Continuity of practice in two international schools: Taking a distributed perspective of leadership

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I declare that '*Continuity of practice in two international schools: Taking a distributed perspective of leadership'* is my own work, except where indicated, and that it has not been submitted before for any degree or examination at any university. Each significant contribution to, and quotation in this dissertation from the work or works of other people, has been attributed, and has been cited and referenced.

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Abstract

This study investigates the effect of transiency on leadership practices in two international schools experiencing different rates of student and faculty turnover. Specifically it looks at different ways in which continuity of practice is achieved in the leadership area of regulation of student behaviour.

The study draws upon the literature related to distributed leadership in particular the work of Spillane and models his approach of taking a distributed perspective of leadership. This is used as a lens to examine the ways in which leadership becomes embedded in the everyday practices of the school.

Using data generated from document analysis, observations, interviews and artefacts, a comparison is made between School A (experiencing relatively high rates of student and faculty turnover) and School B (which has a much more stable student and teaching population). The study focusses on the role of 'institutional memory' in processes of continuity and investigates whether or not schools with transient populations do things differently.

Data is analysed in three categories: Values and Purposes, Arrangements and Tools, and Routines. Activities that contribute to processes of consistency and continuity in the schools are identified. The discussion draws conclusions regarding the effects of transiency on practice and the significance of context when considering leadership decision-making processes.

In general, the study found that in School A, continuity of practice was achieved through the materialisation and routinisation of processes and systems, and relied on the communication of expectations to all stakeholders and the distribution or embedding of practice at multiple levels. In School B, continuity of practice was achieved through the institutional memory of the people in the school and relied on longevity of staff and a strong, longstanding commitment to the school community on the part of the faculty.

Finally, the implications of the findings for future research are presented.

Chapter I – Introduction

Leading change in schools has been the focus of much scholarly attention in recent years (DuFour & Eaker 1998; Fullan 2002; Lingard et al. 2003; Supovitz et al. 2010). What school leaders do and how they do it makes a difference in schools and schooling. Much of the literature focuses on effecting the change itself, whereas, this study focuses on how that changed practice is sustained. It seeks to identify ways in which change (once implemented) is perpetuated and becomes part of school culture, i.e. how is continuity of practice achieved? Different schools have different ways of distributing and embedding leadership in practice. This study examines ways in which schools manage to achieve continuity of practice in school populations with different rates of transiency: specifically how practice is perpetuated when the change leaders (and followers) are themselves, frequently changing.

The aim of this study therefore is to investigate how practice may differ in two international schools experiencing different levels of student, teacher and administrator turnover. Transiency clearly presents a particular set of challenges for international schools as far as consistency and continuity of practice are concerned. By taking a distributed perspective on leadership, it is possible to investigate ways in which practice is sustained in these two differing international school communities.

The notion of distributed leadership is one that has been the subject of much recent research, in particular with relation to schools functioning as professional learning communities (see Bolam et al. 2005, Fullan 2000, Gronn 2002, Hord 1997, Harris 2002, Morrisey 2000, Spillane 2005a & 2005b, Timperley 2005, Stoll et al. 2006a & 2006b). This study examines in detail ways in which leadership is distributed not only across persons with designated or non-designated roles of responsibility, but also across routines, tools and processes that become part of the everyday functioning of the school (Spillane 2001, 2005a). Investigating how leadership practice is embedded in day-to-day teacher tasks will offer a more detailed insight into leadership practice in general and will exemplify how leadership practices can influence processes of consistency and continuity.

I use the term ‘continuity’ to refer to enduring consistent practice. This being so, consistency becomes a precondition for continuity. Before looking at how a school works towards achieving continuity in elements of school culture (such as the regulation of student behaviour), first one must look at how the school achieves consistency in this area. If one is able to identify a common culture within a school, then some level of consistency of practice must be evident. This study does not seek to assess whether or not practice at two designated points in time was identical, but rather looks at the processes involved with

communicating, embedding and perpetuating practice in the day-to-day functioning of the school so that enduring consistent practice can be achieved.

I wish to clarify here that by 'enduring consistent practice' I am not suggesting that practice in schools should remain fixed and stagnant year after year. I am well aware of the transformative nature of education, and as part of on-going school improvement one expects that practice in schools would develop and change over time. What is relevant to this study is how school leadership practice shapes the ways in which school culture is established and embedded, and how continuous consistency of practice is achieved, whatever that practice might be.

