinary teams, with the emergence of team leaders.

Bliss et al. express the view that in systems such as Kentucky with wide-spread voluntary restructuring [author’s italics] there is “ample room for experimentation with both scenarios” (p.44). They conclude, however, with the comment that, from their study,

... it is clear that continuing the present situation, with department chairs in a role which overworks but profoundly underutilizes teacher experience, interest and potential, is not
acceptable. Whether as cross-disciplinary team leaders or as department chairs, teacher-leaders should be thoroughly supported and their roles should be aligned with restructuring goals where such efforts are occurring.

Similar findings are reported by Hannay (1994a, 1994b), as well as Hord and Murphy (1985). Hannay (1994a:4) summarises the reasoning behind the perception of CAMMs as being well-placed to implement subject-based curriculum change in times of educational restructuring as follows:

1. they have responsibility for smaller groups of people than do principals, leading to stronger and more effective pressure and support that is required for change to be possible;
2. they are likely to benefit from a pre-existing sense of community and unity of purpose that exists within the department; and
3. it is often within departments that attempts to influence instructional practices are brought to bear on secondary schools.

The more recent conceptualisations of the role of CAMMs, such as those offered by Bhindi (1998) in Australia, and the Teacher Training Agency (1998) in the United Kingdom, include some responsibilities traditionally associated with CAMMs, and others that reflect new demands of the current educational and social climate. An example of the complexity of the role is found in Bhindi’s (1998) description of the functions that a CAMM is expected to fulfil.

- **Academic**: academic planning; allocate workload; monitor quality, performance and outcomes; set standards and instil best practice; instil professionalisation; provide remediation and counselling.
- **Managerial/Executive**: strategic planning; resource audit and acquisition; accountability reporting; staff discipline; paperwork.
- **Managerial/Pastoral**: promoting harmony within school and between departments; providing advice and counselling staff and students; liaison with outside bodies; “imagineering” the school positively; resolving conflicts; celebrating success and observing key events.

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• *Academic/Managerial*: encouraging change, review, renewal and improvement; encouraging innovation, experimentation and best practice.

This list highlights the need to work with staff, fulfill administrative responsibilities, and plan, implement and monitor initiatives within an overall whole-school context.

The United Kingdom document describes CAMMs as being responsible for:

Securing high standards of teaching and learning in their subject as well as playing a major role in the development of school practice and policy. (Teacher Training Agency, 1998:4)

It is particularly noteworthy as it acknowledges the role of SMTs in contributing to the effective functioning of CAMMs. Turner (1983), Hord and Murphy (1985) and Hannay (1994b) have also alluded to the importance of this connection, concluding that for CAMMs to become effective agents of change, principals must view them as part of a team that will guide the direction of a school, rather than simply as managers. In short, the leadership role of CAMMs in schools must be acknowledged, and structures developed to enable CAMMs to be proactive in shaping their areas, while remaining cognisant of whole-school directions and system requirements.

**Some Major Problems for CAMMs in their Roles**

When Ernest (1989:326) states that mathematics heads of department “often fail to perceive and meet the demands of their positions in full”, relative to the expectations of official education bodies outside their schools, he offers three possible reasons for this, reasons that align well with the conclusions of Earley and Fletcher-Campbell (1989), as well as others (such as Ribbins, 1985). CAMMs are not:

1. fully informed of the role they are expected to fulfil;
2. suitably trained to meet the demands of their positions; and
3. given sufficient time to meet the demands of the position.
To Earley and Fletcher-Campbell (1989), a good head of department builds their department into a collegial team with known and agreed-upon aims and objectives, operates in a consultative manner, and is aware of the requirements of their position, notwithstanding that this awareness stemmed frequently from experience rather than the contents of their job descriptions. They are forward-looking (sometimes at the expense of not looking back and evaluating what had been done), and able to take a whole-school perspective (sometimes at the risk of not being seen as doing the best they could for their own department). They are central to the process of change within their schools, either by acting as change agents, or by facilitating the operation of others as change agents, and they are willing and able to delegate tasks and responsibilities as required. This last aspect they see as seemingly “central” to the role (p.106), noting the time demands on heads of department, given the requirements of their roles and the reduction in normal teaching loads (typically 15 to 35% [p.67]) associated with the position. To them,

Pragmatically, it is impossible for some heads of department and faculty ... to do all the jobs for which they are technically responsible, so some delegation must be assumed (p.106).

In discussing the time demands on heads of department, Earley and Fletcher-Campbell (1989:31-32) comment that:

However much they planned their week, heads of department and faculty said that they were invariably not in control of their time and unexpected events continually occurred. ‘Crises’, the immediate needs of staff and pupils (giving help, disciplining, for example) and interruptions arising from the essentially dynamic and interactive nature of school life meant that schedules drawn up at the weekend, or whenever, frequently had to be abandoned and activities shelved. The life of middle managers was not unlike that of their senior colleagues and the situation was exacerbated by the fact that they were interacting and negotiating with people whose days were similarly unpredictable.

This issue of time demands on CAMMs is one that permeates frequently through the literature when their role is discussed. Weightman (1989) conducted an analysis of the ways in which senior staff in secondary schools typically spent their time across a school day, dividing the work done into three major types: technical, administrative
and managerial. Technical work was classified as “anything involving the children directly and discussing curriculum with colleagues” (p.121). Administrative work was defined as work involving organisational maintenance - “official, often regular, duties authorised by others; it is usually clerical work”. Managerial work was defined as “work that a manager does that involves setting precedents”. In schools, managerial work was considered to be things such as deciding on meeting agendas, and walking around the school to get a sense of what is happening. As well as the three aforementioned areas, it was acknowledged that managers in schools also undertook social activities which are “the everyday social interchanges of organisational life, and an essential part of anyone’s work to create and sustain a sufficient network to get the job done”, as well as attending to personal matters such as “telephone calls to a spouse or fixing an appointment”.

For each of the five areas, Weightman’s mean results for the CAMMs involved in the study were as follows.

Technical: 33.8%; Administrative: 24%; Managerial: 28.1%; Social: 6.4%; Personal: 4.2%.

The relatively high amount of time given over to low-grade tasks is noted, but also of some note is the (some might say) relatively low amount of time spent on technical tasks such as teaching. Earley and Fletcher-Campbell (1989:44), for example, make the point that:

Heads of department ... are, first and foremost – at least in terms of time allocation – still teachers and the actual business of the classroom occupies most of their time.

Also,

On the basis of time allocation, middle managers were ... primarily teachers: the extent to which they conceived of themselves in similar terms was clearly central to the effective performance of the management role. [Earley and Fletcher-Campbell italics]
Morris and Dennison (1982) find that the largest proportion of a (chemistry) head of department’s time is spent on the teaching role (47.35%), which includes marking and preparation. Second largest is the organisational role (30.94%); managing the department, then the corporate role (21.60%); largely clerical tasks. They comment that the “relatively low percentage” of time taken up by the teaching role is “perhaps the most striking feature” of this analysis (p.46). They also remark on the amount of time spent on formal and informal communication with departmental staff throughout a day, which leads to fewer than half (0.38) of the CAMM’s week days having a thirty minute session of undisturbed time. The result of this is that “tasks needing reflection dominate the nearly 52% of weekend time” that is spent on organisational matters out of the 4.13 hours per day that the CAMM spent on school work at weekends. Morris and Dennison acknowledge that “it would be entirely inappropriate to generalise from this one situation to other departmental heads, either as individuals or as a group”, however, as a trend their findings correlate well with other literature reports.

Ernest (1989:333) quotes figures for time release from Straker (1984) and the DES(1979). Straker’s work involved a study of the teaching loads of 103 heads of mathematics departments, while the DES document resulted from a survey of approximately 10% of English schools, no differentiation of subjects being outlined. The figures arrived at are quoted as 81.9% and 81.5% (of a full teaching load) respectively, the calculations being somewhat complicated by the realisation that not all heads of department in the studies were on the same teaching level, and some held positions in addition to those under investigation. Nevertheless, the DES study concludes that, at the time, “the average additional time set aside for heads of department was less than two periods” (DES, 1979:61). Ernest subsequently concludes (p.333-4) that

Although to the present author the time allocation for departmental responsibilities seems substantially less than two periods per week, it is uncontroversial to assert that the allocation is insufficient. In view of the extensive and varied demands on the head of department less than two periods per week for the fulfilment of departmental responsibilities is insufficient.
In a relatively early study involving 43 urban high schools in the United States, Fish (1976) found "considerable variance" (p.109) in the time allowance given to CAMMs, ranging from zero to "two schools where the department chairmen taught only one class daily". Fish reported that the "most common" teaching load for department chairmen was four classes daily. What reduction this represents in comparison to a normal load is unknown. Warner and Brown (1993) in a study involving 257 American public high schools reported time release ranging from zero (40%) to one period (51%), to two or more periods (9%).

The evaluation of staff is noted in the literature as being problematic for CAMMs and has been alluded to earlier (Ogilvie and Bartlett, 1979). Most often it is thought to be due to either time demands, or a perceived role conflict between the leadership and management of the department and a desire to engender collegiality in the department team. This matter is discussed in a variety of sources (for example, Fish, 1976; Howson and Woolnough, 1982; Straker, 1984; Ribbins, 1985; Earley and Fletcher-Campbell, 1989; Ernest, 1989; Torrington and Weightman, 1989; Johnson, 1990; Siskin, 1991, 1994; Wettersten, 1994). Almost all agree that the area appears problematic. Non-threatening visits by CAMMs on an informal basis, aimed at constructively improving a teacher's classroom practice, and student learning outcomes, is seen as a good, healthy and necessary part of the job, but one that CAMMs are reluctant to undertake, given the autonomy that teachers traditionally perceive they have over their classrooms. From the literature it would appear that the desire and/or expectation of CAMMs to be involved in observation and evaluation of teaching staff also diminishes significantly when staff other than new and inexperienced staff are involved.

Generally, students and probationers expect, and are expected to be, subject to observation and evaluation; but once past these stages, teachers neither expect, nor are expected, to be commented upon (Earley and Fletcher-Campbell, 1989: 52).

Earley and Fletcher-Campbell (1989:127) note that time demands were frequently cited as one reason for the lack of staff appraisal occurring in secondary schools in their study. However, they quote the research of Straker (1984) who concludes that,
even if more time were made available for such activities, few CAMMs would use it for this purpose, such was the low priority the task is given. Earley and Fletcher-Campbell point out also that in schools in their study, where performance review did take place, "it was looked upon favourably and staff commented on the benefits that had accrued both to themselves and to their departments".

Wettersten (1992) also offers a slightly different perspective to that of much of the literature in that her study appears to indicate that teachers are willing to accept evaluation by CAMMs if it is presented and facilitated in a manner that is seen as appropriate by the teachers. The department chairs involved in Wettersten's study shared the general responsibilities of "developing, reviewing, evaluating and improving curriculum and instruction within their academic areas" (p.39). Classroom visits and formal evaluation were a common function of the chairs, for purposes such as ensuring that the instruction presented to students is of a standard expected by the school, or for the purposes of extrinsic reward for teachers such as salary increases. In all of the cases reported by Wettersten the department chairs were considered exemplary in carrying out their role, and had the respect of their department staff. Collegial relations operated within the departments, with atmospheres of freedom and trust. Consequently, the acceptance of evaluation by their staff may be explained by statements such as the one presented below from one of the teachers interviewed by Wettersten (1992:68).

For evaluation, he knows what I'm doing and can appreciate the way I present it. I wouldn't want [a different department] chair evaluating me. He could look at 'time on task' and classroom management but not the skills I am trying to develop. I would find that distressing ... An assistant principal is the worst idea yet. The conduit is lost. It definitely is an 'us and them' situation. It would be horrible. The staff morale would be horrible.

On a similar note, in Siskin's study (1991:148), department heads of English and mathematics comment:

From what I've heard them say, they'd rather have me do it than someone who doesn't know the discipline.
Furthermore:

It’s extremely unusual ... most of the time fine, but sometimes awkward. ... The teachers would rather be evaluated by someone who knows what he’s watching. I remember having an ex-coach who became a vice-principal be the one who was supposed to evaluate my math class; he was simply incompetent to do it.

At the school in question here, observations of teachers were carried out by their department heads three times per year, with a written report being produced that goes to the teachers’ files. Siskin comments that “the dual role of teacher and supervisor does cause problems for these chairs” (p.147). She also notes that involvement in teacher evaluation to this extent was believed by these department heads to be “extremely unusual” (p.152), an observation confirmed by Siskin when a wider sample of department heads in Californian schools were surveyed. The results obtained indicated only 7% of the department heads surveyed were given the task of evaluating teachers, this figure being “somewhat qualified by the fact that an additional 23% reported that they played an advisory role in teacher evaluation” (p.152).

In surveys of 39 high school teachers from Massachusetts, Unite States, Johnson (1990:171-172) found that department heads from public schools “conducted formal evaluations and recommended the reappointment, dismissal or tenure of junior staff”, with many also “active in supervising the work of veteran teachers, through periodic classroom visits and subsequent verbal and written reviews of their performance”. A cautionary note is added by Johnson, however, that the department heads involved in her study were “valued teachers and therefore not necessarily typical of all department heads”. Teachers from independent schools in her sample were “far less likely to be observed in their teaching”, but department heads were “prominent in assessing their performance indirectly on the basis of reputation and comments by teachers and students”. No mention is made of the attitudes of either the teachers or the heads of department involved to the observation and evaluation.
Morris and Dennison (1982) discuss the matter of role uncertainty. They accept that heads of department hold "key positions in evolving comprehensive schools" (p.37), and that the post involves "considerable duties and responsibilities" (p. 39), but point out the lack of definitions that both schools and LEAs had for the role. To Morris and Dennison this could be explained "in terms of four interacting elements" (p.39).

1. There was no national reference to what duties are associated with the role.
2. The education system had been reluctant to accept management techniques and processes, particularly those emanating from outside education.
3. There appeared to be a belief that the duties and responsibilities that accompany the position are so well known that they do not need to be spelled out.
4. There was a view that school organisation demands flexibility, and the opportunity for individuals to adjust their roles as circumstances demanded might be reduced if role descriptions were formalised.

Ribbins (1985) provides a good discussion of the nature and sources of role strain and role conflict for CAMMs according to the literature to that time. He concludes that CAMMs do experience role strain and role conflict in their jobs, that issues relating to department staff supervision and monitoring "is an aspect of their work which causes many heads of department great role strain" (p.361), and that unclear role definition and lack of appropriate training are "widely canvassed" (p.363) as solutions in the literature.

Summary
This section has described literature contributions spanning almost three decades relating to the role of CAMMs in secondary schools. As well as illustrating the diverse and fragmented nature of the available literature base, the section has also served to indicate the difficulty associated with obtaining a definitive description of the role of CAMMs that encompasses all situations. This is despite the clear existence of some recurring themes throughout the writings presented, both in relation to what the role of a CAMM involves and the difficulties associated with fulfilling that role.
The increasing complexity of the CAMM role was also reflected in some recent contributions included in the section. In the next section, the evolution of the leadership role of CAMMs in the literature is explored.

**LEADERSHIP AND CURRICULUM AREA MIDDLE MANAGERS**

Clearly, a leadership role exists for CAMMs in secondary schools. Perhaps even more than is the case with the general role of CAMMs discussed above, however, contributions to this area have appeared spasmodically and somewhat in isolation from one another. Frequently their origins have been in the context of different countries and systems, the overall result, however, being some broad areas of agreement as to the nature of the leadership that CAMMs exhibit in carrying out their role. The task of obtaining a definitive description of CAMM leadership is further complicated by the fact that most of the relevant literature has been collected over the past two decades. Two points are pertinent here. Firstly, there have been enormous changes in both society generally, and education specifically during this time. Secondly, this is a period that has witnessed an explosion of ideas and approaches in educational leadership theory, albeit mostly related directly to the role of the principal. The literature offerings in relation to CAMM leadership reflect these points.

**Autocrat, Democrat, or Choose as Needed?**

Bloomer (1980) used members from a series of workshops to investigate the functions thought to be appropriate for a head of department. The participants were drawn from a variety of United Kingdom schools and education sectors (for example, primary and secondary), as well as other areas including, for example, one LEA adviser and a lecturer from an institute of higher education. Bloomer comments that his study differed from previous “explorations” (p.84) of the head of department in three ways:

1. in the wide range of institutions from which participants were drawn;
2. in the fact that views of teachers who were not heads of department were taken into account; and
3. in the way that results were obtained after discussion by those involved, rather than by simple questionnaire use.

The questions in Bloomer's study scanned a wide range of issues across three general areas: the departmental meeting, pupils and staff, and the teaching programme and resources. Bloomer concludes that the resulting profile was "clearly that of a 'democratic' as opposed to an 'autocratic' or a laissez-faire type of leader" (p.95). Similarly, Howson and Woolnough (1982) in their study involving heads of department, teachers, school head teachers and deputy heads, LEA advisers and school governor chairs find preference for a "democratic" over a "control" model of leadership for heads of department. Bloomer (1980) then presents a "check-list" of nineteen characteristics of departmental leadership that were identified as desirable for practitioners. As Bloomer admits, the list "is a formidable one", and so only a summary will be presented here. Essentially, it was found that a head of department should:

- recognise that their major function is to produce an environment which maximises the opportunities for staff and students to reach their potentials in teaching and learning;
- aim to create a department which is collegial, with good, open discussion on policy and issues, and staff involved in the making of decisions;
- keep courses offered by the department under constant review, changes being made as required after consultation with departmental staff, with attention being given to teaching methodologies as well as course content;
- liaise with higher administrative levels as to the selection of new staff, presenting department views and requirements, and be able to assist with short-listing and interviewing of applicants;
- assist in the development of trainee and probationary teachers;
- encourage teacher professional development;
- take some responsibility for the diagnosis of pupils through the department in regard to their progress, liasing as appropriate with pastoral and careers staff;
• ensure that the department is adequately resourced, and that mechanisms are in place for the appropriate storage and maintenance of resources; and
• encourage extra-curricular activities related to the department’s curriculum areas.

Torrington and Weightman (1989:169-170) call on the work of Sadler (1970) and his continuum of leadership styles — tells, sells, consults, joins — when they take the view that:

... it seems at the level of the department the ‘consults’ or even the ‘joins’ end of the leadership spectrum is likely to be the most effective as well as the preference of most subordinates. These involve a collaborative process of planning, choice and preparation of materials and a collegial atmosphere of mutual trust and support which will enable such collaboration to include the key element of being able to visit each other’s classrooms and to observe and discuss each other’s work in a positive, non-threatening way.

Sergiovanni has written widely on the subject of school leadership (see, for example, Sergiovanni, 1984b, 1990, 1992, 1996, 1998). In discussing the role of department chairpersons in the American secondary school situation, Sergiovanni (1984a) writes that they have “important leadership functions to perform” (p.3) and that “their role is changing and leadership demands increasing”. Sergiovanni is an advocate of shared decision making in effective departments (p.125), offering the advice to practitioners new to the role to remember that they are not “God” in their department (p.47). He asserts:

What you stand for, the purposing you provide to daily activity, the meanings and significance communicated to the teachers with whom you work, and your ability to bring together your department faculty into a spirited common cause are even more important than technical and instrumental skills. The development of a culture of purpose, meaning and commitment is the secret to quality leadership (p.502).

Sergiovanni proposes that principals should view themselves as educational “statespersons” whose prime concern is overall school policy and philosophy, and acting as the connection between the school and the outside world, rather than educational “leaders” who are concerned with the “development and articulation of...
educational programs” (p.4). Falling within the realms of educational leadership as perceived by Sergiovanni are such areas as curriculum and teaching objectives; teaching styles, methods and procedures; classroom learning climates; teacher, student and program evaluation; curriculum content, coordination and scope; lesson and unit planning; and curriculum and teaching innovation. Most of the activities associated with educational leadership as described at this time by Sergiovanni are, he feels, beyond “reasonable expectations” for principals, and unless they were delegated to the chairperson level, “do not get adequate attention in the typical school”. Sergiovanni consequently asserts that department chairpersons should assume more responsibility for educational leadership than they had at the time, and that for this to occur, two conditions need to be met.

1. Department chairpersons need to expand their role on instructional leadership in subject areas.
2. They need to be provided with more responsibility and authority than that which was available.

Sergiovanni views instructional leadership in specific subject areas as an “important” but “more limited” component of educational leadership. In recognising schools as “complex” organisations (pp. 5-6), he acknowledges that educational leadership is “not independent of other school leadership expressions and demands but rather takes place as part of an interdependent complex leadership system” (p.6). The leadership responsibilities of department chairpersons within the school, he proposes, are an interdependency of five types of leadership, viz. educational leadership, supervisory leadership, organizational leadership, administrative leadership and team leadership, the five being related as shown below for an effective department chairperson.
In Sergiovanni's view, the effective department chairperson works:

to achieve school and department educational objectives

↓

through teachers who identify with and are committed to these objectives

↓

within a department and school structure which supports the objectives and facilitates the work of teachers

↓

over an extended period of time

↓

in cooperation with other chairpersons and the principal.

Supervisory leadership to Sergiovanni involves department chairpersons working with teachers "in a fashion which obtains their identification with and commitment to agreed-upon objectives" (p.9). This type of leadership he writes is "more concerned with action, change, movement and improvement than it is with control, order, checking and rating" (p.9). Department chairpersons who exercise good supervisory leadership according to Sergiovanni will produce teachers in their departments who are "more committed to department and school goals, more motivated to work, more sure of where they are going, more confident in themselves, and more satisfied with their jobs because of the kind and quality of work they do" (p.9).

Sergiovanni outlines organizational leadership as concerning "program as defined by a specific content area or discipline" (p.10). The importance to him of this type of leadership is emphasised when he writes:
Naïve visions of educational leadership often do not take into account its interdependence with organizational leadership. Educational leadership takes place in a complex organisational setting and its success usually depends upon one's knowledge of and ability to influence this setting (p.6).

To Sergiovanni, organisational leadership is demonstrated when characteristics common to “most complex organisations” such as decision making, the coordination of people and materials, the development of schedules and the distribution of power and authority are dealt with in ways that keep them “subservient to the organisation’s goals” (p.6). He makes the distinction between organisational “leadership” and organisational “drift” in which people become “victims of and reactors to the organisational setting” (p.6), and makes the point that:

... effective educational leadership depends upon the chairperson being able to establish that schools as organisations are designed to serve people, goals and activities and not the other way around. It is in this sense that educational and organisational leadership are interdependent, nourishing each other (p.8).

For Sergiovanni the administrative leadership role of the department chairperson has “two directions – developing efficient ways to handle information and routine decision making, and evaluating existing administrative procedures in an attempt to reduce them substantially” (p.10). Whilst acknowledging that it could be debatable as to whether the maintenance of an information system and a routine decision making system are expressions of leadership, Sergiovanni proposes that a school’s effectiveness depends partially on its ability to maintain itself internally, whereby efficient administrative procedures contribute toward this. Inordinate amounts of time must not be occupied with such matters, which are imposed upon department chairpersons from above (principals, etc) and below (teachers). In Sergiovanni’s view, chairpersons who cannot master this aspect of their jobs "will not have either the time or energy to exercise their broader leadership functions" (p.10).

Finally, Sergiovanni emphasises the importance of the department chairperson as a member of a school “leadership team” with the principal seen as “an important and influential member” of the team (p.10), and departments as “interdependent parts of a
total school program”. Educational leadership according to Sergiovanni is “difficult to implement” (p.10) when departments are “considered as separate entities and chairpersons are … concerned primarily with the welfare of their own departments”. He asserts that the success of team leadership depends upon:

- the development of mutual support and trust among chairpersons and between them and the principal;
- the acknowledgment that chairpersons are interdependent, with each becoming more effective individually as the group becomes more effective; and
- the development of a commitment to understanding, appreciating, and working toward an intellectually and humanistically rich educational program for the whole school.

**Instructional Leaders**

Turner (1983) advocates the strengthening of the leadership role of CAMMs in schools as “one solution to frustrating problems facing many districts searching for a realistic means of providing quality education” (p.28). Turner calls for a “rethinking” (p.25) of the role of the head of department in American schools of the time, drawing on the writings of Sergiovanni (1977) and Drucker (1966) in proposing a revision of the department head role which will put them “into direct, sustained interaction with teachers in a fashion not traditionally encountered” (p.26). Turner pleads for an improvement in areas such as time management and personal relations in department heads. He argues that department heads must be able to extract best possible performance from their staff in an atmosphere of creative problem solving, using shared decision making and open communication to establish an *esprit de corps* within the department. They must be competent in their subject area(s), capable and willing to improve instructional programs in their department by reviewing and evaluating department practices and seeking out, introducing and evaluating new instructional strategies, as well as capable of working with individual department staff to “identify, assess, and then improve the limitations of the members” (p.27). To Turner, training for department heads, as well as solid support from school administrators, is needed for the type of leadership role strengthening he proposes for
CAMMs. In particular, he advocates the need for administration support, claiming that:

Without a solid commitment from the key administrators, little effective change will occur and the department head position will never reach that level of leadership which it is capable of becoming (p.28).

Costanza, Tracy and Holmes (1987) made use of a self-evaluation checklist developed by Sergiovanni (1984a) in evaluating a training program aimed at improving the instructional leadership aspects of a group of secondary school department chairpersons in an Ohio school district. While writing that “the research clearly establishes the need for instructional leadership” (p.81) for improved student outcomes in schools, Costanza et al. acknowledge that the principal is not in a position to personally direct and influence “all aspects of the instructional program” in secondary schools. The training program that Costanza et al. describe was provided and supported by agencies outside of the schools involved (university and local school district) and had as its primary purpose “the development of a cadre of instructional leaders” (p.78) who could both enhance the work of school administrators and “break down some of the barriers which existed between the managerial world of school administration and the day-to-day life of the classroom”. They explain that “such a change was intended to gradually move the culture of the schools toward a shared emphasis on educational excellence” (p.78).

From their study, Costanza et al. conclude that “department coordinators can and will exert a positive impact on the educational program if given assistance and support” (p.81), and make the following observations from their training program.

1. A school district may symbolically and substantively establish improved instruction as a goal by focussing energy and resources on developing departmental leadership.
2. Department coordinators and administrators working together as a group with a common purpose will develop normative values that will significantly affect formal and informal communication channels.
3. An infrastructure of department coordinators within the schools will influence the focus of activities and nudge more instructional issues onto department and school agendas.

4. Shared decision making and involvement with the meaningful work of instruction has a positive impact on teacher attitudes and sense of commitment.

5. Schools and outside agencies can work together productively to aid in CAMM development and school goals.

Wettersten (1992, 1994) reports some insights into the leadership roles of CAMMs when she discusses the outcomes of a study of four high school department chairs in American schools. The chairs involved had been identified as “exemplary” where this was defined as “demonstrating excellence in working with administrators and teachers, excellence in departmental leadership, and credibility as a good teacher” (1992:14). Wettersten makes the point, however, that the chairs were “not considered charismatic or dynamic by their colleagues” (1994:37), being more often described as “helpful”, “resourceful” and “caring”. They tended to keep low profiles outside their departments, and were considered “more organised, systematic, or persistent than ‘stimulating’ or intellectually demanding. The four department chairs in the study were selected by “recommendations from at least two independent sources: fellow teachers, administrators, and/or colleagues from other schools” (1992:15).

Wettersten (1992) investigated the instructional leadership roles of the department chairs. For her purposes, the definition of instructional leadership used (p.3) was that offered by Sergiovanni (1984b) as “the coordination, supervision, and evaluation of curriculum and instruction within an academic discipline”. Wettersten found that the department chairs she investigated were perceived by both teachers and school administrators as the primary instructional leaders in their departments. She suggested four factors that appear to “strongly contribute to the establishment and fulfilment of the position of these high school department chairs as instructional leaders” (p.1). These are as follows:
1. the amount of responsibility and support given to the chair by the principal and other members of the school administration team;
2. the credibility of the chair as a capable and trustworthy leader in the eyes of teachers in the chair’s department;
3. the chair’s ability to share leadership within the departments by recognising and utilising instructional leadership abilities of teachers in a spirit and practice of collegiality; and
4. the chair’s understanding of the vision and goals of the principal and administration team, as well as those of department members, and the utilisation of these understandings to bridge both groups as a communicator, interpreter, and facilitator.

Wettersten (1994) explored the leadership strategies of the four department chairs, as they “attempted to fulfil the considerable expectations of their administrators and teachers” while possessing “limited formal authority” (p.36). Her findings were two-fold. Firstly, it was found that the department chairs “engage in a complex series of exchanges between administrators, teachers and themselves” (p.1). These exchanges involve specific practices which “facilitate communication, implementation of policies, and cooperative relationships between all three groups” (pp.1-2). Secondly, it was found that the exchanges could bring about effects which may be either “transactional” or “transformational”, “depending on the nature and the impact of the consequences of the exchange” (p.2). Wettersten stresses that it is not the exchanges that are transactional or transformational, but rather the consequences of the transactions. It is these transactions that are the mechanism by which the department chairs create the informal authority with both teachers and administrators that they require in order to “successfully accomplish their tasks” (p.12).

Wettersten’s exchange model of department chair leadership is summarised in Figure 2.3 (over page). The model represents a flow of communication and delivery of services and rewards that is “continuous from the administration through the chair to the teaching staff and back through the chair to the administration. What the chair receives from one group facilitates his or her delivery of services to the other” (p.23).
Department Chair receives:
1. Delivery of services
2. Delivery of rewards
3. Autonomy, collegiality, trust and support
4. Information

Department Chair gives:
1. Information
2. Commitment to visions and go goals
3. Cooperation in implementing policies and programs
4. Peace and harmony within departments

Department Chair receives:
1. Information
2. Commitment to department goals and projects
3. Cooperation with additional requests
4. Trust, credibility and support

Department Chair gives:
1. Delivery of services
2. Delivery of rewards
3. Autonomy, collegiality, trust and support
4. Information

Teachers

Figure 2.3  Wettersten's exchange model of department chair leadership (from Wettersten, 1994:24)

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The reciprocal relationships identified by Wettersten as being involved in the exchange process are summarised as follows.

- Chairs provide to administrators:
  1. Information about departmental issues and concerns
  2. Personal and departmental cooperation and support for most administrative goals and policies
  3. Peaceful, harmonious and productive departments

- Chairs receive from administrators:
  1. Information about school policies
  2. Support for departmental requests for services or supplies
  3. Autonomy, collegiality, and trust

- Chairs provide to teachers:
  1. Information about administrative policies and practices
  2. Delivery of services and rewards which relate not only to classroom needs but to professional and personal development as well
  3. Autonomy, collegiality and trust

- Chairs receive from teachers:
  1. Information about departmental issues and concerns
  2. Commitment to departmental goals and projects
  3. Cooperation with additional requests for help
  4. Trust, credibility, and support

Wettersten maintains that “for the full series of exchanges between chair and administrator to flow smoothly, every stage of it must be in operation” (p.25). For example, administrators must deliver what is required to the department chair so that they can then deliver to teachers in exchange for cooperation and subsequent communication with administration. A breakdown in one part of the process will have ramifications in another. The department chair is envisaged as acting as the
“linch-pin” (p.26) in this model who “balances, accommodates and adjusts the flow of exchanges”. The satisfaction of teachers and administration with the process is determined by the “responsiveness of the chair to the goals, needs and interests of both groups”.

For Wettersten the qualities demonstrated by the department chairs in facilitating the exchanges that took place between them, their teachers and the school administration indicate that “department chairs can play a larger role in the administration of most high schools than is commonly recognised” (p.37). In descriptions reminiscent of Sergiovanni’s notion of “value-added” leadership in schools (Sergiovanni, 1990), Wettersten argues that by facilitating exchanges producing transactional effects for routine outcomes, department wheels were made to “move forward”. By facilitating exchanges that produced transformational effects for shared or innovative outcomes, department wheels were made to “take flight”.

**Transactional and Transformational Leaders**

In discussing the leadership style of effective heads of department, Earley and Fletcher-Campbell (1989) parallel Burns’ (1978) distinction of transactional and transformational (transforming) leadership with the routine and higher-order developmental activities dimensions of their conceptual head of department model. In their view, the heads of department that operate in the transformational mode are those with the effective departments, since it is here that the broader needs of their staff are considered, as opposed to the purely administrative aspects of the role. This is reflected when they list what they consider to be the qualities and behaviours of effective heads of department (p.52). They point out, however, in regard to the way that a head of department goes about their role, that, given its complexity, “part of effectiveness seemed to be the selection of the appropriate style – of knowing when an issue should be discussed in depth by the whole department; or when it was a matter solely for the head of department” (p.53).

Street (1993) highlights the importance of devolving authority and learning to trust staff within a school faculty when he discusses the process of faculty restructuring and its associated benefits for all involved. At the time of writing, in the...
system in which he worked, CAMMs were referred to as 'Head Teachers', not to be mistaken for the British equivalent of a principal. Faculties that have followed the restructuring model that he outlines will end up, he claims, with teachers that are more "flexible" (p.29), possibly leading to schools "in which innovation is quite readily accepted" (p.29). He maintains that teachers working in such environments "do work very hard but seldom do they show symptoms of stress" (p.30).

For the realisation of the restructuring process and its associated "possibilities for professional growth" (p.28), Street argues that it is imperative to understand the ways in which teachers behave, and the ways in which that behaviour can be influenced by faculty heads, since the restructuring process requires an influencing of the behaviour of teachers and this is "undoubtedly one of the most significant activities in which a Head teacher can be engaged" (p.28). Head teachers who can effectively influence teacher behaviour are described by Street as "those who are considered successful and who achieve greatest satisfaction from their tasks" (p.28).

Street discusses the behaviour of teachers through motivational factors (satisfiers) and hygiene factors (dissatisfiers). The most significant hygiene factors for teachers are listed by Street (pp.28–29) as "poor interpersonal relations", "incompetent, inadequate or unfair administrative and supervisory practices" and "matters external to the school". The most significant motivational factors he lists as "achievement", "recognition" and "responsibility", the third being the "most beneficial" factor, and one for which the faculty restructuring can create ample opportunity.

In his restructuring model Street outlines a process "initiated through effective role negotiation" (p.30), by which authority for the running of the faculty is devolved to faculty staff. In this process faculty staff take on (by choice) tasks necessary for the faculty to function because a faculty head cannot realistically "do all the tasks needed for the efficient operation of a faculty" (p.30). Indeed, Street maintains that a faculty head must only: (this author's emphasis)

- supervise staff;

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• implement staff development; and
• implement system, school and faculty policies.

All other tasks, he claims, can be performed by other faculty members.

The specific advantages resulting, in his opinion, from the restructuring process are as listed below:

1. staff will become more efficient and faculties will become more effective;
2. head teacher time is released for other more important tasks that will allow them to show leadership and be a developer of expertise within faculty staff;
3. accelerated professional growth of faculty staff which leads to the provision of leadership opportunities are provided;
4. the development of commitment to faculty tasks through staff ownership;
5. the development of proactive planning and reliance on proactive modes of operation;
6. team building owing to greater reliance of faculty members on each other;
7. better teachers who are more professionally aware, widely skilled, committed and willing to experiment with varied classroom teaching strategies; and
8. better faculty leaders who have a vision for the faculty, and a sensitivity with an emphasis on people in organisations and a lack of emphasis on paper.

Clearly Street has a vision of CAMMs as transformational leaders. Faculty heads who have a “genuine desire to accelerate the professional development of their staff” (p.31), who have a vision for their faculty, and who have complete confidence in their own authority and are consequently willing to trust their staff and release their authority, are the type of CAMM considered by Street as best suited to successfully carry out the restructuring process. Those who are reluctant to release authority and do not “feel in control of what is happening” (p.31) when restructuring is attempted are thought to be presiding over a process which is “doomed to fail” (p.31).
Leask and Terrell (1997) advocate transformational leadership as suitable for middle managers in schools, emphasising the “vision” aspect of this type of leadership, and stating that “knowing your vision for the department is an essential area of self-knowledge as a middle management leader” (p.103). They also maintain that “a key area of transformational leadership for middle managers working in schools is the establishment of the values and beliefs about learning and teaching within their own department and beyond, for the whole school” (p.104). In doing so, the CAMM “needs to be clear about and make clear to others” (p.104):

- the principles and values that are the foundation of the teaching and learning process; and
- the place and purpose of the subject in the curriculum.

Leask and Terrell maintain that “leadership from a middle management position is a complex issue, not least because there are a number of conflicting tensions” (p.109). They draw on the work of others (Fleishman and Harris, 1972; Blake and Mouton, 1985; Hersey and Blanchard, 1982; Thomas, 1976) to offer a conception of the middle management leadership situation as “a kind of layered sandwich” (p.104) where the opposing dimensions of four leadership models are presented. The dimensions cited are as follows.

- Concern for task – concern for people
- Challenge – support
- Directing – supporting
- Assertiveness – cooperation

The task for the “discerning, reflecting middle manager” is to “pick the model which most applies to them and reflect how this model helps to bring light to their situation and to suggest strategies for improvement” (p.104). Leask and Terrell point out, however, that “there is no safe position where you can be in a perfect position on all these dimensions” (p.109).
White (1997) investigated the applicability of Leithwood’s model of transformational leadership to CAMMs as perceived by teachers. It was found that the secondary teachers surveyed considered Leithwood’s model to be applicable to CAMMs, results suggesting that, whilst all four dimensions are considered important, they are different aspects of leadership with varying importance. The people dimension was judged to be the most important, followed by purposes, structure, and, least importantly, the culture dimension. No significant differences were found to exist in the applicability of the model between groups identified by the demographic variables investigated; gender, age, years of classroom teaching experience, and experience or not as a faculty co-ordinator.

**Recent Insights and Approaches**

Given the consistent appearance of an instructional component associated with descriptions of the role of CAMMs, it is hardly surprising that an instructional leadership component has been regularly identified in the range of studies discussed in this section. Indeed, conceptions of transformational leadership in education build on and include an instructional leadership component. Along with the requirements that CAMMs demonstrate leadership that develops a collaborative culture within their department, and competent administrative (managerial) abilities, it is the constant recurring leadership theme in the literature. What has changed over the past two decades is the climate in which that instructional role is conducted and, consequently, the overall nature of the leadership that a CAMM is expected to display. As the climate in which schools operate has become more focussed on student learning outcomes in the context of systemic curriculum mandates, self management and accountability, so too the demands on the CAMM have become more intense and varied. For example, the area of teacher appraisal, already identified in a variety of literature sources as problematic for CAMMs, and one which they have tended to avoid, is increasingly being mentioned as part of their responsibilities. The changing climate though, as Harvey (1998b:9) reminds us, means that such activity should be carried out in the context of “improvement” rather than “reporting”.

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Harvey (1998b) identifies school-based management (SBM) as bringing increased responsibilities to schools in areas such as identification of priorities, programs, staffing and resource management. Because of increased competition due to both State and Federal Governments embracing greater deregulation in Australia, the capacity to successfully embrace SBM is seen by Harvey as critical to the success, indeed even survival, of schools.

In the West Australian version of SBM, Harvey sees secondary teaching administrators (STAs), a group of which CAMMs are one component, as being of strategic importance to the management of school level change in dynamic environments. He refers to the theorisations of the "new managerialism" and the "new professionalism" (Nixon, Martin, McKewon and Ranson, 1996, 19997) to inform his description of the ways in which SBM has changed the nature of the work of STAs in West Australia.

To Harvey, the new managerialism has redefined the nature of leadership for STAs. The priority here has become the ability to plan and manage resources in turbulent environments in such a way as to achieve school priorities and improve school performance. The improvement of student learning outcomes is the prime focus.

The new professionalism acknowledges the existence of a diversity of values and interests among individuals that make up school interest groups/stakeholders. Here the focus is on seeking agreement about collective aims and purpose, achieved through a willingness of individuals to examine current structures, explore problems and look for better, more effective ways of meeting the needs of students (integrative action).
In the context of SBM, Harvey outlines the following ways in which STAs demonstrate integrative action:

- seeking to reach agreement about the educational needs of different groups of students;
- accommodating different sets of values, mediating different sets of interests among colleagues;
- facilitating problem based learning and team learning;
- encouraging inquiry, critique existing curricula and school organisation;
- demonstrating a willingness to renegotiate old agreements about purpose in the light of new environmental demands; and
- encouraging group as well as team responsibility for setting and achieving standards of professional practice.