In summary, this study first seeks to identify and describe *how* leadership in two international schools is distributed in the area of regulation of student behaviour, and secondly, to examine differences in *how* continuity of practice is achieved in an international school with transient teaching and student body compared to one with a more stable population. It takes the form of a double comparative case study and focuses on differences in leadership practice in the areas of Values and Purposes, Arrangements and Tools, and Routines that have become part of school culture in these two international schools.

Research Questions

- How is leadership distributed in the area of regulation of student[1] behaviour in two international schools?
- How do these practices contribute to continuity in two international schools with different rates of faculty and student transiency?

Rationale

In order to identify ways in which school leaders achieve continuity of practice in the face of differing rates of transiency, I draw particularly on the literature of Spillane (2005a, 2005b). His work on distributed leadership offers a tool of analysis which permits a rich understanding of how leadership is stretched across elements of the situation, and how it becomes embedded in the day-to-day practices of the school.

The concept of distributed leadership attracts a range of meanings and is associated with a variety of practices (Bennet et al. 2003), to which I will return for a more thorough discussion in the literature review. For this study, however, I draw on Spillane's theory of taking a distributed perspective of leadership (see Spillane 2005a, 2005b). Since a key feature of Spillane's distributed framework is looking

[1] Note that for the purposes of this study I use the terms 'student' and 'learner' interchangeably to refer to school aged children enrolled in full-time education.

at how leaders and followers interact with elements of the situation, I am specifically looking at arrangements, tools and routines that may exist in two international schools - School A and School B. Given the complexity of leadership activities occurring in schools, it was necessary to select a specific dimension of leadership in which to focus my research. For this reason, I chose an area of leadership practice which is central to all others: the regulation of student behaviour.

The regulation of student behaviour is directly linked to school culture. How teachers and school administrators deal with student behaviour, the expectations they have in the classroom and how students are held to these expectations exemplifies the general ethos and philosophy of a school. As such, these send messages to students about what is valued and important. Once a school culture is established, and expectations for student behaviour are embedded into practice, school culture can be perpetuated. Analysing the arrangements, tools and routines that relate to the regulation of student behaviour will give rise to explanations as to how consistency and continuity of practice are achieved in these two differing international schools.

Context: International Schools

The concept of what constitutes international education is open to interpretation and there is no simple definition. An emerging body of literature exists on this relatively new field of study and I draw upon the work of Hayden to provide a general idea of what constitutes an international school, in order to provide a context for this study. In her book *Introduction to International Education: International Schools and their Communities*, Hayden explains that international schools have materialised as a response to increasing global mobility and discusses various scholars' attempts to categorise or define characteristics (aside from having the term in the school name) that would render a school as being 'international' rather than 'national' (see Hayden 2006). Terwilliger (cited in Hayden 2006) offers four main prerequisites for a school to be classified as 'international':

- *'enrolment of a significant number of students who are not citizens of the country in which the school is located;*
- *a Board of Directors which should 'ideally' be made up of foreigners and nationals in roughly the same proportions as the student body being served;*
- *a staffing policy whereby teachers are appointed who themselves experienced a period of cultural adaptation [and will thus] be better able to counsel those new students who have difficulty adjusting to the social and cultural atmosphere of their new school; and*
- *curriculum which should be a 'distillation' of the best content and the most effective instructional practices of each of the national systems' to allow maximum flexibility in transferring either amongst international schools or back into the home education system.'*

(Terwilliger 1972 cited in Hayden 2006:16)

Based on the idea of increased global mobility and the above characteristics, it is apparent that the issue of movement and transfer between national and international schools or from one international school to another is a key feature. Transiency in this sector of education is clearly a major factor which will undeniably have repercussions on practice.

Contribution to the Field

My research will contribute to the understanding of school leadership practices by identifying how leadership is distributed across the task of regulation of student behaviour in these two different schools. It will also show how the distribution of leadership over arrangements, tools and routines, works toward continuity of practice in two international schools experiencing different rates of transiency. In turn, this will contribute to understanding the processes behind the practice of embedding change.

Structure of the Study

Following the Introduction to this study, Chapter II offers a brief review of the literature related to the regulation of student behaviour and discusses in more detail the normative and non-normative understandings of distributed leadership. It goes on to explain the conceptual framework for the study, and grounds this in the theory of distributed cognition. Chapter III describes the design of the study, provides the rationale for selecting the schools and includes general descriptions of each school and the kind of data to be generated. It further outlines the analytic framework and the approach to analysis. Issues of validity and ethics are considered towards the end of Chapter III. In Chapter IV, descriptions and analyses of practice are provided for both schools, with the focus on how leadership in the area of regulation of student behaviour has become embedded (through values, arrangements, tools and routines) in the culture of the school. Finally, Chapter V discusses the similarities and differences in practice observed in School A and School B, and conclusions are drawn regarding the implications of these findings for future research.

Chapter II – Literature Review and Conceptual Framework

The problematic of this study is focused on the ways in which school leaders address issues of transiency when working toward continuity of practice. This study intends to make visible processes of continuity in the area of regulation of student behaviour by taking a distributed perspective on leadership. I therefore reviewed two different bodies of literature. Chapter II first offers a brief review of the literature related to the regulation of student behaviour specifically and looks at the ways in which schools work toward producing the desired type of learner when establishing school culture. It then moves to a more thorough discussion of the literature that focuses on school leadership in general, with particular reference to distributed leadership and its normative and non-normative associations. The research is then positioned in the context of distributed cognition theory and finally, the conceptual framework for the study is explained.

Regulation of Student Behaviour and School Culture

Student behaviour in the classroom clearly has a direct impact on the quality of the learning environment and is something that all schools look to regulate or control in some way. Anti-social behaviour in schools and the long term effects of discipline problems remain a concern and schools continue to focus their efforts towards interventions and behaviour regulatory systems with a view towards school improvement. Luiselli et al.'s case study of an urban Elementary School in the mid-west USA found a correlation between decreased disciplinary problems and increased academic performance following the introduction of a school-wide 'Positive Behaviour Support' program (Luiselli et al. 2005). The dual role of teachers in terms of their regulatory and instructional responsibilities to students is widely understood, however, some scholars (see Bernstein 1996 and Jacklin 2013) recognise the fact that whilst these roles may seem inextricably linked, it is possible to separate them for analytical purposes. For this study, I focus primarily on the regulatory role of education whilst acknowledging that curricula and instructional decisions can also affect student identity, motivation and behaviour.

Most schools and educational establishments publish rules or expectations with regard to student behaviour. Gottfredson & Gottfedson's macro study of 848 schools in the USA in the late 1990s found that the typical American school has many rules about dangerous behaviours and the resulting disciplinary consequences, and uses many different kinds of activities to prevent or reduce problem behaviours or promote a safe and orderly environment (Gottfredson & Gottfredson 2001). The study also revealed that Middle Schools (grades 6-8) generally report more prevention activity than do Elementary or High Schools. Regulating student behaviour and shaping the learner into a particular kind of citizen is a widely accepted function of schools and schooling.

The Imagined Learner

In her unpublished paper 'The Subject of Schooling in the Logic of Policy', Jacklin writes of her concept of the 'Imagined learner' and argues that the subject of schooling is derived from a broader social imaginary that underpins the projects of the state (Jacklin 2013:1). Borrowing from Jacklin, Silbert's doctoral paper 'The Imagined Learner in Neoliberal Times' explores how this envisaged subject of schooling forms the central idea for educational policy discourses that filters all the way down to the classroom level and affects the way in which students are positioned (and subsequently how they perform) in the educational context (Silbert 2012). My own experience in education also affirms the idea that generally schools have an 'ideal learner' in mind that influences decision-making processes. Often the characteristics of a school's 'ideal' or 'imagined' learner are clearly identified. The International Baccalaureate Organisation (IBO) World Schools for example, widely publicise the 'Learner Profile' that outlines the kind of student they are looking to shape (IBO 2013). Other school systems publicly state the expected learning results that focus teaching and learning goals towards a specified set of *values* rather than curriculum objectives, standards or benchmarks. Uniforms, school mottos, logos and the equivalent can also indicate the kind of learner anticipated at the school.