In summary:

STAs value people and their knowledge ... They work to cultivate and to develop professional relationships of mutual trust and respect. Teachers are no longer a resource that should be managed. STAs contribute to SBM when their work in various teams is focussed on helping others to reach agreement about purpose. (Harvey, 1998b:5)

Harvey observes that the new professionalism and the new managerialism rest on different ideological assumptions of schooling, noting that the new managerialism represents a radical break with practices pre-SBM, while the new professionalism is more compatible with the “traditional collaborative practices of teachers” (p.5), albeit with an ability to accommodate a responsiveness to change. Table 2.2 (over page) outlines what Harvey sees as the traditional and emergent responsibilities of STAs based around the new theorisations.
Table 2.2 Traditional and emergent responsibilities of STAs in West Australian schools (from Harvey, 1998b:5)

Within the call for changed practices along the lines of the new professionalism and the new managerialism associated with the move to SBM, Harvey presents some “challenges” for STAs, aimed at informing STAs of opportunities that may enable them to develop greater capacity for educational leadership within their school, and to gain greater control over their work. The challenges are as follows:

- seeking a strategic location in the school planning and policy process to ensure that student learning needs inform responses to new environmental pressures for change;
- developing a voice in school planning and policy forums;
- building agreement about purpose in the teaching-learning team;
- achieving a balance between departmental/team and school priorities;
- managing the effectiveness of the department/team;
- developing a more creative resource management practice;
• justifying the performance of the department/team;
• leading the development of an outcomes based approach to education; and
• managing the STA’s own experience of work overload.

Harvey concludes by commenting on the need for a systematic and managed approach for leadership training for STAs to be developed if they are to have optimal effect in their roles.

Recent work by McLendon and Crowther (1998:15) in Queensland provides indications that CAMMs can be “a positive leadership force in their schools”. McLendon and Crowther report that the leadership demonstrated by CAMMs involved in their studies embodied that outlined in numerous literature approaches to educational leadership such as transformational, strategic, educative and pedagogical. Along with Bhindi (1998) they illustrate the complexity of the leadership requirements being described for CAMMs in today’s climate. The four areas of function for CAMMs described by Bhindi in the previous section, viz. academic, managerial/executive, managerial/pastoral and academic/managerial he equates with the roles of instructional leadership; administrative leadership; human relations and public liaison; and change facilitation respectively. What Bhindi is imploring CAMMs to aspire to fits well with what Caldwell and Spinks (1998), among others, propose will be necessary as schools cope with current and future demands.

Brown and Rutherford (1996, 1998) offer a leadership typology based around that developed by Murphy (1992). Conceived as applicable to the leadership and management roles of principals in the United States, the typology has also been embraced for CAMMs by Leask and Terrell (1997). Adapted to reflect what Brown and Rutherford (1998) see as the particular emphasis of the role of CAMMs in United Kingdom schools; that of raising student learning outcomes, the typology has an emphasis that is on building relationships and on clarifying why things should be done or not done, rather than what things are to be done, and how. The five roles of the typology are as described below.
1. **Heads of Department as Servant Leader**: HoDs have professional expertise as their base of influence rather than line authority and lead by empowerment of their staff rather than control.

2. **Heads of Department as Organisational Architect**: HoDs work to disperse leadership throughout their departments and, hence, create ownership and commitment of their staff.

3. **Heads of Department as Moral Educator**: People are the prime concern of HoDs who are motivated by a deeply held set of values and beliefs. Each member of the department is valued and responded to individually in a unique manner.

4. **Heads of Department as Social Architect**: HoDs need to develop social networks with pupils and their families that enable the support required to affect students' learning to be forthcoming. Attempts to make schools fit children, rather than vice-versa.

5. **Heads of Department as Leading Professional**: HoDs must be up-to-date with curriculum developments and be expert practitioners if they are to retain credibility with their department staff and, hence, contribute to improved teaching and learning outcomes.

In reflecting on some research undertaken to test their typology in schools, Brown and Rutherford conclude (1998:87) by suggesting that their typology of HoD leadership was "sufficiently robust to categorise and give a great deal of insight into their role". They comment on the "overriding challenge" (p.88) for HoDs as the reconciliation of Teacher Training Agency proposals (essentially competence-based) with "the insights, qualities and skills that are encapsulated in Murphy’s typology”.

The discussion presented in this and the preceding section has served to highlight the fragmented nature of the literature relating to the leadership role of CAMMs in secondary schools, as well as the perception that, in CAMMs, schools possess an underutilised and little acknowledged source of leadership. The literature basis that CAMMs and their departments have a part to play in the area of improved student learning outcomes is presented in the final section of this review, along with the description of an approach to conceptualising CAMM leadership and management.
that may have utility in view of the variety of different contexts in which CAMMs appear to operate.

**CAMMs AND DEPARTMENT EFFECTIVENESS**

Studies such as Harris, Jamieson and Russ (1995), Sammons, Thomas and Mortimore (1997) and Harris (1998) in the United Kingdom have shed light on the importance of CAMMs in the push for improvements in student learning outcomes by considering the involvement of the department level in secondary school effectiveness. Harris et al. (1995) and Sammons et al. (1997) deal with subject departments considered to be highly effective, while Harris (1998) considers subject departments thought to be underperforming.

Both Harris et al. (1995) and Sammons et al. (1997) involve the use of examination data on a value-added basis at GCSE level, the end of compulsory schooling in England and Wales. In summary, both studies reveal effective departments in secondary schools to possess characteristics that include a central focus on teaching and learning, high expectations, clear leadership by the CAMM and a pupil-centred approach to curriculum delivery (Turner and Bolam, 1998:373). As Turner (1996:204) points out, although studies of this type do not deal directly with the effects of CAMMs on student learning outcomes, “it may be hypothesised that … [the CAMM] … could exert considerable influence, depending on a number of factors which prevail within the school and within a given department at a particular time”. Indeed, as mentioned in Chapter One (pp.8-9), two of the three studies cited in the previous paragraph have identified the leadership of CAMMs as relevant to the academic effectiveness or otherwise of their subject departments.

The study of Harris et al. (1995) looked at six secondary school departments across a range of subjects which had been shown to be effective in producing better than expected student results. Harris et al. (1995:297) concluded that the departments “were largely successful because of their own efforts”. Major features of the success of the departments included:
• a collegiate management style;
• a strong vision of the subject effectively translated down to the classroom level;
• good organisation in terms of assessment, record keeping, homework, etc;
• good resource management;
• an effective system for monitoring and evaluating;
• structured lessons with clear routines and practices, and regular feedback;
• a syllabus matching the needs and abilities of pupils;
• a strong pupil-centred ethos that systematically rewards pupils;
• opportunities for autonomous pupil learning; and
• a central focus on teaching and learning.

The work of Sammons et al. (1997) judged departments as effective based on value-added GCSE results with adjustments made for factors related to prior attainment of students before entering secondary school, as well as the student background factors gender, age, ethnicity and low income status as measured by entitlement to free school meals. The study involved three phases and five key research questions. Some of the findings pertinent to the discussion herein include the following.

1. While school differences in terms of total GCSE scores existed in their sample, marked subject differences also existed, giving an indication of departmental effects. Sammons et al. (1997:55) remark that the "significant differences" in terms of department effectiveness in schools "may be masked by a reliance on a single measure of total GCSE score" to indicate school effectiveness.

2. Effective secondary schools and departments shared the following characteristics:

   • high expectations of student performance;
   • strong academic emphasis — clear educational goals, homework policy and practice (setting and checking, etc) and focus on assessment;
   • shared vision/goals — staff unity at school and department level;
   • clear leadership — sets school/departmental culture;

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• an effective senior management team;
• consistency in approach – to behaviour, discipline, homework and marking policies, etc;
• high quality of teaching;
• student-focussed approach; and
• parental support/involvement.

Sammons et al. draw attention to the interdependence of the factors listed above, and offer the opinion that, based on their findings, the use of only one measure to compare schools against each other (as, for example, happens in the British "league tables"), is "inadequate" (p.186). They highlight the variations that can exist within secondary schools in terms of academic effectiveness across departments, and conclude (p.186) that:

The use of only one overall measure can obscure such internal variation. For most schools simplistic distinctions such as 'good' or 'bad' are therefore inappropriate. We conclude that the concept of school effectiveness should be amended to that of school and departmental effectiveness. [Sammons et al. italics]

A recent study by Harris (1998) uses qualitative data obtained from eight "underperforming" departments to investigate whether these ineffective departments in secondary schools suffered from an absence of the characteristics of effective departments identified in the two studies outlined above. The ineffective departments studied were found to share certain characteristics, the general features being listed below:

• inappropriate leadership and management styles;
• lack of vision for the department and the departmental subject(s);
• poor communication within the department;
• poor organisation;
• inadequate systems for monitoring and evaluation;
• non-collegial departmental climate;
Harris concludes (1998:274) that, while some of the characteristics are the opposite of those found in effective departments, the ineffective departments also possessed "other additional failure factors which compounded the problem of departmental ineffectiveness"; factors that tended to be associated with the quality of teaching, teaching relationships and professional development. The leadership of the CAMM in each of the departments was found to be wanting, and is implicated in the underperformance of the departments studied. Indeed, in suggesting possible strategies for improving the departments, Harris comments that maintenance of the styles of leadership operating in the departments involved in the study (characterised broadly as either laissez-faire or authoritarian) will make it hard to resurrect the departments.

Turner and Bolam (1998:373) describe studies like the three referred to above as revealing "significant findings which add to our knowledge of the ways in which effective departments operate". What they note in addition, however, is that "little work has been undertaken to establish how ... [CAMMs] ... influence the quality of teaching and learning within their departments" [Turner and Bolam italics]. In an attempt to address this question, they point to the uniqueness of the situation or context in which CAMMs operate, and propose contingency theory (drawing on Hanson, 1979) as a useful tool, and situational leadership as providing "the best model" (Turner and Bolam, 1998:387). Such an appreciation of the contingent nature of CAMM leadership is not new (see, for example, Earley and Fletcher-Campbell, 1989). It is also a sophisticated view of situational leadership in that it implies that CAMMS have a range of leadership styles from which to draw upon and the skill to be able to select the most appropriate style for a particular situation.

With its origins in the work conducted by Bolam, McMahon, Pocklington and Weindling (1993) in relation to the role of principals in effective schools, the model
offered by Turner and Bolam (1998) of the process of leading a department is shown in Figure 2.4. The model is as presented by the original authors and as such is labeled in the context of the United Kingdom.

Although presented as "provisional", and with its shortcomings noted, the model represents a step toward a description of the part played by CAMMs in the leading and managing of their departments. As well, it represents a step forward for Turner since his noting of a lack of a coherent research base into the work of CAMMs and their connection with student learning outcomes (Turner, 1996).

![Conceptual model showing the part CAMMs play in leading and managing their department](Figure 2.4)

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The concerns of Turner regarding the lack of research into the role of CAMMs in secondary schools lie more in the realm of CAMMs' connection with classroom teaching practices and student learning outcomes than with holistic descriptions of their role. Certainly this review has indicated the existence of a number of literature examples of the latter. The nature of the literature base and the phenomenon in question, however, renders the transfer of descriptions of CAMM roles and functions from one context to another problematic.

SUMMARY
This chapter has presented a review of relevant literature relating to CAMMs in secondary schools. It has shown CAMMs, as middle managers, to have perceived responsibilities and loyalties to both school senior management as well as their teaching colleagues, and to be subject to the tensions generated by the nature of their positions. The literature examined demonstrated the varying nature of descriptions of the CAMM role, both over time and across different situations, as well as indicating areas of CAMM function and responsibility consistently associated with the role. Difficulties associated with CAMMs carrying out their roles were discussed, and the changing nature of the role of CAMMs in secondary schools was examined. The review also considered the emerging awareness of subject departments as units of importance in examining school effectiveness and school improvement, and the role that CAMMs as leaders of subject departments have to play in affecting educational outcomes.

Discussion now turns to the research involved in this study that aims to describe specifically the nature of CAMM leadership in some Victorian government secondary schools, looking first at the methodology employed.
CHAPTER THREE

METHODOLOGY
This chapter discusses the methodology used in the study. The nature of hermeneutic phenomenology as representative of the naturalistic compared to the positivist paradigm is discussed, and its use justified. Data collection and analysis methods are outlined and described, including a description of the characteristics of the sites and participants involved in the research. With a particular emphasis on the trustworthiness of the research along the lines described for investigations in the naturalistic paradigm, the limitations and delimitations of the research are discussed.

HERMENEUTIC PHENOMENOLOGY

The methodology used in this research was based on that employed by Gurr (1996a) in his study relating to the leadership role of principals in Victorian Schools of the Future. Thus the technique of hermeneutic phenomenology, a naturalistic approach to inquiry that addresses both the description of phenomena and their interpretation was employed.

Tesch (1990:50-51) offers a description of naturalistic inquiry as one where “the researcher is the instrument, and the focus is on understanding the meaning people under study give to their experiences”. Lincoln and Guba (1985:37-38) offer an outline of the paradigm of naturalistic inquiry and the ways in which it differs from the positivist paradigm. Table 3.1 (over page) outlines the five axioms around which Lincoln and Guba base their comparison of the naturalist and positivist paradigms.

The implications for undertaking research in the naturalistic paradigm based around the axioms presented in Table 3.1 are then outlined by Lincoln and Guba (1985:39-43). Numbering fourteen in total, they are as follows.

1. Research is conducted in a natural setting.
2. Humans are used as the primary data-gathering instruments.
3. Tacit (intuitive, felt) knowledge is used in addition to propositional (expressible in language form) knowledge.
4. Qualitative rather than quantitative methods are employed.
5. Purposive sampling is favoured to increase the range of data collected and increase the likelihood that the full array of multiple realities will be uncovered.

6. Inductive data analysis is preferred to deductive.

7. Guiding substantive theory preferred to emerge from (be grounded in) the data.

8. Research design preferred to be emergent rather than a priori.

9. Meanings and interpretations of data preferred to be negotiated with those from whom it has been drawn.

10. Case study reporting mode preferred over the scientific or technical report.

11. Data interpreted idiographically rather than nomothetically.

12. Broad application of research findings likely to be tentative.

13. Boundaries to the inquiry set on the basis of an emergent focus.

14. Trustworthiness criteria constructed differently to "conventional" criteria.

<table>
<thead>
<tr>
<th>Axioms about</th>
<th>Positivist paradigm</th>
<th>Naturalist paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nature of reality</td>
<td>Reality is single, tangible, and fragmentable</td>
<td>Realities are multiple, constructed and holistic</td>
</tr>
<tr>
<td>The relationship of knower to the known</td>
<td>Knower and known are independent, a dualism</td>
<td>Knower and known are interactive, inseparable</td>
</tr>
<tr>
<td>The possibility of generalisation</td>
<td>Time- and context-free generalisations (nomothetic statements) are possible</td>
<td>Only time- and context-bound working hypotheses (idiographic statements) are possible</td>
</tr>
<tr>
<td>The possibility of causal linkages</td>
<td>There are real causes, temporally precedent to or simultaneous with their effects</td>
<td>All entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish causes from effects</td>
</tr>
<tr>
<td>The role of values</td>
<td>Inquiry is value-free</td>
<td>Inquiry is value-bound</td>
</tr>
</tbody>
</table>

Table 3.1 Contrasting positivist and naturalistic axioms (From Lincoln and Guba, 1985:37)

As with Gurr (1996a), the researcher in this study wished to build up descriptions of the phenomenon outlined in the research questions (CAMM leadership and its perceived effects) that were defined by the experiences of the participants interviewed for the study. Hermeneutic phenomenology, which lends itself to research that assumes no a priori framework, was thus employed as a methodology that gave the researcher "the freedom to investigate various conceptions (of the phenomenon) and..."
... the participants the freedom to convey their own understandings” (Gurr, 1996a:23).

The material contained within the literature review (Chapter Two) acted as a guide for the interviews that were conducted, however, and as the basis upon which the obtained results were compared with established views of the phenomenon under investigation. As such, it ensured that sufficient scope of what the literature defines as involved in the phenomenon was appreciated by the researcher and covered by the interviews, but the existing literature was not a means of directing participants' responses in specific, desired directions. Thus, while the participants' attention was focussed on what appear to be significant aspects of the phenomenon under investigation to ensure scope and depth of coverage (see discussion relating to trustworthiness later), participants were free to respond to any of the areas covered in interview, in any way. Consequently, “researchers can ... minimise the influence of their own understandings in order to allow the participants to speak” (Gurr, 1996a:23). It is for this reason that the decision was taken not to adopt a quantitative methodology using, for example, surveys or questionnaires, or qualitative techniques that required a priori frameworks which, consequently, would limit the nature and scope of material obtained from the investigation.

Gurr (1996a:85-87) offers a rationale for the use of hermeneutic phenomenology in research of the type involved in this study. His rationale is based around three points and, adapted for the specifics of this study is as follows.

1. The hermeneutic phenomenological approach seeks first to understand the data and then to ascribe meaning to them; it does not presuppose a meaning to the data. This means that an a priori theoretical framework is not necessary; this is a significant benefit of using this methodology. As the data generated will not be constrained by any one theoretical position, it can be used for testing different theoretical frameworks of CAMM leadership, and the nature of its effects.

2. Hermeneutic phenomenology lends itself to gathering data from a number of different sites because it is inexpensive of time (at least for the initial collecting of information). This was important for this research so that an adequate number of
participants from all groups involved were interviewed to allow the phenomenon to be explored fully and to allow the required comparisons to be made.

3. The methodology employed is a useful technique for gaining perceptual data. This research was concerned with self-perceptions and the perceptions of others. Perceptual data are important sources of information concerning what people do because the way they see themselves and others influences how they think and act.

Lincoln and Guba (1985:267) state that sources of data for naturalistic inquiry may be “human” or “non-human”. Van Manen (1990:53-76), although considering the application of the term ‘data’ somewhat problematic in the domain of naturalistic inquiry, “particularly since the concept ... has quantitative overtones associated with behavioural and more positivistic social science approaches” (p.53), provides an overview of the types of methods employed in phenomenological research. Interview is one method described by van Manen, with others including personal experience, protocol writing (lived-experience descriptions), observing, biographies, diaries, journals, logs, art, and previously published phenomenological literature.

Interviewing was the method of collecting information used in this study. According to van Manen (1990:66), interviewing in hermeneutic phenomenology can serve two “very specific purposes”:

1. a means for exploring and gathering experiential narrative material that may serve as a resource for developing a richer and deeper understanding of a human phenomenon; or
2. a vehicle to develop a conversational relation with another individual about the meaning of an experience.

In adopting the second purpose, multiple interviews are conducted with each participant, interpretations of previous interviews being used to guide successive interviews. In adopting the first of the purposes, participants are interviewed once and the interviews interpreted. As the aim of this research was to gather information about the role of a CAMM from a number of people in three different interest groups
within the schools involved, and then to use the data to gain insights into the phenomenon under investigation, this research adopted the first of the two purposes.

Minichiello, Aroni, Timewell, and Alexander (1995:62) quote from Maccoby and Maccoby (1954:499) when they define interviewing as:

... a face-to-face verbal interchange in which one person, the interviewer, attempts to elicit information or expressions of opinion or belief from another person or persons.

Minichiello et al. (1995:62-65) also describe the ways in which the relevant literature has attempted to categorise forms of interviewing, offering three broad types of interviewing that can be considered as regions of a continuum. Briefly, \textit{structured interviewing} involves the asking of a predetermined set of standardised questions in a predetermined order. \textit{Focussed} or \textit{semi-structured interviewing} involves the use of a broad topic to guide an interview that is developed within a flexible interview schedule without fixed wording or ordering of questions. \textit{Unstructured interviewing} relies on the social interaction between the researcher and the interview participants to elicit information and involves no formal interview schedules or ordering of questions. Unstructured interviewing was used for the purpose of collecting participants' responses in this research. Interview schedules were not pre-planned, nor did the interviews involve a pre-defined list of questions that would constitute the interview, except for lists that would serve as guides for the researcher to ensure that an appropriate scope of the phenomenon under investigation had been dealt with (see below for further information).

The interview process consisted of the researcher spending a short amount of time in general conversation with the aims of establishing rapport and an understanding of the purpose of the interview with the participant(s), eliciting information relating to the professional history of the participant(s), and then commencing the interview proper with an initial question. The initial questions used for each of the participant groups were as follows, with the questions receiving slight variations as required by the terminology used for CAMMs in each of the schools.
• For the principals, deputy principals, curriculum coordinators and teachers: With particular regard to leadership, how do you see the role of Curriculum Area Middle Managers in this school?

• For the CAMMs: With particular regard to leadership, how do you see your role as a Curriculum Area Middle Manager in this school?

As was the case in Gurr (1996a), the questions differed slightly owing to the different perspectives being investigated. They were broad questions that left much scope for the framing of responses by the participant(s) involved. Once the interviews were underway, they were directed by what is referred to as the “recursive model” (Minichiello et al., 1995:80-81; Burns, 1997:334-335) where the interview is directed by the responses received to questions. Burns describes this as “the form of questioning best suited to open-ended (in-depth) interviewing”. According to Minichiello et al. (1990:80), the recursive model allows the researcher to do two things:

1. follow a more conversational model; and, by doing this,
2. treat people and situations as unique.

The major possible drawback to the use of the recursive model is that the interview can be led off at a tangent to its original topic. Should this occur the researcher must bring the interview back to the topic in question. The use of “transitions”, “actions accomplished by connecting something the informant has said with the topic of interest” (Abrahamson, 1983:339, cited in Minichiello et al., 1995:81) is suggested for this purpose.

Once the initial interview question had been asked, an active listening technique was employed until the interview reached a natural conclusion. To ensure that full exploration of the phenomenon under investigation was encompassed by each of the interviews, check questions were used. These questions were not necessarily asked of the participants, but functioned as a means of ensuring that the focus of the interviews...
remained on the phenomenon under investigation, and that areas related to the research questions that needed to be investigated, were investigated (for example, the perceived effects of CAMMs on student learning outcomes). The check questions were as follows.

1. During discussion of the CAMM leadership role, were there concrete examples used?
2. Was there discussion relating to the perceived effects of CAMMs on student learning outcomes?
3. Has the interview participant(s) been given an opportunity to relate material they feel is relevant to the CAMM leadership role?

At the point when the interview appeared to have reached its conclusion, the interviewer reminded the participant(s) of the purpose of the interview and the aim(s) of the study. The interviewer then enquired whether there were any aspects of the role of CAMMs or their leadership that were pertinent to the study that had not been discussed during the interview.

All interviews were recorded on audiotape and the contents transcribed. The resulting transcripts were sent to participants for checking or editing. Participants were reminded that they could add material to the interview transcript before returning it to the researcher for analysis, as well as altering or deleting (editing) material. Of the 46 individuals who participated in the study, 35 returned interview transcripts to the researcher, with 27 of these having been altered in some way.

Minichiello et al. (1995:98-100) offer a discussion of the benefits and problems of audiotaping interviews. Briefly, the major advantages are that it offers a means of obtaining a full and accurate record of the interview where a more natural conversation style can be developed, and can aid in fostering increased rapport between interviewer and participant. In addition, the interviewer is free to be an attentive and thoughtful listener. Conversely, participants may find the process inhibiting, and there is no recording of non-verbal data. In this study the potential problem of participant inhibition was minimised through the guarantee of school and...
participant anonymity, as well as the fact that participants had control of what was included in the final interview transcript that was used for analysis. Written observations of non-verbal communication were not made during the interviews. Consequently, non-verbal data was not used in this study.

All interviews conducted for the study were between the researcher and one participant, with the exception of one group interview involving three mathematics teachers from School C. This teacher group interview was undertaken in preference to individual interviews with the teachers concerned at their request, primarily for reasons of convenience. That the interview with the teachers concerned was to be conducted as a group interview was known by the researcher before the interview was conducted. Consequently the researcher was cognisant throughout this interview of the "three most obvious disadvantages" that Minichiello et al. (1995:66) outline for the use of group interviews.

1. The responses of the participants are not independent.
2. The evolving interview discussion and views expressed may come to be directed by a dominant group member.
3. Some of the participants may find the group setting or environment inhibiting.

Attempts made to engage all three participants, along with the treatment of the information obtained, that is, a synthesis through common themes obtained from all interviews, are hoped to have reduced the effects of the points listed above.

INTERVIEW ANALYSIS

This section contains a description of the process undertaken for the analysis of participant interviews. The process is illuminated by the use of examples from the research.

BACKGROUND

The process used to analyse the interview data is based on that used by Gurr (1996a:90-97). It is an interpretational analysis system adapted from Tesch (1990:92-
96). It involves the segmenting of data into "meaning units", that is, "a segment of text that is comprehensible by itself and contains one idea, episode, or piece of information" (Tesch, 1990:116), followed by the categorisation of the meaning units into "themes" or "labels given to collections of narrative that appeared to be focussed on a common concept" (Gurr, 1996a:89). The report of the analysis was then written thematically, one of six alternative ways outlined by van Manen (1990:168) for writing reports employing a phenomenological approach. It is described by Gurr (1996a:89) as "systematic and comprehensive, although ... not rigid as the themes changed during the analysis".

**INTERPRETATIONAL ANALYSIS**

The interpretational analysis used in this study involved five stages.

1. Reading and rereading the data to become familiar with it.
2. Delineation of all meaning units pertaining to the phenomenon.
3. Grouping of the meaning units into common themes.
4. Reading of the themes in relation to the whole interview transcript and another searching of the transcript to see if new categories needed to be made.
5. Use of any contextual material pertaining to the text (e.g., social, historical, individual) to reinterpret the categories.

The initial extraction of meaning units from transcripts made judgements as to the relevance of the meaning units to the phenomenon under investigation, rather than extracting all meaning units and deciding subsequently on their relevance, as is done by some phenomenologists. It is appreciated that "this method is efficient time-wise, but may lose some detail" (Gurr, 1996a:90). The approach that was taken is consistent with van Manen's description (1990:92) of a "selective" approach to interpretation where "statements and phrases that are considered revealing about the phenomenon ... [being investigated] ... were used to condense the material so that themes could be located" (Gurr, 1996a:90). The two other approaches described by van Manen (1990) were considered unsuitable for this research. The "detailed" approach looks at every sentence or sentence cluster for clues to illuminate the phenomenon and may generate too much irrelevant data, while the "holistic"
the leadership role in terms of the people, who are the teachers within the area, as well as making sure that they're adequately resourced and equipped for what they want to be doing in their classes. But there's also a leadership role, I think, with kids, in terms of the perception of the role of the department; how it's working as a department, the quality of the teaching within the department, the ability to relate and react to the kids' needs, in terms of learning. And then there's a wider brief. ... So there's a leadership role there of moving it out, into a broader community.

This extract contains a number of meaning units. Sentences 1 and 2 talk of the need for the CAMM to act as a source of information for the KLA; in sentence 1 in regard to decisions made at a more senior administrative level within the school, and in sentence 2 in regard to professional development opportunities. Sentence 3 talks of the personnel management skills that are necessary when attempting to implement new classroom teaching practices, as well as the responsibility that the CAMM feels for ensuring that teachers are appropriately resourced to do their job. Sentence 4 notes the desire for the learning area to be regarded well by students, and to be providing courses that relate to their needs. Finally, the need to raise the profile of the learning area outside the immediate school environment is mentioned.

When combined with other meaning units from this and other interviews, all of the meaning units outlined above were incorporated into themes that ultimately emerged to form the overall description of CAMM leadership obtained from this research. The themes involved were as follows.

1. Communication
2. Professional Development
3. Learning Area Staff Management
4. Classroom Teaching and Learning
5. Profile: Learning Area

TRUSTWORTHINESS

In relation to the matter of trustworthiness for the type of research methodology used in this study (hermeneutic phenomenology), Lincoln and Guba (1985:267) offer the observation that:

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Naturalistic inquiry seems to be especially assailable on the grounds of being ‘sloppy’ or ‘loosey-goosey’, and it is imperative that inquirers working from this paradigm take measures while in the field to increase the probability of a judgement of trustworthiness as well as to test it directly.

They compare the “conventional criteria” (p.218) for trustworthiness associated with the positivist paradigm; internal validity, external validity, reliability, and objectivity, and propose their replacement with four terms “that have a better fit with naturalistic epistemology” (p.219); credibility, transferability, dependability, and confirmability, respectively. For either the positivist or the naturalistic paradigm, the four components of trustworthiness are thought by Lincoln and Guba (1985:290) to encompass four questions that have led to the evolution of the four components.

1. How can one establish confidence in the ‘truth’ of the findings of a particular inquiry for the subjects (respondents) with which and the context in which the inquiry was carried out? Truth value: internal validity/credibility.
2. How can one determine the extent to which the findings of a particular inquiry have applicability in other contexts or with other subjects (respondents)? Applicability: external validity/transferability.
3. How can one determine whether the findings of an inquiry would be repeated if the inquiry were replicated with the same (or similar) subjects (respondents) in the same (or similar) context? Consistency: reliability/dependability.
4. How can one establish the degree to which the findings of an inquiry are determined by the subjects (respondents) and conditions of the inquiry, and not by the biases, motivations, interests, or perspectives of the inquirer? Neutrality: objectivity/confirmability.

Lincoln and Guba (1985:301) offer alternatives to the conventional (positivist) terms associated with trustworthiness:

... not simply to add to naturalism’s mystique or to provide it with its fair share of arcane concepts, but to make clear the inappropriateness of the conventional terms when applied to naturalism and to provide alternatives that stand in a more logical and derivative relation to the naturalistic axioms.
Arguments are supplied for each of the four substitutions involved (p.294-301). As with the work of Gurr (1996a), with which this study has significant methodological parallel, the concept of trustworthiness as proposed by Lincoln and Guba will be taken as applicable to this research. What follows now is an outline of the manner in which Lincoln and Guba suggest that their four components of trustworthiness may be addressed.

**Credibility**

Lincoln and Guba present a total of five major techniques/seven activities that contribute to the credibility of a study.

- Three activities that increase the probability that credible findings and interpretations will be produced.

1. *Prolonged engagement*: “the investment of sufficient time to achieve certain purposes; learning the ‘culture’, testing for misinformation introduced by distortions of the self or of the respondents, and building trust” (Lincoln and Guba, 1985:301); provides scope.
2. *Persistent observation*: the ability to “identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued, and focusing on them in detail” (Lincoln and Guba, 1985:304); provides depth.
3. *Triangulation*: the use of different sources and/or methods of data collection, sometimes with the use of multiple investigators. Lincoln and Guba consider the use of different investigation designs and multiple theories for the sake of triangulation not to be acceptable in the naturalistic paradigm (pp.306-307).

- One activity that provides an external check on the inquiry process.

4. *Peer debriefing*: the use of a critical reviewer (Gurr, 1996a:102)/disinterested peer (Lincoln and Guba, 1985:308) for “the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer’s
mind” (Lincoln and Guba, 1985:308); keeps the researcher “honest” and ensures “that the investigator is as fully aware of his or her posture and process as possible (remembering that while it is not possible to divest oneself of values, it is at least possible to be aware of the role they play)” (Lincoln and Guba, 1985:308).

- One activity aimed at refining working hypotheses as more and more information becomes available.

5. Negative case analysis: continual reviewing of a hypothesis until it accounts for all, or “some reasonable number” of cases (Lincoln and Guba, 1985:312).

- One activity that makes it possible to check preliminary findings and interpretations against archived “raw data”.

6. Referential adequacy: the use of some collected data as “a kind of benchmark against which later data analyses and interpretations ... could be tested for adequacy” (Lincoln and Guba, 1985:313); involves the archiving and, thus, the loss from use in the investigation of a ‘representative’ portion of collected data.

- One activity providing for the direct test of findings and interpretations with the human sources from which they have come - the constructors of the multiple realities being studied.

7. Member checking: the use of participants of the investigation to check the data, analytic categories, interpretations, and conclusions; the “most crucial technique for establishing credibility” (Lincoln and Guba, 1985:314).

TRANSFERABILITY

Lincoln and Guba (1985:316) offer the opinion that it is impossible, “in a strict sense”, for transferability to be established in studies involving a naturalist
methodology since the paradigm assumes multiple realities, and the researcher “can only set out working hypotheses together with a description of the time and context in which they were found to hold”. Lincoln and Guba (1985:316) discuss the researcher’s provision of “thick description” that can “enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility”. In essence, since the elements that constitute “proper” thick description are not fully developed or defined, the task of the researcher, broadly defined, is to supply sufficient information as to make the judgement of transferability “possible on the part of potential appliers”.

DEPENDABILITY AND CONFIRMABILITY

Both dependability and confirmability are achieved in the naturalistic paradigm through the use of an “inquiry audit”, a process that Lincoln and Guba describe in terms of being akin to a financial audit in business circles. Known as the “Halpern algorithm”, the audit involves three major components.

1. The audit trail, “a residue of records stemming from the inquiry” (Lincoln and Guba, 1985:319). Such records are said to consist of six main categories, each subject to further sub-division: raw data, data reduction and analysis products, data reconstruction and synthesis products, process notes, materials relating to intentions and dispositions, and instrument development information.

2. The audit process. Divided into five stages, the process requires the involvement of a second person (the auditor) to assess the investigation in terms of its process and product, and, thus, to establish trustworthiness of the investigation in terms of its dependability and confirmability. Lincoln and Guba note (p.324) that the auditor also has “considerable leverage on the question of whether credibility had been appropriately dealt with in a study” [Lincoln and Guba italics].

The assessment of both dependability and confirmability involves a number of steps, with Lincoln and Guba noting that the algorithm calls for the dependability check to precede that for confirmability; but that “the order is not, however, critical” (p.323).
In the assessment of confirmability, the auditor makes a judgement as to “the extent to which the data and interpretations of the study are grounded in events rather than the inquirer’s personal constructions” (p.324). In making this judgement the auditor will follow a process that involves these steps:

- following a sampling of findings back to the raw data, via the audit trail;
- making judgements about whether inferences based on the data are logical;
- investigating the utility of the category structure;
- assessing the degree and incidence of inquirer bias; and
- assessing the inquirer’s “accommodation strategies”, that is, the “efforts made by the auditee during the inquiry to ensure confirmability”.

In the assessment of dependability, judgement is made on the adequacy of issues such as the following:

- the appropriateness of inquiry decisions and methodology shifts;
- the extent to which all data have been accounted for and all areas reasonably explored;
- the extent to which negative as well as positive data has been searched for;
- the possibility of influence by factors such as the Pygmalion and Hawthorne effects; and
- the possible intrusion of instabilities.

3. The preparation of an auditor’s report.

In addition to the processes described above for establishing trustworthiness, Lincoln and Guba (1985:327) advocate the use of a “reflexive journal” which they state has “broad-ranging application to all four areas and provides a base for a number of judgement calls the auditor must make”. They consider that for such a journal “it would appear reasonable to suggest that it consist of separate parts that include the following” [Lincoln and Guba italics]:
1. the *daily schedule and logistics* of the study;
2. a *personal diary* that provides the opportunity for catharsis, for reflection, and for recording of growing insights; and
3. a *methodological log* that records methodological decisions and accompanying rationales.

**TRUSTWORTHINESS AND THIS STUDY**

**CREDIBILITY**

Credibility for the study was gained through the use of the following of the seven activities previously outlined from Lincoln and Guba (1985).

- Triangulation: information was collected from a variety of groups of participants across a variety of sites.
- Member checking: interview participants checked interview transcripts for accuracy.
- Peer debriefing: regular meetings throughout the course of the research with the investigator's academic supervisor served the purposes of this activity as described by Lincoln and Guba (1985: 308-309).

As with Gurr (1996a:104), the remaining activities related to credibility outlined by Lincoln and Guba were considered either not applicable (prolonged engagement, persistent observation, negative case analysis), or too expensive of time (peer debriefing) or data (referential adequacy).

**TRANSFERABILIT Y**

A detailed outline of the stages of the methodological process employed, coupled with descriptions of the main features of the interview participants and the sites involved contribute to the thick description provided for this study.

**DEPENDABILITY AND CONFIRMABILITY**

Sufficient amounts of material for construction of an audit trail for this research exist for judgements of dependability and credibility to be made by others, including those
who may wish to borrow from the methodology for further research. Such material is as listed below.

- Raw data: audio recordings of interviews, and their transcripts.
- Data reduction and analysis: summaries of interview transcripts, interview themes.
- Data reconstruction and synthesis products: final report, including literature survey and methodology outline.
- Material relating to intentions and dispositions: investigation proposal.

A letter of attestation from an independent auditor who has checked the trail is included as Appendix B. In conjunction with the comment of Lincoln and Guba (1985:329) that naturalistic criteria of trustworthiness "can never be satisfied to such an extent that the trustworthiness of the inquiry could be labelled as unassailable", it is felt that the procedures used to ensure the trustworthiness of this investigation are sufficient for trustworthiness to have been established.

**DELIMITATIONS AND LIMITATIONS**

Delimitations in research concern themselves with the assigning of boundaries, whilst limitations are concerned with the restrictions and qualifications that are placed on the findings. In regard to the research described herein, Gurr (1996a:97) writes that "much of the discussion of these issues arises through the use of a qualitative methodology and the freedoms and constraints this imposes".

As previously mentioned (p.98), one of the characteristics of naturalistic enquiry is the focus-determined nature of its boundaries (Lincoln and Guba, 1985:42). Consequently, the major delimitations of this research are that it is concerned with the phenomenon of CAMM leadership in the secondary schools involved in the study, and its perceived effects on student learning outcomes. Although the findings may have applicability outside of this, no such applicability is implied or assumed. Further, the research involves only the perspectives gathered from the individuals participating in the study: senior management team members, English and mathematics CAMMs, and members of their teaching staff, as described in the section...
"Participant Characteristics" that concludes this chapter. The inclusion of members of other interest groups from the school communities involved would have provided for a greater variety of perspectives, however, this was beyond the scope of this research, which sought the perspectives of senior management team members, CAMMs and teachers only. Also, as Gurr describes (1996a:98), the research is further delimited by its being descriptive and interpretive, rather than experimental and theory building. As he explains, it is therefore "not designed to be able to substantiate causal relationships between perceived CAMM leadership and individual or organisational behaviour, nor is it designed to test a particular theoretical position". Analysis of the findings in Chapter Five does, however, provide support for aspects of several current leadership conceptions, as well as some studies related to secondary school department effectiveness.

Gurr (1996a:98-100) outlines the major limitations with research of the type described herein as being those associated with employing qualitative methodologies. He explores these using a list of benefits and problems associated with qualitative research methods developed by Miles and Huberman (1984:15-16), and outlined as follows.

Benefits
1. It provides rich descriptions and interpretations of social phenomena.
2. It can lead to surprising findings and to new theoretical integrations because the research does not have to be constrained by initial preconceptions and frameworks.
3. The findings may be more attractive and more persuasive to many readers because the findings are presented as words, not numbers.

These three benefits are all present in this research. Indeed, the methodology employed was chosen so that a rich description of CAMM leadership could be obtained; one that was generated from the descriptions given by the participants involved, and which was able to be presented in words so that it was easily accessible to individuals who do not possess specialist statistical knowledge.
Problems

1. There are time and financial demands involved in the data collection and analysis.
2. The limited degree of sampling means that generalisability is often questionable.
3. Because it relies heavily on the researcher's interpretation, there may be increased chance of researcher bias.
4. The methods of qualitative data analysis are not always clearly formulated. This may lead to a lack of guidelines on data collection that makes it difficult for the research to be replicated.

Time and financial demands of the data collection process were not inordinately high. The researcher made himself available at times convenient to the participants involved, and interviews were completed in three or four visits to each school. The data analysis process was time consuming, however, involving the transcription of all forty-four interviews, followed by the sending of the transcripts back to participants for checking, before they were returned to the researcher, and any modifications made to produce the final version of the interview transcript. This process resulted in around 500 pages of single-spaced interview transcripts, which were then analysed as previously described. All of the analysis was completed manually by the researcher.

The final three problems raised by Miles and Huberman, and cited by Gurr (1996a) relate to the issues of generalisability, researcher bias and replication respectively. As previously outlined, these issues are reflected in the naturalistic paradigm through the concepts of transferability, confirmability and dependability respectively. All three areas have been discussed above in relation to the issue of trustworthiness, both generally, and in relation to this study specifically.

In summary, the delimitations of this research are the use of descriptions and interpretations of CAMM leadership and its effects by senior management team members, English and mathematics CAMMs, and some of their learning area teachers in the participant Victorian government secondary schools. The limitations of this research concern the trustworthiness procedures used. These, it is argued, are sufficient to enable confidence to be placed in the findings of the study, despite them not meeting all aspects outlined by Lincoln and Guba (1985).
PARTICIPANT CHARACTERISTICS

Schools from three of the four Melbourne metropolitan regions of the Department of Education were approached through letters and, if required, a follow-up phone call from the researcher until the required number (6) expressed a willingness to participate in the research. Schools were therefore self-selected. Four of the six schools were located between a 10 and 20 kilometre radius from the Melbourne GPO, while the remaining two were located between twenty and thirty kilometres away. Socioeconomically, the schools reported as low (1), low to average (2), average (1), and as essentially average, but varying across a range (2). Student enrolments in the schools ranged from 545 to 1628, with an average of 1146.

In describing the CAMM leadership role, this research wanted to obtain SMT, CAMM and teacher perspectives, and evaluate the similarity of these perspectives. For this purpose, comparison was conducted on a school-by-school basis across the six schools. In all, a total of 18 SMT members, 11 CAMMs and 17 teachers (46 participants) were interviewed. Lincoln and Guba (1985:235) believe that a dozen interviews of members of one group are usually sufficient to exhaust the available information of that group. Having forty-six people across three groups with at least eleven in each group is therefore a large number of people for describing the CAMM leadership role. The sampling of participants for the research involved both typical cases and convenient case approaches. Typical case sampling is shown in the research requiring the participation of specific SMT members and CAMMs. Convenient case sampling is demonstrated by the manner in which the teachers were selected.

In each school it was desired that the participants consisted of members of the senior management team (principal, assistant principal(s) and curriculum coordinator), English and mathematics CAMMs, and members of their learning area teaching staff. In Chapter Four where the results of the study are described, contributions from individual participants are identified through a coding system as follows, where X represents the letter attached to a particular school, and n is an
integer used when required to distinguish one individual from another of the same group.

- SMT members: principals (PX), assistant principals (APnX) and curriculum coordinators (CCX).
- CAMMs: English (ECX) and mathematics (MCX).
- Teachers: English (ETnX) and mathematics (ETnX).

For example, PB represents the principal from School B, ECF the English CAMM from School F, and ET2C the second English teacher interviewed at School C. It should be noted that there is no implication of seniority or any other significance attached to the integer number (n) used to distinguish teachers or, in one case, assistant principals at a school from one another. Simply, it is part of the coding system and represents only the order in which participants were interviewed.

The actual number of participants from each school is outlined in Table 3.2 below.

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<thead>
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<th></th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
<th>School D</th>
<th>School E</th>
<th>School F</th>
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<tbody>
<tr>
<td><strong>SMT Members</strong></td>
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<td>1</td>
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<td>Mathematics CAMM</td>
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<tr>
<td><strong>Teachers</strong></td>
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<tr>
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<td>11</td>
<td>4</td>
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</tbody>
</table>

Table 3.2 Number of participants from each school

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a The roles of the two assistant principals at this school were felt to be such that both should be interviewed.

b This assistant principal was also acting as curriculum coordinator and, essentially, English CAMM owing to circumstances at the school. The interview was conducted in regard to the role as assistant principal.
Either the principal or an assistant principal coordinated the participation of the English and mathematics CAMMs in the schools prior to the researcher arriving in the school. Once in the school, teacher participants were arranged through either one of the SMT participants, one of the CAMMs, or both. An original design of this research envisaged teacher interviews being conducted on a group basis and involving all, or most, learning area teachers of the participant CAMMs. This was quickly found to be impractical, with teacher participation generally being difficult to arrange. The resulting sample of teacher participants was composed of teachers who volunteered to be involved following approaches, generally at learning area staff meetings, from either the CAMM or an SMT member, or both. There were no restrictions or qualifications placed by the researcher in regard to the experience or any other characteristic of teachers desired for participation in the research. Consequently, teachers possessing a range of backgrounds and experience were interviewed. Teaching experience, for example, ranged from a first-year out teacher to those who had been teaching since the early to mid-1970s. A number (both male and female) reported breaks of varying duration in service, and various teachers either held currently, or had held, positions of middle management responsibility such as year level coordination. As in the study by Gurr (1996a:108) it is noteworthy that the method of selecting teacher participants for this study can be criticised on the grounds that SMT members or CAMMs who recruited them may only have selected teachers who were sympathetic to the leadership style of the CAMM or some other aspect of the school. However, since this research was not concerned in evaluating the leadership style of the CAMMs involved, or anything else about the school, it does not matter whether the teachers involved were supportive or not. What matters is that they are able to comment on the leadership role of the CAMMs involved, and/or their perceptions of CAMM leadership generally. Consequently, the disposition of the teachers involved to the leadership style of a specific CAMM does not matter. Had the research been adopting an evaluative focus, then it would have been important to attempt to obtain teachers who could have provided various opinions. Indeed, some teachers were members of more than one key learning area within the school, and offered opinions on CAMMs other than the English or mathematics CAMMs involved in the study. This was also the case with some SMT and CAMM participants.
As with the SMT and CAMM participants, prospective teachers were informed that the researcher was flexible in terms of the time that the interviews could be conducted. All interviews were conducted during the first three school terms of the 1999 school year (February to August). At all six schools that participated in the study, the SMT members and the CAMMs who assisted in finding teacher participants appeared most helpful. Their efforts produced varying results, however, and there is considerable variability in the number of teacher participants from each school, ranging from zero in one of the schools, to six (3 English and 3 mathematics) in one of the others. Obtaining teacher participants was a difficult logistic aspect of the research, and is considered worthy of note here. Its cause can only be speculated upon, however, comments made to the researcher during the interview period point to two general reasons as the most likely possibilities.

1. Work demands upon teachers. This is reflected through the number of principals who cited their staff being overloaded with job commitments and involvement in other research projects as the reason for declining their school’s participation in this study.

2. Concerns surrounding the confidentiality of the interview data and its use in regard to bodies considered to have power over prospective teacher participants, specifically the State Department of Education and individual school administrations.

A third possibility, not substantiated through any comments made to the researcher, is the lack of willingness of SMT members or CAMMs involved in the recruitment of teachers to allow teachers to be involved, that is, a lack of effort on the part of those involved to recruit teachers for the study.

The result of the difficulty associated with recruiting teacher participants for the study was a smaller than hoped for sample of teachers at four of the six schools involved. Schools D and F in particular were a concern in this regard. Indeed, only two of the six (Schools B, E) involved teachers from both the English and mathematics key.
learning areas (See Table 3.2). Nevertheless, it was felt appropriate to include all interviews from all six schools in the analysis that contributed to the results presented in Chapter Four. The reasons for this are threefold.

1. It was not apparent when the schools agreed to be involved in the study that there were going to be significant difficulties associated with gaining teacher participants.
2. Considerable richness is gained by including all schools, even though some of the schools do not have an ideal mix of participants.
3. After analysis of the interviews, (see Appendix C and Chapter Four) it is apparent that the descriptions of the CAMM roles are similar across the three groups. Therefore it is appropriate to include all interviews in the overall analysis of the role.

The CAMMs who participated in the study could all be described as experienced teachers, reporting from twelve to in excess of twenty-five years’ teaching experience, and experience as a CAMM ranging from almost three terms to fifteen years. Five of the eleven CAMMs (1 male, 4 female) reported breaks of some duration in continuous service, and five reported having held roles other than their present CAMM roles during their careers. Indeed, one CAMM was a former principal returning to teaching after a period of consultancy. Gender-wise, 6 male and 5 female CAMMs were interviewed, however, this apparent gender balance is not reflected in the two learning areas involved. There were 1 male and 4 female English CAMMs interviewed, compared to 5 male and 1 female mathematics CAMM.

Each participant in the study was informed prior to their interview commencing that the interview would be audiotaped and transcribed, and that sections of the transcripts may be quoted in this document. They were also informed that they would be given the opportunity to correct any errors of fact, or to alter the transcript through the addition or deletion of material before it would be used for analysis purposes, and that they could withdraw totally from the study at any time should they choose to do so. Twenty-seven of the forty-six participants altered their interview transcripts when
given the opportunity. Also, participants were informed that anonymity was assured through the use of codes for both the participants and the schools involved.
CHAPTER FOUR

RESULTS
This chapter presents results of the study that are derived from analysis of the interview transcripts. The results of the research are presented in the following order:

1. Summary of similarity in senior management team, CAMM and teacher perceptions.

2. CAMM leadership role description, derived from principal, CAMM and teacher interviews.

3. Perceptions of the ways in which CAMMs can affect student learning outcomes, derived from principal, CAMM and teacher interviews.

The above constitute the main findings of the research, with Chapter Five containing further analysis where these findings are connected with the leadership literature.

**SUMMARY OF SIMILARITY IN SENIOR MANAGEMENT TEAM, CAMM AND TEACHER PERCEPTIONS**

This section presents findings that are an extension of those summarised in Appendix C, Tables C1 to C21. It shows that the senior management teams, CAMMs and teachers involved in the study have similar perceptions of the leadership role of CAMMs.

Tables 4.1, 4.2 and 4.3 (over page) show the degree of agreement between the senior management team, CAMM and teacher interviews for the six schools involved in the study. These summaries are based on the analyses included in Appendix C. Each of the Tables 4.1 to 4.3 contains three types of analysis: the extent of agreement between common themes identified by both of the two groups being compared (SMT/CAMM, SMT/teacher, CAMM/teacher); the number of additional themes that were identified by only one of the two groups under comparison; and an overall judgement of the similarity in perception between the groups under comparison, for each school.
### Table 4.1 Summary of the comparisons between Senior Management Team and CAMM interviews

<table>
<thead>
<tr>
<th>School</th>
<th>No. of themes</th>
<th>Common themes:</th>
<th>Additional themes:</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
</tr>
<tr>
<td>A</td>
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<td>7</td>
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<tr>
<td>B</td>
<td>18</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>18</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>17</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>18</td>
<td>8</td>
<td>3</td>
<td>3</td>
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<tr>
<td>F</td>
<td>16</td>
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<td>Total</td>
<td>106</td>
<td>33</td>
<td>28</td>
<td>17</td>
</tr>
</tbody>
</table>

### Table 4.2 Summary of the comparisons between Senior Management Team and teacher interviews

<table>
<thead>
<tr>
<th>School</th>
<th>No. of themes</th>
<th>Common themes:</th>
<th>Additional themes:</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
</tr>
<tr>
<td>A</td>
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<td>B</td>
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<tr>
<td>C</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>D</td>
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<tr>
<td>E</td>
<td>17</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>26</td>
<td>25</td>
<td>14</td>
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</tbody>
</table>

### Table 4.3 Summary of the comparisons between CAMM and teacher interviews

<table>
<thead>
<tr>
<th>School</th>
<th>No. of themes</th>
<th>Common themes:</th>
<th>Additional themes:</th>
<th>Summary</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
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<td>Moderate</td>
<td>Low</td>
</tr>
<tr>
<td>A</td>
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<td>D</td>
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<tr>
<td>E</td>
<td>17</td>
<td>8</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>N/A</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>29</td>
<td>26</td>
<td>4</td>
</tr>
</tbody>
</table>

The Leadership Role of Curriculum Area Middle Managers in Victorian Government Secondary Schools

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For each common theme identified in a comparison, the degree of agreement in perception was judged as high, moderate or low on a similar basis to that used by Gurr (1996a:111-115) in his study of the leadership role of principals in Victorian Government secondary schools. High agreement meant that the two groups being compared identified essentially the same features for the theme. Moderate agreement meant either that there was ambivalence in the views of the two groups (some members of one group may have supported the views of the other group, while others did not), or that generally the views of the two groups were in agreement, but one group gave a clearly more involved or detailed description than the other. Low agreement meant that the two groups held differing views.

As with Gurr (1996a:112), two criteria were used to determine whether the descriptions of the two groups being compared were similar or not:

1. The ratio of common themes to additional themes — to be labeled as similar there had to be more common than additional themes; and
2. The degree of agreement within the common themes — to be labeled as similar the majority of common themes should have at least moderate agreement.

Overall, comparisons of the perceptions of the CAMM leadership role found them to be similar for the three groups in all schools except for schools A and D. In School D two of the three comparisons were judged as dissimilar. In the first comparison, although six of the eight common themes were judged as having moderate or high agreement, there was one more additional theme (9) than common themes (8). In the second, although all common themes were judged as having moderate or high agreement, there was one more additional theme (7) compared with common themes (6). As detailed in Chapter Three, School D was problematic for this study as only one CAMM and one teacher were interviewed, and the CAMM in question had only been in the role for approximately two school terms in a caretaker capacity in addition to their normal year level coordination role. For School F there were no teachers interviewed, which meant that only the comparison between senior management and CAMM perceptions could be made.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Total</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Additional times identified:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SMT</td>
</tr>
<tr>
<td>Characteristics</td>
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<td>7</td>
<td>9</td>
<td>0</td>
<td></td>
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<tr>
<td>Curriculum: Learning Area</td>
<td>16</td>
<td>5</td>
<td>10</td>
<td>1</td>
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<tr>
<td>Classroom Teaching and Learning</td>
<td>16</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Support: Staff</td>
<td>16</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Representation</td>
<td>14</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>1</td>
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<tr>
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<td>14</td>
<td>5</td>
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<td>2</td>
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<td>14</td>
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<td>1</td>
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<td>11</td>
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<td>6</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Staff Management</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum: School</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Profile: Learning Area</td>
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<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Student Management</td>
<td>7</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Role Change</td>
<td>4</td>
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<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Vision</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Pessimism</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Profile: School</td>
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<td>0</td>
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<tr>
<td>Outside Learning Area Responsibility</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.4 Ranking of themes by occurrence and degree of agreement, as well as number of times comparisons could not be made

a Identified in SMT and teacher, but not CAMM interviews at one school.
b Identified in SMT and CAMM, but not teacher interviews at one school.
c Identified in SMT and teacher, but not CAMM interviews at one school, and in CAMM interviews only at a second school.
d Identified in CAMM and teacher, but not SMT interviews at one school, and in SMT interviews only at a second school.
e Identified in SMT and teacher, but not CAMM interviews at two schools, and in SMT interviews only at a third school.
f Identified in SMT and CAMM, but not teacher interviews at one school, and in CAMM interviews only at a second school.
g Identified in CAMM interviews only at two schools.
h Identified in SMT interviews only at four schools.
i Identified in SMT and teacher, but not CAMM interviews at one school, SMT and CAMM, but not teacher interviews at a second school, and in SMT interviews only at two other schools.
j Identified in SMT interviews only at one school, and in CAMM interviews only at two other schools.
As a result of the analysis of the interviews conducted across the six schools, a total of twenty (20) different themes were labeled as aspects of the CAMM leadership role. With the exception of School F, where only one comparison was possible owing to the absence of teacher participants, three comparisons were possible within a school for a theme that arose from all three groups of interviews within that school (SMT, CAMMs, teachers). Consequently, if a theme was identified by all groups of participants in all six schools, a total of sixteen (16) comparisons could be made. Table 4.4 (facing) lists all twenty themes that were identified from the interviews, along with an indication of the occurrence of that theme, according to the total number of comparisons that could be made, and the number of those comparisons that were judged to have high, medium or low agreement. Also listed is the number of times a particular theme was identified in interviews of one of the three groups and could not be compared due to its not being identified by one or two of the other groups at a school (see also notes, Table 4.4). The result, shown by the order in which the themes are listed in Table 4.4, is an indication of the perceived importance of each of the themes according to the number of times they occurred in the interviews and the degree of agreement observed when they occurred.

Tables 4.1 to 4.3 indicate a total of 202 common themes across the six schools. Of these, more than eighty per cent (82.7%) were categorised as having either high or moderate agreement (43.6% and 39.1% respectively). Reference to the data contained in Appendix C makes it possible to calculate that 84.1% and 76.2% respectively of these high- and moderate-agreement common themes contained descriptions constructed from contributions of at least two-thirds of the participants that were contained in the groups involved in the comparisons, with at least 50% of both comparison groups represented. For example, if a comparison was made between theme descriptions from an SMT group of 3 members and a teacher group of 6 members, then contributions to theme descriptions would have been received from at least 6 of the 9 participants, including at least 2 SMT members and 3 teacher members. This information suggests that there is both strong support amongst the three groups for the common themes obtained from the interviews, as well as a strong common understanding of the core aspects of the role of CAMMs in the schools investigated. It would appear therefore that there is little point in constructing
different descriptions or models of the CAMM leadership role for each of the three groups.

Nevertheless, some of the differences that are observed in the interview data deserve mention. Specifically these are as follows:

- the low agreement between SMT and CAMM and teacher descriptions of the themes *Classroom Teaching and Learning*, and *Support: Learning Area Staff* in two of the four schools (B, E);
- the nature of the lack of agreement between descriptions from each of the three groups for the theme *Accountability* at two of the three schools (C, D), and between SMT and CAMM descriptions at a third (B);
- the number of times that the themes *Curriculum Direction: School* and *Profile: School* were mentioned in SMT and teacher interviews, and SMT interviews only;
- the relatively high number of additional themes for the SMT/CAMM and SMT/teacher comparisons of School B (although these were not sufficiently high to prevent both comparisons from meeting the criteria required to be labeled as 'similar'); and
- the nature of the response patterns for the theme *Vision*. In this theme, the nature of the vision involved in the CAMM leadership role was found to be more of a direction-setting function for the learning area within the bounds of a vision emanating from school and/or systemic goals and priorities (see later discussion). Only SMT members spoke of CAMMs as either possessing, or being expected to provide, a vision for their learning area.

Coupled with subtleties that emerge from the interview data after repeated readings, two comments emerge.

1. Although there is essentially overall agreement on the components of the CAMM leadership role, in some ways there is an almost hierarchical aspect to the complexity with which the three groups view the world. Members of the senior management team appear to have a more complex view of the world than do
CAMMs and teachers. The nature of some of the theme descriptions, coupled with the number of additional themes that were brought about by SMT contributions rather than CAMMs or teachers (refer to Tables 4.1 to 4.3) are testament to this. The simple measure of length of interview transcripts can also serve as a gauge. For example, when the first two points listed above are considered, it seems SMT members are looking for more of a proactive change-management role where CAMMs are aware of and involved in formal mechanisms of accountability, both in regard to themselves, and their learning area staff. The focus is relatively wide-ranging. CAMMs and teachers, however, would appear to have a narrower focus and be more intent on what is happening in the learning area and the actual classroom situation. As well, the CAMMs and teachers both focus more on teacher needs and the service role for the CAMMs. Also, in regard to the forward looking aspect of the CAMM role, what can be labeled as ‘vision’ was mentioned in the main by SMT members. CAMM and teacher response tended to be more concerned with the strategic nature of how the learning area is to implement external curriculum initiatives and school charter/review priorities. Gaining agreement within the learning area was a consideration here, along with raising student experiences and, consequently, their performance and learning outcomes. In short, the emphasis tended to be on the CAMM as a direction setter who guides and aids the teachers, rather than the espouser of a vision, a conception which is frequently used in leadership studies. This emphasis is clearly understandable given the nature of the principal role as it has developed in these schools (Cooperative Research Project, 1998; Gurr, 1996a), the demands under which classroom teachers work, and the time demands under which CAMMs carry out their role (see later discussion).

2. There is clearly a situational aspect to the CAMM role in schools, perhaps even from KLA to KLA. Schools clearly differ in their organisational structures, what they each specifically expect of their CAMMs, and the way in which they allow their CAMMs to operate. This has been reported/suggested previously (see, for example, Hord and Murphy, 1985), and serves as a reminder that the leadership role reported herein, being an amalgamation of the perceptions of forty-six participants across six schools, will not fit any one description exactly. It is a
broad picture of the CAMM role, rather than a detailed case study analysis of each site or CAMM under investigation. Repeated readings of the interview transcripts and the resulting overall description reinforce the opinion that it succeeds as such and is a fair and accurate interpretation. More will be said regarding the situational nature of the CAMM role when the role description is compared with contemporary offerings from the educational leadership literature in Chapter Five.

What follows now is a description of the CAMM leadership role derived from the analysis of the interview transcripts.

CAMM LEADERSHIP ROLE DESCRIPTION DERIVED FROM SENIOR MANAGEMENT TEAM, CAMM AND TEACHER INTERVIEWS

The CAMM leadership role that emerges from the interviews is both complex and rich. It is derived from the descriptions of SMT members, CAMMs themselves and learning area teachers, and is composed of twenty individual themes. The themes are listed in Table 4.4. This table also gives an indication of the perceived importance of each of the themes based upon frequency of mention and level of agreement of participant descriptions.

For each of the comparisons SMT/CAMM, SMT/teacher and CAMM/teacher, the number of themes obtained from the schools ranged from 15 to 19, 14 to 18, and 13 to 18 respectively. The top four themes as listed in Table 4.4 (Characteristics, Curriculum: Learning Area, Classroom Teaching and Learning, and Support: Learning Area Staff) were constructed from occurrences in all sixteen possible groups of interviews. Representation, Communication, Culture, Administration, Professional Development and Accountability occurred in all but one of the sixteen groups of interviews. Time Demands and Staff Management were found in all but three, and Curriculum: School and Profile: Learning Area occurred in twelve. In all, fourteen of the twenty themes were found to occur in at least 75% of the grouped interview summaries that could be developed from the participant interviews. The theme Student Management was constructed from occurrences in 11 out of 16 (69%).
Descriptions of the remaining five themes were constructed from occurrences in far fewer interview summaries: Role Change (6); Vision (6); Pessimism (6); Profile: School (3); and Outside Learning Area Responsibility (3). The core aspects of the CAMM leadership role therefore would appear to be described by the first fifteen (15) themes listed in Table 4.4, with the remaining five serving to add to the complexity, richness and completeness of the description. As already noted, some aspects of the response patterns for some themes will be discussed in Chapter Five.

In all, forty-four interviews involving forty-six participants contributed to the aggregate description of CAMM leadership described herein. As such, the individual view of any one participant, or any group of participants is not reflected with total accuracy by the description. As previously described, however, it is felt to fairly reflect the combined view of the participants involved in this study. What follows now is a detailed description of each of the twenty themes. The order of description is as listed in Table 4.4. The reference system used to refer to individual participants has been previously explained in Chapter Three.

THE LEADERSHIP THEMES

CHARACTERISTICS
The interviews produced a long list of characteristics associated with CAMMs in secondary schools. The list, encompassing both personality features and professional-related characteristics, consisted overwhelmingly of characteristics that were positive, and associated with good, effective, or credible CAMMs. A small number of the participants described characteristics that were negative in regard to CAMMs with whom they had experience. The descriptions of the listed characteristics form, in a sense, an overview of the other 19 theme descriptions that follow. The characteristics are grouped under seven headings; Service capacity, Learning area expertise, Teaching skills, Innovation and improvement, Administration, Interpersonal skills, and Support and advice.
In summary, the characteristics described by the participants present a picture of good/effective/credible CAMMs in secondary schools as highly capable classroom practitioners who are enthusiastic about and knowledgeable in their subject area(s) (content, issues and curriculum trends). They have a desire to improve the school experience in their key learning area for both students and teachers, have a good knowledge of how students learn, are up to date with professional reading, and willing to embrace new ideas and teaching practices.

They possess excellent interpersonal skills that can facilitate the development of a collaborative, sharing team approach in their key learning area, and good organisational skills to enable management tasks in the key learning area to be carried out efficiently, without interfering with other aspects of their job. They have an awareness of their role and the role of their subject in the school (big picture awareness).

A lack of appropriate literature material makes a direct comparison of these characteristics with others reported previously for CAMMs difficult. The characteristics are, however, reflective of those found in leadership trait studies generally (see, for example, Stogdill, 1974:35-100), and embody the sixteen factors described by Hamlin (1990:4) as being the “criteria of managerial effectiveness within secondary schools”. The characteristics outlined in this section also have much in common with those listed as skills and attributes described as “essential” to the subject leader’s role in United Kingdom schools at the present time (TTA, 1998:7-8), as well as with the characteristics of heads of department outlined by Howson and Woolnough (1982), and the composite picture of a teacher leader as outlined by Leithwood, Jantzi, Ryan and Steinbach (1997).

Service capacity
- Work for the learning area (ECB) and have a capacity to serve (AP1A).
- Provide resources for their learning area teachers (ET2A), as well as good curriculum initiatives, and helpful strategies (ET2C).
- Generally make life easier for learning area teachers (MCF).
• Are basically kind and generous by nature; a good CAMM is a generous person, both academically and morally (ET3A).

• Willing to put in effort and improve the experience students and teachers are having in the classroom; they do things for other people, not themselves (ECB).

• Have a desire to improve, to make things better (CCE).

• Feel their role is valued (PC), and are always looking for something better (ET1A, ET2A).

• Willing to step in and organise material when teachers are absent (MCA).

Learning area expertise

• Possess a love of their learning area subject(s) (AP2A, CCA, ET3A, MT1C, MT2C, PD, APE, ECE), and have a love of passing that knowledge on to students (PD).

• Have an ability to convey their enthusiasm to others in the learning area (CCA, ET1A, MT2C, ET2C, PD, APE) so that people are continuously developing, and seeing themselves as part of a group that develops programs (MT2C, ET1C, ET3C).

• Are fully informed of what is happening (CCC, ECF) and what the key issues (APB, AP2A) and trends (AP2A) are in their discipline(s) (APB, MCD, ET2E, MT1E).

• Have a knowledge of the emerging issues (APB) and curriculum trends (ET3E) in the profession generally, and they communicate these to their learning area staff (APB, MCD, ET2E).

• In touch with what is happening in their learning area (MT1D, ECE), in tune with where other people are up to, and able to provide and initiate advice (CCA).

• On top of things in the learning area in terms of curriculum (MCC, MT2E) and the expectations on students and staff (MCC); the learning area is organised, and people know what they're teaching (MT2E).

• Have a whole school perspective (CCC, ECC) and an understanding of school direction (ET3A, ET3E), while still being passionate about their learning area (CCF).
- Have involvement elsewhere in the school, a willingness to speak at public forums (APE), and a sense of where they fit into the scheme of things (PC).

Teaching skills
- Experienced (PA, ET1A, ET3A) and highly capable classroom practitioners (PA, AP2A, CCA, MCA, ET1A, ET2A, ET3AAPB, CCB, APC, CCC, MCC, MT1C, MT2C, MT3C, ET1C, ET2C, MCD, PE, APE, ECE, ET1E).
- Have a good knowledge of their learning area subject(s) (CCA, ET1A, ET3A, APB, PC, MT1C, MT2C, MT3C, ET1C, ET2C, MCD, APF, MCF), and an ability to demonstrate and share that knowledge and experience (ET3A).
- Interested in their role (PA) and undertake professional development (PA, AP2A, CCC, MCC) and professional reading that enables them to keep up to date with knowledge and curriculum developments (PF).
- Feel they have access to on-going professional development (PC), and make sure other people are aware of professional development opportunities; encourage, sometimes force, people to go and provide feedback to others in the learning area (MCC).
- Have an understanding of how students learn (PA, APC), and the range of learning styles that need to be incorporated into the curriculum (APC).
- Are abreast of the current methodologies of teaching (ECC) and have an aptitude for/openness towards technology because of the avenues for classroom approaches to learning it makes available (PA).
- Genuinely care about their students (all academic abilities) (AP2A).

Innovation and improvement
- Innovative (AP2A) ideas people (CCC, ET3E) who have an openness (CCB, CCC, MT1C) and sensitivity (PA) to new materials and approaches, and developing initiatives (MT1C, MCD).
- Create an atmosphere of expectation in the learning area (APF).
- Good problem solvers (MT1B) who have a capacity to keep things on track and focused (PA, MCB), and to see things through to completion (PA, CCC, MT1D, ET3E, PF, APF).
- Have the ability to provide a vision (CCA, PF).
- Lead by example (MCA, ET2A, MT1B, ECC, ET3C), and are seen to get their hands dirty and make mistakes (CCA).
- Good role models for other learning area teachers (MCA, ET1A, ET2A, MCC), aware that others are watching (MCA), as well as mentors (MCC).
- Ability to be proactive as well as reactive (CCA).
- Good people managers (CCB) who are constantly aware of change (PD); have the ability to manage change (MCB).
- Have the ability to make decisions (MCA), to include and delegate (ET1A), and are able to organise people into different areas of work (MCD).
- Able to defend a position (ECC) and are prepared to stick by their decisions and take any flack (ECC).
- Some prone to inertia owing to a combination of being tired, overworked, and having to deal with so much change in a short time frame (PD).
- Can be hostile to structural initiatives, thereby making change implementation more difficult (CCE). This can be brought about by undermining school initiatives within their learning area, or through being led by their learning area staff, rather than vice-versa (CCF).
- Some CAMMs are managers rather than leaders (PE, APF) reacting to mandated change, rather than being proactive (CCE).
- Some can get out of date, without any real learning area development as a result (CCF).
- Some are not team players and have their own agenda (CCF); empire builders (AP1A) who do not consult with their learning area when requested to canvass opinions on issues (APD).
- Some send negative messages to staff in relation to initiatives (CCE).

**Administration**

- Energetic (PA, MCA, ET1A, ET3E), dedicated (AP2A, MT1B), possess an enthusiasm (APB, MT1C) that is tempered by an appropriate amount of cynicism and realism (APB) and are committed to education (PE).
• Hard workers (AP2A, ET3C, MCD, PE, APF, MCF) who are efficient (APB, MCD), and possess good organisational skills (AP2A, MT1B, CCC, ET1C, ET2C, PD, APD, MCE, ET1E, ET2E, ET3E, MT1E).

• Capable of handling the administration tasks associated with the role (PA, MCA, ET1A, MT2E), such as financial administration (AP2A, APE) and resource management (APE, ET1E).

• Good at running meetings (CCB, MCB, MCD) that are perceived to save their learning area teachers time, rather than using their time (APB).

• Efficient in dealing with learning area teacher requests (CCB), and are able to respond quickly to administration requests/needs (APE).

• Some take too long to sort out student behavioural/management problems (ET1C).

Interpersonal skills

• Possess good interpersonal skills (PA, AP1A, AP2A, CCA, ET3A, MT1B, CCC, MT1C, MT2C, ET2C, ET3C, MCD, APF) and are able to work with a variety of people (MT1B, MCD, APE), such as year level coordinators (ET3A), as well as their own learning area teachers (MT1C, MT2C, ET2C, ET3C) to form a learning area team (APC, PD) and keep it functioning (APC).

• Have an understanding of human nature, and an awareness of issues related to relationships in the professional environment (CCA).

• Tolerant of idiosyncrasies (CCA), treat people as equals, and work collaboratively (AP1A, CCA, CCB, MT1B, MT2B, CCC, ET3E) as part of the learning area team (CCC, APF).

• Have developed the leadership skills to actually lead their faculty, bring along their faculty (PF).

• Are good communicators (ET1A, MT1B, APC, MCC, MT1B, MT1D, ET2E, ET3E, MT2E, APF) who are flexible (ECB) and possess good negotiating skills (ECB, MT1D, APE).

• Have the ability to sell an idea (ET1A).

• Some are dictatorial (ET1C).
Support and advice

- Have the ability to advise/support learning area teachers (CCA, APF, MCF) in relation to areas such as student discipline matters (CCC), and can advise without criticising (APD).
- Are approachable (ECC, ET2A, MT1E), patient (MT1C, MT2C, ET2C, ET3C), friendly and helpful (ET2A), and make time to sit down and talk with learning area teachers (MT1C, MT2C, ET2C, ET3C), including those with problems (ET2A).
- Responsive to the individual needs and talents of the people in the learning area (ECF).
- Able to empathise with others (APB, ET2C, ET1E) and make people feel as if their contributions are valuable, even if they are experiencing difficulties (ET3C).
- Prepared to listen to new staff, particularly new young staff with ideas (CCC).
- Are honest, open (CCA, ECC), relaxed, specific (CCA), trustworthy and discrete (ET1C).
- Good listeners (MCA, ET1A, ECC, PC, MT1C, MT2C, ET2C, ET3C, MCD).
- Work in a manner that shows respect and concern for staff (ET1C, MT3C, ET3C).
- Give teachers feedback, ask staff how things are going and follow up (ET1C).
- Act on concerns that teachers have, and are seen to act (ET2C); people have a sense that they are being taken seriously (ET2C).
- Have the ability to raise issues of discontent with learning area teachers (MCA, ET1A), e.g., the capacity to be “straight shooters” when dealing with underperforming staff (PC).
- Some do not offer support or sufficient time with new staff (ET1C).

CURRICULUM DIRECTION: LEARNING AREA

If I can see that the curriculum is moving in a direction that’s engaging students, then my assumption is that the [CAMM] is leading in a way that is helping staff to blossom in terms of their curriculum. ... If you haven’t got good [CAMMs] in the school, then the curriculum just wallows and dies. If you don’t have people who can encourage the dialogue between the teachers and reach some sort of agreed goal of where you want to go, then you just have people going out in all sorts of directions ... (CCC).
The interviews indicate that CAMMs have a role in providing educational leadership in the form of curriculum development and direction to their learning area members (AP2A, ET2A, ET3A, CCA, ECA, PB, APB, CCB, MT1B, PC, ECC, MCC, ET1C, ET3C, MCD, MT1D, PE, APE, CCE, ECE, MCE, PF, APF, CCF, ECF, MCF). They are expected to interpret the requirements of systemic curriculum mandates (VCE, CSF) for implementation by their learning area (PA, MCA, CCA, ECB, PD, MCD, CCE, ECE, MCE, ET1E, ET3E, MT1E, MT2E, PF, APF, CCF), as well as contribute to identifying the need for and/or the implementation of specific curriculum initiatives of individual schools (e.g., focus on boys involvement/achievement; extension/remediation; subject-related competitions/events; technology pushes), technology, and assessment and reporting practices (AP2A, PB, ECB, PD, MCD, PF). It was acknowledged that on some occasions this may involve the implementation of curriculum decisions that some learning area members, including the CAMM, may not want (PB, APB).

It was expected that CAMMs be in tune with developments in their learning area. This can be achieved through contact with sources such as other schools, subject associations or the DoE, and the CAMM should make other learning area teachers aware of initiatives and relevant information that they encounter (AP2A, ET1A, ET3A, APB, CCB, MT1B, MT1D, ECE, ET2E, MT2E, ECF).

It was thought by some that CAMMs are responsible for the development of curriculum and change within their learning area; they are "drivers" of curriculum who have a major role in making sure their learning area is progressive, and in developing initiatives in the curriculum (AP1A, PB, APB, MCD, CCE, ECE, CCF). There was acknowledgement in some cases, however, that learning area curriculum direction was determined by members of the SMT within a school, with the major CAMM role in these cases being implementation (PB, CCB, ECB, MCB, PD, APD):

... most of the initiatives come out of the curriculum team ... but most of the work has to be completed at KLA level (MCB).
Regardless of where initiatives for change originate, learning area curriculum direction should be congruent with whole school goals, priorities and directions (PB, CCB, PC, CCB, MCC, APD). Some participants were cognisant of the need for the CAMM to be aware of links that apply to curriculum across learning areas, and to work toward developing cross-learning area units of work (MCC, ECC, ET2E).

It was felt that CAMMs are the people that teachers look to for guidance in curriculum matters (AP2A, CCA, ET2A, APE, ET2E, ET3E). They were also seen by some as the person who simplifies requirements for learning area staff by devising means of achieving school requirements in a manageable manner (MCA, MCB, ET1A). The CAMM initiates the processes within the learning area that result in courses and assessment procedures being worked out and agreed upon, along with procedures that ensure consistency, and the documentation of learning area courses for teachers (PA, ECA, MCA, CCB, PC, APC, ECC, ET1C, MT1D, APE, MCE, ET1E, MT1E, CCF, MCF).

CLASSROOM TEACHING AND LEARNING
This aspect of the CAMM leadership role focuses on what is conducive to quality teaching in their learning area (PA, AP1A, AP2A, ET2C, MT1D, PF, MCF). One assistant principal (AP2A) viewed this as a basic and fundamental responsibility where questions such as, "Is this the right way to teach students?", "Is this teaching them the right stuff?", and "Is this teaching workable?" are asked. Reflecting on this theme, one principal (PB) commented:

... where we have a program that's operating well, it's associated with a stimulating [CAMM]. And we really need programs operating well across the college. And I think we need stimulating [CAMMs] in order to achieve that.

Even in a school (school D) where the profile of CAMMs had deteriorated over time as the school consciously directed resources toward the student management area, the assistant principal (APD) was of the view that learning and teaching were increasingly becoming the CAMM focus. At another school, the assistant principal APF expressed the view that, in their learning areas, CAMMs should be "leading the
teaching and learning, not just managing it", and saw the challenge for CAMMMs as being to move beyond the documenting of courses and changes, to the actual teaching and learning process. To this end, CAMMMs can challenge/encourage teachers to try new teaching approaches (ECA, PB, MCB, MT3C, PD, APD, MCD, ECE, ET3E, APF, ECF), model teaching techniques (ECE, MT2E, APF, MCF), and encourage teachers to share successful strategies (APF, MCF). As well, they are the people who oversee that curriculum drawn up in learning areas is actually taught, that there is consistency within year levels with courses and assessment, and that student learning is optimised (PA, MCA, APB, CCB, MCB, MT1B, APC, MCC, MT1C, ET1C, ET2C, MCD, APE, ET3E, PF, APF, CCF, ECF, MCF).

I guess that there's always that tendency for a teacher to become very much an island once they shut that classroom door, and I think a [CAMM's] responsibility is very much to make sure they're working within reasonable bounds (APF).

Comment was made that classroom learning should be varied and exciting for the students (AP2A), ensuring ownership by students of the material being taught (ET3A, CCA, MT1D). The assistant principal AP2A stressed that they thought that student learning should not be defined too narrowly, i.e., as being only that which happens in a classroom. For example, extension work outside the classroom was seen as being part of the learning program of students, as was the Drama production. She did, however, see fundamental classroom performance as "very, very important". Remedial work was included, as well as enhancement. The evaluation (CCA), provision and maintenance of resources was considered an important aspect of the CAMM role in facilitating quality learning area teaching and learning (PA, AP1A, ET1A, ECB, APC, CCC, MCC, MT1C, PD, MT1D, APE, ET1E).

The resourcing is vital. If you haven't got the resources, you can't implement the curriculum in many cases (APC).

Through their involvement in helping to define the parameters of vacant teaching positions, the desired capacities and qualities of new learning area staff, and interviewing prospective candidates, CAMMMs can attempt to complement the skills
and talents of existing learning area staff, and thus aid the quality of teaching and learning in their learning area (AP2A). As well, in determining staffing allotments, good CAMMs can motivate and use their best people and their skills at the most appropriate levels, and in the most appropriate areas.

TEACHER SUPPORT

The core aspects of this theme involve CAMMs as service providers for the needs of learning area teachers, acting as buffers against bureaucratic requirements, and as sources of professional and personal support. One group of teachers (ET1A, ET2A, ET3A) were of the opinion that supporting learning area teachers is a key aspect of the role of a CAMM. They spoke of the CAMM being aware of people's needs, encouraging people (ET1A), and describing the type of support involved as "support if you're having a bad day, or support if you get a new subject and you don't know what to do, or you get a difficult class" (ET3A). Teacher ET2A used the term "pastoral care", saying that it is about knowing the needs and desires of learning area teachers: e.g., in regard to teaching allotments (MT1D, ET1E also). The teacher ET2C felt that good CAMMs operate on a group level, but they are also focused on what they can do with their particular staff to make life better or easier for them, or provide whatever it may be that they want. Teacher ET1E noted also that CAMMs should be able to blend the needs of the individual with the needs of the school.

Some CAMMs (ECA, MCA, MCB, MCC, ECE, ECF) saw their role in regard to this theme as that of a servant, providing resources and curriculum support (AP1A, ECB, MT1B, CCC, ET1C, ET1E, ET3E, MT1E, MCF), and acting as a point of reference for learning area teachers (ET1C, MT1E). The CAMM ECF talked of being the person that learning area teachers approached for dealing with day-to-day "crisis management", e.g., when computers go down, etc.: "A lot of people in the faculty see my role as the person who's supposed to make things happen". Another CAMM (MCF) described his role:

... primarily as making certain that I can enable the staff that I have who are teaching maths to be as effective as they can be in terms of support, with materials and advice. And in terms of curriculum advice on how they should teach, what they should teach, and developing a really
robust syllabus structure across every level, so that we know each person that goes in to that classroom's got a sound syllabus that they're working from, and all the support material they need to believe that their job can be done as well as they can do.