Teaching students to 'Aim High' and 'Seize the Day', or training them to become 'reflective thinkers' or 'involved citizens' requires more than an effective delivery of curriculum. Thus, how schools look to shape their learners and what range of behaviours are encouraged, promoted and accepted, tends to be a topic to which school leaders dedicate much time and thought. Likewise, what constitutes unacceptable behaviour in school (which may vary considerably from one school to the next) is usually identified and communicated to students in some way (either through formal or informal processes). In my experience, most schools have some kind of framework that works towards regulating student behaviour and deals with transgressions when student behaviours fall outside of what is considered to be acceptable. I would argue that shaping their 'ideal learner' tends to be something that most schools consider purposefully. How leadership in this area gets distributed through arrangements, tools and routines is the focus of this study.

Distributed Leadership

> *'The evidence from the international research base is unequivocal – effective leaders exercise indirect but powerful influence on the effectiveness of the school and on the achievement of students.'* (Harris 2002:3)

The significance of the role of school leaders in school improvement processes is well documented (DuFour & Eaker 1998; Fullan 2000; Heck & Hallinger 2009; Lingard et al. 2003; Supovitz et al. 2010). The majority of earlier studies are primarily concerned with the leadership capabilities of one person –

usually the 'Head of School' or the 'Principal'. However, as Fullan argues, ' the dominant model of leadership […]has been shown to be severely limited in generating and sustaining school and classroom level change' (Fullan 2001 cited in Harris 2002:2). Indeed, Hallinger & Heck suggest that it is 'foolish to think that only principals provide leadership for school improvement' (Hallinger & Heck 1999:186 cited in Harris 2002:2). Clearly, principals cannot do it alone.

Over the last two decades, there has been a shift away from the 'heroic leader' paradigm and 'big man' theories towards a more flattened leadership model (Lakomski 2002:1). The term 'distributed leadership' could be seen to be simply stating the obvious. The fact that leadership by its very definition requires some form of followership suggests that all leadership must be distributed in that it exerts some kind of influence over its followers. Leadership, however, can be distributed in different ways. 'Distributed' or 'dispersed' leadership has come to mean different things to different people, but for the most part, is associated with the notion of 'shared' responsibility and accountability for multiple actors within the school situation. Certainly, in much of the literature related to school improvement through the development of professional learning communities, the notion of 'shared' or 'distributed' leadership is a common theme (Hord 1997; Reichstetter, 2006; Stoll et al. 2006a, 2006b).

The primary understanding of distributed leadership, therefore, is this shift from the solo or stand-alone leader, to a less hierarchical model in which leadership opportunities and responsibilities are distributed amongst formal and informal leaders. I use the term 'leaders' here to describe those people within an organisation who are able to exert their influence on others, whether or not they are in a formally designated role of responsibility.

In their study of distributed leadership and growth in achievement in mathematics, Hallinger & Heck use the term to refer to 'forms of collaboration practiced by the principal, teachers and members of the school's improvement team in leading the school's development' (Hallinger & Heck 2009:662). Likewise, Jappinen & Sarja describe distributed pedagogical leadership as educational practices that are 'collaboratively lead in jointly agreed ways' and list the stakeholders to include principals, administrative officers, teachers, assistants, student services, other support personnel, partners, students and parents (Jappinen & Sarja 2012:65). Harris (2002) describes distributed leadership as a form of 'collective leadership' which encompasses 'multiple sources of guidance and direction, following the contours of expertise in an organisation, made coherent through a common culture' (Harris 2002:3). A common strand within this normative view of distributed leadership is the idea of empowering others to lead (DuFour & Eaker 1998; DuFour & DuFour 2006) and developing capacity in others to enable sustainable change (Harris 2002; Fullan 2006 cited in Hallinger & Heck 2009:660).

Gronn (2002) acknowledges that the concept of distributed leadership is not simply a binary of focused versus distributed forms but rather a continuum along which a variety of patterns exist (Gronn 2002:424). He goes on to provide a taxonomy of distributed leadership forms based on the principles of concertive action and conjoint agency (Gronn 2002). Nevertheless, for Gronn, as for many others, the concept of distributed leadership is still one related to leadership that is shared across human capital: one of capacity building amongst leaders and followers within the organisation and focussing on which leaders are in place on which occasions and for what purpose.