The CAMM MCE expressed the view that learning area teachers "expect things to be fairly organised, and to have their materials at hand; know what they're doing, and where they're heading". Teacher MT1B reflected this opinion, speaking of teachers' main concern being "the actual courses themselves and what they're going to be teaching, and how they're going to be teaching it". CAMM ECE cautioned, however, that some teachers expect CAMMs to provide too much by way of curriculum material: "I think that's laziness, and I don't do it". Only one teacher (MT2E) explicitly said that they did not see the CAMM as having a significant role in their classroom teaching requirements. To them, the major function of a CAMM is the dissemination of information relevant to the learning area that comes to the school, as well as administrative tasks.

It was felt there is a role for CAMMs in supporting teachers who are having difficulty with classes (AP1A, MT1D, ECE, ET3E, CCC), discussing strategies to deal with classroom problems (PA, ET1C, ET2C, PD, MCD, CCC), or identifying teachers in need of assistance so that arrangements can be put in place to assist them (PD). One assistant principal (AP1A) believed that CAMMs are probably underutilised in this regard, and that their role in staff management/improvement should become institutionalised. Both the principal and the assistant principal (PF, APF) at one school commented on the role of CAMMs in supporting teachers through the process of change. CAMMs have a role as a "coach"; to help people have a sense of perspective about change, and not panic (PF), and in creating an environment where "people are looked after, from whatever point of view" (APF). For the assistant principal, "that human side of things is paramount". The CAMM MCA and the curriculum coordinator CCA also made mention of the CAMM role in supporting teachers to change classroom teaching strategies to improve student learning outcomes.
CAMMs were seen as important for teachers that are new to the school (AP2A, CCA, ECA, ET2A, ET3A, ECB, ECC, ET1C, PD, ET1E, ET3E, MT1E). The CAMM is the first point of contact and stability, in some cases being responsible for induction procedures for new staff to the learning area, and integration to the school (AP2A, CCA). The CAMM helps teachers the first time they step into a classroom, giving information as to the logistics of the school, and curriculum for the learning area. They help with the philosophy behind the learning and teaching, as well as resources. They are perceived as mentors, daily contacts, and, possibly, a friend (AP2A), and pass on expertise to young teachers (MT1C, MT3C).

The curriculum coordinator (CCA) felt that CAMMs had a “very significant” role in staff welfare, particularly when staff are on extended leave. The CAMM initiates some sort of celebration or recognition for that person prior to their leave (ET3A also). Others (ECA, ET2A, MT1D) also spoke of providing personal support for learning area staff, while CAMM MCA spoke of keeping the faculty together during times of personal tragedy involving a colleague.

**REPRESENTATION**

It was accepted that the CAMM is the chief advocate for their learning area (AP1A, AP2A, APB, MT1B, MT2B, ECC, ET2C, MT1C, APD, MT1D, PE, APE, CCE, ECE, MCE, ET2E, ET3E, APF, ECF, MCF), but they also need to have an overview of the college as a whole and its priorities and needs, and how their particular learning area fits within that (AP1A, AP2A, CCA, APB, CCB, MCB, MT2B, APC, ET2C, ET3C, MT1C, PD, APD, MT1D, PE, APE, ECE, MCE, ET1E, ET2E, APF, CCF, ECF, MCF). This is a difficult balancing act for a CAMM (ET2E, CCF), and is handled differently by different CAMMs (APF), but it is felt that this makes for greater compromise (ET1A), and prevents the CAMM from being seen as a zealot (MCB): "So if you've got good [CAMMs], they're uniting the whole school through what's going on in their position" (ET2C). One principal (PE) equated the CAMM who goes in to bat for their learning area only as a manager, but one who can also take a whole school perspective as a leader. He considered both aspects important. CAMMs should be able to present the balance between learning area needs and overall school needs to learning area staff (ET1E). The length of time that a CAMM
has been at a school can mean that learning area teachers are also friends, and this can complicate the picture by making it very difficult to make a decision that could be seen as detrimental to what they are doing as teachers (MCF), even if the CAMM appreciates that the needs of students on a whole school basis outweigh the needs of the learning area.

Nevertheless, the CAMM role first and foremost can be seen by some as defined by the needs of their learning area (ET1A, ET2A, ET3A, APE). Even when this is the case, they should still take on board the needs of other learning areas in order to maintain a cohesive school environment. Others put the opinion that, “when it comes down to it, the college priority should come first” (APB). One teacher (ET3A) perhaps struck a balance: "Enrichment of children is something that should be beyond politics, but it isn't".

CAMMs seek learning area staff input in relation to whole school proposals and take responses back to curriculum committee and other forums, as well as tabling learning area initiatives, raising issues and acting as a general spokesperson (PA, AP1A, CCA, ECA, MCA, ET1A, MT1D, APE). They address learning area staff concerns to administration, e.g. on contentious issues; they will put the learning area case (ECA, MCA, PB, ECB, MCB, MT1C, MT2C). The CAMM will make representation in relation to things such as the use of curriculum days for staff so that they are as useful as possible for teachers. It is hoped that there would be some give and take on both sides (ECA). In some schools, where learning areas are grouped into faculties, CAMMs use Faculty Heads for representation in some learning area matters (ET3C). The CAMM ECA appreciated the constraints placed on what the learning area can obtain, e.g., with regard to timetabling because of whole school needs. Similarly, the CAMM ECE commented on the need to understand the limitations placed on principals in terms of what they can and cannot do, and what can and cannot be achieved for the learning area.

COMMUNICATION
This aspect of the CAMM leadership role involves communicating and liaising with a variety of people within the school community. It can involve the CAMM
functioning as a vertical channel of communication (between administration and learning area teachers), or horizontal communication (within the learning area, or with other forums/groups within the school such as other CAMMs, year level coordinators, or parents [ET1A]). It was felt that in some schools the receiving, sorting and dissemination of information to staff can be the limit of the CAMM role (MT1E).

One principal (PE) expressed the view that communication between CAMMs and their learning area staff can be a "critical thing" in some aspects of a school's functioning (PE). CAMMs make learning area teachers (AP2A, MT1B, MT2B, MT1C, ET2E, ECF) and administration, when appropriate (AP2A), aware of the latest developments in their subject area(s) from agencies such as BoS and professional associations. Some CAMMs (MCB, ECE) saw themselves as the filter for all the information that comes into the school that is pertinent to their learning area. Once sorted, they either act on it, or involve people in what is required. CAMMs ensure that information obtained by some learning area teachers is disseminated to others as appropriate (AP2A).

CAMMs communicate with CAMMs from other learning areas in relation to imperatives such as technology, the CSF and consistent reporting (AP2A), and negotiate with them about cross-curricular topics and/or areas of curriculum overlap (AP2A, ECA). They communicate with other individuals/groups within the school to ensure school initiatives (e.g., middle schooling) are implemented, and they communicate with the school timetabler regarding learning area teaching allotments (PF). When learning area initiatives are being proposed, communication takes place with groups such as administration, level coordinators, other CAMMs and teachers (MCA).

CAMMs take information back from administration and forums such as the curriculum committee to learning area meetings to keep them informed of what is happening at the school level (MT1B, MT2B, MCC, APD, MT1D, ET2E, ET3E, PF), and discuss "what needs to be discussed" (ECA). One CAMM (MCE) considered it "the essence of the CAMM role" that people (learning area teachers) always be kept
well informed. The CAMM is also the source of communication for learning area responses and initiatives to the relevant school forums (MT1B, MT2B).

The mathematics CAMM MCA said that in his learning area, communication is on a daily basis, and informal. Learning area meetings are used to ensure that all learning area teachers have "caught up with what's going on" in the learning area at that time. One teacher (ET3C) remarked that they think teachers see CAMMs as the people that give them the information they need to know. They expect the [CAMM] to tell them what to do (reports, work requirements, due dates, new texts, etc.). The coming together as a learning area staff in meetings is seen as important to a teacher’s sense of belonging to a learning area, as well as a way of communicating and sharing information (ET2A), and ensuring that all learning area staff have input into what is happening (ET2C). Keeping people informed through meeting agendas, minutes, etc., is particularly crucial in a multi-campus environment (APB, ECB). Communication with part-time learning area teachers is also important (ET2A). Formal meeting times for the learning area can be sparse (MCC) or difficult to arrange (PE), so there is a lot of one-on-one consultation and interaction (MCC), with CAMMs meeting informally with learning area teachers at lunchtimes, for example (ECF). CAMMs spend time communicating with learning area teachers to delegate curriculum tasks, and collate work that has been done by them (MT1D).

CAMMs have a role in communicating their learning area’s needs to others higher in the school hierarchy (PC), and can act as a source of ideas from learning area teachers to the school administration (PE). CAMMs are accepted as a two-way conduit of information and opinions between learning area teachers and school administrations (ET1A, ECB, MCB, MT1B, MT2B, PC, APC, MCC, PD, APD, MTID, PE, APE, ET2E, ET3E, PF, ECF), acting in a bridging role between the two groups (ET3E). The curriculum coordinator CCC saw CAMMs acting as a filtering mechanism for teachers to explain why certain decisions have been made by the school administration. He considered them to be politically aware, and to know the “who” and the “how” of getting things done. The principal PD commented that problems with staff can be pre-empted or avoided by keeping people informed, e.g., in regard to teaching allotments. The principal PF spoke of CAMMs having the task of
countering criticisms from learning area teachers by supplying information not known to the teachers.

The ability of CAMMs to take a whole school view can be aided by communication from administration to CAMMs about what is happening in the school in terms of funding available, and what other learning areas are planning (APIA). Such communication also enables CAMMs to know where the limits are for them in terms of advancing the interests of their learning area.

CULTURE
CAMMs are capable of effecting changes in learning area culture (PA, AP1A, ECA, MCA, ET1A, ET2A, ET3A, PB, APB, CCB, APC, CCC, MCC, PD, APD, PE, ECE), although it can be a long process (CCE):

... an effective [CAMM] can change the nature, the culture, the purpose of a key learning area. Someone who is able to provide some vision, someone who's able to look out and see different possibilities, can change just the whole nature of what a learning area is, and what it does (APD).

The process of altering learning area culture can be made more difficult by things over which the CAMM has little or no control, such as the effects of past events (e.g., school mergers), as well as factors such as the demographics and personalities of learning area staff, the location of learning area staff work areas throughout the school, the composition of the school (single campus, multi-campus), and the nature of the learning area itself (composed of a single discipline such as mathematics and English, or multiple disciplines such as SOSE and the Arts) (AP2A, CCA, ECA, MCA, ET1A, APB, MCB, PC, MCF). CAMMs who feel that their learning area works well as a whole may not see themselves as having a big influence on learning area culture (ECA, MCE), and may never have thought about consciously attempting to influence learning area culture.

Within their learning area, CAMMs should aspire to create the type of culture that one principal (PF) was attempting to create within a school: "where teachers are willing to gather data on their own performance, reflect on it, plan for improvement,
in a supportive environment". The creation of a collaborative and sharing culture that results in better teaching and learning outcomes within the learning area is what is desired (ET1A, ET2A, ET3A, MT2B, MT2C, MT3C, PD, MCD, APE, ET3E, MT1E). This can be achieved in various ways:

- the CAMM is a team builder (MT1C, MT2C, MT3C ET1C, MT2C) who may do things with the learning area staff that makes them see that teamwork is a positive thing that will lead to positive outcomes (CCA);
- teachers share knowledge and ideas to develop new learning area curriculum initiatives, in groups that may be year-level based (PA, AP1A, AP2A, PD, MCF);
- the learning area works as a team with the CAMM as a focus (AP1A, ECC, ET2C);
- the CAMM breaks down barriers of teachers working in isolation and feeling they do not have a forum to debrief into, or an individual they can debrief to (CCA); and
- CAMMs can also promote a learning area culture that celebrates student success and student initiatives, as well as teacher success (CCA).

A CAMM who can successfully mould the type of culture outlined above can achieve a learning area that becomes "a really vital working unit" (MT3C).

One assistant principal (AP1A) asserted that CAMMs have "critical responsibility" for change management in the learning area. A principal (PB) concurred, saying that CAMMs have the task of engendering an attitude of change in the learning area (also MT3C, CCE, ET1E). This change must be done in a sensitive, supporting way (APF also). It is vitally important to develop agreed philosophies and targets about what the experience of students in the learning area should be. Culture and change should be brought about within the bounds of school culture, and CAMMs should work collaboratively with other CAMMs, and with administration (AP2A), as well as with individual learning area staff (AP1A, AP2A).
The CAMM continually provides something new and vibrant that can be thought about and worked upon within the learning area; e.g., the provision of opportunities to view new resources, and professional development (CCA). One assistant principal (APF) said that CAMMs should look to create an atmosphere of expectation, whatever the learning area group sets out to do.

Leading by example (MCA, MT1B, ECC, ET1C, ECE, MCE), and from within the learning area group rather than above it (ECA, APB, ECB) were described as features of the ways in which CAMMs attempt to build desirable learning area cultures. The CAMM assists in team building by delegating responsibility, and building ownership and cohesiveness of learning area objectives. The CAMM respects teachers but strives to get the best out of them (ET1A). The CAMM should develop practices (e.g., meeting schedules) that ensure staff come together, communicate and share information, and which engender a sense of belonging (ET3A).

One CAMM (ECA), for example, saw herself as a facilitator. A culture is promoted where learning area staff can voice concerns and ask the CAMM for help; she has a servant role. Promoting good interaction among the people in the learning area is "vital". This CAMM was aware that she should not be seen to be favouring "one faction or another" to produce the desired culture. Similarly, the main premise that the English CAMM, ECC, works on is that she want teachers within the learning area to enjoy teaching, and students to enjoy learning: "So everything we do is aimed at making teachers feel more comfortable. So we do lots of team building activities such as social events and so forth". The CAMM thinks she leads by example. She likes to speak to people individually, to have no facades, and to be open and honest. She would like to think that in her role as English CAMM teachers felt supported and good about themselves, and that the teaching culture had improved because of the professional development and work on assignments that had been done. The faculty and the learning area work on a teams approach. Some people will work up material, then bring it back to a larger group for discussion.
The mathematics CAMM (MCC) likes to operate in a consultative role, but there are times, once decisions get made, that learning area staff “have to all live with it”. There is a very clear brief that this CAMM carries (that she “is here for change”), that she felt is yet to be got across fully to people in the learning area. To this CAMM the vigour, enthusiasm and willingness of the CAMM plays a significant role, particularly with new or young teachers, or people returning to teaching: “You can turn around the legacy of other types of leadership and effect change”. The CAMM should provide a direction along which all teams in the learning area work.

Teacher MT2C spoke of CAMMs having a lot of resources to share with others. The English CAMM ECE would like the learning area to operate whereby teachers assist her in generating ideas, etc., for the learning area. She hopes that seeing her efforts will encourage this. She felt, however, that there are some teachers who have the attitude of, "Well, you’re the coordinator, that’s what you’re expected to do; you get paid for it, you do it". The CAMM thought it important that resources are shared, but she will not pander to what she considers laziness by some of her staff in terms of their expectations of her.

ADMINISTRATION
Comment was made that CAMMs have a “critically important function for making sure their department is effectively organised” (AP1A), and that administration is “a necessary part” (APD) of their role in secondary schools. The nature of the role, however, could be seen as evolving:

... traditionally, ... [CAMMs] have really been managers, and they’ve managed a budget, ordered books, and they’ve really taken quite a low key role. And I think with the government changes, they’re now far more ...(PE).

Certainly, there was an indication that schools were looking for more from their CAMMs than just the traditional outlook described above (APB, CCB, PD, APD, PF, CCF). One teacher (MT1C), however, said they suspected that administration wants this to be the CAMM role, but that teachers would prefer the CAMM to be more “teacher oriented”. One CAMM (ECE) described as "minimal" a CAMM who
"orders the materials and manages the budget". This CAMM said that the administration aspect of her role does not take up a lot of her time, however, another CAMM (MCE) said that this aspect of the CAMM role is time consuming.

The principal (PF) and the assistant principal (APF) of one school explained how the CAMM role there had evolved from an older “Faculty Coordinator” role that was divided in 1997 to create the CAMM and the Curriculum Resource Manager (CRM) positions, "in the hope of taking some of the more mechanical stuff away from the [CAMMs]" (APF). The principal (PF) was of the opinion that the administrative aspect of the CAMM role was now carried out by the CRMs. The assistant principal acknowledged that there was, however, still a “management” side to the role (e.g. working out allotments). According to the curriculum coordinator at the school (CCF), CRMs act as "service agents", but they are "not trying to lead through quite difficult times". It was felt that the CRM role does not involve the people management and the politics that the CAMM role does. The curriculum coordinator was of the opinion that, with the introduction of the CRM role, there was now "not that much" administrative work involved in the CAMM role. In some cases this had produced problems as the CAMMs have attempted to distance themselves totally from aspects such as budgeting because they have been formally removed from some aspects of the process, rather than working in consultation with the CRMs.

The English CAMM (ECF) at the school also explained that the introduction of the CRM role was meant to enable CAMMs to concentrate on curriculum and current department (DoE) policies; the CRM in the learning area "deals with budgets and purchasing of resources, that sort of thing". In this learning area however, the roles were shared to some extent, since the CRM involved has an interest in curriculum: “So it's very flexible, there's no boundaries”. Despite this, there is still "a humungous amount" of paper shuffling that goes on in the CAMM role. A lot is generated through school processes. This is a frustrating aspect of the CAMM role as it is time consuming, involving a lot of distribution and retrieval of material and responses.

Although budgets can be considered tight, “so they’ve got to develop strategies to make the most effective use of that resource” (PD), CAMMs can be responsible for
managing big budgets in schools, and in some they have responsibility for building maintenance in their learning area (PC). CAMMs in this case were reported to have total autonomy over their budget allocations, as long as they do not exceed their budget, and as long as its use is within the charter of the college and the curriculum guidelines of the CSF and VCE (APB).

Specific aspects of the Administration theme described were:

- book ordering, and checking that booklists are right (PA, MT1C, PE);
- composing a budget and overseeing its spending (PA, AP2A, CCA, MCA, ET1A, ET2A, PB, APB, MT2B, APC, CCC, MT1C, MCC, PD, MCD, PE, APE, ECE, ET1E), in consultation with learning area staff (ET1A);
- documentation of learning area curriculum to reflect current practice (PA, AP1A, CCA, ECA, ECB, MCB, CCC, ET1C, MT1C, MCD, MCE, ET3E), as well as management of learning area documentation (CCA);
- resource evaluation, ordering and management (PA, AP1A, CCA, ECA, ET2A, ET3A, CCB, MCB, ECB, MT2B, PD, MCD, MCD, APE, ECE, ET1E, MCE, MT2E);
- preparation for and the running of meetings of the whole learning area or groups within it (PA, AP1A, ECA, MCA, PB, CCB, ECB, MT2B, APC, ET2C, ET1E, ET2E, MT1E), and preparation of minutes (AP1A, CCB);
- writing of the annual report for the learning area (PA, CCA, MCA, ET1A), in consultation with learning area staff (ET1A);
- determining staffing allotments (PA, AP2A, PD, APF, ECF);
- dissemination of information to learning area staff (from outside agencies or school administration) (AP2A, CCA) or at other meetings (ECA, MT2B);
- organising/delegating to ensure learning area activities happen such as subject events and competitions (AP2A, MT2B, MT2E);
- involvement in interviewing new staff (AP2A, MCA), and in defining the requirements of new staff and parameters of positions in consultation with administration (AP2A);
- writing applications for capital grants (ECA);
- reading and dealing with advertising mail (ECA, MCA, MT2B, MCE);
• organising excursions (ECB), bringing on play groups and visiting performances (ECB, ET2E); and
• work related to records of students' reports, work requirements, class lists, etc. (APC).

PROFESSIONAL DEVELOPMENT
The perceived involvement of the CAMM in learning area professional development encompassed the following areas.

• **Identification of professional development needs** on a learning-area- or individual basis, including encouraging specific individuals to attend activities when the CAMM identifies a need for improvement or some potential in a staff member (ECA, APB, MCC, MT1C, MCD, ECE, PF, APF, MCF). One CAMM (ECF) saw the allotment process as an extension of teacher professional development by varying what people teach so that they do not become stagnant, or life does not become too easy.

• **Awareness of the professional development activities available** for their learning area from a variety of sources (AP1A, AP2A, CCA, ET3A), and the communication and promotion of such to learning area staff, including generating enthusiasm to undertake professional development (PA, AP2A, CCA, ECB, CCC, MCC, MT1C, APF, ECF).

• **Facilitation of the attendance of learning area staff** at professional development activities (PA, ECA, CCC, MCC, ET3C, ET1E, ECF). One principal (PD) spoke of the difficulties associated with teachers being released for professional development, because of the disruptive effect on students, saying that it therefore becomes the role of the CAMM to work out how the professional development is to be delivered. Another principal (PA) was cognisant of the need for teacher professional development to be balanced against the negative effects of teachers being absent from the school too often.

• **Provision of professional development activities** for the learning area, either on a learning area specific basis, or as part of a school professional development day (AP1A, AP2A, MCA, ET1A, PB, CCC, ET3C, ECE, MCE, ET1E, APF, MCF,
ECF). One teacher (MT1D) spoke of teachers not expecting CAMMs to provide professional development because of the demands on their time.

- **Facilitation of the sharing of knowledge gained by learning area teachers at professional development activities** (PA, CCA, ECA, ECB, MCB, MCC, MT1C, CCD), or through other channels (MCA, ECA, CCB, MCB, ECC, MCF), at forums such as learning area meetings. One curriculum coordinator (CCB) spoke of trying to use his meetings with CAMMs as a model for how he would like them to use learning area meetings for professional development. Two CAMMs, however, spoke of the difficulties of doing this, given the time of day that learning area meetings normally occur (ECB, ECE). There was some cognisance of the role that informal passing of knowledge on a day-to-day basis plays in the professional development of learning area staff (MCA, ECA).

- **Participation of CAMMs in professional development activities**, provided either within the school, or outside (MCA, ECA, ET1A, APB, PD, PE, PF). One principal (PD) thought that CAMMs should keep abreast of change by attending in-service activities, noting that "I think our best [CAMMs] are the ones who take the time to go to what's offered; particularly if it's outside school hours and they still go".

The perceived importance of the professional development aspect of the CAMM leadership role was indicated by participants who made comments of the sort described below.

- That professional development for learning area teachers should be the CAMM focus outside of classroom teaching (CCA).
- That CAMMs have a "critical role" in the promotion of professional development for learning area staff, and that this is linked to classroom teaching and learning (AP1A).
- That professional development should be a fundamental part of the CAMM role, as part of their awareness of the emerging trends in their disciplines (PB). This principal was of the opinion that, with a properly functioning group of CAMMs, there arguably should not be a need for a professional development coordinator in
a school. This was echoed by an assistant principal (AP2A) who observed that even though the school had a professional development coordinator who disseminates information, encourages and perhaps recommends specific activities, most of the responsibility for learning area professional development falls to the CAMM. Similarly, one CAMM (ECE) said that some professional development comes from the school professional development coordinator, but "certainly the particular subject professional development comes from [the CAMM]."

• That professional development does not just happen by itself, it is up to the CAMM to facilitate (ECB).

• That the professional development of staff should be a big issue for CAMMs (APE).

• That a commitment to professional development is needed for the development of a team culture of sharing ideas and resources (ET1E).

One of the assistant principals (AP2A) commented that external curriculum mandates (CSF and VCE) contribute to the amount of professional development organised, and that professional development is frequently related to technology as applied to the particular learning area. Professional development in the area of technology was mentioned also by other participants (MCA, ECA, PD, APD, MCF), with two of these (MCA, MCF) noting the frustrations experienced by teachers with unreliable school computer networks.

ACCOUNTABILITY
CAMMs were seen as being accountable for the overall performance of their learning area. There was some feeling that recent curriculum changes have forced this accountability (PA, PE). Comment was made that all involved in education, not just CAMMs, have become more accountable in recent times (MCB, ET3A, ECE). Formal mechanisms of accountability exist such as the annual report of the learning area (PA, MCA, ET1A) that the CAMM writes in consultation with their learning area staff (PA), school triennial reviews (CCB), and the data provided to the school by the DoE in relation to its students and comparisons with similar schools. Formal feedback on the annual report is not always considered satisfactory for the CAMM.
and the learning area's needs, however (MCA). As well, there are other, less obvious accountability mechanisms available for school administrations, such as periodic monitoring of the amount of professional development attended by the CAMM and other learning area staff, perusal of student reports for rates of non-completion of learning area subjects (PC), learning area staff absences (PC), learning area meeting attendance and climate (PC), and financial records that indicate the way in which the learning area budget is being used (APIA, PC, CCC).

The accountability of CAMMs is bi-directional (ET3E). Since school administrations, particularly principals, appreciate the importance of maximising student learning outcomes in the current educational and social environment, there is obvious pressure on CAMMs to optimise the performance of students on measures such as VCE results and CSF outcomes and related measures (PA, AP1A, MCA, ECA, ET1A, MCD, MCF). CAMMs are expected to lead and manage their learning area in ways that facilitate optimal educational outcomes for students in the learning area. Examples cited were the role of the CAMM in formulating teaching allotments (PA), independently or in consultation with others such as SMT members or the timetabler, and the review of such decisions at the end of the school year; documenting of learning area courses (CCA, CCC); identification, facilitation and provision of professional development for learning area teachers (MCC, ECE); provision of appropriate information to learning area teachers (ECE); and curriculum and general assessment development (PF).

CAMMs are reviewed annually on their performance. Depending on the structure of the school, this review is not necessarily conducted by the school principal, and may be done by an assistant principal (CCB, PC, APC, ECE). Reviews are often in relation to specific goals for the CAMM and/or the learning area in areas nominated by the CAMM, or in relation to targets set for the learning area by the school (APB, PC, APC). There was comment by one SMT member (APB) that CAMMs welcome this form of review because it contains items that are relevant and targeted. He feels it gives the CAMM something to look back on as an achievement, and the learning area teachers a focus. Teachers are aware of the existence of such reviews, and have a role in implementing new learning area goals or meeting.
performance targets (CCB). One teacher (ET3E) was of the opinion that if the CAMM keeps people informed and delegates requirements/responsibilities to teachers, then teachers are accountable for meeting those requirements. At one school the CAMM review process was described as flowing directly from the school charter, was evolving and expected to become more sophisticated and individual as time progressed (PC). The process was described as one that addressed needs and doing a good job, not jumping through hoops for the sake of it.

The formal role of CAMMs in the annual review of learning area teachers appears limited. Although it is appreciated that CAMMs have a role in monitoring the performance of teachers in their learning area generally, and supporting them in cases where they are found to be struggling, CAMMs are generally not the people who conduct formal annual reviews of teachers. In only one school, where the review process was described as "a type of peer-mentor evaluation", was the CAMM mentioned as being heavily involved in the review of teachers. At this school, CAMMs conduct the annual review of learning area ancillary/support staff that then goes to the principal (PD). The principal described this accountability dimension as "very new". One teacher (MT1E) thought that CAMMs should have more of a role in appraisal and review of teachers in their learning area. They should be aware of what is happening in their learning area, who is coping and who is not, etc. This teacher stated that it was only this year that the CAMMs have started to have a formal role in the appraisal/review process, working with the mentor that each staff member selects, and then liaising with the principal. At one other school CAMMs had a role in certifying that teachers had met certain specified criteria related to learning area/classroom tasks for their annual review, which was conducted by a member of the SMT. One CAMM at this school said that he required learning area teachers to provide proof of meeting such criteria before he would certify this for teachers (ECB), while another described the process itself as "inefficient" (MCB). According to one of the SMT members at the school, however, this limited involvement is seen by the school administration as a way of supporting CAMMs in bringing about change at the classroom level (CCB). One principal (PF) whose school does not currently involve CAMMs in teacher review indicated that may change. This, he thought, may distance CAMMs more from their learning area teachers and make their task more difficult, or
it may in fact make their role easier because it would “give them another clear role that makes them middle managers”. One assistant principal (APIA) was of the understanding that changes to government policy would see CAMMs becoming more involved in the formal process of dealing with underperforming (incompetent) teachers.

Despite the apparent lack of formal involvement of CAMMs in teacher review processes, it is expected that CAMMs have an awareness of what is happening in their learning area, and it is the CAMM who is expected to gain agreement on what is taught in learning area courses, and ensure that learning area teachers actually teach what is expected of them (MCA, MT1D, APE, ECE, MCE, MT1E, CCF, MCF). The CAMM is seen as being best placed to do this (APIA). Another teacher (ET2C) said that CAMMs are accountable for their staff’s performance. The only efficient way to have accountability within the learning areas of schools in their present arrangement is through having a person who knows what is going on. This teacher also mentioned that CAMMs in this school were accountable for the financial aspects of the learning area. Should concerns regarding the performance of a learning area teacher be received or noted, it is often the CAMM who is expected to approach the individual teacher(s) concerned and address the issues involved (PA, ECA, APC, PD). Some people appreciated that this is a difficult aspect of the CAMM role, particularly where the teacher(s) involved may be more experienced (in terms of years of service) than the CAMM (PD). One principal was of the opinion that where he had given CAMMs added responsibility in this area, some of the CAMMs were relishing it (PC).

Teachers appeared to understand the accountability demand on CAMMs for their performance. Consequently there are accountability pressures on CAMMs from teachers to ensure that they perform their tasks to a level perceived as satisfactory by them. One teacher (ET1C) said that, when they have responsibility for student discipline, the CAMM is accountable to the contract teacher who is new to the school. Teacher ET3E thought the job is "far more accountable, and it's far more visible" than it had been. The linking of the job to the promotion system where the job is advertised, applied for and won, along with the accompanying remuneration, has meant in that school that CAMMs have a higher profile, and teachers expect their
CAMMs to be earning their time and money allowances. Assistant principal APE commented that CAMMs are the people who are expected to have in place a system to provide work if needed for classes when teachers are absent.

Increasing the complexity of the role, one principal (PC) said that CAMMs will be under pressure in the future to defend what they feel is important knowledge for students to learn. That is, they will be expected to defend their curriculum choices, given the amount of knowledge that is available.

TIME DEMANDS
There was a general acknowledgement that the CAMM role in schools is one that operates under constraints of time. There was also acknowledgement that teachers generally are working under pressure, that schools must choose where to direct resources in terms of time allowance and financial remuneration for positions in schools, and that if a role such as a CAMM position is accepted, ways must be found by the holder to ensure it is carried out. One CAMM (MCE) for example commented that the low time and money allowances associated with the CAMM role leads him to think that people do the job "for other reasons than just money". He considers that:

... most would be interested in developing the KLA and making sure the curriculum is delivered, etc. So I think there is some love involved if you like; they don't do it for the money. On the other hand, it is frustrating to think that the role that is expected, or the amount of work that's expected is rewarded so poorly. So there's the balance of the love and the money, I suppose.

The nature of the time demands on CAMMs was sometimes compared with that on middle managers involved in the pastoral care/welfare of students (Year Level Coordinators). For example, one assistant principal (AP1A) acknowledged that time demands on CAMMs are onerous, but pointed out that CAMMs can do things outside school hours, a strategy that is not as readily available to year level coordinators. According to the CAMM ECE, the nature of the role means that things can be prioritised, unlike the requirements of a year level coordinator. As a CAMM she feels she can finish things; this was not the case when she was a Year Level Coordinator.
with anything that did not have its own mandated finishing time. Peak times, however, where there are large demands on the CAMM and teachers (e.g., report times), are frustrating.

In general, there was a recognition of the limited time available that schools can give to teachers in positions of middle management, and a resignation that CAMMs could only expect so much, and should adjust their expectations of what could be achieved accordingly. Time release figures quoted by the schools involved in this study ranged from zero periods per week for CAMMs in some learning areas, to four periods per week: a range of 0% to 17.4% of a full teaching load. This figure is consistent with what has been reported in literature cited in Chapter Two, particularly United Kingdom sources. In three of the six schools involved in the study, time release and financial allowances for CAMMs were not consistent across all learning areas. Indeed, the traditional perceptions of learning area hierarchies operated with the larger, generally core academic areas (English, mathematics and, to a lesser extent, science) receiving the highest time allocation and/or financial allowances.

The principal at one school (PD) commented that she has noticed a difference in the past seven years in the amount of time that it is possible to give CAMMs to do their job. Financial measures have meant that they cannot give the time allowances that she would like to. The conscious decision was made to give the time to student managers in the school, and to keep class sizes down in the junior secondary levels: "But that means that the curriculum, I think, is getting very shortchanged".

As per the comments of the principal, the assistant principal (APD) commented that the withdrawal of resources had led to the downgrading of CAMMs' positions within the school in terms of remuneration and time because of the decision to keep resources within student management. With student management now perceived to be working well, the principal felt it was time and necessary to refocus on the needs of CAMMs. Also, it was acknowledged that the amount of mandated change currently underway in secondary schools (CSF2, VCE changes) is very difficult for CAMMs to accommodate within the time allowance they get at the school. CAMMs at this school do not get time every week, but have the capacity to take two days a term, one
at the start and one at the end, to plan and review what is happening in their learning area.

At the one school involved in the study where CAMMs have the formal responsibility for managing student behaviour in their learning area, the added time demands that this responsibility brings about were obvious. The curriculum coordinator (CCC), for example, commented that student management was probably the most time consuming aspect of the CAMM role at the school. For the mathematics CAMM (MCC) the role of being a leader in the sense of supporting teachers with classroom discipline at a faculty level left very little time at school for other activities such as concrete support of teachers, vis a vis, "Well, I've tried this". A lot of the normal teacher work is done at home. The English CAMM (ECC) said that "very, very rarely" did she ever get any time to do any preparation or correction at school: "Which means that it all gets done at home, and what doesn't get done at home, doesn't get done".

Four of the six teachers (MT2C, ET1C, ET2C, ET3C) interviewed at the school also spoke of the time demands that the student management aspect of the role placed on CAMMs. Teachers ET2C and ET3C made similar comments to the mathematics coordinator (MCC) that the amount of time CAMMs seem to spend on matters related to student discipline leaves very little time at school for supporting/aiding teachers in other, curriculum-related areas. Teacher ET2C was of the opinion that the CAMM role is too big for the time given, particularly when the discipline role is included.

The assistant principal AP2A thought that learning area teachers have a good idea of the demands on a CAMM and the difficulties that they face through time restrictions. The assistant principal thought that CAMMs would often like to do a lot more than they do, "but you can only fit so much into a day". In this regard, CAMMs must set priorities. This also applies when looking at what opportunities exist for students, but which require time commitments from learning area staff. The principal PF also expects CAMMs to prioritise from time to time. To him they all have the same big challenges (curriculum and personnel management), but they each have different smaller challenges. This principal is aware that some of the CAMMs feel
they never actually finish their job. He, as a principal, is used to this. Teachers, he feels, are not.

Other contributions that reflect the perceived intensification of the CAMM role were as follows:

- The teacher ET1A thought that the CAMM job is frequently done on the run rather than in a reflective manner.
- The CAMM MCA said that he does not stop for recess or lunch breaks; the job is becoming faster. He is aware that people are watching his performance, and there is much to be done.
- The CAMM ECB noted that their time allowance does not allow for a job to be completed; things are done in bits.
- The CAMM MCE finds it is impossible to complete all of his work at school. Time has to be juggled in order to manage the requirements of the role.
- Teacher ET3A thinks CAMMs are “incredibly busy” and does not think they have enough time to do their job.
- Teacher ET2E concurred with ET3A, and expressed the opinion that having a large number of learning area staff makes the role more difficult.
- Teacher MT1E also thought the CAMM job was difficult, noting that there have been four CAMMs in their learning area in the past six years: "There's an awful lot of work for the benefit you get out of it. In fact, too much work for the benefit you get out of it".
- Teacher MT1D felt that the demands on everyone’s time mean that the CAMM is not expected to provide teacher professional development, but should notify teachers of what is available.
- The assistant principal APE expressed the opinion that, in his school, the CAMM job is manageable "within the parameters that we set up", although he acknowledged that some aspects should be delegated, and that some CAMMs are better at that than others.
- The curriculum coordinator (CCE) believes it is impossible for CAMMs to do all that is required of them "because they haven't got the time". He feels that
neither do teachers, and so learning area leadership cannot really be shared. This, combined with traditional expectations of the CAMM in some learning areas, is a problem. He feels that "everyone would like to do more. And they just haven’t got the time".

The mathematics CAMM (MCF), in a school that the principal (PF) describes as having “by government schools, very generous time allowances” (4 periods per week), viewed the time allowance at his school as good. He ensures however that the learning area teachers know the amount of time he is involved in things that bring them no immediate tangible benefits, such as meetings and job interviewing. The amount of time spent at meetings that "don’t produce a result" was described as frustrating.

LEARNING AREA STAFF MANAGEMENT

This theme acknowledges that part of the CAMM leadership role involves the management of learning area staff, including support staff (PA, PD). This is a theme which has many connections with other themes such as Classroom Teaching and Learning, Culture, Accountability and Teacher Support.

Participants spoke of CAMMs contributing to the management of their learning area staff through their involvement in learning area staffing and teaching allotments (PA, AP1A, AP2A, PD, PF, ECF, MCF), and through their role in developing a cohesive learning area staff; ensuring that people work harmoniously, or helping that process (AP1A, ECA, ET2A, ET3A, MCC). CAMMs work collaboratively to involve people in the learning area decision-making process (AP1A, ET2A, APB, MT1B, ET1E, MT2E), and have learning area teams working on specific areas for which they all have responsibility (ET1A, ET2A, MT2B, MCC). Learning area meetings were mentioned as a mechanism available to CAMMs in their management of staff (ECB, MCB, ET1E).

There was an expectation mentioned by some participants that making clear to learning area teachers what is to be taught (ET1C, ET2E, MT2E), and overseeing the adherence to agreed learning area curriculum is part of the CAMM staff management
role (MCA, ET1C, MT1E). Specific mention of the role of the CAMM in dealing with teaching concerns in regard to individual staff members was made by some participants (PA, MCA, APC, CCC, MT1E).

For some the interpersonal skills of the CAMM were felt to be important in managing learning area staff (CCA, MT2E); CAMMs need to be cognisant of the existence of, and able to manage, a diverse range of individuals within their learning area (CCA, ECA, MT2E, MCF). There was acknowledgement of the difficulty of managing learning areas composed of disparate groupings, as opposed to similar groupings, of subjects (ET1A), and of the need for CAMMs to be cognisant of learning area history when considering their management approach (CCA, ECA). Also mentioned was the need for a CAMM not to be seen as favoring one group or another in the learning area so that a collaborative group approach can be fostered (ECA). One participant (ET1A) expressed the view that CAMMs must not allow "niggling about things" to go on in their learning area, otherwise what can happen is "the group of people just sort of lull into mediocrity in a way".

The principal PD expressed the view that the emphasis in schools with regard to gaining promotion is going away from curriculum and towards managing people, managing change and managing budgets. This principal felt that the interpersonal skills to meld a team are more important than the technical skills of a CAMM; the ability to mange the people is "overwhelming"; "... if they're not really involved with the staff, and not involved with the kids, then they won't be effective".

CURRICULUM DIRECTION: SCHOOL
Whilst one of the central themes of the CAMM role is learning area curriculum direction, they are also involved in school level curriculum direction. The CAMM contributes to school level curriculum direction mainly though discussions of issues in forums such as the curriculum committee and the education committee. Such discussions are in relation to school responses to external mandates such as CSF, VCE and requirements for certain amounts of sport or LOTE to be taught (PA, AP1A, CCA, APC, PE, PF, APF, CCF), as well as in-school initiatives (ET1A), or issues arising out of school triennial reviews. Individual or learning area initiatives with
whole-school implications are also raised (MCA). CAMMs have input into the school charter process (PC).

The CAMM is responsible for making learning area staff aware of changes that are proposed to school curriculum; the learning area discusses them and analyses them, and responds accordingly. CAMMs can then give their own opinion, as well as that of the learning area (ECA, MCA), but should not be led by the opinions of their learning area (CCF). It is desirable that they are able to take a whole school approach, not a biased, learning area focused approach (PA, AP1A, CCA, ET1A, ET2A, ET3A, CCC, MT1D, APF). CAMMs should use data available to their school to make decisions on the basis of what is the best for students (PF). Both CAMMs and general teaching staff must accept that education is data-driven, not "politically driven" or "myth-driven" (PF).

CAMMs sometimes meet as a group, then take results of their meetings to the curriculum committee (PF, APF, CCF). In one school, such CAMM meetings were structured on the basis of two CAMM meetings and one curriculum committee meeting on a three-week rotation. As a group, the CAMMs

... are meant to do the hard work on any decisions that need to be made, and are meant to have gone through their own work by a process of consultation with their staff, come back and then try to make things work. And then, present to the curriculum committee more fully thought out, informed opinions (APF).

At another school, the CAMMs met on a regular basis in a forum with an assistant principal, with the principal often attending also (APE). Some aspects of restructuring school curriculum, such as debating over allocation of periods can be "tiresome and ineffective" (MCF).

One curriculum coordinator (CCB) was of the opinion that CAMMs should contribute to a general discussion with him of what the key issues of the school are over a one, two or three year period. This should be an integrated view where they communicate with year level coordinators also. CAMMs are used as sounding boards for ideas by administration (ET1A). The assistant principal APB spoke of the role of

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CAMMs as whole school curriculum leaders through their role in special interest groups, or in the area of learning technology. CAMMs are given the task of implementing school-wide initiatives at the learning area level, e.g., technology in the curriculum, literacy, assessment and reporting, numeracy (PB, MCB, PC).

Two participants (PF, CCF) put the view that CAMMs must be able to offer support for proposals developed at forums such as curriculum committee with which they do not necessarily agree, not undermine the consensus decision at learning area level. They also have the task of allaying criticisms by teachers about school initiatives. One participant offered the opinion that CAMMs can put hurdles in the way of changes that the curriculum coordinator and/or others are trying to effect, or they can help to facilitate the same (CCE).

PROFILE: LEARNING AREA

CAMMs have a role in promoting their learning area (ECB). They should have an attitude that their learning area is important, and that they want to involve students in the learning area (CCA), maintaining a good profile within the school (PA, AP1A, AP2A, CCA), and promoting student work (ECC) and achievements within the learning area (AP2A, MCA).

Examples of activities cited as contributing to this were:

- invitations to SMT members to observe special learning area events (AP2A);
- maths acceleration and enrichment programs (PA, MCA);
- subject competitions such as the maths challenge (PA, MCA, ET1A);
- art exhibitions (PA, AP2A) and festivals (ECE);
- music performances (AP2A);
- cultural enrichment programmes (AP2A, ET1A);
- science; promotion of students applying to go into mentor programs (AP2A);
- subject weeks (MCA, ET1A, ET3A);
- learning area exhibitions (ECB);
- debating (ECC, ET3E) and public speaking (ECC); and
literary luncheons and launches of student publications (ECC).

A good CAMM looks for opportunities for extending students through these promotional activities (ET1A), e.g., the Human Powered Vehicle Competition (ECE). The flow-on effect of a good learning area profile is obtaining support from learning area staff, resulting in a culture of credibility in the minds of students and parents (PA, PD, CCE), “and that can have ramifications for numbers at the senior levels if students have good or bad experiences” (PD). CAMMs representing their learning area when people are in the school, e.g. at forums such as parent nights, also contribute to the learning area profile (APE, MT1E).

The maintenance of the learning area profile should be done in a way that does not incite negative feedback from other learning areas (CCA, MCC). One of the assistant principals (AP2A) noted that there are many opportunities for involvement of students in many programs, however, the time available to CAMMs and learning area teachers is limited, so the learning area has to choose which to offer or run.

One CAMM (MCA) estimated he does 90% of publicising the learning area, via the school newsletter, bulletin, and competitions. It takes a lot of effort, but he accepts it is a part of the role as there is satisfaction in publicising student successes. The failure of administration to recognise academic achievements over, say, sporting involvement can lead to a bit of a gulf developing between the learning area and the administration.

The English CAMM ECC was of the opinion that there have to be initiatives in the learning area, otherwise CAMMs can get stale in the job: “You can't keep doing as has happened in the past”. Teacher ET3E concurred, saying that CAMMs should ensure that there are things on the learning area agenda that can be used as a focus for the learning area at a given time, for example, facilitating groups to come in to the school for students, and then evaluating their worth, public speaking, debating. This can raise the profile of the learning area within the school, also invigorate teachers in the learning area, and connect them as a group.
STUDENT MANAGEMENT

Contributions to the construction of this theme were dominated by one school that formally designated the CAMM as the person responsible for student discipline problems in their learning area. When more than one learning area has problems with a particular student, the student is referred to their sub-school leader who has student welfare responsibility. Formally, at other schools involved in the study, the situation was more along the lines described by the teacher ET2A who described CAMMs as being, "strictly for what you're actually teaching the kids". Year level coordinators were described as "probably your first port of call in terms of any difficulties with kids, whether it be behavioural or not completing of work". It was thought by that teacher that the role of the year level coordinators in the school served to "take a lot of pressure" off the CAMMs. Nevertheless, the curriculum coordinator CCF commented that "the really good [CAMMs] shine with their management of kids because part of this having a whole school approach is also to have a whole child approach".

Other contributions related to this theme from participants at schools where student management is not a central part of the CAMM role were as follows.

- The CAMM ECA mentioned looking after the welfare of their learning area students, while another (MCA) mentioned liaison with level coordinators in relation to discipline problems for learning area teachers.
- The CAMM ECB thought that CAMMs can attempt to deal with student problems at the classroom level through their role in developing assessment tasks, etc. This CAMM has, however, often thought that it would be advantageous to be a year level coordinator because they are seen as the "big guns", but, mostly, the students "don't know or care" who a CAMM is.
- The CAMM MCD mentioned that the school has attempted to raise the profile of CAMMs among students so they know who is in charge of the learning area.

At the school where CAMMs have a formal responsibility for the management of student behaviour in their learning area, the principal (PC) explained that CAMMs
have added responsibility for dealing with student behavioural problems because it is assumed to be a curriculum problem. An SMT member at another school (AP2A) expressed a similar view. The principal PC felt that if the school is achieving its goals in terms of providing curriculum that involves students, the proportion of time spent by the CAMM on student management should decrease, while that spent on curriculum should increase. The assistant principal APC felt the arrangement at the school works because the CAMMs are the people who can relate student management problems back to the question of, "How are you teaching?" When the actual classroom practice is changed, then an effect will be had.

The curriculum coordinator (CCC) acknowledged that CAMMs have responsibility for student discipline in the learning area and thought that this was probably the most time consuming aspect of their role at the school. The mathematics CAMM (MCC) concurred, saying that, outside of classroom teaching, the major thing that takes up her time is being part of the faculty learning area structure, and working on class discipline, classroom management, and the support structure for the learning area, and other faculty teachers. This CAMM labeled being involved in the discipline process as frustrating because of the time consuming nature of this involvement, and because of the difficulties associated with being a new teacher at the school where it is uncertain if the student, the teacher, the subject, or the process is the problem. The English CAMM (ECC) also said that student discipline took up a "largeish" proportion of her time, on some days a disproportionate amount of time. It involves liaising with parents in regard to discipline problems, work submission problems, suspensions, etc. She said that the CAMMs actually work "in dealing with anything that happens within the classroom". This can involve things from discipline problems to student awards, "so you've got nice, positive things as well".

Teacher responses to the structure of the CAMM role at this school focused on the time involved in the CAMM dealing with student management matters. Teacher MT1C felt that the CAMM role in student management was vital in the school because of the way the structure had been set up. This teacher did think it helps having the role structured this way because CAMMs can help the teacher work out what may have gone wrong in a class, and improve class management. Teacher
MT2C imagined the combined role of curriculum and discipline would be onerous, and did not think it helped having the role structured this way because different learning areas handle things in different ways, so there may not be consistency. It was felt the discipline role takes a lot of time, however, the point made by MT1C about improvement of teachers' classroom performance was noted.

Teacher ET1C thought that because the CAMM is so overloaded with administration work, it takes a long time to deal with behavioural issues; this is frustrating for this teacher. The teacher felt, however, that discipline was becoming less important, and that curriculum was now the basis of the CAMM's role. For ET2C, the nature of the CAMM role at the school meant most of their time at school is spent on discipline of students. As these are often very difficult students, a lot of time can be spent trying to find strategies to improve behaviour. This made the job "incredibly onerous, compared to how it is at other schools". Teacher ET3C also mentioned that the CAMM having responsibility for students meant that the discipline role takes up the bulk of their time; the CAMM does not really have enough time for some other aspects of their role.

ROLE CHANGE
Comment was made that there has been change in the CAMM role due to societal pressures that make all people in schools more accountable (ET3A). This increased accountability of everyone, including the principal, has meant that the relationship between a CAMM and their teachers has changed (PA). For example, if the principal has concerns about poor teaching then the CAMM is expected to be involved in developing a solution. One CAMM (MCF) commented that, in his early days, he thought the CAMM role was "not a wide-ranging role at all". Course development, staff selection, and professional development requirements are now all much greater. The greater push for student outcomes and the associated accountability may have led to the voice of CAMMs becoming greater in some schools because of their membership on the curriculum committee (ET1A). This view is not, however, universally shared:
...[the role has] changed into one of simply a line manager. But, philosophically I believe that I should be as a service provider for teachers to make their job basically easier (MCB).

One teacher (ET2A) thought that the CAMM role is probably more difficult now compared with twenty years ago because there are more issues that they must be aware of, and they are expected to do a lot more (ET2A, ET2E). There are more changes to keep up to date with also. Indeed, changes to curriculum, such as the introduction of the CSF (MCE, ET2E, ET3E, MCF), as well as technology (ET1E), has meant a great deal of change in the role: "And if the [CAMM] hasn't jumped on both of those things, the school's left behind" (ET1E). One teacher (MT2E) commented that the way that the DoE had implemented the CSF has meant an expansion of the CAMM role; CAMMs were left to do most of the implementation work with little real support.

Although the demands of the CAMM job were perceived as becoming greater, one CAMM (ECE) thought that people are doing the job better. She felt that CAMMs were becoming proactive and looking for things to promote their area. The principal PE spoke of trying to emphasise the difference between a leader and a manager for CAMMs. The school had changed the name of its CAMM positions to reflect this. There was an effort being made to bring about this change subtly. The principal realises that cynicism exists and that some CAMMs were what he considers leaders, while others were managers. Leadership training was being provided to try and help.

The English CAMM ECF, who spent some time away from the school system in the early years of the *Schools of The Future* reforms, thought the role had changed from being a facilitator of programs and the needs of staff, to a lot more hands-on role. She now does course writing and gives it to others for input; it is more dictatorial. For her, the role used to be convening groups, and they would be doing the work. This change is perhaps associated with the large number of staff with fairly senior positions of leadership within the learning area. This CAMM thought the role change was also to do with the demands on teachers now. On her return from an industry placement she noticed that teachers were far less willing to volunteer for things. She feels that the principal expects her to show a proactive, direction-setting
type of leadership where the learning area is positioned strategically to deal with new initiatives, but that the learning area staff expect something different. The CAMM role to them is to cut down the workload for staff. This CAMM sees the role as being "a facilitator of what teachers need to get done, which is the teaching".

VISION

Sieben (1998:7) writes that, nowadays, "the role of vision is almost certain to appear in every book of significance" dealing with educational leadership and related fields. Indeed, possession of a vision and the ability to articulate it in a way that motivates others to followership is a component of many contemporary descriptions and conceptions of leadership. The existence of vision as a component of the CAMM leadership role therefore has implications for when the role is compared with some literature conceptions of leadership in Chapter Five.

In his study of principal leadership in Victorian Government schools, Gurr (1996a) found vision to be "one of the stronger themes" to emerge (p.163). The adoption of three year charters, and reduced central and regional support mechanisms were cited by Gurr as sources that placed "increased importance" on principals having vision. Leask and Terrell (1997:103) wrote of the importance of vision for school middle managers, while Abolghaseml, McCormick and Conners (1999) have found CAMMs to play an important role in the aligning of teachers with principals' vision for a school.

Explicitly, the word 'vision' gained few mentions in the interviews conducted for this study. Some participants specifically mentioned the need for CAMMs to be able to provide a vision for their learning area (CCA, APD), while others were able to describe and give examples of where they felt CAMMs had demonstrated vision (CCC, PE); sometimes that went beyond the immediate, obvious limits of their learning area (PE). A "shared mission" with their learning area was described by one participant (AP2A). The school curriculum coordinator was also mentioned as being someone who can supply a vision that CAMMs then have to implement (PE, PF). The number of SMT members who actually spoke of 'vision' relative to members of the other two groups of participants was of note.
More frequently than ‘vision’, participants spoke of CAMMs having a ‘direction’ for their learning area (ET3A, MT1B, APB, CCB, MCB, ECB, MCC, MCE, ET3E, MT2E, ECF; and see the themes Curriculum Direction: Learning Area, and Curriculum Direction: School) or being engaged in a “planning phase” (CCA). This direction/planning can be the result of mandates initiated elsewhere (in or out of the school). It is then the responsibility of the CAMM to decide how best to achieve implementation at the learning area level.

The above would seem to indicate that the nature of ‘vision’ in the CAMM leadership role is one that perhaps takes more of a tacit, rather than an explicit form. The central part played by the theme Curriculum Direction: Learning Area serves to lend support to this. CAMMs are limited in the extent to which they can develop a vision and exercise absolute autonomy over the direction in which they guide their learning area; systemic requirements (CSF, VCE) as well as specific school requirements (charter priorities and goals) were acknowledged as being boundaries that must be worked within, along with situational factors that existed from one school to another. The vision aspect of the CAMM role therefore lies more in the way that CAMMs can contribute to the fulfillment of organisational and systemic visions; developing learning area cultures and structures that contribute to utilitarian educational aims such as those underpinning the Schools of the Future reforms, and those found in school charter documents, rather than the possession, articulation and development of personal visions that run counter to these. Sieben (1998:16) alludes to this when he defines vision as “the ability to recognise factors which go to make up the organisational culture of a school”. Working from this, he elaborates:

Vision, under this definition, is not the sole property of the educational administrators in our schools. Indeed, it is the responsibility of each and every person involved in the education of young people to provide a structure and framework which encourages the students to recognise their own strengths and to develop them fully. To achieve this we must focus on identifying the valuable features of our schools and strive to preserve, improve and articulate them. Leadership is necessary from all levels if meaningful change is to endure. Under such conditions, leadership is in the bailiwick of all teachers, not just the administrators.
In summary, whilst vision is a component of the overall CAMM leadership role described in this study, it appears to be inextricably linked to school and system goals and priorities rather than emanating from CAMMs.

PESSIMISM
This theme indicates the frustration of some CAMMs with their roles, and the corresponding frustration of some SMT members with CAMMs that they feel are either inertia-bound, or actively working against change and improvement processes. As with Time Demands, it is more an indication of the frustrations of some participants involved in the study than an actual leadership theme, but is included here because it is thought that it adds to the richness and completeness of the description of the role CAMMs are expected to play in schools today.

The principal PB expressed concern that the leadership in the college by the CAMMs had not been as vibrant as he would like. The school had taken steps to improve this, and the principal would like to see "a much more active role" undertaken by CAMMs. He was of the opinion that CAMMs have concerns with respect to the lack of available meeting time, and the focus by the school on student management. He appreciates the position of CAMMs, but thinks that learning areas are "bastions of conservatism" where teachers carry their views of their subject and curriculum with them long after tertiary education. The principal was of the opinion that this view of what should be taught, and how it should be taught, is not suited to the students of today. In his view, the role of CAMM has been made difficult by the relatively low status of CAMMs within the school; e.g., meetings become difficult to run. The SMT has tried to support and build legitimacy for CAMMs by having SMT members attend learning area meetings. It was felt that, recently, CAMMs as a group had become stronger owing to some new appointments.

The assistant principal (APB) and the curriculum coordinator (CCB) both confirmed that there had been concerns expressed about the standard of CAMM leadership by the school administration in the past. One (CCB) was of the opinion that the lesser amount of time available to them over the last five years or so has meant that the role of CAMMs had been lessened, and that it is the kind of role that
needs time to be done properly. The other (APB) said he has the feeling that sometimes CAMMs felt they do not get sufficient recognition for what they do.

MCB observed that everyone is overworked, and that CAMMs act as line managers, ferrying requests and information up and down the school hierarchy. While the CAMM acknowledged that "this might be unfair", he described CAMMs as "the mumbling underclass" in the way that he sees CAMMs used to implement initiatives that are introduced in a top-down manner. He said: "It's a rotten job ... even though they say it's not". He felt the role to be underresourced, with the emphasis being on student management in the school. Time is an issue, and principals do not appreciate the demands of day-to-day teaching. For him, the difficult part of the CAMM job is "the mental energy and the mental creativity that's needed to distil the job down into the manageable tasks that are the most important, and actually getting them done". Similarly, ECB observed that the role of learning areas had declined a lot. Student management had become the focus. Teacher allotments, for example, are now determined by administration, not by the CAMMs who are probably better placed.

The principal PD said that he finds, speaking to colleagues, that the CAMM role overall is a little static due to the inertia of incumbents; he feels it is a combination of being tired, overworked, and not particularly receptive to new ideas at a time when there have been so many "thrown at us" in education.

The curriculum coordinator CCE said that it was difficult for CAMMs to make wholesale changes in terms of paradigm shifts for teachers when the DoE had not emphasised the background to changes such as the CSF, but rather the mechanics of the change, and when the measurement aspect of assessment and reporting had become the central aspect. He was of the opinion that some CAMMs are hostile to structural initiatives being pursued at year levels within the school, and are therefore making the implementation more difficult. He sees CAMMs as leaders, and if they are sending negative messages to the people in their learning areas, it makes it more difficult to address change issues. This curriculum coordinator remarked that everyone was tired, and that it was difficult to approach the desired situation where
"everyone in the faculty showed initiative, and was innovative in developing new ideas and all that sort of stuff".

PROFILE: SCHOOL
This theme was mentioned by only four SMT members (3 principals, 1 assistant principal) from a total of three schools. Nevertheless, it was felt to be worthy of inclusion as another distinct, albeit minor, aspect of the overall CAMM leadership role. Basically, the theme focuses on the publicising of the school in a positive light to the community by virtue of high student results being achieved in learning area subjects (PA, APIA) at VCE, or through learning area initiatives (AP1A, PB). Some learning area initiatives that are curriculum based (e.g., technology programs) may have to be explained to parents to be useful for school publicity, while others, such as school bands, are more easily recognised and understood (APIA).

The principal PC expressed the view that CAMMs play a key role in raising the school profile:

... they're frontline troops when they talk to parents. If there's good stuff to be done, they let me know and I write letters. ... There's a policy in the school of good news stories ... We collect data on kids that are doing well in their reports for the standard things, but we also look for other human values-type things we can write home about.

He noted that a lot of the CAMMs live in the local community, and so can assist in informal publicity for the school. Another principal (PB) felt that "word of mouth" marketing from students is important, so the learning area "needs to be performing well". He mentioned primary school partnerships in learning areas such as science as being useful for raising the profile of the school in the local community.

OUTSIDE LEARNING AREA RESPONSIBILITY
This aspect of the CAMM leadership role deals with the leadership of the CAMM outside their immediate learning area responsibilities. Although spoken of directly by only three participants (1 assistant principal, 2 CAMMs), again, it was considered...
worthy of inclusion as an aspect that further illustrates the richness and complexity of the overall CAMM leadership role.

One CAMM (MCA) spoke of changes in the format of school reports and the use of student diaries, and processes such as those for dealing with student lateness, that have originated either from the CAMM or the learning area, and which have been introduced school-wide after going through appropriate channels and processes. Another CAMM (ECE) thought that her credibility was raised by being seen as someone who is respected outside her learning area, by administration. Being on selection panels and committees aids this, and these can also be "great sources of information". One assistant principal (AP1A) offered the observation that CAMMs have a role as "leading teachers" in general school leadership; e.g., in taking the initiative in breaking up schoolyard fights if there are no other student management or administration members immediately available.

**LEADERSHIP ROLE SUMMARY**

Twenty themes in total were identified in the description of the CAMM leadership role. Summaries of the main features of each theme are presented below.

**Characteristics**

- A large number of characteristics were reported for CAMMs. Mostly the characteristics were positive, related to CAMMs who were considered to be good/effective/credible in the role. A small number of participants mentioned characteristics that were negative. Characteristics were related to both professional and personality features, and were listed under seven headings; *Service capacity*, *Learning area expertise*, *Teaching skills*, *Innovation and improvement*, *Administration*, *Interpersonal skills*, and *Support and advice*.

**Curriculum Direction: Learning Area**

- CAMMs are responsible for the interpretation of the requirements of systemic curriculum mandates for learning area staff, as well as their implementation by the learning area.
• CAMMs have a role in the identification/development/implementation of school curriculum initiatives.
• CAMMs should develop an awareness of changes and trends in their learning area curriculum, and communicate such to their learning area staff.
• CAMMs have overall responsibility for delivery of curriculum and change in their learning area.
• Learning area curriculum changes, assessment and reporting should be in line with overall school direction, goals and priorities.
• CAMMs have responsibility for developing learning area assessment and reporting procedures in consultation with their learning area staff.
• CAMMs are responsible for the documentation of learning area curriculum.

Classroom Teaching and Learning
• CAMMs should focus on what is conducive to excellent teaching in their learning area.
• CAMMs lead the teaching and learning process in their learning area through modelling best practices and being willing to trial new strategies, encouraging learning area teachers to do the same and to share successful strategies, and ensuring that teachers are teaching what they are supposed to be.
• Resourcing is an important aspect of quality classroom teaching and learning that the CAMM needs to be cognisant of.
• CAMMs should see maximising student learning as the overall aim of teaching and learning in the learning area.
• Involvement in processes such as staff appointments and allotments in line with priorities identified by the CAMM can aid the classroom teaching and learning process in the learning area.

Teacher Support
• CAMMs act in a service provider capacity for learning area teachers, particularly those new to the school/profession.
• CAMMs act as buffers against bureaucratic requirements for learning area teachers.
• CAMMs act as sources of personal and professional support for learning area staff.
• CAMMs have a role in teacher improvement in their learning area.

Representation
• CAMMs are the chief representatives of, and advocates for, their learning area.
• CAMMs need to have an appreciation of the overall needs, goals and priorities of the school, and the way in which the interests of their particular learning area fit within these.

Communication
• CAMMs act as a conduit for channelling information from groups within and outside the school to their learning area staff, and for relaying learning area responses if required.
• Communication involving CAMMs can be both vertical and horizontal within the school, and formal and informal in nature.

Culture
• CAMMs are felt to be capable of affecting change in learning area culture, however, this may require a long-term outlook, and may be made more difficult through factors over which the CAMM has little or no control.
• CAMMs should work to build cultures in their learning area that embrace collaboration, sharing and a desire for improvement. Leading from within the learning area staff, rather than above, and modelling appropriate behaviours can assist this.

Administration
• Dealing with administrative tasks such as budgeting and resource ordering have always been considered part of the CAMM role. If this once comprised a majority of the expectations on CAMMs, the emphasis has now very much changed.
• In some schools, positions in addition to the CAMM have been created in an effort to remove much of the "mechanical" administrative tasks from the CAMM, and enable them to focus their attention on other aspects of their role.

Professional Development
• CAMMs have a role in the identification of professional development needs for the learning area, either on an individual or a group basis.
• CAMMs have a role in encouraging specific individuals to attend targeted professional development.
• CAMMs should have an awareness of the professional development available for their learning area, and communicate suitable professional development opportunities to appropriate staff.
• CAMMs have a role in facilitating the attendance of learning area staff at professional development activities.
• CAMMs have a role in the provision of professional development activities for their learning area.
• CAMMs should attend professional development activities to keep themselves abreast of developments in their field(s).
• CAMMs should arrange mechanisms that facilitate the transfer of information gained at professional development activities by individuals to other learning area staff as appropriate.

Accountability
• CAMMs are accountable for the overall performance of their learning area.
• Accountability mechanisms for CAMMs within schools are both obvious and formal, as well as less obvious and informal.
• Accountability felt by principals for maximising student learning outcomes flows on to CAMMs.
• The formal role of CAMMs in the review of learning area teachers is limited, however, they are expected to have an awareness of their performance.
• There are accountability pressures on CAMMs from learning area staff.
Time Demands

- The CAMM role in schools is one that operates under constraints of time.
- The nature of the role leads to the time constraints on CAMMs being different to those of pastoral middle managers (year level coordinators).
- Time constraints mean that CAMMs must prioritise what they do in their role.
- Constraints on the amount of time available for schools to use as middle management time allowances are recognised.
- Having formal responsibility for student management/behaviour in the learning area places markedly increased time demands on CAMMs.

Learning Area Staff Management

- The CAMM has the role of managing learning area staff in order to maximise the effectiveness of the learning area.
- The CAMM should aim to form a learning area team where decision making is collaborative and all teachers feel motivated, valued and willing to contribute.
- Good interpersonal and communication skills are desirable for CAMMs to be effective in this aspect of their role.

Curriculum Direction: School

- CAMMs contribute to school level curriculum direction through providing their own and/or their learning area’s response to external mandates or in-school initiatives at forums such as the curriculum committee, as well as raising individual or learning area initiatives for consideration.
- CAMMs should keep an objective view of curriculum discussions in terms of what is best on a whole-school basis for students, and not allow learning area or personal biases to influence their input and actions.

Profile: Learning Area

- CAMMs use a variety of strategies in the promotion of their learning area, both within the school and the wider community.
Student Management

- Student management, in terms of formal responsibility for student discipline in the learning area, is not uniformly seen as part of the CAMM role.
- Where CAMMs are formally designated as having responsibility for student discipline in the learning area, it is an area that absorbs a significant proportion of the CAMM's time.
- The link between the CAMM and their responsibility for student behaviour in the learning area lies in the way in which suitable curriculum that is engaging for students is developed in the learning area.

Role Change

- Societal pressures that make all people in schools more accountable has forced changes in the CAMM role over recent years.
- As the focus of education has shifted, and the pace of change increased, the CAMM role has become more difficult and wide-ranging; a more proactive form of leadership, as opposed to management, is expected.

Vision

- CAMMs should have a vision of what they want their learning area to become, and be proactive in their willingness to be involved in new initiatives aimed at improving the classroom teaching and learning in their learning area.
- Vision in the CAMM role is perhaps more tacit than explicit, with systemic and organisational (school) goals, as well as specific school factors, guiding the extent to which the CAMM can have a vision for their learning area.
- CAMMs can also be responsible for establishing the direction of their learning area curriculum using the vision supplied by others (e.g., curriculum coordinators).

Pessimism

- Some SMT members find the inertia that some CAMMs seem to possess, along with their tendency to work against change and improvement initiatives, frustrating. Similarly, the lack of appreciation from school administrations of the
demands of classroom teaching and the CAMM role, as well as CAMMs being treated simply as line managers, can be a source of frustration to CAMMs.

Profile: School

- The CAMM can assist in raising the school profile in the wider community by putting in place mechanisms that can assist in raising student achievement on measures such as VCE, as well as through learning area initiatives that can be used for school publicity.

Outside Learning Area Responsibility

- CAMMs have leadership responsibilities outside their learning area; they can contribute to school-wide initiatives and committees, as well as showing leadership when other formally designated role holders are not present but some action is required.

This concludes the description of the themes derived from the participant interviews. As was the case with the leadership role of principals in Victorian Government schools described by Gurr (1996a:151-152), the leadership role of CAMMs that emerges from this study is clearly “complex and multi-dimensional”, suggesting that simple conceptions of leadership may not be adequate to explain the desired or adopted role. The leadership themes are connected with the contemporary leadership literature in Chapter Five, and a model of CAMM leadership presented.

The next section outlines the participants’ perceptions of the ways in which CAMMs can affect student learning outcomes in their learning areas.

**PERCEPTIONS OF THE WAY(S) IN WHICH CAMMS CAN AFFECT STUDENT LEARNING OUTCOMES, DERIVED FROM SENIOR MANAGEMENT TEAM, CAMM AND TEACHER INTERVIEWS**

All except one of the participants interviewed expressed the view that CAMMs can affect student learning outcomes in their learning area. The effect was perceived to be
mainly through their teachers (i.e., indirect): CAMMs “can't do it all, but can provide the preconditions” (AP1A).

I think that if you’ve got a really efficient and effective [CAMM], you can basically have curriculum implemented by the teachers that’s really geared for the students and it’s effectively taught, and it’s consistent across a year level, so that the students themselves know and feel confident in what they’re learning (APE).

Anything extra that they do can only improve, you know, to the extent that they do something extra, its gonna improve the outcomes for kids. To the extent that they don’t, it won't (CCE).

The extent that CAMMs appeared to be aware of their role in attempting to improve student learning outcomes can be gauged from the CAMM MCF who said that his primary motivation is working with individual staff to effect improvement that "channels straight into the kids' learning": “The kid who walks out of the classroom; is he getting a better deal with something that I'm doing?”

The only participant who did not expressly mention the positive effects that good CAMMs are perceived to have on student learning outcomes spoke instead of the negative effects that he perceived poor or ineffective CAMMs could have. Again, these effects were mainly to do with their impacts on teachers, i.e., indirect effects from CAMMs on students. Other participants spoke also of the perceived effect(s) of poor/ineffective CAMMs; this is discussed below. This section presents summaries of the comments related to the perceived effects of both good/effective and poor/ineffective CAMMs.

Specifically, the following were perceived as actions of CAMMs that can contribute to positively affecting student learning outcomes.

- Achieving a culture of interaction among learning area staff (PA, AP2A, ECA, CCB, ECB, MT2C, MT1D, PF, APF) where teachers are motivated and enthused (ET2A, ET2C, MT1D, ET1E). This is perceived to flow on to students: “the flexibility that we have within the learning area and the good interaction, that the ideas we swap between us make the teaching more efficient and more creative”
CAMMs should be constantly sharing and providing information for members of the learning area, and encouraging others to contribute, to develop the idea of a resources network within the learning area (CCA).

- Ensuring consistency of courses (ET3E) by, for example, overseeing that teachers actually teach the curriculum they are supposed to (PA, MT1E, MT2E, APF, CCF), not everyone teaching what they feel like, with the resulting variation of standards (MT1E). CAMMs can coordinate the curriculum programs and make sure they are implemented, lead discussions about what will be done when, and assessment (MCE): “the better organised we are, and the more focused we are, obviously the better the curriculum we’ll deliver” (MT2E).

So ultimately, it will affect whether the outcomes are met, and to what degree. Without coordination you’d have everybody doing their own thing. So, I think that would impact on the outcomes, definitely (MCE).

- Providing new ideas and challenging teachers to try new teaching approaches in their classrooms (AP2A, ET1A). The CAMM should ensure the creation of new initiatives "every now and then to get the enthusiasm level up" (MT1D). Initiatives such as exhibitions and extra-curricular activities (e.g., debating) are perceived as having an effect on student impressions of the learning area and its subjects.

- Negotiating with other CAMMs about cross-curricular matters, such as the timing of similar topics, or what curriculum components are taught by which learning area (AP2A).

- Having a role in setting up allotments (AP1A).

- Providing assistance, advice and development of materials, and having a role in teacher professional (AP1A, MCC, APD) and personal (MT3C) development.
• Acting as a role model in their own teaching environment for other teachers in the learning area, (AP2A, CCA, APF). This may include teachers observing the conduct of the CAMM, the way they run their classroom, the types of preparation they do, and the resources they use (AP2A).

• Encouraging some staff to push students more (MCA). CAMMs are aware that they will have to do this, but in a positive manner, and are also aware that it can be difficult to "teach old dogs new tricks" (MCA). Morale is important here (ET3A).

• Looking at standards and criteria, and ensuring the learning area has good assessment practices built into their courses (ET1A, ECB, ECC, ET3E) in terms of records that teachers are required to keep, and outcomes that will be reported on. The CAMM can be seen as either ultimately making the decision about what will be reported (ECE), thus what will be taught, or coordinating the decisions about what outcomes will be covered, and how they will be delivered, that have been made in consultation with learning area teachers (ET2E, CCF, ET3E).

So by establishing those areas, you’ve actually made them part of what each student does, and so that has affected their learning in that particular area of the course (ECE).

• Leading the overall curriculum development side of the learning area; getting learning area teachers to agree on changes to be made at the classroom level, and to own the curriculum, so that changes in the classroom can occur, and learning outcomes improve (APB, CCB, MT1B, APC, MT1C, APD, MCD, CCF). Through their leadership, CAMMs can make courses more interesting and involving for students (PB, CCF) and convince teachers to focus on certain outcomes (CCC):

So you would hope that [CAMMs] have got enough influence to make sure that the learning outcomes are being met, and that the students are more interested in their work, and enjoying it more. I mean ultimately, if kids enjoy it, they’ll learn (CCC).
• Having an awareness about how students learn, what individual learning programs are all about, and building into the learning area structure the capacity for people to be able to have the resources to do such things (MCC).

• Reducing the workload for learning area teachers, or making their job easier, so that their creative energies may be better focused. Also, through offering teachers “quality options”; through the filtering of information, they may be more prepared to try something new (MCB).

• Instigating initiatives from triennial reviews (ECB), e.g., reading programs for literacy, and other school priorities (ECC).

• Facilitation of initiatives such as exams to make students accountable (MT2B).

• Having a role in managing student behaviour (ET1C): e.g., taking students that are breaking down the system, and perhaps working with them on a one-to-one basis (MT1C).

• Acting as facilitators for developing the curriculum and personal development of staff (MT3C).

As well as the perceived, favourable, effect(s) of good/effective CAMMs on student learning outcomes in their learning area, many participants spoke also of the way(s) in which they perceived poor/ineffective CAMMs could adversely effect student learning outcomes. An illustration of the perceived effects can be gauged from the following interview extract between the researcher and a principal where the principal is speaking of the perceived effects of poor/ineffective CAMMs:

Principal: Oh, it's been dreadful. It's been absolutely dreadful. Where we've had cases of poor leadership that have led to a great deal of tension and, or squabble really, between different members of staff with different points of view. And an inability to be able to agree on courses and resources, and everything you can think of. To be in the same meeting together, to undermining each other, to ...
Researcher: Does it flow on into the classroom, do you think?

Principal: Well the effect of it does. Yes, the effect of it does, in terms of their inability to work together has meant that we've got courses that are not as stimulating as they should be.

Broadly, the effects could be categorised as affecting the organisational and cultural aspects of the learning area, with resulting effects on the standard of classroom teaching (ET3A, PC) due to a lowering of the motivation/enthusiasm of teachers to put maximum effort into their teaching (ET2A, MT1D, MCE, ET1E), or to change and improve their classroom teaching practices (MT1C, PD, APD, PE, MCE). This, in turn, is perceived to lead to the lowering of student achievement/outcomes in the learning area. Curriculum development will stall (PE) or be ineffective (APD), programs may not be implemented properly (MCE), or assessment procedures not correctly followed (ECE). Teachers do not feel supported in their work (APC, MT3C, PD, MT1D, ET1E, ET3E), or feel insecure, unsure of whether what they are doing is right (ET2E). Their work is made more difficult (ET3C, APD, CCE, ET1E, MT2E), and there is a lack of representation available to the learning area, making it possible for it to be undermined (APD) and lose out in terms of resourcing (PE, ECE). Poor financial management of the learning area can also have consequences (PD).

The atmosphere in the learning area becomes one of frustration (AP2A), increased disquiet (MCF) and/or isolationism (ET2A, MT1B, APC, ET2C, MT1D, CCE, ET2E, ET3E), rather than collaboration (ET1C, ET1E, MT1E) and sharing (APC, MT1C, ET3E). There is a lack of communication (APD, ET3E) that can lead to the non-dissemination of required information (PD, ECE, ET2E). A lack of consultation can lead to people feeling disenfranchised and disempowered (APD); teacher morale is adversely affected (ET3A, PC, ET2C, MT1D, ET3E). The learning area may operate via its own momentum for a period of time until it slowly runs down (MT1B), or some teachers may try to fill the gap that is perceived to be left by the inadequacies of the CAMM (AP2A, MT2B, CCE, ECE). Others will just "retreat into the classroom" and "go it alone" (AP2A, ET2A, MT1B); a situation where "experienced" teachers may be able to compensate and cope far better than

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inexperienced teachers (PD, MT2E, MCF). The absence of consistency and coordination, either in relation to academic (PE, MCE, MCF) or student management matters (PC, APC, MT2C), once learning area staff have made the choice to revert to a culture of isolationist practices, rather than one of collaboration was also mentioned. If the CAMM has responsibility for student management in their learning area, the consequences of an underperforming CAMM could be “an inordinate number of kids being sent out of class, an inordinate number of tasks that [someone else] would have to deal with in terms of discipline, and an inordinate number of parents on the phone complaining about ... potentially inconsistent approaches between people to their kids” (PC). Also, a higher amount of uncompleted work, “reflected through N’s, as opposed to S’s ... and the need for intervention from [someone else] to pick up the pieces with all of this”.

So they're [CAMMs] actually central to things running smoothly and staying together. ... So, in essence, if you haven't got the right person doing the job and holding it together, the whole thing really does fall apart (ET2C).

Also mentioned among the effects was a lowering of the profile (ECB) and credibility (PD) of the learning area, and a lowering of student enthusiasm (AP2A) and confidence in the subject (ET2E), with a resultant drift of students away from learning area subject(s) at the higher year levels (AP1A, CCE); in some cases resulting in the disappearance of a learning area subject from the school's curriculum offerings (AP1A). Poor CAMMs can hold an entire learning area back if they "don't look outside their own interest and passion" (CCF). This can happen at a number of levels: at a service provision level for the learning area, or at the level of not doing what is in the best interests of the school because they envisage that their teachers will not like it. CAMMs can stifle curriculum change by undermining the process if they do not personally like proposals agreed to in forums such as the curriculum committee. The point was made that, where people have been left to their own devices for a period of time, it can be difficult for a new CAMM to come in and change the culture that results (PE), since the learning area is not equipped to cope with the requirements (ECF).
The perceptions of the research participants in regard to the role of CAMMs in affecting student learning outcomes that have been outlined in this section reflect the general thrust of studies related to departmental effectiveness reported elsewhere (Harris, Jamieson and Russ, 1995; Sammons, Thomas and Mortimore, 1997; Harris, 1998). The CAMM leadership is seen as important in creating a learning area culture that is focussed on student learning and improvement, and which is collaborative in its operations, and motivating for teachers and students alike. Mentioned was the CAMM as a role model for learning area teachers in terms of demonstrating desired practices for teachers to develop a varied range of classroom approaches and an understanding of the standards the learning area should aspire to, and as a facilitator for staff professional development. The CAMM has the role of achieving agreement on curriculum and assessment within the learning area, and attempts to lessen the workload on teachers so that they can concentrate on teaching, rather than being distracted by bureaucratic or political matters. In short, the CAMM role is seen one in which they attempt to facilitate what Harris, Jamieson and Russ (1995:294) describe as “a set of reasonably consistent practices which were concerned with the infrastructure of teaching and learning”, but where it was understood within the learning area that teachers possessed an autonomy in their individual styles.

From the information afforded here, it is not possible to make conclusions relating to whether specific practices that have been found to facilitate department effectiveness; for example, homework policies, student monitoring, operate within the learning areas whose CAMMs and teachers took part in this study, or any of the other learning areas within the schools involved in this study. This was never the aim of this part of the study and its research question; there was only the desire to discover whether or not the participants perceived CAMMs as having any role to play in affecting student learning outcomes in their learning areas. It should be understood also that there was no aim or desire to make any judgement as to the effectiveness of the CAMMs, learning areas, teachers or schools that were part of this study. What the study has established in regard to this research question is what it set out to do; simply that the participants in the study are of the opinion that CAMMs can affect student learning outcomes in their learning area, both for better and for worse, and that these effects are exerted through the preconditions required for student learning; for
example, learning area curriculum, teacher morale, and classroom teaching and assessment practices. The implications of this finding for further research and its implications for practice will be described in Chapter Five.
CHAPTER FIVE

DISCUSSION
OVERVIEW OF THE RESEARCH

Curriculum area middle managers (CAMMs) are teachers in secondary schools who are charged with the running of key learning areas (KLAs). Although their role in schools has been formally investigated and debated nowhere near as much as that of principals, some commentators have begun recently to suggest that they have an important role to play as the accountability for student learning outcomes in schools becomes perhaps the dominant issue of mainstream school education in Western societies.