A Distributed Perspective of Leadership

Lakomski (2002) recognises that a more theoretically sophisticated approach to distributed leadership is found in the work of James Spillane, in that it seeks to capture the everyday routine ways of organisational functioning by emphasising aspects of material, social and spatial distribution of leadership practices and processes (Lakomski 2002:1). Hallinger & Heck (2009) also identify the need for more research that examines the practice of leadership and investigates the *how* as well as the *what* involved with leadership processes.

Spillane's distributed perspective on leadership has a more specific focus on leadership practice and centres upon the actions and interactions between leaders, followers and the situation. He argues that 'while school leaders are important, they are only one of the elements that contribute to defining leadership practice. Interactions are the key to unlocking leadership practice.' (Spillane & Orlina 2005: 174).

Spillane (2005a) recognises that leaders not only interact with other leaders and followers but also with aspects of the situation including organisational routines and tools. This notion of 'leader-plus' is borrowed from concepts of the 'person plus surround' or 'person-plus' view outlined in theories of distributed intelligence (Pea 1993) or distributed cognition (Perkins 1993). Spillane comments that 'The additive models to which the leader-plus aspect lends itself are insufficient in that they fail to notice and investigate the interactions among leaders, followers **and their situation**' (Spillane & Orlina 2005:164, my emphasis).

Spillane identifies that the significance of tools and routines is largely underemphasised in accounts of leadership practice and argues that leadership practice cannot be understood without considering the ways in which routines and tools enable and constrain that practice, and thereby contribute to defining it (Spillane 2005a: 17-19).

Spillane offers a non-normative view of distributed leadership in that it goes beyond considering leadership as a division of labour for different leadership functions. It is not about collaboration, shared responsibility and accountability. Indeed taking a distributed perspective can be utilised to explore leadership that can be more or less collaborative and either democratic or autocratic (Spillane & Orlina 2005: 173). One could argue from Spillane's perspective that even in the most hierarchical situations, leadership is distributed. In the military for example, there may be little shared responsibility in decision-making processes; soldiers take orders from their corporal who takes orders from his sergeant and so on. However, in the military, leadership and followership is clearly defined and is distributed through arrangements, tools and routines. Within a company of soldiers, leadership is normally clearly distributed and is evident in ranking, uniforms, drilling, training, punishments and privileges, yet does not include shared responsibility for joint decision-making processes.

'What matters for instructional improvement and student achievement is *not* that leadership is distributed but *ho*w it is distributed.' (Spillane 2005b:149, original emphasis). For the purposes of this study, I draw on Spillane's non-normative view of distributed leadership as taking a 'distributed perspective' of leadership. By taking a distributed perspective, Spillane offers a conceptual or diagnostic tool for analysing school leadership; a lens through which to look at leadership processes, one that presses us to examine how leadership practice gets defined in the interactions among leaders, followers and key aspects of the situation.

Distributed Cognition

Spillane (2005a) grounds his distributed perspective of leadership in concepts of distributed cognition and activity theory . The following section links the study to Pea's theories of distributed intelligence[2] and the ways in which intelligence can be socially and materially distributed.

Pea's work on distributed cognition observes that the human mind rarely works alone and that the practices of cognition are distributed across minds, persons and the symbolic and physical environments, (both natural and artificial). This is a sharp contrast to the common focus of intelligence as being an attribute of individuals. He argues that knowledge is socially constructed through collaborative efforts; dialogues and challenges brought about by differences in a person's perspectives (Pea 2003:47). This is supported by Resnik's theories and the view that most knowledge is an interpretation of *experience in* rather than a *perception of* the physical world (Resnick et al. 1991:1). In this sense, intelligence is built from experiences resulting from interactions with others and with the situation (or the environment). As

[2] Scholars use a variety of terms in this field, 'distributed cognition', 'distributed intelligence', 'shared cognition' all feature in the literature. For the purposes of clarity, I will use the term distributed cognition.

Spillane et al. confirm, 'social context is an integral component for intelligent activity.' (Spillane et al. 2001:23).