In Victoria, Australia where secondary education at the time of this research operated under the *Schools of the Future* (self-managing) and the *Schools of the Third Millennium* (self-governing) programs, CAMMs are labeled by a variety of position titles and resulting acronyms, and are most often found as Leading Teacher 2 (LT2) or, much more rarely, Leading Teacher 3 (LT3) position holders, or their equivalent. These are the two promotional positions available below the assistant principal class. Financial remuneration and time allowance for the CAMM role varies. There are generic descriptions associated with the LT2 and LT3 classifications in the Victorian Government school system, and holders of both types of positions are expected to be educational leaders in their schools. However, unlike, say, the United Kingdom, no system-wide description of the role or expectation of a position holder serving specifically as a CAMM exists.

Members of the senior management teams, English and mathematics CAMMs, and samples of their learning area teachers from six Victorian Government secondary schools were interviewed in this research, and their perceptions combined to describe the leadership role of CAMMs in the schools. The perceptions of the three groups were compared to ascertain whether their perceptions differed, and their perceptions of the effect(s) of CAMMs on student learning outcomes were obtained. Hermeneutic phenomenology, which allows the description and interpretation of the phenomenon of CAMM leadership without the use of an a priori framework was the methodology used. Transcripts of participant-edited unstructured interviews, where the participants defined the nature of what was included in the phenomena under investigation were...
inspected for common themes that were used to construct the leadership role description, and to describe the perceived effect(s) of CAMMs on student learning outcomes.

This research involved the participation of 18 SMT members, 11 CAMMs and 17 teachers. It produced a leadership role that can be described as consisting of a total of twenty themes, fifteen of which can be considered as core. In all, 203 common themes across the six schools were identified, with over 80% of these having either high or moderate agreement between the groups under comparison. Of these, a high proportion (80%) featured contributions from what was considered a significant number (see Chapter Four, page 124 for criteria) of the individuals that made up the groups being compared. Of the sixteen possible comparisons that could be made between the three groups across the six schools, fourteen comparisons could be labeled as “similar” using the criteria outlined for judging similarity. The remaining two both involved a group consisting of only one participant who was inexperienced in their role.

The research thus found that the CAMM leadership role as perceived by the three groups of participants in this study (SMT members, CAMMs and teachers) was similar; there was essentially a common understanding of the role and functions of a CAMM in the Victorian Government secondary schools involved in the study. Consequently, it was argued in Chapter Four that there was little point in constructing different descriptions of the CAMM leadership role for each of the three groups. Nevertheless, some differences observed in the interview transcripts were noted, and commented on. These differences, coupled with other, less obvious aspects of the interview data, lead to two further general observations.

1. That although there is essentially overall agreement on the components of the CAMM leadership role, there is an almost hierarchical aspect to the complexity with which the three groups view the world of education. Not surprisingly, members of the senior management team appear to have a more complex view of the world than do CAMMs and their teachers.
2. That there is clearly a situational aspect to the CAMM role in schools, perhaps even from KLA to KLA.

In regard to the perceived effect(s) of CAMMs on student learning outcomes, there was almost universal agreement between the three groups that CAMMs can have an effect on student learning outcomes, but that effect is thought to be indirect, and brought about by supplying the preconditions for learning in the learning area. Such an effect is similar to that discussed in relation to the effect of principal leadership on student learning outcomes (see, for example, Hill, 1995 for a discussion), and is in line with that reported by Sammons, Thomas and Mortimore (1995), Harris, Jamieson and Russ (1997) and Harris (1998).

The results described in Chapter Four are further analysed in this chapter, and compared to relevant literature. The findings are explored for evidence of a number of leadership conceptions; instructional leadership, transformational leadership, pedagogical leadership, and strategic leadership, as well as a typology of CAMM leadership based on one previously conceived for principals in American schools. An overall model of CAMM leadership constructed from the themes described in Chapter Four and illuminated by insights gained from the literature comparison is presented, and CAMM leadership discussed in terms of a new conception – portfolio leadership. A model that seeks to illuminate the manner in which CAMM leadership can influence educational outcomes in their learning area is then presented. The chapter concludes with a discussion of further issues and possible directions for research, and recommendations for practice.

**SOME OVERALL LITERATURE COMPARISONS AND COMMENTS**

The research had as its broad aims to describe the leadership role of CAMMs as perceived by the study participants, to compare the resulting leadership role description with some contemporary models of educational leadership from the literature; and to obtain the perceptions of the study participants into the effect(s) of CAMMs on student learning outcomes. It was not necessarily an aim of the research.
to compare the role as described with the general outlines of CAMM function and operation that have been offered in literature sources and discussed in Chapter Two. However, as already outlined in Chapter One (p.18), the leadership role that evolved from this research makes no attempt to distinguish between aspects that may have been traditionally accepted as management, and those that may have been considered leadership. The resulting description thus includes both management and leadership aspects. It would therefore be remiss if some comment were not made briefly in relation to the general literature relating to the CAMM role that was reviewed in Chapter Two, some of which mentioned a general “leadership” component, and the leadership role description obtained from this research.

In Chapter Two (p. 35), it was observed that descriptions of the CAMM role contained in the literature have typically reported divisions for responsibilities along the lines of an instructional function, an administrative function, and a communication and advocacy function. Certainly the leadership role that emerged from this study has aspects relating to this type of broad division, however, the leadership role of a CAMM that was developed from the interview data collected for this study paints a picture of a much wider and richer role than can be adequately communicated through such broad, limited divisions.

The relatively sparse and fragmented treatment that the CAMM role has attracted in the literature meant that many contributions spanning a range of situations and eras were examined in Chapter Two. Three examples that deserve mention as having aspects in common with the CAMM leadership role described from this study are those offered by the Teacher Training Agency (1998), Bhindi (1998), and Hord and Murphy (1985). The four areas of subject leadership outlined by the TTA, the four functions proposed by Bhindi, and the six functions that Hord and Murphy developed to describe the role of the CAMMs involved in their study, perhaps come closest of any literature descriptions of a CAMM role to accurately reflecting that generated from this study. In combination, these three descriptions reflect significant aspects of the CAMM role that emerged from the data obtained from this study, and which other literature sources see as significant in the present day educational climate, viz. the need for CAMMs to work with learning area staff, fulfill administrative
responsibilities, and plan, implement and monitor curriculum initiatives within an overall, whole school context. Also evident is the situational nature of the CAMM role, and the need for school SMTs to involve CAMMs in charting the direction of the school, rather than viewing them as line managers of a set of top-down mandated change processes.

This last aspect is particularly noteworthy. Hord and Murphy (1985), Hannay (1994b), Turner (1983) and Teacher Training Agency (1998) have all written of the need for empowerment of CAMMs in secondary school improvement initiatives by school SMTs. There is evidence from the interview data obtained in this study that, on the whole, this is probably not occurring to a sufficient extent. Again, the situation is site-specific. Reasons given by respondent included:

- difficulties associated with the physical and organisational arrangements of specific schools that lead to top-down hierarchical organisational practices being used because this is seen as the method of operation that actually expedites the running of the school; and
- perceptions of SMT members regarding the attitudes of CAMMs to change and improvement initiatives.

Certainly in regard to the latter, there was some evidence that CAMMs do experience role conflict on occasions, where there is reluctance to enter into agreements that are perceived to have negative consequences for members of the learning area. The tension between the "hermaphroditic" (Siskin, 1991:148) teacher and administrator components of the CAMM is evident in this research. Regardless of the exact reasons, this is of concern as there exists the danger of the situation arising, if it has not already in some instances, of that described by Bliss, Fahrney and Steffy (1996:43-44) where they write in relation to the state of Kentucky, USA, that CAMMs are "a beleaguered and forgotten entity in the context of systemic reform". Overwhelmingly, comments made in participant interviews for this study indicated that CAMMs have a role to play in school improvement, and certainly that CAMMs are envisaged as having a place in the scheme of secondary education for the
foreseeable future. On a practical level, however, they are usurped from the point of view of insufficient time release, perceived status, and perceived opportunities for career advancement by their middle management counterparts involved in student management (e.g., year level coordinators). This was the thrust of comments from across the range of participants involved in this study.

Role descriptions for CAMMs in the schools involved in this study tended to be composed of lists outlining general requirements and broad areas of responsibility; what one participant referred to as “a pretty motherhood statement of a job description; as they tend to be, and a lot of it is up to you to pursue”. Another participant stated that there was a role description outlining the expectations on them as a CAMM, but that they had not looked at it since obtaining the position, while in another case, a CAMM said that they were not aware of whether such a description existed or not. CAMMs appeared not to be overly concerned with the problem of role uncertainty reported in some literature sources (e.g., Dunham, 1978; Morris and Dennison, 1982; Earley and Fletcher-Campbell, 1989; Ernest, 1989). There was a sense that the role became what the situation demanded, and that if there was a conflict in what was happening, and what was expected by others, particularly the school administration, then the CAMM would be informed.

Similarly, training in preparation for taking on a CAMM role was not cited as a major area of concern for the CAMMs involved in this study. There was some acknowledgement that training in areas such as management of people and running meetings may have been of use, but the scope of the role was considered so wide that participants seemed to feel that nothing could have prepared them for what was involved. Perhaps the attitude of CAMMs that nothing would have helped in their preparation comes from ignorance of what the role entails prior to being in a position, as well as what training opportunities are available aside from learning area-specific, curriculum focussed professional development activities. One CAMM was particularly uncomplimentary regarding the nature of one professional development activity provided by the DoE for LT2 teachers. Nevertheless, there was comment from one SMT member that the most effective CAMMs they had experienced tended
to be the ones that had taken it on themselves to do some formal postgraduate training in areas such as leadership.

Lack of time is frequently reported in the literature as a barrier to CAMMs successfully carrying out their role. Certainly time demands arose as an issue for CAMMs in this study, and this issue has been discussed in Chapter Four. Broadly, concomitant with literature contributions outlined in Chapter Two (e.g., Willis, 1981; Earley and Fletcher-Campbell, 1989; Ernest, 1989; Weightman, 1989), there was an appreciation of CAMMs having too little non-teaching release time for their role to be optimally effective. However, there was also a realisation that there is only so much time available for schools to give as allowances to staff, that everyone in schools is currently under pressure, and that CAMMs could only expect so much, and should adjust their expectations of what could be achieved accordingly.

The research showed that the issue of teacher supervision/observation continues to be a vexed one for CAMMs and, possibly, the profession in general. Chapter Two showed that many of the literature sources that have written in regard to CAMMs and/or subject departments have recognised the problematic nature of this aspect of the work of a CAMM (e.g., Fish, 1976; Howson and Woolnough, 1982; Straker, 1984; Ribbins, 1985; Earley and Fletcher-Campbell, 1989; Ernest, 1989; Torrington and Weightman, 1989; Johnson, 1990; Siskin, 1991, 1994, Wettersten, 1994). This research confirmed that it is just as problematic in the schools participating in the study. CAMMs were found to have little involvement in the formal aspects of teacher appraisal, and instances of actual classroom observation of teachers by CAMMs were mentioned by none of the participants. Nevertheless, all three participant groups seemed to accept and expect that CAMMs should have a working knowledge of the general classroom abilities of their learning area teachers, and should ensure that curriculum agreed on at the learning area level is actually being taught.

In describing the Victorian Government Schools of the Future/Schools of the Third Millenium programs as “the Australian benchmark” of school-based management, Harvey (1998b:3) compares the perspectives of the “new managerialism” and the “new professionalism” in West Australian schools in regard
to the work of secondary teaching administrators (STAs), a group that includes CAMMs. Clearly the evidence from the interview data obtained from the Victorian government schools involved in this study is that the CAMM leadership role is firmly rooted in the perspective of the new managerialism. The data confirms the view put forward by Harvey (1998b:4) that the new managerialism has redefined the nature of leadership for middle managers such as CAMMs, and the dependence upon their capacity and other school leaders' “for planning and resource management to achieve school priorities and improve school performance” in dynamic, changing environments. Although there may be evidence of acknowledgement of the desirability and, in fact, the necessity of working toward operating from the new professionalism perspective that focuses on “cultivating and maintaining collaborative working relationships” (Harvey, 1998b:4) with others in the school community, there is little evidence of this occurring at present. The dimensions of the new managerialism as described by Harvey (1998b:5; see Table 2.2, p.83) where management of resources to achieve school priorities and improve school performance dominate the agenda and role of the CAMMs in this study. This is despite the proposition by Harvey that:

... the new professionalism can provide a modus operandi for [CAMMs] with respect to the more problematic aspects of the new managerialism.

Generally then, the leadership role of CAMMs that emerged from this research and was described in Chapter Four reflects much of what has been written in regard to CAMMs and their roles in the literature presented in Chapter Two. What this research also serves to highlight is the rich and complex nature of the CAMM role in the schools involved in the study, as well as the situation-specific nature of the role.
COMPARISON OF THE CAMM LEADERSHIP ROLE WITH SOME CONTEMPORARY CONCEPTIONS FROM THE EDUCATIONAL LEADERSHIP LITERATURE

In regard to their study involving five heads of department (HoDs) in school-based action learning projects (Project HoD), Crowther and McLendon (1998:11) (see also McLendon and Crowther, 1998) remark that:

In essence, HoDs are in continuous contact with the challenges of both the classroom and the school management. Their distinctive position affords them unique opportunities to empathise with both teachers and principals, foster trust and work collaboratively in changing school culture. They can develop relationships, linkages, alliances and networks both horizontally (with other HoDs) and vertically (with principals and teachers) on a daily basis.

They further assert that:

In the challenging setting of the contemporary secondary school HoDs are in a unique position to ensure that school culture is in fact distinguished not by structures of verticalism and horizontalism but by holism and integratedness. Herein, we believe, lies their claim to distinctive educational leadership.

From the initiatives developed by participants in Project HoD, McLendon and Crowther identified the existence of a variety of leadership conceptions in the literature (transformational, strategic, educative, organisation-wide, pedagogical), labeling the collection “Best Practices in HoD Leadership” (1998:13). McLendon and Crowther elaborate:

It goes without saying, the sets of leadership ideals presented here would seldom all manifest in any single instance of educational practice, no matter how successful that practice might be. Education contexts are too complex and human capabilities are for the most part too limited for such idealism to occur easily or often. But these Best Practices in Educational Leadership were all to be found across the five HoD action learning projects which we were privileged to observe and explore .... Important lessons for educational leadership and for organisational revitalisation emerge from this significant conclusion. Specifically, we conclude from our association with Project HoD that the potential for HoDs in Queensland schools to not only contribute, but to lead
the way, in the shift from a centralised management system to successful school-based management appears to be outstanding.

In this section, discussion turns to an examination of the leadership role described in Chapter Four with some contemporary leadership conceptions to be found in the educational leadership literature. A variety of conceptions are explored, including a number of those found by McLendon and Crowther (1998) to be manifested in their Project HoD initiatives.

INSTRUCTIONAL LEADERSHIP

Hallinger (1992:37) outlines the concept of instructional leadership as being where the principal as educational leader:

... was viewed as the primary source of knowledge for development of the school's educational programme. The principal was expected to be knowledgeable about curriculum and instruction and able to intervene directly with teachers in making instructional improvements. High expectations for teachers and students, close supervision of classroom instruction, co-ordination of the school's curriculum, and close monitoring of student progress became synonymous with the role definition of an instructional leader.

Instructional leadership was the dominant model of leadership in education in the 1980s. Shortcomings in regard to its effectiveness, however, were seen by some as limiting its overall usefulness and utility (see, for example, Murphy, 1990; Leithwood, 1994). This is not to say though that the concept did not have practical application in school settings (studies such as Bamburg and Andrews (1991) and Heck, Marcoulides and Lang (1991); cited in Gurr, 1996a), for example, point to the usefulness of instructional leadership in both facilitating and predicting school achievement) or that it is not still considered an important conception of educational leadership in some countries, most notably the United States.

In his review of the area, Murphy (1990:167) described a framework for instructional leadership consisting of four major dimensions, each briefly described below.
1. Developing Mission and Goals, involving the framing and communicating of school goals “in a persistent fashion to the entire school community”.

2. Managing the Educational Production Function, involving the promotion of quality instruction, the supervision and evaluation of instruction, the allocation and protection of instructional time, coordination of the curriculum, and the monitoring of student progress.

3. Promoting an Academic Learning Climate, involving the establishment of positive expectations and standards, the provision of incentives for teachers, the promotion of professional development, and the maintenance of high visibility of the instructional leader.

4. Developing a Supportive Work Environment, involving the creation of a safe and orderly work environment, the provision of opportunities for meaningful student involvement, the development of staff collaboration and cohesion, the securing of outside resources in support of school goals, and the forging of links between the home and the school.

These dimensions will be used to test for the existence of instructional leadership in the CAMM leadership role developed from this research.

Developing mission and goals. As discussed previously in Chapter Four, vision is a component of the CAMM leadership role resulting from this research. It is, however, generally linked to school and system goals and priorities, and is probably more appropriately interpreted as a direction-setting function for the learning area. CAMMs simply do not have the authority to either implement an overall vision of their own, or guide their learning area in a direction that runs against that decided for the school. The emphasis for CAMMs is on improvement at both a learning area and a school level, and learning area staff have a role in decisions relating to the way in which this can be achieved.

Murphy (1990:167-170) divides this dimension into two functions: Framing School Goals and Communicating School Goals. As described above, there is little evidence for the existence of the first of these functions in the CAMM leadership role; direction-setting in line with school goals and priorities, rather than their framing, is a
function of CAMMs. The themes *Vision, Curriculum Direction: Learning Area, Curriculum Direction: School, Communication, Profile: Learning Area,* and *Profile: School* are those containing aspects related to having a role in implementing a learning area direction in line with school and system priorities. It is here that the CAMM role contains aspects of the second of the functions that constitute this dimension, that is, where the CAMM discusses the consequences of school goals and priorities for the learning area with learning area staff, both on a formal and an informal basis. Consequently, it can be said that there is some, albeit limited, evidence in the research for the existence of this dimension in the CAMM leadership role as Murphy (1990) describes it. The evidence is not strong, however, and relates to only one of the two functions that make up the dimension.

**Managing the educational production function.** This dimension is composed of six functions: *Promoting Quality Instruction; Supervising and Evaluating Instruction; Allocating and Protecting Instructional Time; Coordinating the Curriculum; Promoting Content Coverage;* and *Monitoring Student Progress.* There was some evidence for the existence of the first of these functions in the CAMM leadership role described in this research. CAMMs were clearly described as having a role in planning and evaluating the instructional program in their learning area (again, in line with school priorities and systemic requirements), spending time on program-related issues, and, in some cases, having a role in formulating teacher allotments on the basis of what is best for student learning.

As described in Chapter Four, there seems currently to be only limited CAMM involvement in the formal review/appraisal of teachers. CAMMs were, however, expected to have an overview of the performance of the teachers in their learning area, to be up to date with curriculum and teaching developments in their learning area, and to be available to teachers for assistance and advice. On balance, however, as Murphy (1990:171) describes this function, there would appear to be little evidence for the existence of the second of the functions constituting this dimension in the CAMM leadership role. Similarly, in regard to the third function associated with this dimension, the only aspects for which there is evidence in the CAMM leadership role is that of the CAMM attempting to protect instructional time allocated to the learning
area when there is the opportunity to do so. Indeed, this was seen as an area in which a strong, effective CAMM could be of importance to the learning area. It would appear that CAMMs simply do not have the formal authority required to effect other aspects of this function (e.g., ensure that academic subjects are taught at times least likely to be disturbed by school events such as assemblies).

The fourth function of this dimension, Coordinating the Curriculum, is clearly evident in the CAMM leadership role. CAMMs are expected to have high knowledge of curriculum and instruction in their learning area, and are able to translate this knowledge into the specification, alignment and coordination of curriculum programs in their learning area. They ensure that what is taught in learning area classes is closely aligned with school objectives and systemic requirements, and that there is a high degree of continuity in learning area curriculum across levels. Developing the interaction of leadership teachers to ensure this is part of the CAMM role.

Discussion by Murphy (1990:173) of the fifth function of this dimension, Promoting Content Coverage, is largely concerned with one aspect: that of homework. While participants in the research did not specifically mention this, the role of the CAMM in ensuring that agreed curriculum was being covered by learning area teachers was described as part of the CAMM role. For example, the role of the CAMM in formulating learning area assessment policy, generally and specifically in regard to what aspects of courses will be assessed and reported to parents, was described. It can therefore be concluded that there is evidence for the existence of this function in the CAMM leadership role.

The final function associated with this dimension relates to instructional leaders actively monitoring student progress, using assessment data to drive program change. Although there was some evidence of aspects of this function being part of the CAMM leadership role (e.g., with regard to some CAMMs discussing VCE results and systemic data from "like schools" comparisons with learning area teachers), this was not a big part of the CAMM role, and there was comment that more use needs to be made of available student achievement data, for example, that provided by the DoE.
to schools. Consequently, it can be said that there was some, limited evidence of this function being present in the CAMM leadership role.

In summary, evidence for the existence of this dimension of instructional leadership in the CAMM leadership role defined by this research is limited mainly to those aspects that involve the CAMM in coordinating learning area curricula to ensure they reflect and support school goals and priorities, and meet systemic requirements. This predicates involvement in both the formulation of curriculum content for the learning area so that it is consistent between year levels and sequential across year levels, and the development of mechanisms to ensure that agreed curriculum is covered by teachers, without the CAMMs being involved in formal observation, monitoring and evaluation of learning area teachers.

**Promoting an academic learning climate.** Consisting of four functions: Establishing Positive Expectations and Standards; Maintaining a High Visibility; Providing Incentives for Teachers and Students; and Promoting Professional Development, this dimension of instructional leadership as described by Murphy (1990:174) deals with:

> ... those elements of the school learning climate that are most directly related to the teaching-learning process in classrooms. These functions are heavily task-oriented.

There is clear evidence of this dimension in the CAMM leadership role. CAMMs were intrinsically involved in establishing high expectations of both teachers and students, and in all aspects of learning area staff professional development. They are visible in the learning area, although the perception by CAMMs as to their profile with students in the learning area varied. Apart from recognition within the learning area, and strategies that also serve to raise the learning area profile, there is little that can be done in terms of providing incentives for teachers in the learning area. There was evidence that CAMMs recognise the need for student academic achievement and success to be rewarded by public recognition, in ways similar to how schools tend to take acknowledgement for non-academic achievements such as sporting success. The themes *Curriculum Direction: Learning Area, Classroom Teaching and Learning,*
Culture, Professional Development, Accountability, and Profile: Learning Area include aspects related to this dimension.

**Developing a supportive work environment.** This dimension consists of five functions: *Creating a Safe and Orderly Learning Environment; Providing Opportunities for Meaningful Student Involvement; Developing Staff Collaboration and Cohesion; Securing Outside Resources in Support of School Goals; and Forging Links Between the Home and School.* There is clear evidence for the existence of the first three components of this dimension in the CAMM leadership role, particularly the second and third. Some aspects of the *Representation* theme are echoed in the component related to securing resources, but it relates to the way in which the CAMM can secure resources (timetable allocations, budgets) within the school, rather than from outside the school. Parent involvement in the learning area was clearly not a priority. One CAMM acknowledged making use of parental knowledge/expertise in classes, while another labeled it, along with other outside sources, as “more trouble than what it is worth”. Given the apparent links with positive effects on student learning at both school and department level (Murphy, 1990:180; Sammons et al., 1997), the absence of links between the home and learning area is a cause for some concern.

The above discussion indicates the presence of the four dimensions of instructional leadership as outlined by Murphy (1990) to varying degrees in the CAMM leadership role. There is strong evidence for the existence of two of the four dimensions; *Promoting and Academic Learning Climate* and *Developing a Supportive Work Environment.* Only limited support, however, is present for the other two, *Developing Mission and Goals* and *Managing the Educational Production Function.* The CAMM leadership role cannot therefore be seen as one that can be fully described by the notion of instructional leadership as conceived by Murphy (1990). Nor does the role fully embrace the conception which is more firmly focussed on principals who were able to be involved in supervising the work of classroom teachers. Indeed, it is perhaps best described as a “compromised” form of instructional leadership where the CAMM involvement is focussed on certain aspects of instructional leadership at the learning area level, such as curriculum development.
and academic climate (culture). It is reflective of a role that involves the implementation of major decisions taken elsewhere, at a learning area level. Put in colloquial terms, it can be seen, to varying degrees in different schools, as the system and school SMTs making curriculum bullets that CAMMs have to fire.

The CAMM leadership role will now be examined for indications of transformational leadership.

**TRANSFORMATIONAL LEADERSHIP**

Much of the credit for the notion of transformational leadership is attributed to Burns (1978). Burns proposed a "transforming" leadership which "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" [Burns' italics] (1978:20). According to Leithwood (1994:507), Burns envisioned transforming (transformational) leadership at one end of a leadership continuum, with transactional leadership at the other. Transactional leadership Burns defined as leadership where "one person takes the initiative in making contact with others for the purpose of an exchange of valued things" (1978:19).

Perhaps the most prominent contributions to transformational leadership in the education literature have been made by Leithwood (1994; Leithwood and Jantzi, 1997). Leithwood's work on transformational leadership has its foundations largely in the work done outside education by Bass and Avolio (Bass, 1985; Bass and Avolio, 1993, 1996).

Gurr (1996a:185) found "strong evidence" for the presence of transformational leadership as described by the four dimensional model of Leithwood (1994) in the leadership role of principals in Victorian Government secondary schools. In a small-scale study, White (1996) investigated the applicability of this model to CAMMs as perceived by teachers and found the model to have applicability also. The four dimensions that constitute this version of transformational leadership are *people, purposes, structure* and *culture*. On-going research by Leithwood and his co-workers has resulted in a model of transformational leadership consisting of six leadership
dimensions (Leithwood and Jantzi, 1997) whose dimensions are outlined briefly below and discussed in relation to the CAMM leadership model evolving from this study.

**Fostering development of vision and goals.** This dimension involves behaviour on the part of the CAMM that is aimed at identifying new opportunities for their department; developing, articulating, and inspiring others with their vision of the future; and building consensus on school/department goals and priorities. As discussed above, the CAMM leadership role that evolved from this research involves CAMMs more in direction setting for their learning area to facilitate the implementation of a vision originating elsewhere, than in the development and articulation of their own vision. External mandates and priorities as outlined in the school charter are the primary sources of vision that CAMMs have to implement. Nevertheless, the CAMM must develop the means and commitment by which the learning area will contribute to that vision becoming an actual, rather than a perceived, reality. Some are also involved in identifying new opportunities for their learning area as they arise. The themes *Curriculum Direction: Learning Area, Classroom Teaching and Learning, Representation, Communication, Culture, Accountability, Learning Area Staff Management, Curriculum Direction: School, Profile: Learning Area,* and *Profile: School* encompass behaviors that relate to this dimension, however, the data collected in this research is not conclusive that this dimension as outlined by Leithwood and Jantzi (1997:313) is fully reflected in the CAMM leadership role.

**Developing a collaborative decision making culture.** This dimension involves behaviour on the part of the CAMM aimed at promoting staff involvement in decision making, and facilitating the distribution of leadership among staff. This research indicated that this aspect of leadership is expected of CAMMs by all three groups involved in the study: SMT members, CAMMs themselves, and learning area teachers. The themes *Communication, Culture,* and *Learning Area Staff Management* serve as testament to the existence of this dimension in the CAMM leadership model.
Symbolising good profession practice. This dimension involves behaviour on the part of the leader that sets examples for staff to follow in interactions with staff and students, and demonstrates openness to change based on new understandings. This dimension was clearly evident in the description of CAMM leadership obtained from participants in the study, with CAMMs generally expected to exhibit behaviours that could have them labeled by tags such as role models, leading professional, or exemplary practitioners. This was considered a prime requirement for the CAMM developing credibility with their learning area staff. The themes Classroom Teaching and Learning, Teacher Support, Communication, Culture, Professional Development, Learning Area Staff Management, Student Management, and Outside Learning Area Responsibility demonstrate the existence of this dimension.

Providing individualised support. This involves behaviour on the part of the CAMM that indicates respect for staff and concern about their personal feelings and needs. This was evident, for example, in the way in which CAMMs were expected to contribute to assisting learning area staff who were new to the school, and to aid in the development of inexperienced teachers in the learning area. Overall professional and, when required, personal support for all learning area teachers was also expected of the CAMM. The themes of Teacher Support and Learning Area Staff Management serve as testament to the existence of this dimension in the CAMM leadership role.

Providing intellectual stimulation. This dimension involves the CAMM challenging staff to re-examine some of the assumptions about their work and rethink how it can be performed. This dimension was evident in the role that CAMMs were expected to take, and were taking to varying degrees, in curriculum development at the learning area level. This involved CAMMs initiating curriculum change along lines consistent with school priorities and systemic mandates aimed at challenging and involving students, as well as encouraging learning area teachers to examine their classroom teaching practices through professional dialogue and professional development activities. Of note here, though, is perhaps the contribution of some SMT members who talk of the inertia and apparent resistance to change of some CAMMs in some schools. Nevertheless, the themes Curriculum Direction: Learning Area, Classroom Teaching and Learning, Culture, Learning Area Staff Management,
and *Professional Development* testify to the existence of this dimension in the CAMM leadership role.

**Holding high performance expectations.** This dimension involves behaviour that demonstrates the CAMM’s expectations for excellence, quality and high performance on the part of their staff. In a similar way to the previous dimension, the themes *Classroom Teaching and Learning*, *Culture*, *Professional Development*, *Accountability*, and *Learning Area Staff Management* demonstrate the existence of this dimension where the CAMM encourages the development of learning area staff to maximise educational outcomes for students.

The discussion above leads to the conclusion that there is strong evidence for the presence of five of the six dimensions of transformational leadership as outlined by Leithwood and Jantzi (1997) in the CAMM leadership role. There is evidence for the existence of some aspects of the sixth theme, tempered, however, by the way in which CAMMs are restricted in what is apparently expected of them/possible for them in terms of the development and articulation of a vision for their learning area.

Transformational leadership is considered by some commentators to be that which is most suitable for school leadership in the type of uncertain environment in which schools have been operating through the last decade or so (see, for example, Sergiovanni, 1984b, 1990; Caldwell and Spinks, 1992; Leithwood, 1994). Such a view is not uniformly shared, however (see, for example, Gronn, 1995, 1996b; Gurr, 1996b, 1996c; Lakomski, 1995, 1996; Collard, 1997 for a debate on the perceived usefulness of transformational leadership).

In reflecting on the criticisms raised in regard to transformational leadership, and on the developments in education since the research that led to his model of principal leadership discussed above, Gurr (1999b:15) writes of the way in which transformational leadership may serve as a stepping stone to the next view of educational leadership in schools. He comments:
One area that has much to add to transformational leadership is that of moral leadership .... In the current climate of rapid change, scarce resources, decentralisation, increased accountability and external pressures on schools, the need to reflect upon the decisions that are made and to justify these in terms of doing the right thing are becoming more important. [Gurr italics]

His response to what he sees as the emerging importance of moral leadership in educational leadership is to revise his previously discussed model to that shown in Figure 5.1. He describes this reconceptualisation:

It has transformational leadership as the core concept, but this is supplemented by the ideas of responsiveness and accountability, has a major focus on moral leadership and, importantly, emphasis that principals are leaders of learning is the core focus of schools (p.15).

Gurr's acknowledgement of the increasing importance of the moral dimension of leadership in the literature, including that related to educational settings, is echoed by the work of Day, Harris and Hadfield (1999) when they propose a "post-transformational" model of principal leadership that they label "values-based contingency leadership". In this model, school principals are:

- surrounded by a matrix of expectations and demands, within which they are
- constantly and consistently managing sets of competing tensions from which leadership dilemmas develop, and about which they
- have to make the right "tough decisions".

Figure 5.1  Gurr's conception of principal leadership (from Gurr, 1999b:16)
Day et al. suggest (1999:21) that one characteristic of good leaders in education is that they are “informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school”. The principals involved in their study were recognised as “effective” school leaders.

Within the study, it became clear that the vision and practices of these heads were underpinned by a number of core personal values. These concerned the modeling and promotion of respect (for individuals), fairness and equity, caring for the well being and whole development of students and staff, integrity and honesty. These core values were often part of strong religious or humanitarian ethics which made it impossible to separate the personal from the professional and which provide empirical support for those who write of the essential moral purposes of those involved in teaching. It was clear from everything said by the heads that their leadership actions on which their values and visions were based were primarily moral (i.e. dedicated to the welfare of staff and students, with the latter at the centre) rather than instrumental (for economic reasons) or non-educative (for custodial reasons) (Day et al., 1999:6-7).

One commentator who has written “of the essential moral purposes of those involved in education” is Sergiovanni (1984b, 1990, 1992, 1996). For Sergiovanni, “the real value of leadership rests with the meanings which actions impart to others than in the actions themselves” (1984b:106). His most recent conception of the type of leadership appropriate for “developing school improvement strategies, policies and practices” is pedagogical leadership (Sergiovanni, 1998). It is this conception of educational leadership that is next investigated in regard to the model of CAMM leadership developed in this research.

**PEDAGOGICAL LEADERSHIP**

Drawing from the historical roots of the term ‘pedagogy’, Sergiovanni envisages pedagogical leadership as being based in stewardship and caring. It is proposed as an alternative focal point for efforts at school improvement to what he terms bureaucratic leadership, visionary leadership and entrepreneurial leadership. For school leaders, it is through morally held role responsibilities that the roots of pedagogical leadership lie according to Sergiovanni (1998:41):
... a commitment to administer to the needs of the school as an institution by serving its purposes, by serving those who struggle to embody these purposes, and by acting as a guardian to protect the institutional integrity of the school.

According to Sergiovanni (1998:42), teachers practise pedagogical leadership directly through their relationship with students, having “the major responsibility for guiding children academically, socially and spiritually through the world of childhood to adulthood”. Principals do so by “facilitating this process, and by ensuring that the interests of children are served well”. Mobilising members of the school community to face their problems and make progress at solving them is a key part of this practice, and results in a legitimate form of authority for principals - pedagogical authority -, which:

... ensures that people make good decisions and face up to their responsibilities, and that things work right for children.

The legitimacy of pedagogical authority for Sergiovanni (1998:42-43) comes both from the “virtuous responsibilities” associated with the role of principal, and from the principal’s “obligation” to function as the “head follower of the school’s shared purposes, ideals and commitments”. It is this followership that Sergiovanni sees as representing a “moral compact that transforms the school into a moral community”. The basis of pedagogical leadership can thus be encapsulated:

Moral communities generate leadership capital. Leadership in moral communities is idea-based. The source of authority for leadership is found neither in bureaucratic rules and procedures nor in the personalities and styles of leaders but in shared values, ideas and commitments. Those who identify with this idea structure are members of a community of mind. This membership both empowers them and requires them to accept responsibility for providing leadership and for helping the leadership provided by others to work. As leadership capital expands, leadership density in the school increases. Leadership density increases the likelihood that social, academic, intellectual and professional capital will all expand.

Sergiovanni sees the core of pedagogical leadership as lying in the stewardship of shared ideas, values and commitments that lead to better outcomes for students in schools through the development of human and academic capital. Teachers, he
maintains, practise pedagogical leadership through their contact with students where they are positioned "first and closest in a caring relationship to children" (p.42). Principals practice pedagogical leadership "by facilitating this process, and by ensuring that the interests of children are served well". Clearly from the leadership role description presented in Chapter Four, CAMMs also practice pedagogical leadership through their position of "middleness" where they are part-teacher and in close contact with students, and part-administrator, and in a facilitating role as Sergiovanni sees it. The ability of pedagogical leaders to mobilise people and community to face their problems, and to make progress in solving them is evident in aspects of instructional leadership that pertain to the CAMM leadership role, and in their role in developing learning area culture that sees them as ministering to both learning area staff and students. As discussed above in relation to transformational leadership, they have a clear role in dispersing leadership throughout their learning area, increasing leadership density and developing leadership capital within the school. As stated by Sergiovanni (1998:43), this then "increases the likelihood that social, academic, intellectual and professional capital will all expand"; this he sees as "the key mediating variable between pedagogical leadership and school results" (p.38).

Sergiovanni sees ten tasks as being central to pedagogical leadership being demonstrated by school leaders. They are outlined below and aspects of the CAMM leadership role discussed as appropriate.

1. **Purposing:** Pedagogical leaders bring together shared visions into a covenant that speaks compellingly and with a moral voice to principals, teachers, parents and students. The leadership role involves CAMMs creating a culture within the learning area that ensures teachers become committed to maximising student learning outcomes. This, in turn, is communicated to students in learning area subjects. The themes *Curriculum Direction: Learning Area, Classroom Teaching and Learning, Teacher Support, Representation, Communication, Culture, Professional Development, Learning Area Staff Management, Curriculum Direction: School, Student Management*, and *Vision* demonstrate aspects of this task.
2. **Maintaining harmony**: Pedagogical leaders build a consensual understanding of learning area purposes, of how the learning area should function, and of the moral connections between roles and responsibilities while respecting individual conscience and difference in individual style. CAMMs are appreciative and responsive to the individual personalities within their learning area, while attempting to mould a collaborative, committed culture. The themes *Curriculum Direction: Learning Area, Classroom Teaching and Learning, Teacher Support, Culture, Accountability, and Learning Area Staff Management* illustrate aspects of this task.

3. **Institutionalising values**: Pedagogical leaders translate the school's covenant into a workable set of procedures and structures that facilitates the accomplishment of school/learning area purposes, and that provides norm systems for directing and guiding behaviour. CAMMs demonstrate behaviours related to this task through aspects of the themes *Curriculum Direction: Learning Area, Classroom Teaching and Learning, Teacher Support, Communication, Culture, Professional Development, Learning Area Staff Management, Curriculum Direction: School, Student Management, and Vision*.

4. **Motivating**: Pedagogical leaders provide for the basic psychological needs of members on the one hand, and for the basic cultural needs of members to experience sensible and meaningful school lives on the other. Aspects of the themes *Classroom Teaching and Learning, Teacher Support, Representation, Communication, Culture, Professional Development, Accountability, and Learning Area Staff Management* include aspects of this task.

5. **Problem solving**: Pedagogical leaders mobilise others to tackle tough problems and help them to understand the problems they face. At an individual level, CAMMs have a role in identifying, and/or dealing with learning area teachers that are perceived to be having difficulty in aspects of their professional practice. At a group (possibly learning area) level, CAMMs have the task of helping teachers to identify ways of improving results or student engagement in learning area subjects. Also, decisions made by school SMTs that are thought to be unpalatable...
to learning area staff, or to the detriment of the learning area have to be worked through at the learning area level by CAMMs. Aspects of the themes Classroom Teaching and Learning, Teacher Support, Representation, Communication, and Learning Area Staff Management are involved in this task.

6. Managing: Pedagogical leaders ensure the necessary day-to-day support (i.e., planning, organising, agenda setting, mobilising resources, providing procedures, record keeping) that keeps the learning area running effectively and efficiently. The themes of Administration, Communication, Teacher Support, and Learning Area Staff Management contain aspects related to this task.

7. Explaining: Pedagogical leaders give reasons for asking members to do certain things, and give explanations that link what members are doing to the larger picture. The implementation of curriculum mandates, and the improvement of classroom teaching and learning practices require the CAMM to obtain agreement and commitment from learning area teachers. Explanation and justification are important aspects of this. The themes Communication, Culture, Learning Area Staff Management, and Vision all contain aspects of this task.

8. Enabling: Pedagogical leaders remove obstacles that prevent members from meeting their commitments, and provide resources and support to help members to meet their commitments. The themes Teacher Support, Representation, and Learning Area Staff Management involve aspects related to this task.

9. Modelling: Pedagogical leaders accept responsibility as head follower of the school's covenant by modelling purposes and values in thought, word and action. CAMMs are expected to be role models for their learning area staff, and understand and accept this responsibility. Aspects of the themes Classroom Teaching and Learning, Professional Development, Accountability, and Outside Learning Area Responsibility demonstrate this task.

10. Supervising: Pedagogical leaders provide the necessary oversight to ensure the learning area is meeting its commitments and, when it is not, to find out why, and
to help everyone do something about it. Aspects of the themes Classroom Teaching and Learning, Teacher Support, Culture, Professional Development, Accountability, and Learning Area Staff Management are clearly related to this task. Once again, the lack of formal involvement of CAMMs in teacher review and evaluation is of note, however.

The discussion above serves as strong evidence for the existence of pedagogical leadership in the CAMM leadership role. As with the other two leadership conceptions discussed thus far, however, not all aspects of this model of leadership are fully contained in the CAMM leadership role and, similarly, the CAMM leadership role is not able to be fully described by this model of leadership. Indeed, in reality, not all CAMMs carry out all components of the leadership conceptions that have been described as present in the CAMM leadership role as formulated by this research (Pessimism theme), and some CAMMs are not in a position that enables them to do so.

Next, the CAMM leadership role will be examined for the existence of strategic leadership, followed by an examination in terms of a leadership conception dealing with CAMM leadership specifically and discussed previously in Chapter Two; that of Brown and Rutherford (1998), an adaption of the typology of principal leadership outlined by Murphy (1992).

**STRATEGIC LEADERSHIP**

The nature of strategic leadership was described by Caldwell and Spinks (1992:92) as:

- keeping abreast of trends and issues, threats and opportunities in the school environment and in society at large, nationally and internationally; discerning the 'megatrends' and anticipating their impact on education generally and on the school in particular;
- sharing knowledge with others in the school's community and encouraging other school leaders to do the same in their areas of interest;
• establishing structures and processes which enable the school to set priorities and formulate strategies which take account of likely and/or preferred futures; being a key source of expertise as these occur;
• ensuring that the attention of the school community is focussed on matters of strategic importance; and
• monitoring the implementation of strategies as well as emerging strategic issues in the wider environment; facilitating an ongoing process of review.

It would be inaccurate to imagine CAMMs as the key, active strategic planners in the schools involved in this study. Depending on the school in question, CAMMs can have input on certain issues via forums in which they have a role, and their input may be heeded or not. Put simply, they are removed from key deliberations on major decisions that are the domain of SMTs and school councils. Nevertheless, at both a school and a learning area level they are of importance in regard to curriculum development and delivery, and it is in this regard that they demonstrate aspects of strategic leadership as outlined by Caldwell and Spinks (1992).

The CAMM leadership role demonstrated the existence of a strategic leadership component in the way in which CAMMs were expected to keep themselves abreast of developments in their learning area subject(s), and, to a lesser extent, developments in education generally. As such, they contribute to discussion at forums such as curriculum committees in regard to overall school curriculum direction and charter priorities, and the impact of initiatives and mandates on their learning area. They are also involved in communicating information to their learning area staff, and are the individuals who are looked to to guide the learning area through the implementation of mandated change and/or school-based initiatives. It is the CAMM who interprets the requirements and implications of change for the learning area, and who coordinates the establishment of structures and processes within the learning area which enable it to set priorities and formulate strategies to deal with the change in a manageable way. Their position within the school ensures that they are carriers of information that is needed for dealing with change, and are consequently a key source of knowledge and expertise for learning area staff.
Teachers look to CAMMs for direction in terms of change management on a relatively large scale (whole-school, system-wide), as well as on a smaller scale involving, for example, changes to learning area subjects at specific year levels that will have an effect on the way larger scale changes are implemented. It is also a role of CAMMs to monitor the way in which change processes designed to implement system, school and learning area changes are operating.

From the overall leadership role description the themes Curriculum Direction: Learning Area, Classroom Teaching and Learning, Teacher Support, Representation, Communication, Culture, Administration, Professional Development, Accountability, Learning Area Staff Management, Curriculum Direction: School, Profile: Learning Area, Profile: School, and Vision have aspects that are reflective of the existence of strategic leadership in the overall leadership role. Of note, however, are the comments of some SMT members in the theme Pessimism where the inertia of some CAMMs and their apparent reluctance to embrace change and actively look for opportunities for their learning area were noted.

LEADERSHIP FOR TOMORROW'S CAMMs

When published, the leadership typology developed by Murphy (1992) and reconceptualised by Brown and Rutherford (1998) for CAMMs (Heads of Department) in United Kingdom schools was presented as a conception designed for “Leaders for Tomorrow's Schools”. Similar to Sergiovanni's (1998) conception of pedagogical leadership, and authentic leadership as described by Bhindi and Duignan (1997), it had as its focus the leader as servant who operates from a firm values base to develop committed organisation members through individual consideration, empowerment and the creation of opportunities. Brown and Rutherford (1998) added a focus on departmental improvement to arrive at a CAMM leadership conception involving five dimensions, discussed earlier in Chapter Two (pp.84-85).

Heads of Department as Servant Leader: HoDs have professional expertise as their base of influence, rather than line authority, and lead by empowerment of their staff, rather than control. The CAMM leadership role developed in this study contained examples of this dimension, with CAMMs giving professional and personal support to
learning area staff members, including curriculum advice and materials. Arranging work for classes of absent teachers and the balancing competing interests when developing teaching allotments were examples cited by Brown and Rutherford (1998:81). Both are contained in the interview data obtained in this research.

**Heads of Department as Organisational Architect:** HoDs work to disperse leadership throughout their departments and, hence, create ownership and commitment in their staff. CAMMs in this study are well aware that they cannot operate as autocratic leaders; teachers and SMT members are aware of this also. The creation of a collaborative learning area culture where issues are discussed in an attempt to reach consensus, and teachers are formed into subject/year level teams to develop curriculum is a theme that runs through the interview transcripts.

**Heads of Department as Moral Educator:** People are the prime concern of HoDs who are motivated by a deeply held set of values and beliefs. Each member of the department is valued and responded to individually, in a unique manner. Brown and Rutherford describe examples from their research for this dimension whereby the CAMM is able to demonstrate they “walk the talk” (p.82), and model practices where they have a strong commitment. Again, the results of this study show examples of this dimension, particularly in the way that the CAMM approaches the classroom practice aspect of their role. CAMMs are the role model for learning area teachers in this area and are aware of the effect of their actions on other learning area teachers.

**Heads of Department as Social Architect:** HoDs need to develop social networks with pupils and their families that enable the support required to affect students’ learning to be forthcoming. There is acknowledgement of the need to make schools fit children, rather than vice-versa. Brown and Rutherford interpret this dimension as the CAMM “being sensitive to the needs of both the pupils and the staff”. Certainly, examples of CAMMs being sensitive to the needs of learning area staff exist in this study. The concern of CAMMs for the learning of students that comes through in the interviews can be interpreted as support for this dimension, while the involvement of CAMMs in student management issues, particularly in one of the schools where it is a formal component of the role description, can also be interpreted as support.
Heads of Department as Leading Professional: HoDs must be up-to-date with curriculum developments and be an expert practitioner if they are to retain credibility with their department staff and, hence, contribute to improved teaching and learning outcomes. The large instructional component of the CAMM role serves as testament to the existence of this dimension in the CAMM leadership role.

In discussing research undertaken to test their typology, Brown and Rutherford (1998:87) conclude by suggesting that their typology of HoD leadership was "sufficiently robust to categorise and give a great deal of insight into their role", and argue that the five dimensions are "mutually supportive and interconnecting". Also, they comment on the difficulty of distinguishing between the servant leader and leading professional dimensions in practice, labeling them as maintenance and developmental roles respectively, and remarking that "there is obviously no easy answer to this dilemma since what is established practice to one head of department may well be a completely new and exciting initiative to another". In line with the situational aspect of the CAMM leadership role found in this research, they also comment that:

It was also clear that the priority that a head of department has to give to each of the five roles must be geared to the immediate needs of the department and also, of course, the school.

It is clear that, along with numerous other literature leadership conceptions, this typology has utility for describing the CAMM leadership role outlined in Chapter Four. This role is clearly complex, situational in nature, and difficult to encapsulate entirely using one or two of the literature conceptions discussed herein. The next section attempts to draw together all that has been presented to this point, by utilising aspects of some of the conceptions discussed to construct a combined leadership model for the CAMM leadership role developed in Chapter Four.
A COMBINED MODEL OF CAMM LEADERSHIP

From the discussion of contemporary leadership conceptions presented above, there are certainly aspects of a variety of conceptions that go some way to describing the CAMM leadership role developed in this research. There are clearly aspects in common with instructional leadership, as well as evidence for the presence of aspects of transformational leadership, pedagogical leadership, and strategic leadership. The CAMM leadership role has an overall focus on learning area improvement; there is a role in direction setting for the learning area, and in creating a culture of collaboration that results in the commitment of learning area staff to extend their classroom teaching repertoire and the involvement of students.

To facilitate this, the CAMM acts as a role model, and in a service capacity for their staff, drawing on components of a variety of the leadership conceptions discussed previously. The situational aspect of the role that clearly exists necessitates calling into play components of the different leadership conceptions as deemed necessary under changing circumstances in different settings. The resulting model of CAMM leadership presented here is designed to reflect this, and encompasses fifteen of the CAMM leadership themes identified in Chapter Four. The model is composed of four “roles”, along the lines of the typology presented for HoDs of United Kingdom schools by Brown and Rutherford (1998). Indeed, the five roles of Brown and Rutherford can be located within the four roles that comprise this model. It is described as an example of “portfolio leadership”. In this conception of leadership, leaders possess a selection of leadership approaches and skills from which to draw, in particular situations. The four roles involved in this model of portfolio CAMM leadership are as follows.

1. CAMM as instructional leader. This reflects aspects of the CAMM leadership role that are directly involved in improving the teaching and learning process in the learning area.
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2. **CAMM as curriculum strategist.** This reflects aspects of the CAMM leadership role that are involved in direction-setting for the learning area and the school in curriculum matters. Includes aspects to do with the CAMM role in raising learning area and school profiles when appropriate opportunities arise.

3. **CAMM as learning area architect.** This reflects aspects of the CAMM leadership role that are involved in changing learning area culture and building human capital in the learning area.

4. **CAMM as administrative leader.** This reflects aspects of the CAMM leadership role that involves what is traditionally considered learning area 'management'.

The model is presented in Figure 5.2 (facing), with the components of each role listed in Figure 5.3 (overpage). It is an ideal model that reflects the best advice from the literature and the best advice from this research. A more detailed description of the four roles will now be described.

**CAMM as Instructional Leader**

In this role the CAMM focuses on achieving the best possible teaching and learning in their learning area. They encourage teachers to reflect on their classroom practice, and to question whether current practice is the best that can be offered to their students. They oversee the teaching in the learning area in terms of monitoring whether agreed upon curriculum is actually being taught, that there is consistency within year levels with courses and assessment, and whether student learning is being optimised. Ensuring the learning area is adequately resourced to conduct its teaching program is a prime consideration and responsibility. CAMMs act as a role model for learning area teachers in the way that they operate, and in their willingness to trial new teaching methods and materials, and establish the credibility of such, before they are introduced in the classrooms of other learning area teachers. They are a source of advice, encouragement and resources for learning area teachers, particularly teachers who are new to the school or the profession.
INSTRUCTIONAL LEADER

Classroom teaching and learning
- Focus on what is conducive to excellent teaching in the learning area
- Leads teaching and learning process by modelling new/best practice
- Monitors what is being taught in learning area classes
- Ensures learning area adequately resourced
- Involvement in staff appointments and teaching allotment process

Professional development
- Identification of needs: individual and group
- Encouragement to attend targeted activities
- Awareness of available activities and communication of such to learning area staff
- Facilitation of attendance of learning area staff
- Provision of professional development
- Attendance to ensure own development
- Ensuring dissemination of information obtained from activities

Accountability
- To school administration for overall learning area performance and functioning; parent/student accountability through SMT
- Some role in formal staff appraisal
- Informal monitoring of teacher performance
- Teacher expectations for CAMM performance

LEARNING AREA ARCHITECT

Culture
- Development of learning area culture that embraces collaboration, sharing and a desire for improvement

Teacher support
- Act in a service provider capacity for learning area teachers
- Act as buffers from bureaucratic requirements for learning area teachers
- Act as sources of professional and personal support for learning area staff

Learning area staff management
- Management of learning area staff to maximise effectiveness of the learning area
- Staff managed in a way that creates a team environment where decision making is collaborative, people are motivated, feel valued, and are willing to contribute

Communication
- Act as a formal and informal information carrier between a variety of groups/individuals in the school

Representation
- Chief representative and advocate for learning area
- Awareness of how learning area needs and interests fit with the overall school goals and priorities

Student management
- Formal requirement of role in this aspect varies
- Responsibility through development of engaging curriculum at learning area level

CURRICULUM STRATEGIST

Vision
- Possesses vision of what learning area can become
- Interpretation of vision from elsewhere to provide learning area direction

Curriculum direction: learning area
- Overall responsibility for delivery of curriculum and change in the learning area
- Interpretation and implementation of the requirements of external mandates
- Review of learning area curriculum in consultation with learning area staff to ensure appropriateness for students, and ability to maximise outcomes
- Awareness of changes and trends in learning area curriculum, and communication to staff
- Development of learning area assessment and reporting within school guidelines
- Responsibility for documentation of learning area curriculum
- Ensures all curriculum decisions/initiatives at learning area level are in line with overall school direction, goals and priorities

Curriculum direction: school
- Provision of own/learning area responses to external mandates/school initiatives
- Tabling/development of own/learning area initiatives
- Formulation of cross-curricular initiatives with other CAMMs

Profile: learning area
- Formulation of strategies/use of opportunities to promote learning area within the school and in outside community

Profile: school
- Formulation/implementation of initiatives that can be used to promote school in the wider community
- Facilitation of strategies to maximise student results for publicising to wider community

ADMINISTRATIVE LEADER

Learning area administration
- Traditional 'management' focus of CAMM role; budgets, resource ordering and maintenance, etc. An essential, but limited aspect of the CAMM role.
- Can be supported by other people within the learning area in some school arrangements

Figure 5.3 Details of CAMM leadership model

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The involvement of CAMMs in formal appraisal processes of learning area teachers varies widely, but on balance, can mostly be described as “limited”. Nevertheless, it is expected that they are the ones who have an awareness of teaching standards in the learning area, and they are the ones who are expected to approach learning area teachers and address the issues involved if the performance of a specific teacher is of concern.

Where a learning area has ancillary/support staff for whom the CAMM is responsible, they are the ones who are likely to conduct the performance appraisal of these staff. As well as having responsibility for overseeing the teaching and learning that happens in the learning area, they are also involved in the appointment of learning area staff and in the formulation of teaching allotments in the learning area.

CAMMs are seen as the people who are primarily responsible for the professional development of learning area staff. This responsibility can take the form of being aware of what professional development is available and suitable for the learning area, targeting and encouraging groups or individuals within the learning area to attend activities it is felt would be beneficial to them, facilitating the attendance of learning area members at activities, and organising in-house professional development activities at learning area meetings or student-free days. The attendance of CAMMs at professional development activities to develop their abilities is seen as important.

The accountability of CAMMs for the performance of their learning area is felt from above in terms of the formal and informal mechanisms that school administrations use to form an opinion on individual learning area and CAMM performance. There are also accountability demands from within the CAMM’s learning area as teachers have expectations of what they expect from a CAMM.

**CAMM as Curriculum Strategist**

CAMMs are responsible for the interpretation and implementation of systemic curriculum mandates by their KLA, as well as the implementation of specific school curriculum initiatives that are introduced in response to school charter and/or review processes. Some school initiatives may originate at learning area level, either from a
CAMM or other learning area staff members, and may be cross-KLA in nature. CAMM initiate processes within the learning area that result in course and assessment changes being agreed upon and implemented, and monitor the implementation of the negotiated changes. They have a role in simplifying the requirements of mandates and initiatives for learning area staff, and making change as palatable and manageable as possible. The CAMM is the person who ensures that the learning area strives for best practice in curriculum development and delivery. Where programs and initiatives are to be implemented that are not to the liking of a CAMM and/or their learning area staff, it is expected that the CAMM will support the implementation, and not undermine the process. CAMM must work from a whole-school perspective, and not allow personal or learning area biases to influence their practice. They have a role in determining overall school curriculum direction and structure through their involvement in school forums such as curriculum committee, and can present their view, as well as that of their learning area, at these forums.

It is expected CAMMs remain informed of what is happening in their learning area subject(s), as well as wider educational issues, making learning area teachers aware of relevant developments they encounter. They use a variety of sources and mechanisms to ensure this. They are the person who is expected to provide a direction for learning area teachers to follow in curriculum development, either possessing and working toward the implementation of a vision of their own, or making the implementation of a vision from elsewhere possible through the clarification of such for learning area staff. As well as having a future direction aspect to their practice, they encourage learning area staff to reflect on past practice, and to embrace and build upon what has been successful.

CAMM have a role in promoting their learning area, using a variety of activities/strategies to achieve this, and taking advantage of opportunities that are presented. They are aware that promotional activities can be used at a learning area level to motivate and/or extend students, however, there is a limit to what a learning area can be expected to offer, so choices have to be made as to the importance of possible activities. The building and maintenance of a learning area profile within a
school should be done in a way that does not induce negative reactions from other learning areas. Initiatives that are used to raise the profile of a learning area can also be used to aid the promotion of the school to the general community.

CAMM as Learning Area Architect
In this role the CAMM attempts to develop a learning area culture that is collaborative and sharing, and focussed on improvement at both the school- and, particularly, the learning area level. The CAMM is a team builder who possesses the interpersonal skills, and who models appropriate behaviours, to bring about the desired learning area culture.

The CAMM is the change agent for the learning area. Change is managed in collaboration with learning area teachers who are supported professionally and personally in their efforts. Of particular note here is the support given to individuals such as teachers who are new to the school or the profession. A good CAMM is enthusiastic and leads by example from within the learning area group, rather than above it. They delegate responsibility and build ownership of learning area objectives that flows on to classroom teaching and learning. They celebrate staff and student success within the learning area.

They are considered the people best-placed to judge what is required with individual teachers to improve the teaching and learning in the learning area, and must have an awareness of issues related to relationships in the professional environment, as well as a tolerance of the idiosyncrasies of individuals. They give advice and support to learning area staff, both when it is asked for, and when they judge it to be necessary. They are impartial in their dealings and should not be seen to be favoring groups or individuals.

Communication is an important area of this CAMM role. Staying in touch with learning area staff, both formally through learning area meetings, as well as informally, enables CAMMs to gauge how learning area staff are feeling, and what their needs are. The composition of the learning area staff (e.g. part-time/full-time), and their location throughout the school can aid or hinder this. CAMMs are an
information conduit who bring information to their learning area staff from a variety of sources (school SMT, outside agencies), sifting the information to ensure that learning area teachers are not burdened unnecessarily with irrelevant information. Similarly they attempt to simplify requirements of mandates, initiatives or bureaucratic requirements to make it easier for teachers to concentrate on their main focus: teaching and learning. CAMMs also communicate information from their learning area to a variety of forums within the school, as well communicating with a range of other individuals and groups as the need arises.

CAMMs act as the primary representative/spokesperson for their learning area. The CAMM is recognised as the chief advocate for the interests of their learning area, as well as learning area staff. In this capacity, however, it is recognised that they should have an appreciation of how the needs and priorities of their learning area sit in relation to those of the school as a whole. They should be able to communicate that balance to learning area staff, and serve as a source of information to learning area staff of why some decisions were made at school administration level.

The role of CAMMs in student management matters varies considerably from school to school. It may be that CAMMs have formal and primary responsibility for the management of students in their learning area based on the underlying premise that inappropriate student behaviour stems from inappropriate curriculum and teaching. It may also be that CAMMs have no formal student management responsibility outside that which is normally expected of a classroom teacher in a middle management role, both in their classroom and elsewhere in the school. Situations between these two extremes are also known, and CAMMs have the task of dealing with parental concerns in terms of their children and specific classes, or in regard to material that is contained in learning area curriculum.

CAMM as Administrative Leader

In this role the CAMM is concerned with what has been considered the “traditional”, managerial aspects of the CAMM’s responsibilities. Budgets are composed and learning area spending monitored, resources are ordered, courses are documented, mail is dealt with, etc. In some schools the budgets are nowadays considerable and
the CAMM is responsible for all aspects of learning area spending, from texts to building maintenance. To some extent this role is considered an inevitable component of the job of a CAMM to keep the learning area functioning. However, in some schools, it is a component where attempts have been made to reduce the time burden it puts on CAMMs by creating positions for other people in learning areas to deal with these matters. This is considered to be one way of freeing up CAMMs to concentrate more on activities related to the other three roles described above.

Summary
The model of CAMM leadership described above makes clear the complexity and richness of the CAMM leadership role. Consisting of four leadership roles, and incorporating fifteen of the leadership themes described in Chapter Four, the model is complementary to four of the conceptions of leadership discussed above, combining the instructional emphasis of instructional leadership with the cultural and symbolic aspects of transformational leadership, the stewardship, service and supervisory (accountability) aspects of pedagogical leadership, and the future directions aspects of strategic leadership. Informed by this research and relevant literature, it is an ideal view of CAMM leadership, and is described as an example of portfolio leadership where a number of leadership approaches and skills are available to the CAMM. The situation will dictate the component to be used. Not all CAMMs will possess all aspects of the four roles, and not all CAMMs will be called on or be in a position to use all aspects that they possess and are capable of using. The next section incorporates the CAMM leadership model just described into a model that examines the way in which CAMMs may influence educational outcomes in their particular school situation.
MODELLING THE EFFECT OF CAMMs ON EDUCATIONAL OUTCOMES USING CONTINGENCY THEORY

The model of Turner and Bolam (1998) has been described previously in Chapter Two (pp. 89-91 and Figure 2.4). Underpinned by the ideas inherent in contingency theory, the model is described by Turner and Bolam (1998:378) as "a classical input-process-output model". In conceiving the model, Turner and Bolam were attempting to illuminate how heads of department in schools in the United Kingdom can influence teaching and learning in their department through an examination of the contextual factors that contribute to making the situation of each head of department unique. In the model, input factors were listed as those mandated at national and local level (e.g., National Curriculum, Local Education Authority Advisors), as well as school factors (e.g., school policies and resource allocation), subject-related factors (e.g., nature of learning processes involved, specialist facilities) and departmental factors (e.g., staff characteristics). Process factors involved the personal characteristics of the individual head of department, the tasks to be tackled, the methods used by the head of department to improve teaching and learning, as well as "a concern to establish good interpersonal relationships with other staff" (Turner and Bolam, 1998:379). They write:

... we have conceptualised the ... [model] ... in terms of the subject HoD being a key figure in determining the quality of teaching and learning. We consider that the model itself represents an iterative, interactive and dynamic process, with the arrows indicating the broad directions of influence exerted by the HoD, working with departmental staff on the achievement of high quality educational outcomes.

In addition to the roles described in the CAMM leadership model outlined in the previous section, the leadership role of CAMMs that emerged during this study also has a situational aspect that is not highlighted in the model. Broadly speaking, the factors listed by Turner and Bolam (1998) as those that affect the way in which a head of department attempts to influence teaching and learning in their department were those that were mentioned by participants in this study as influencing the CAMM role. Given that participants in this study were clearly of the view that CAMMs can
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affect teaching and learning in their learning area, it is possible that the model proposed by Turner and Bolam (1998) may have some utility in describing how CAMMs involved in this study work to affect teaching and learning in their learning area. The model outlined in Figure 5.4 (facing) is proposed in this regard. A modified version of that described by Turner and Bolam, it contains similar input and process factors, with the CAMM leadership portfolio described earlier being the means by which CAMMs work to influence educational outcomes in their learning area, mediated at the individual classroom level.

Systemic factors (i), school factors (ii) and learning area-related factors (iii) influence the nature of the tasks required of the CAMM (iv). These tasks then combine with the characteristics of the individual CAMM (v) and their learning area (vi) to determine the way in which the CAMM will use the portfolio of leadership skills that they have available to them (vii). The model acknowledges the perceptions of the participants in this study that the effect of CAMMs on educational outcomes in their learning area (ix) is indirect, mediated through teachers within their individual classrooms (viii). In keeping with the iterative nature of the original model of Turner and Bolam (1998), it is proposed that the educational outcomes that result then feed back to influence school factors, the tasks required of the CAMM, and the characteristics of the CAMM. These, in turn, enable adjustment of the way in which the CAMM leadership portfolio is used.

The model is clearly susceptible to the same potential criticism as that listed by Turner and Bolam (1998:379) in relation to their offering. That is:

- the model is mechanistic and lacks specificity; and
- there may be other contextual factors not included in the model that in some way influence the quality of teaching and learning outcomes.

Also, it could be argued, no doubt, that other feedback influences may be operating. For example, the nature of educational outcomes achieved within the learning area
may affect the attitudes of at least some learning area staff, which could then bring about an adjustment in the nature of the CAMM leadership exhibited.

Nevertheless, it is proposed that the model remains, as described by Turner and Bolam, an easily conceptualised and relatively simple explanatory device. Supported by the results of this study, it may provide a useful tool for others wishing to explore the role of CAMMs in influencing educational outcomes in Victorian government secondary schools.

RESEARCH DIRECTIONS

The relative small amount of research into aspects associated with the role of CAMMs in secondary schools leaves much scope for further enquiry. Findings from the current research and indications from the reviewed literature suggest a number of possible research directions that could be undertaken. This section outlines research directions associated with investigating relationships between the different components of the CAMM leadership role, the effect(s) of various situational variables on the CAMM leadership role, the nature of the involvement of the CAMM in student learning outcomes in their learning area, further investigation of components of the CAMM leadership role, and the nature of the way in which SMT members' roles, particularly that of the curriculum coordinator, interact with those of CAMMs.

This research identified a number of different aspects associated with the CAMM leadership role. An obvious area for future research lies in the exploration of the way(s) in which the different aspects are connected and interrelated, as well as the investigation of situational variables that can influence this. The extent to which the model of CAMM leadership described earlier in this chapter is applicable to CAMMs could be investigated through the design and use of an instrument similar to the multi-factor leadership questionnaire (Bass and Avolio, 1996). This instrument consists of scaled items designed to provide an indication of the existence of each of the eight areas of their model of transformational leadership in the individual under investigation. Items related to each of the aspects of CAMM leadership outlined in

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Figure 5.2 could be designed, and the instrument used to search for the existence of leadership styles such as instructional, transformational, pedagogical and strategic.

The research clearly identified the situational aspect of the CAMM leadership role, and future research could focus specifically on the effect(s) of school and learning area variables such as those contained in the model presented as Figure 5.4. As a result, the effect(s) of factors such as those related to the school (location, size, demographic composition, SMT expectations of CAMMs, etc.), the learning area (learning area subject composition, staff profile, etc.) and the CAMM themselves (age, experience, gender, etc.) could be investigated.

Also possible would be the exploration of the utility of the model in Figure 5.4 for explaining the role that CAMMs play in the teaching and learning that goes on in their learning area. In proposing the model on which that in Figure 5.4 is based, Turner and Bolam (1998:387) raised the following as research questions that could be addressed in relation to this issue (adapted for the context of this research).

- How helpful is the model in explaining the work done by CAMMs in their learning areas?
- What are the limitations of such a model?
- What are the relevant aspects of professional knowledge and skill which really make a difference in a learning area?
- What are the main methods which CAMMs use to influence teaching and learning outcomes and how successful are they?
- What are the implications for practice, training, and research?

As considered appropriate, the investigation of such questions could be undertaken qualitatively, or quantitatively employing methods such as structural equation modelling and path analysis as used in the analysis of data in the series of studies making up the Cooperative Research Project that investigated the implementation and outcomes of the Schools of the Future program (see, for example, Cooperative Research Project, 1998).
Participants in this study were clearly of the view that CAMMs can have effect(s) on student learning outcomes in their learning area. Such a view is supported by research such as that described by Sammons, Thomas and Mortimore (1997) regarding departmental effectiveness. This research investigated the academic effectiveness or otherwise of subject departments on a value-added basis using multi-level modelling techniques, as well as explanations for that effectiveness. This type of research could both serve to identify learning areas that are effective or not, as well as the part, if any, that the leadership of the CAMM had to play. Research of this type has been conducted previously in Victoria in government primary schools (see, for example, Hill, 1995), however, the absence of mechanisms to collect appropriate student data at the secondary level currently makes this type of investigation problematic. This issue is further discussed later in this chapter when implications for practice arising from the research are presented.

The rich description of CAMM leadership produced from this study was obtained from the perceptions of senior management team members, English and mathematics CAMMs, and English and mathematics teachers. Future research could extend the description by involving other members of the school community such as parents, students, ancillary staff and school councilors. This may result in an increased understanding of the themes that evolved during the research and/or the appearance of new themes, as well as further sources through which to view the extent to which the CAMM role is agreed upon between the different interest groups.

Finally, it may be of value, while considering the leadership role of CAMMs in secondary schools and the part they play in improving student learning outcomes in their learning area, to examine the role of the senior management team members other than the principal, i.e., assistant principals and curriculum coordinators. Like CAMMs, both seem to be little represented in educational literature relative to their principal colleagues, and are positioned one or two steps closer to the site of curriculum delivery. The curriculum coordinator in particular would appear to be of strategic importance to the school in terms of curriculum development, and an examination of both their role generally (see Ling, 1998 for one such example in Victorian non-government schools) and their relationship with CAMMs.
CONTRIBUTION TO KNOWLEDGE

The research has made a number of contributions to the body of knowledge relating to school leadership. Without unnecessarily repeating findings of the study in detail, this section will outline five contributions.

1. Description of the CAMM leadership role
Perceptions of senior management team members, CAMMs of English and mathematics key learning areas, and members of their teaching staff were used to describe the CAMM leadership role. The result was a rich description that showed the role to be complex and multi-dimensional. There was general agreement regarding the nature of the CAMM leadership role between the three groups. The provision of the leadership role description, along with the perception of participants in relation to the effect(s) of CAMMs on student learning outcomes, will render decision makers, at both systemic and school levels, more informed of the work of CAMMs in schools at the present time. Practical issues ranging from such things as the role of CAMMs in schools, to provision of appropriate professional development activities for CAMMs may be guided by these findings. A later section in this chapter contains ten specific recommendations for practice.

2. Comparison with the educational leadership literature
As well as describing the CAMM leadership role, the description was also discussed in terms of the existing educational leadership literature. Connections were made to the literature base dealing with the role of CAMMs in secondary schools as appropriate. Also, the role was examined in terms of existing contemporary leadership conceptions. Evidence was found for the existence of aspects of instructional leadership, transformational leadership, strategic leadership and pedagogical leadership, as well as a typology proposed for principals by Murphy (1992) and adapted for use with CAMMs by Brown and Rutherford (1998).
3. Description of a leadership model
The comparison of the overall CAMM leadership role description with the leadership literature led to the construction of a leadership model consisting of four principal roles: CAMM as instructional leader; CAMM as curriculum strategist, CAMM as learning area architect; and CAMM as administrative leader. The situational nature of CAMM leadership was acknowledged by the model being described as an example of portfolio leadership, a sophisticated type of situational leadership, where the CAMM has a variety of leadership strategies from which they can draw.

4. Description of a proposed model relating contextual factors to the influence of CAMMs on educational outcomes
Participants in the study were of the opinion that CAMMs can have an effect on educational outcomes in their learning area. Coupled with the situational nature of the CAMM leadership role that emerged from the study, a modified version of a model based on contingency theory (Turner and Bolam, 1998) to assist in explaining how CAMMs influence teaching and learning in their learning area was offered as perhaps having some utility in describing the operation of CAMMs in the schools involved in this study.

5. Research directions
Research directions suggested as arising out of this study have been described previously. Important research directions include investigation of the efficacy of the leadership model and the model of CAMM operation based on that of Turner and Bolam (1998), as well as the investigation of learning area effectiveness and the role of CAMM leadership, through longitudinal studies which make use of multi-level modelling techniques.

6. Methodology
The study demonstrated the suitability of the methodology used for researching the phenomenon of CAMM leadership in secondary schools. Some aspects relating to the methodology are discussed in the next section.
REFLECTION ON THE METHODOLOGY

The methodology used in this research was not guided by a theoretical framework to collect information. Regardless, a large amount of information was obtained from the participants, then analysed to construct a description of CAMM leadership and the perceived effect(s) of CAMMs on student learning outcomes in their learning areas, and compared with relevant literature. Thus, as with research such as Gurr (1996a) relating to the phenomenon of principal leadership, this research demonstrated the benefit of obtaining a rich description that was not constrained by the limitations of a particular theoretical position.

The research constructed a description of the phenomenon of CAMM leadership from the perceptions of 46 people. Each of the participants contributed to the description to the point that involving further participants would most probably not have added further to the description; a point that Lincoln and Guba (1985:234-235) term "redundancy". The overall agreement found between the three interest groups of participants meant that contributions from schools where great difficulty was experienced obtaining teacher participants could be included in the description and, thus, added to the richness of the description of the leadership role. The description is therefore one that defines the broad parameters of the phenomenon under investigation, but which does not fully define the leadership role of any one CAMM, and which is not defined fully by the contributions of any one study participant.

Two issues noted by Gurr (1996a:205-206) in relation to this type of methodology are those of generalisability and stability. Both issues are valid for this study also. In terms of generalisability, it is possible that a similar study conducted in another situation (a different Australian state, or even another system within Victoria, for example, independent or Catholic) may result in a different description of CAMM leadership to that obtained from this research, or a different response to the effect(s) of CAMMs on student learning outcomes. Nevertheless, the diversity of the six school sites in terms of size, organisational structure and population demographics suggests that, at the very least, within Victorian government schools there is much
that can be learnt from this study. Readers can make their own judgements on the extent to which the findings are applicable to school situations they are familiar with.

With regard to the question of stability, as Gurr (1996a:206) notes, "the issue of the stability of leadership characteristics is not confined to the methodology used in this research". Clearly, this research cannot claim to have produced a description of CAMM leadership that is immutable over time. Indeed, the literature reviewed in Chapter Two and the presence of the theme Role Change in the CAMM leadership role description developed from this research give an indication of how the CAMM role appears to have become increasingly complex as society expectations change and education systems respond. Also, however, there are aspects of the CAMM role that appear from the literature and this description to be resistant to change.

The period during which this research was conducted was one of relative calm in the Victorian education system following the introduction of the Schools of the Future reforms (see Appendix A for further discussion of the reforms). Indeed, even the issue of moving to self-governance under the Schools of the Third Millennium program received little mention in the interviews of participants from the one school involved in the study that had made the transition. Clearly, however, participants from all three interest groups in the study were aware of increased work demands on educators, and of the almost constant presence of change. At the time of the research, schools were having to deal with the impending (year 2000) introduction of changes to Curriculum and Standards Frameworks (CSF) documents that dictate curriculum guidelines for Years 7 to 10 in secondary schools in Victoria, as well as changes to both courses and assessment for many subjects in the Victorian Certificate of Education (VCE) which dictates the final two years of secondary schooling (Years 11 and 12). The prospect of statewide testing in English and mathematics for students at Years 7 and 9 via the Victorian Student Assessment Monitor (VSAM) was also looming, with at least one of the CAMMs participating in this study having been involved in trialling the system. This apparent presence of change in an overall climate of relative stability is reflected in the leadership role description through the content of themes such as Curriculum Direction: Learning Area, Curriculum Direction: School, Learning Area Culture,
Consequently, it is possible that the CAMM leadership role description generated from this research has some components that are subject to change, and that the role description obtained from the study may change over time. Nevertheless, the very nature and purpose of the role makes it difficult to imagine a situation where some of the core aspects of the role as described would not be present, albeit with different emphases and composed of different examples. To confirm the stability of the description further research would be required to either replicate this study, or to investigate the existence of the leadership description in evidence available at the time. Nevertheless, what this study has produced is a description of the leadership role of CAMMs that is applicable to the context in which it has been investigated, and for the participants from whose descriptions it took form.

**RECOMMENDATIONS FOR PRACTICE**

The findings and analysis of the research presented in Chapter Four and in this chapter enable the formulation of a number of recommendations for practice concerning the leadership role of CAMMs in Victorian government secondary schools. Not all the recommendations are directed specifically at CAMMs themselves. The recommendations are indications of initiatives and directions that it is felt the group(s) or individual(s) concerned should be considering, and the constraints placed on the power of the recommendations by the limitations of this research are acknowledged. The writings of Caldwell and Spinks (1998:128-146) concerning their conception of the new professionalism for the teaching profession, as well as Harvey (1998b:5-12) where he talks of “challenges” for secondary teaching administrators in West Australian schools inform some of the recommendations.

1. School principals should ensure that CAMMs have a clearly acknowledged and understood strategic role in the school curriculum planning and policy process. CAMMs should pursue this outcome. The nature of the CAMM role and their positions in schools place them ideally to provide input that ensures student
learning needs and the capacities of teachers inform school level curriculum decision-making.

2. At a system level, consideration should be given to the development and publication of a document applicable to CAMMs, and akin to the "National Standards for Subject Leaders" in the United Kingdom. Such a document would acknowledge the nature of the CAMM role in secondary schools as identified through this and other research, particularly their role in school effectiveness and improvement. The document would also be a step toward achieving implementation of the previous recommendation. This document is not meant to be prescriptive for all schools, or to stifle creative models of organisational structure that some schools have implemented. However it would serve to focus school senior management teams, as well as CAMMs themselves, on a version of the role that sees CAMMs as drivers of curriculum change, rather than line managers who act to facilitate curriculum directives from elsewhere.

3. The leadership conceptions discussed earlier in this chapter - instructional leadership, transformational leadership, pedagogical leadership and strategic leadership - should be used to inform the work of CAMMs and those aspiring to this role in secondary schools. Given the relevance for all four in the role of CAMMs, members of school SMTs should inform themselves of these conceptions and consider the way(s) in which each is/can be involved in the work of CAMMs in their school.

4. CAMMs should appreciate the complexity of the leadership role ascribed to them by participants in this research. In particular they should be aware of the large instructional leadership role ascribed to them, as well as the role they are perceived to play in developing a learning area culture that is focussed on collaboration and improved teaching and learning. Specifically, they should work to achieve agreement on the goals and direction of the learning area, and to develop an understanding of the way in which their learning area is involved with whole-school goals and priorities. Accordingly they should seek to keep themselves informed of the latest educational trends and research with both direct
and more general relevance to their learning area, and seek to model appropriate behaviors and practices for learning area staff.

5. CAMMs should be aware that they are the prime representatives for their learning area staff and the interests of their learning area. However, they are educational leaders within their schools and, as such, have a professional obligation to act in a way that does not undermine decisions reached as a result of wide consultation in forums such as school curriculum committees. Issues discussed at school forums that have ramifications at leadership level should be discussed fully at learning area level. Responses from CAMMs back to the school forum should be based on that discussion, balanced by the overall needs of the school.

6. The Victorian government secondary education system should extend the practice of using data to drive educational change at a learning area level. The current situation whereby student ratings data as judged by teachers on a selection of learning outcomes in English and mathematics is compared with corresponding data for “like-schools”, then reported to schools is limiting at best owing to the unreliability of teacher judgement at the secondary level, as well as the lack of any mechanism at a systemic level for providing schools with data in all key learning areas. Continual changes to the statewide testing of student ability in English and mathematics render undertaking longitudinal studies related to school and/or learning area effectiveness highly problematic. Use of examination results at VCE currently gives no indication of the value-added aspect of a school’s efforts in the education of a student. All stakeholders, the government, principal associations and the teacher unions should work toward the adoption of a system whereby schools and learning areas can have their efforts at improvement informed by reliable student achievement data.

7. Schools should examine the appropriateness of the amounts of non-teaching time being allocated for CAMMs. Whilst appreciating the realities of funding at a school level, it would appear unreasonable to expect the full potential of the CAMM role in schools to be achieved on the sort of non-teaching allowances currently in use. The attitude that a CAMM role involves curriculum development
and can thus be accomplished out of school hours, while some other middle management roles require student contact which necessitates increased release time during school hours, is to be resisted. Both should be resourced so that the respective roles can be conducted as effectively as possible. Part of the increase in non-teaching time for CAMMs should be used for observation of classes in their learning area. CAMMs cannot be expected, nor can they expect, to be able to make valid comments on the classroom abilities of a teacher, or the extent to which they are adhering to agreed curriculum or policy, through occasional casual observation or hearsay. As with the recommendation regarding the embracing of a move toward a data-driven basis for school improvement, this will require a change in mind-set of the major interest groups in State education.

8. CAMMs need to possess effective communication, organisational and interpersonal skills. They need to be aware of the diverse range of personalities and needs that can occur in a learning area, and have the ability to manage these to effectively operate their learning area, as well as being able to offer encouragement, advice and support to their teachers and ancillary staff.

9. CAMMs should lead their learning area in a collaborative, participatory manner, informing teachers of issues and decisions that are relevant to them at the school level, and seeking input to learning area decisions from all learning area teachers and ancillary staff. Clear understanding and agreement of learning area goals and curriculum decisions is important in developing a learning area culture conducive to effective learning and teaching.

10. CAMMs should work to provide a vibrant learning area culture where new ideas, initiatives and strategies are raised and given fair hearing. The CAMM should be the source of some of these, however, all learning area teachers should be expected to contribute and participate in their trialling. Professional development, promoted, facilitated and/or provided by the CAMM, should also provide a source of innovation.
CONCLUSION

This research, employing a hermeneutic phenomenological methodology that relied on no a priori theoretical framework, has demonstrated that the perceived leadership role of curriculum area middle managers (CAMMs) in Victorian government secondary schools is complex and multi-dimensional. Given the time allowances that are generally attached to the role, the full scope of the CAMM responsibilities is difficult to achieve to maximum effectiveness, with the role being shaped by the specific individual in response to their own situation. There was overwhelming agreement that CAMMs were perceived as being able to affect student learning outcomes in their learning area, with a model of how the CAMM may work to achieve this being presented.

The CAMM leadership role as described consisted of twenty themes. The core aspects of the leadership role were found to be substantially the same for all three groups involved in this research; school senior management team members, English and mathematics CAMMs, and members of their teaching staff. Evidence of aspects of instructional leadership, transformational leadership, pedagogical leadership and strategic leadership were found in the role. A model of CAMM leadership was proposed that consisted of four leadership roles: CAMM as instructional leader, CAMM as learning area architect, CAMM as curriculum strategist, and CAMM as administrative leader.

Possibilities for further research, including the investigation of the effect(s) of various situational variables on the CAMM leadership role, the nature of the involvement of the CAMM in student learning outcomes in their learning area, further investigation of components of the CAMM leadership role, and the way in which SMT members’ roles, particularly the role of the curriculum coordinator, interact with CAMMs, were presented. Also presented were ten recommendations for practice that involved both system and school level initiatives.
REFERENCES


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APPENDIX A

OUTLINE OF THE VICTORIAN GOVERNMENT
SCHOOLS OF THE FUTURE
EDUCATION REFORMS
The implementation of the *Schools of the Future* program was begun in June 1993. Amidst a set of measures designed to address issues of perceived inefficiency in the State education system, and as part of the overall economic management reforms of the Kennett Government, the introduction was accompanied by school closures and amalgamations, staff rationalisations (in schools; teachers and maintenance staff; as well as ancillary support services; central bureaucracy, regional support staff), and some industrial and civil unrest. Between 1992 and 1997, the total number of government schools in Victoria decreased by 17.5 per cent, with a decline in student numbers of 2.9 per cent for the same period. These can be compared with the corresponding national averages of 5.6 per cent and 0.8 per cent respectively (Steering Committee for the Review of Commonwealth/State Service Provision [SCRCSSP], 1999:41). Such statistics are reflective of a strategy of “reduction of unproductive overheads, elimination of duplication and investment in information technology and shared services” that enabled the government to claim, at the end of 1997, that “the delivery of government school education in Victoria is the most resource efficient in Australia” (SCRCSSP, 1999:89). Gurr (1999a:21) makes the observation that, whilst in many respects the reforms can be viewed as a “crash through” approach (Gough and Taylor, 1996), there are aspects that suggest a more responsive, evolutionary model.

In reflecting on the reforms, Don Hayward, the Minister for Education in the Kennett Government from October 1992 to April 1996, wrote that the idea underpinning the *Schools of the Future* program was “to help each child achieve his or her potential so as to give them the best chance for the future in the rapidly changing world of the twenty-first century” (Caldwell and Hayward, 1998:37). Writing on the progress of the reforms to 1996, Spring (1997:2) listed three additional aims.

1. To restore public confidence in Government Education.
2. To add value to students’ lives.
3. To develop world’s best practice.
He comments (Spring, 1997:2) that:

The emphasis on the individual student and the overall success of the reform program is what differentiates the Victorian reforms from most other reform programs.

Within a central framework, schools were given control over curriculum, educational policies, and financial and human resources. The Victorian Auditor-General’s Office (1997:13) offers a succinct summary of the *Schools of the Future* program:

Under this program, responsibility, authority and accountability for educational outcomes have been devolved from the centralised control of the Department to a system of self-management at the local level. Each school has been provided with a high degree of freedom to focus its energies and creativity on achieving the school’s stated objectives which, in broad terms, are required to be complementary to those of the Government and the Department.

The reform objective(s) of *Schools of the Future* was facilitated through the development of nine linked strategies.

1. Self-management.
2. Leadership and Professional Development for teachers and principals.
3. Parent and Community Involvement.
5. Student performance, assessment and reporting to parents.
6. Literacy and programs for students with special needs.
7. Student Code of Conduct.
8. Technology and Classrooms of the Future.
A policy framework consisting of four key elements was developed to underpin the nine strategies. The policy framework is presented below.

**Figure A1** Policy frameworks of schools of the future

Drawing on Spring (1997), Victorian Auditor-General’s Office (1997) and Gurr (1999a), the four framework elements of the Schools of the Future program can be described as follows.

The **Curriculum Framework** “aims to assign curriculum outcomes to schools which are expected to be achieved by all students” (Victorian Auditor-General’s Office, 1997:2). It comprises two main elements.

- The Curriculum and Standards Framework (CSF), a curriculum framework that also involves an assessment and reporting mechanism for each of the eight key learning areas from Preparatory Year to Year 10.
• The Victorian Certificate of Education (VCE), a two-year program which defines curriculum and assessment requirements in subjects at Years 11 and 12.

Both are the responsibility of the Board of Studies, as is the third component of this framework, the development of and analysis of results from statewide assessment instruments; the Learning and Assessment Project (LAP) in Years 3 and 5, the Victorian Secondary Assessment Monitor (VSAM) in Years 7 and 9 (both now defunct), and the General Achievement Test (GAT) and Common Assessment Tasks (CATs) for VCE students.

The People Framework has five elements:
• local selection of staff;
• full staffing flexibility;
• performance management for principals and teachers;
• professional development; and
• new career structures.

The Resources Framework:
• allocates 90% of schools’ recurrent budget directly to schools;
• provides schools with the flexibility to allocate all resources in accordance with student learning needs; and
• funds schools in a clear and equitable way.

The Accountability Framework has three key elements:
• School Charter. A strategic agreement between the principal, the school council, and the Department of Education. Its key function is to outline the school’s statement of purpose and educational goals consistent with both departmental educational policies and local needs. The school charter defines the school’s priority tasks for improvement over a three-year period in terms of measurable outcomes.
• Annual Report. Provides the Department of Education and the local school community with information on both the progress made toward achieving the goals
and priorities specified in the school charter, and on a set of performance indicators common to all State government schools. The annual report also provides a basis for a triennial school review by establishing a record of a school’s performance over a three-year period.

- Triennial Review. Directed at facilitating agreement between a school and the Department of Education regarding the directions for improvement to be incorporated into the next school charter, the triennial review involves self-assessment by an internal panel of a school’s achievements using data contained in annual reports for the period, and validation of the school’s self-assessment through the use of an external reviewer engaged by the department.

It is worthy of note that not all aspects of the four elements have been fully implemented. For example, full staffing flexibility was not available to schools, an aspect noted by principals as a continuing source of frustration with the reforms (Cooperative Research Project, 1998). Overall, however, principals indicated that arrangements for administration of government schools in Victoria under *Schools of the Future* were much preferred to that which existed prior to the reforms (Cooperative Research Project, 1998).

Three levels of teacher exist within the Victorian Government system of education: Teacher Level 1; Leading Teacher 2; and Leading Teacher 3. CAMMs are frequently classified (along with other middle management positions such as year level coordinators) as promotion positions designated as Leading Teacher 2 within schools. Some schools may designate some CAMM positions as Leading Teacher 3, although this level of promotion is more commonly associated with individuals in senior roles such as Curriculum Coordinator. The actual number of Leading Teacher 2 and Leading Teacher 3 positions available within individual schools is determined by a funding formula linked to the school’s global budget, as well as decisions made at the individual school level.
According to the Department of Education Victoria (1996:19),

Leading teachers at Level 2 and Level 3 have a key role in the overall leadership and management of the school.

Teachers appointed to Leading Teacher 2 or Leading Teacher 3 positions are appointed for periods of up to five years. As part of on-going performance management, an initial induction period of twelve months exists where the teacher is expected to undertake professional development and demonstrate that they have the competencies required of their roles. At the conclusion of this induction period, teachers present for accreditation by their principal, possibly in conjunction with a panel convened by the principal. Accreditation for leading teachers:

... confirms that an individual possesses the teaching, leadership and management competencies required of high quality leading teachers. Accreditation enables leading teachers to demonstrate "job relevant" behaviours indicative of a set of competencies required of leading teachers. Accreditation is a key component in affirming high-quality teaching skills and is a critical link in leadership and management development.

Accreditation for leading teachers is determined through six competencies (Department of Education Victoria, 1996:20).

1. **Professional excellence**: Ability to demonstrate a high standard of teaching practice and excellence in curriculum development and to facilitate the achievement of similar standards in others.
2. **Educational leadership**: Ability to lead the school community effectively in the development, progress and achievement of clearly identified educational programs and objectives.
3. **Team facilitation**: Ability to build a highly effective professional team able to manage change, promote and acknowledge individual contributions and evaluate progress towards program outcomes.
4. **Interpersonal effectiveness**: Ability to interact positively with individuals and groups within the school and in other forums and demonstrate high-level communication skills.

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5. **Problem solving**: Ability to apply logical, objective methods to the analysis and resolution of problems in a variety of challenging circumstances.

6. **Program management**: Ability to apply appropriate techniques in the design and implementation of programs, particularly in curriculum, monitor progress and evaluate outcomes.

Following accreditation, leading teachers are involved in on-going performance review based on an agreed performance plan involving foci in the following areas (Department of Education Victoria, 1996:23).

- Curriculum leadership.
- Staff management and development.
- Student management.
- School improvement initiatives.
- School accountability responsibilities.
- Other.

Foci for the first three areas are selected from a number of possibilities, while foci for the final three areas are defined in terms of local school needs and context. For leading teachers who are in "substantive" positions (on-going positions for a fixed term, rather than twelve month "acting" positions), assessment on performance reviews will determine the attainment or otherwise of a "recognition incentive", a salary increase of up to an additional 10 percent of the teacher's appointment salary. Teachers in acting leading teacher positions are not eligible to access these payment incentives.

Because of the ability of individual schools to decide which positions within schools shall be "tagged" with a leading teacher label, it is possible for CAMMs in Victorian government secondary schools to receive a variety of time release and financial remuneration allowances for undertaking the duties associated with their role. Indeed, in one of the schools involved in the study there was no time release or financial remuneration associated with any of the CAMM positions in the school.
Also, in such situations, it is possible for such individuals to therefore “escape” the requirements associated with accreditation that go with having a substantive leading teacher position.

As Gurr (1999a:25) notes, the emphasis of school educational reform in Victoria in the latter years of the nineties was on consolidation of the elements of Schools of the Future whilst exploring new directions through the introduction in June 1997 of the Schools of the Third Millennium project (Gude, 1997; Pascoe and Pascoe, 1998). This project established three working parties - innovative use of multimedia, autonomous schools, and quality management processes - which were briefed to explore ways in which the State education system could be improved. A result of the autonomous schools working group was the tabling during April 1998 of the Education (Self-Governing Schools) Bill, which allowed the establishment of self-governing schools.

The Kennett Government saw the creation of self-governing schools as “creating opportunities for more diversity within the framework of a strong State system without threatening the strength of that overall system”, the initiative aiming to “give genuine autonomy and flexibility to those schools who wish to access those opportunities” (Department of Education, 1999a). The decision by a school to become self-governing allowed their school councils access to wider powers in areas such as the composition of the school council, the selection and employment of staff (including principal), and the deployment and composition of resources to better reflect local needs and the overall direction of the school. What did not change was the basic relationship of an individual school to the overall state system:

- it remained part of the government school system, and accountable for its operations;
- it continued to offer a free and secular education;
- it remained compelled to admit students within the school neighbourhood who express a desire to attend the school;
the curriculum it offered continued to be defined by the CSF and VCE as applicable;

- it continued to present its students for both the LAP and VSAM as applicable; and

- it continued to receive standard funding from the Department of Education through the school global budget, and remained accountable to the Minister for Education.

The decision to apply to become a self-governing school in the Victorian state system was made by the individual school council, following mandatory consultation between the council and the school community. If successful with its application, the school was bound by a document known as the “Education Services Agreement” (ESA), a legal document which formed the main mechanism of accountability of the school to the Department of Education, and its own school community. In addition to the basic points listed above (essentially the cornerstones of public education for schools in Victoria), the ESA:

- identified targets for improving the performance of students and the school as a whole;

- outlined the school’s educational direction; and

- contained a commitment by the Government for the provision of appropriate funding to enable the school to deliver the educational services it has promised (Education Victoria, 1999:10).

Schools that became self-governing were also able to elect to become a “specialist centre”, a self-governing school that focused on the provision of a specialist area of education in addition to what was normally expected as curriculum offerings of a state school, defined in terms of the CSF and VCE as applicable (Department of Education, 1999b:10). Specialist areas could be categorised as either “Curriculum Areas” (e.g., performing arts, visual arts, languages, technology, sport and health education, science), or “Approaches to Learning” (e.g., alternative school structures and associated teaching approaches and support systems, school and industry/business links and associated programs). In applying to become a specialist
centre, schools were expected to:

- outline a three-year plan to develop and/or extend a specialist area;
- indicate how partnerships with others outside the school would assist them to provide the specialist area; and
- demonstrate how the school would share its expertise with others.

In terms of the second point above, it is worthy of note that all Victorian state schools were able to form external business/community relationships under a framework set out by the Department of Education (Jones, 1998; Department of Education, 1999c).

At the time of this research, 51 schools across the state (21 secondary, 26 primary, 1 P-12, 3 special schools) had become self-governing (Department of Education, 1999d). Of these, 12 had successfully applied to become specialist centres from the start of the 2000 school year (Office of the Minister for Education, 1999). Of the six schools involved in the study, one was self-governing.
LETTER OF ATTESTATION

This letter of attestation is in relation to the inquiry audit of a Ph.D. thesis written by Peter W. White entitled The Leadership Role of Curriculum Area Middle Managers in Selected Victorian Government Secondary Schools.

The purpose of this audit is to review research products maintained by the thesis author to establish the accuracy of the records. Unlike a fiscal audit, which examines both process and product, this present inquiry audit explored the product of the research, the written documentation. In this instance the inquiry audit focuses on the content of the transcriptions for accuracy.

The following text was used as the main reference for carrying out the audit:

Building on Cronbach and Suppes' (1969) notion that disciplined inquiry is inquiry that is open to inspection and verification, Lincoln and Guba (1985:326) advocate that the role of the auditor is to make the inspection and verification on behalf of the reader and attest to having done so.

THE AUDIT PROCEDURE
The audit was broken into two parts: verification of the accuracy of transcripts against audio tapes; and accuracy of quotations in the thesis against transcripts.

PART 1: Verification of Accuracy of Transcripts against Audio Tapes
All transcripts and tapes were sighted and inspected. Transcripts and tapes were categorized and labeled into six case studies. These were checked for accuracy. All transcripts and tapes were identified and accounted for. Edited changes to the original transcripts returned by the interviewees were noted and checked. Names (codes) of the transcripts were checked against those used in the final thesis.
In total, four tapes of individual interviews were reviewed and compared to the transcription for accuracy.

Tape 1 (APC)
The first three pages of the transcript were compared to the tape recording. These were found to be a very accurate record of the interviewee responses. Questions posed by the researcher were clear and transcribed in full. Breaks in speech, including expressions such as 'um' and 'ah' were recorded in the transcript. Spot checks were carried out to the remainder of the transcript by fast-forwarding on three occasions. Fast forward was to page 5, page 7 and page 9. On each occasion when the tape was stopped for review the transcript was found to be very accurate.

Tape 2 (ECB)
The first three pages of the transcript were compared to the tape for accuracy. These were found to be very accurate. The tape was fast-forwarded for a spot check on three further occasions (page 6, page 8 and page 10). On each occasion when the tape was stopped for review the transcript was found to be very accurate.

Tape 3 (APC)
The first three pages of the transcript were compared to the tape recording for accuracy. This was found to be a very accurate record of the interviewee responses. Three spot checks were made of the remainder of the transcript by fast forwarding to page 5, page 6 and page 9. On each occasion the transcript represented a very accurate record of the interviewee responses.

Tape 4 (CCE)
The first three pages of a twelve-page transcript were compared to the tape recording of the interview for accuracy. The transcript was found to be very accurate. Three spot checks were made of the remainder of the tape. The tape was fast-forwarded to page 4, page 6 and page 7. On each occasion the transcript was an accurate record of the tape.
Summary
The transcripts were a very accurate transcription of the taped interviews.

PART 2 Accuracy of Quotations in Relation to Data Sources
The reviewer checked for accuracy of quotations used in the written thesis. Six quotations were chosen randomly from the body of the thesis and were checked against the original transcripts.

Specifically the auditor chose:

<table>
<thead>
<tr>
<th>Page in thesis</th>
<th>Participant</th>
<th>Page in transcript</th>
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<tr>
<td>134</td>
<td>CCC</td>
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<tr>
<td>138-139</td>
<td>MCF</td>
<td>1-2</td>
</tr>
<tr>
<td>156</td>
<td>MCE</td>
<td>7</td>
</tr>
<tr>
<td>173</td>
<td>PC</td>
<td>11-12</td>
</tr>
<tr>
<td>183</td>
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<tr>
<td>184-185</td>
<td>PB</td>
<td>13</td>
</tr>
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</table>

The above quotations within the text were checked with the original transcript and were found to be very accurate.

As a result of the audit I as auditor, testify that the transcripts and quotations that I have examined in relation to Peter White’s dissertation are true and accurate.

Lawrie Drysdale  B.Econ., B.Ed., M.Ed.
Senior Lecturer in Educational Administration for 10 years
Coordinator of Educational Administration programs,
Department of Education Policy and Management,
Faculty of Education, University of Melbourne.

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APPENDIX C

SUMMARY OF ANALYSIS OF THE SIMILARITY BETWEEN INTERVIEWS FOR PARTICIPANT GROUPS ON A SCHOOL BY SCHOOL BASIS
This Appendix consists of two types of tables. The first is a series of tables (Tables C1 to C3; C5 to C7; C9 to C11; C13 to C15; C17 to C19; C21) that summarises, for each school, the themes identified in comparisons of each of the three groups (SMT members, CAMMs, teachers), as applicable. Both common and non-common themes are listed, along with information relating to the number of participants in whose interviews the themes occurred, and the degree of agreement for each theme description between groups as applicable.

The second type is a series of tables (Tables C4; C8; C12; C16; C20; C22) that summarises the number of common and non-common themes for each comparison of groups made in the schools, as well as an indication of whether the descriptions of CAMM leadership obtained from each of the groups being compared is similar or dissimilar, based upon the criteria outlined in Chapter Three. A short summary relating to the overall level of similarity for the descriptions of CAMM leadership obtained from the different groups under comparison in each of the schools concludes the information presented for each school.

**School A**

<table>
<thead>
<tr>
<th>Theme</th>
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<tr>
<td><strong>Common (15):</strong></td>
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</tr>
<tr>
<td>Accountability</td>
<td>3 SMT members, 2 CAMMs</td>
<td>Moderate</td>
</tr>
<tr>
<td>Professional development</td>
<td>4 SMT members, 2 CAMMs</td>
<td>Moderate</td>
</tr>
<tr>
<td>Curriculum Direction: School</td>
<td>3 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
<td>4 SMT members, 2 CAMMs</td>
<td>Moderate</td>
</tr>
<tr>
<td>Administration</td>
<td>4 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Culture</td>
<td>4 SMT members, 2 CAMMs</td>
<td>Moderate</td>
</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>4 SMT members, 1 CAMM</td>
<td>High</td>
</tr>
<tr>
<td>Profile: Learning Area</td>
<td>4 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Support: Teachers</td>
<td>4 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Staff Management</td>
<td>4 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Student Management</td>
<td>1 SMT member, 2 CAMMs</td>
<td>Low</td>
</tr>
<tr>
<td>Representation</td>
<td>4 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Communication</td>
<td>3 SMT member, 2 CAMMs</td>
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<tr>
<td>Time Demands</td>
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</tr>
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<td>Characteristics</td>
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<td><strong>Non-common (4):</strong></td>
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<tr>
<td>Role Change</td>
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<td>Outside Learning Area Responsibility</td>
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</tr>
<tr>
<td>Vision</td>
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</tr>
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</table>

Table C1  Summary of senior management team and CAMM perceptions for School A

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Page 273
<table>
<thead>
<tr>
<th>Theme</th>
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<tr>
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<td>Accountability</td>
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<td>Professional development</td>
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<td>Curriculum Direction: School</td>
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<td>Curriculum Direction: Learning Area</td>
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<td>Moderate</td>
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<tr>
<td>Administration</td>
<td>4 SMT members, 3 teachers</td>
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<tr>
<td>Culture</td>
<td>4 SMT members, 3 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>4 SMT members, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Profile: Learning Area</td>
<td>4 SMT members, 2 teachers</td>
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<tr>
<td>Support: Teachers</td>
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<td>Staff Management</td>
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<tr>
<td>Student Management</td>
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</tr>
<tr>
<td>Representation</td>
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<td>High</td>
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<tr>
<td>Communication</td>
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<td>Time Demands</td>
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<td>Role Change</td>
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Table C2  Summary of senior management team and teacher perceptions for School A

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<td>Common (15):</td>
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<tr>
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<td>Professional development</td>
<td>2 CAMMs, 2 teachers</td>
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</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
<td>2 CAMMs, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Administration</td>
<td>2 CAMMs, 3 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Culture</td>
<td>2 CAMMs, 3 teachers</td>
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</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>2 CAMMs, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Profile: Learning Area</td>
<td>1 CAMMs, 2 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Support: Teachers</td>
<td>2 CAMMs, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Staff Management</td>
<td>2 CAMMs, 3 teachers</td>
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<tr>
<td>Student Management</td>
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<td>Representation</td>
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<td>Communication</td>
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<td>High</td>
</tr>
<tr>
<td>Time Demands</td>
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<td>Moderate</td>
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Table C3  Summary of CAMM and teacher perceptions for School A
Comparison | Common themes with agreement levels | Additional themes | Summary
---|---|---|---
SMT – CAMM | 15: 7 high, 7 moderate, 1 low | 3 SMT, 1 CAMM | SIMILAR
SMT – Teacher | 16: 8 high, 7 moderate, 1 low | 2 SMT, 0 Teacher | SIMILAR
CAMM – Teacher | 15: 8 high, 6 moderate, 1 low | 1 CAMM, 1 Teacher | SIMILAR

Table C4  Summary of comparisons between senior management team, CAMM and teacher perceptions for School A

Given the levels of agreement shown, as well as the number of common themes compared to additional themes, it can be concluded that, overall, the three groups of participants interviewed from this school show substantial similarity in their view of the role of CAMMs.

School B

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<tbody>
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<td>Common (14):</td>
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<td>Low</td>
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<tr>
<td>Pessimism</td>
<td>2 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
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<td>Accountability</td>
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<tr>
<td>Professional development</td>
<td>3 SMT members, 1 CAMM</td>
<td>Low</td>
</tr>
<tr>
<td>Curriculum Direction: School</td>
<td>3 SMT members, 2 CAMMs</td>
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</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
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<td>Low</td>
</tr>
<tr>
<td>Administration</td>
<td>3 SMT members, 2 CAMMs</td>
<td>Moderate</td>
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<tr>
<td>Culture</td>
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</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>3 SMT members, 2 CAMMs</td>
<td>Low</td>
</tr>
<tr>
<td>Profile: Learning Area</td>
<td>2 SMT members, 1 CAMM</td>
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<td>Time Demands</td>
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Table C5  Summary of senior management team and CAMM perceptions for School B

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Page 275
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<td>Culture</td>
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</tr>
<tr>
<td>Classroom Teaching and Learning</td>
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<td>Low</td>
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<td>Support: Teachers</td>
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<td>Low</td>
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<tr>
<td>Communication</td>
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Table C6  Summary of senior management team and teacher perceptions for School B

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<tr>
<td>Culture</td>
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<td>Moderate</td>
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<td>Classroom Teaching and Learning</td>
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<td>Support: Teachers</td>
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<td>Moderate</td>
</tr>
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<td>Staff Management</td>
<td>2 CAMMs, 2 teachers</td>
<td>Moderate</td>
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<td>Representation</td>
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<td>Professional development</td>
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Table C7  Summary of CAMM and teacher perceptions for School B

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### School C

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<tr>
<td>Administration</td>
<td>3 SMT members, 2 CAMMs</td>
<td>High</td>
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<tr>
<td>Culture</td>
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<td>Classroom Teaching and Learning</td>
<td>2 SMT members, 2 CAMM</td>
<td>Moderate</td>
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<tr>
<td>Support: Teachers</td>
<td>2 SMT members, 2 CAMMs</td>
<td>High</td>
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<td>Staff Management</td>
<td>3 SMT members, 2 CAMMs</td>
<td>Moderate</td>
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<tr>
<td>Student Management</td>
<td>3 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Representation</td>
<td>3 SMT members, 1 CAMM</td>
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</tr>
<tr>
<td>Communication</td>
<td>3 SMT members, 1 CAMM</td>
<td>Moderate</td>
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<tr>
<td>Time Demands</td>
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<td>Low</td>
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<td>Profile: School</td>
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<td>Profile: Learning Area</td>
<td>2 CAMMs</td>
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<td>Vision</td>
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<th>Additional themes</th>
<th>Summary</th>
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<td>SMT – CAMM</td>
<td>14: 4 high, 5 moderate, 5 low</td>
<td>2 SMT, 2 CAMM</td>
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<tr>
<td>SMT – Teacher</td>
<td>10: 3 high, 2 moderate, 4 low</td>
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<tr>
<td>CAMM – Teacher</td>
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<td>6 CAMM, 0 Teacher</td>
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Table C8 Summary of comparisons between senior management team, CAMM and teacher perceptions for School B

Given the levels of agreement shown, as well as the number of common themes compared to additional themes, it can be concluded that, overall, the three groups of participants interviewed from this school show similarity in their view of the role of CAMMs.

Table C9 Summary of senior management team and CAMM perceptions for School C
### Table C10  Summary of senior management team and teacher perceptions for School C

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<td>1 SMT members, 1 teacher</td>
<td>Low</td>
</tr>
<tr>
<td>Accountability</td>
<td>3 SMT members, 2 teachers</td>
<td>Low</td>
</tr>
<tr>
<td>Professional development</td>
<td>2 SMT members, 2 teachers</td>
<td>High</td>
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<tr>
<td>Curriculum Direction: Learning Area</td>
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<td>Administration</td>
<td>3 SMT members, 3 teachers</td>
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</tr>
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<td>Culture</td>
<td>3 SMT members, 5 teachers</td>
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<td>Classroom Teaching and Learning</td>
<td>2 SMT members, 4 teachers</td>
<td>High</td>
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<td>Support: Teachers</td>
<td>2 SMT members, 5 teachers</td>
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<tr>
<td>Student Management</td>
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<td>Representation</td>
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<td>Moderate</td>
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<td>Time Demands</td>
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### Table C11  Summary of CAMM and teacher perceptions for School C

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<tr>
<td>Culture</td>
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<tr>
<td>Classroom Teaching and Learning</td>
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<td>Support: Teachers</td>
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</tbody>
</table>

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Page 278
Comparison | Common themes with agreement levels | Additional themes | Summary
---|---|---|---
SMT – CAMM | 13: 6 high, 3 moderate, 4 low | 4 SMT, 1 CAMM | SIMILAR
SMT – Teacher | 14: 7 high, 4 moderate, 3 low | 3 SMT, 0 Teacher | SIMILAR
CAMM – Teacher | 13: 7 high, 4 moderate, 2 low | 1 CAMM, 1 Teacher | SIMILAR

Table C12 Summary of comparisons between senior management team, CAMM and teacher perceptions for School C

Given the levels of agreement shown, as well as the number of common themes compared to additional themes, it can be concluded that the three groups of participants interviewed from this school show substantial similarity in their view of the role of CAMMs.

School D

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<td>Professional development</td>
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<tr>
<td>Curriculum Direction: Learning Area</td>
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<td>Moderate</td>
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<td>Administration</td>
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<td>Culture</td>
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<td>Classroom Teaching and Learning</td>
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</tr>
<tr>
<td>Communication</td>
<td>2 SMT members</td>
<td>N/A</td>
</tr>
<tr>
<td>Time Demands</td>
<td>2 SMT members</td>
<td>N/A</td>
</tr>
<tr>
<td>Vision</td>
<td>1 SMT member</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Table C13 Summary of senior management team and CAMM perceptions for School D

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### Table C14  Summary of senior management team and teacher perceptions for School D

<table>
<thead>
<tr>
<th>Theme</th>
<th>Identified by:</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common (10):</strong></td>
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<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>2 SMT members, 1 teacher</td>
<td>Low</td>
</tr>
<tr>
<td>Professional development</td>
<td>2 SMT members, 1 teacher</td>
<td>Low</td>
</tr>
<tr>
<td>Curriculum Direction: School</td>
<td>2 SMT members, 1 teacher</td>
<td>Moderate</td>
</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
<td>2 SMT members, 1 teacher</td>
<td>Moderate</td>
</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>2 SMT members, 1 teacher</td>
<td>Moderate</td>
</tr>
<tr>
<td>Support: Teachers</td>
<td>1 SMT member, 1 teacher</td>
<td>High</td>
</tr>
<tr>
<td>Representation</td>
<td>2 SMT members, 1 teacher</td>
<td>High</td>
</tr>
<tr>
<td>Communication</td>
<td>2 SMT members, 1 teacher</td>
<td>Moderate</td>
</tr>
<tr>
<td>Time Demands</td>
<td>2 SMT members, 1 teacher</td>
<td>Moderate</td>
</tr>
<tr>
<td>Characteristics</td>
<td>2 SMT members; 6 characteristics, 1 teacher; 4 characteristics</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Non-common (6):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pessimism</td>
<td>1 SMT member</td>
<td>N/A</td>
</tr>
<tr>
<td>Administration</td>
<td>2 SMT members</td>
<td>N/A</td>
</tr>
<tr>
<td>Culture</td>
<td>2 SMT members</td>
<td>N/A</td>
</tr>
<tr>
<td>Profile: Learning Area</td>
<td>1 SMT member</td>
<td>N/A</td>
</tr>
<tr>
<td>Staff Management</td>
<td>1 SMT member</td>
<td>N/A</td>
</tr>
<tr>
<td>Vision</td>
<td>1 SMT member</td>
<td>N/A</td>
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</table>

### Table C15  Summary of CAMM and teacher perceptions for School D

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<th>Agreement</th>
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<td><strong>Common (6):</strong></td>
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<td>Accountability</td>
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</tr>
<tr>
<td>Professional development</td>
<td>1 CAMM, 1 teacher</td>
<td>Moderate</td>
</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
<td>1 CAMM, 1 teacher</td>
<td>High</td>
</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>1 CAMM, 1 teacher</td>
<td>High</td>
</tr>
<tr>
<td>Support: Teachers</td>
<td>1 CAMM, teacher</td>
<td>High</td>
</tr>
<tr>
<td>Characteristics</td>
<td>1 CAMM; 6 characteristics, 1 teacher; 4 characteristics</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Non-common (7):</strong></td>
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<td>Curriculum Direction: School</td>
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<td>N/A</td>
</tr>
<tr>
<td>Administration</td>
<td>1 CAMM</td>
<td>N/A</td>
</tr>
<tr>
<td>Culture</td>
<td>1 CAMM</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Management</td>
<td>1 CAMM</td>
<td>N/A</td>
</tr>
<tr>
<td>Representation</td>
<td>1 Teacher</td>
<td>N/A</td>
</tr>
<tr>
<td>Communication</td>
<td>1 Teacher</td>
<td>N/A</td>
</tr>
<tr>
<td>Time Demands</td>
<td>1 Teacher</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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Comparison | Common themes with agreement levels | Additional themes | Summary
---|---|---|---
SMT – CAMM | 8: 2 high, 4 moderate, 2 low | 8 SMT, 1 CAMM | DISSIMILAR
SMT – Teacher | 10: 2 high, 6 moderate, 2 low | 6 SMT | SIMILAR
CAMM – Teacher | 6: 3 high, 3 moderate | 3 CAMM, 4 Teacher | DISSIMILAR

Table C16 Summary of comparisons between senior management team, CAMM and teacher perceptions for School D

Clearly there are some differences in the descriptions of the role of CAMMs as described by the three groups. As noted in Chapter Three however, this comparison suffers from a lack of CAMM and, in particular, teacher participants,

### School E

<table>
<thead>
<tr>
<th>Theme</th>
<th>Identified by:</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common (14): Accountability</td>
<td>2 SMT members, 2 CAMMs</td>
<td>Moderate</td>
</tr>
<tr>
<td>Professional development</td>
<td>2 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
<td>3 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Administration</td>
<td>2 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Culture</td>
<td>3 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>1 SMT members, 1 CAMM</td>
<td>Low</td>
</tr>
<tr>
<td>Profile: Learning Area</td>
<td>2 SMT members, 1 CAMM</td>
<td>High</td>
</tr>
<tr>
<td>Support: Teachers</td>
<td>1 SMT members, 2 CAMMs</td>
<td>Low</td>
</tr>
<tr>
<td>Representation</td>
<td>3 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Communication</td>
<td>2 SMT members, 1 CAMM</td>
<td>Moderate</td>
</tr>
<tr>
<td>Time Demands</td>
<td>2 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Vision</td>
<td>2 SMT members, 1 CAMM</td>
<td>Low</td>
</tr>
<tr>
<td>Role Change Characteristics</td>
<td>1 SMT members, 2 CAMMs</td>
<td>High</td>
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<tr>
<td>Characteristics</td>
<td>3 SMT members; 11 characteristics, 2 CAMMs; 4 characteristics</td>
<td>Moderate</td>
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<td>Non-common (4): Pessimism</td>
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<td>Curriculum Direction: School</td>
<td>3 SMT members</td>
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<tr>
<td>Staff Management</td>
<td>2 CAMMs</td>
<td>N/A</td>
</tr>
<tr>
<td>Outside Learning Area Responsibility</td>
<td>1 CAMM</td>
<td>N/A</td>
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Table C17 Summary of senior management team and CAMM perceptions for School E
### Table C18  Summary of senior management team and teacher perceptions for School E

<table>
<thead>
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<th>Theme</th>
<th>Identified by:</th>
<th>Agreement</th>
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</thead>
<tbody>
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<td><strong>Common (15):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>2 SMT members, 2 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Professional development</td>
<td>2 SMT members, 1 teacher</td>
<td>Moderate</td>
</tr>
<tr>
<td>Curriculum Direction: School</td>
<td>3 SMT members, 2 teachers</td>
<td>Low</td>
</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
<td>3 SMT members, 5 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Administration</td>
<td>2 SMT members, 5 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Culture</td>
<td>3 SMT members, 4 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>1 SMT members, 3 teachers</td>
<td>Low</td>
</tr>
<tr>
<td>Profile: Learning Area</td>
<td>2 SMT members, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Support: Teachers</td>
<td>1 SMT members, 4 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Representation</td>
<td>3 SMT members, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Communication</td>
<td>2 SMT members, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Time Demands</td>
<td>2 SMT members, 2 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Role Change</td>
<td>1 SMT members, 4 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Vision</td>
<td>2 SMT members, 1 teacher</td>
<td>Low</td>
</tr>
<tr>
<td>Characteristics</td>
<td>3 SMT members; 11 characteristics, 5 teachers; 13 characteristics</td>
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</tr>
<tr>
<td><strong>Non-common (2):</strong></td>
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<td></td>
</tr>
<tr>
<td>Pessimism</td>
<td>1 SMT member</td>
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</tr>
<tr>
<td>Staff Management</td>
<td>4 Teachers</td>
<td>N/A</td>
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### Table C19  Summary of CAMM and teacher perceptions for School E

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<td><strong>Common (15):</strong></td>
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<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>2 CAMMs, 2 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Professional development</td>
<td>2 CAMMs, 1 teacher</td>
<td>Moderate</td>
</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
<td>2 CAMMs, 5 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Administration</td>
<td>2 CAMMs, 5 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Culture</td>
<td>2 CAMMs, 4 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>1 CAMM, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Profile: Learning Area</td>
<td>1 CAMM, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Support: Teachers</td>
<td>2 CAMMs, 4 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Staff Management</td>
<td>2 CAMMs, 3 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Representation</td>
<td>1 CAMM, 3 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Communication</td>
<td>2 CAMMs, 2 teachers</td>
<td>Moderate</td>
</tr>
<tr>
<td>Time Demands</td>
<td>2 CAMMs, 4 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Role Change</td>
<td>1 CAMM, 1 teacher</td>
<td>Low</td>
</tr>
<tr>
<td>Vision</td>
<td>2 CAMMs, 4 teachers</td>
<td>High</td>
</tr>
<tr>
<td>Characteristics</td>
<td>2 CAMMs, 4 characteristics, 5 teachers, 13 characteristics</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Non-common (2):</strong></td>
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<td>Outside Learning Area Responsibility</td>
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</table>

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Given the levels of agreement shown, as well as the number of common themes compared to additional themes, it can be concluded that the three groups of participants interviewed from this school show substantial similarity in their view of the role of CAMMs.

**Table C20** Summary of comparisons between senior management team, CAMM and teacher perceptions for School E

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Common themes with agreement levels</th>
<th>Additional themes</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMT – CAMM</td>
<td>14: 8 high, 3 moderate, 3 low</td>
<td>2 SMT, 2 CAMM</td>
<td>SIMILAR</td>
</tr>
<tr>
<td>SMT – Teacher</td>
<td>15: 6 high, 5 moderate, 4 low</td>
<td>1 SMT, 1 Teacher</td>
<td>SIMILAR</td>
</tr>
<tr>
<td>CAMM – Teacher</td>
<td>15: 8 high, 6 moderate, 1 low</td>
<td>1 CAMM, 1 Teacher</td>
<td>SIMILAR</td>
</tr>
</tbody>
</table>

Given the levels of agreement shown, as well as the number of common themes compared to additional themes, it can be concluded that the three groups of participants interviewed from this school show substantial similarity in their view of the role of CAMMs.

**Table C21** Summary of senior management team and CAMM perceptions for School E

<table>
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<tr>
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<th>Agreement</th>
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<tr>
<td><strong>Common (14):</strong></td>
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<tr>
<td>Accountability</td>
<td>2 SMT members, 2 CAMMs</td>
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<tr>
<td>Professional development</td>
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<tr>
<td>Curriculum Direction: School</td>
<td>3 SMT members, 1 CAMM</td>
<td>Moderate</td>
</tr>
<tr>
<td>Curriculum Direction: Learning Area</td>
<td>3 SMT members, 2 CAMMs</td>
<td>Moderate</td>
</tr>
<tr>
<td>Administration</td>
<td>3 SMT members, 1 CAMMs</td>
<td>Moderate</td>
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<tr>
<td>Culture</td>
<td>2 SMT members, 1 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Classroom Teaching and Learning</td>
<td>3 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Support: Teachers</td>
<td>2 SMT members, 2 CAMMs</td>
<td>Moderate</td>
</tr>
<tr>
<td>Staff Management</td>
<td>3 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Student Management</td>
<td>1 SMT members, 1 CAMMs</td>
<td>Low</td>
</tr>
<tr>
<td>Representation</td>
<td>2 SMT members, 2 CAMMs</td>
<td>High</td>
</tr>
<tr>
<td>Communication</td>
<td>1 SMT members, 1 CAMM</td>
<td>High</td>
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<tr>
<td>Time Demands</td>
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</tr>
<tr>
<td>Characteristics</td>
<td>3 SMT members; 11 characteristics, 2 CAMMs; 5 characteristics</td>
<td>Moderate</td>
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<tr>
<td><strong>Non-common (2):</strong></td>
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<td>Role Change</td>
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**Table C22** Summary of comparisons between senior management team and CAMM perceptions for School F

<table>
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<th>Additional themes</th>
<th>Summary</th>
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</thead>
<tbody>
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<td>SMT – CAMM</td>
<td>14: 6 high, 6 moderate, 2 low</td>
<td>2: 1 SMT, 1 CAMM</td>
<td>SIMILAR</td>
</tr>
</tbody>
</table>

Given the level of agreement shown, as well as the number of common themes compared to additional themes, it can be concluded that the two groups of participants interviewed from this school show substantial similarity in their view of the role of CAMMs.
Author/s: White, Peter

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