The interdependence of the individual and the environment shows how human activity and cognition are distributed through material and cultural artefacts, and through people in collaborative efforts to complete complex tasks (Spillane et al. 2001:23). The environments in which humans live are thick with invented artefacts that are in constant use for structuring activity, for saving mental work, for avoiding error, and that can organise and constrain activity (Pea 2003:48). Further, humans have desires that lead them to re-craft their environments to better serve their intended purposes and functions, and, whilst it is people who carry out the activity, artefacts commonly provide the resources for its guidance and augmentation. Pea (1993) describes how intelligence can be distributed in two ways: socially (in the sense of Vygotskian mediated learning) and materially (through aspects of the environment and designed artefacts). In summary,

> *'When we look at actual human practices, we see that human cognition aspires to efficiency in distributing intelligence across individuals, the environment and tools and artefacts as a means of coping with the complexity of activities we often call 'mental.''* (Pea 2003:81).

Spillane's distributed perspective of leadership clearly links to the above concepts in that he sees leadership as being stretched across people, interactions and aspects of the situation such as routines, tools and artefacts. Leadership research, therefore, must take into account all of the above aspects, i.e. a study of the leadership practice should be carried out with a focus on leader-follower interactions *and* the use of leadership routines and tools. It should be noted here that for the purposes of this study, I use the term 'tools' to denote some kind of invented artefact that guides or shapes leadership/ followership routines and practice.

Spillane and Orlina define leadership as 'those activities that administrators and teachers either design to influence others, or that others understand as intended to influence them, in the service of the organisation's core work.' (2005:159); interestingly here, evidence of successful influence is not a prerequisite.

What distinguishes Spillane's distributed perspective on leadership from other theories of distributed leadership is a clear focus on leadership *practice* rather than simply acknowledging the shared accountabilities of those persons in positions of official (or unofficial) responsibility. Spillane (2005a) describes leadership practice as a product of the joint interactions of school leaders, followers and aspects of the situation such as tools and routines, and explains how this shifts the focus from school

principals and other leaders in the school to the web of leaders, followers and their situations. (See Spillane's conceptual framework, figure 1):

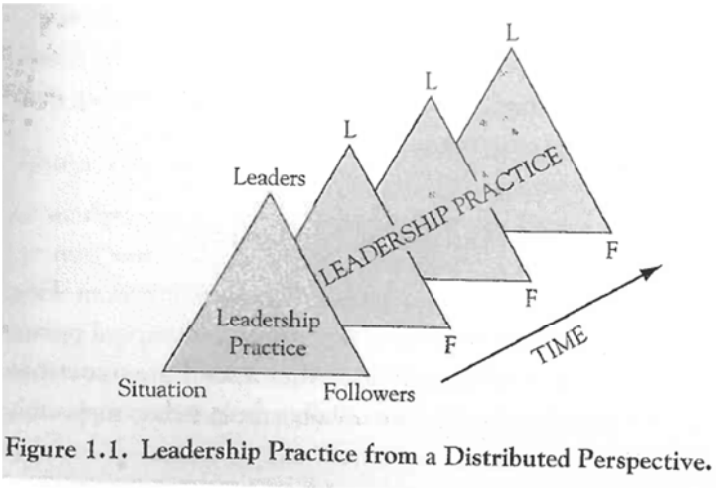

Figure 1.1. Leadership Practice from a Distributed Perspective.

Figure 1 *(Reproduced from Spillane 2005a:3)*

In addition to the leader-follower interactions, Spillane's theoretical approach borrows from Pea's Leader-Plus aspect (Pea 2003) by stressing the importance of looking at elements of the environment in order to gain a richer understanding of leadership practice and to consider these interactions over time. According to Spillane, situational factors such as routines and tools mediate leader-follower interactions by helping define what leaders and followers must be heedful of in their interactions (Spillane & Orlina 2005:168). He cautions that tools do not determine practice but that they can enable and constrain practice by foregrounding some issues whilst backgrounding others. In turn, the practice can then reshape the tools.

Conceptual Framework

Figure 2 represents the conceptual framework for this study. It shows the flow of leadership influence from general goals of school purpose (in this case the production of the 'imagined leaner') to more specific goals (such as the regulation of student behaviour) that serve to meet the general goals and represents elements of practice that are shaped over time. [3]

[3] Note that due to the nature of the data generation and time constraints, the notion of continuity was extrapolated from evidence of consistency. In the chapters that follow, consistency is a recurring theme.

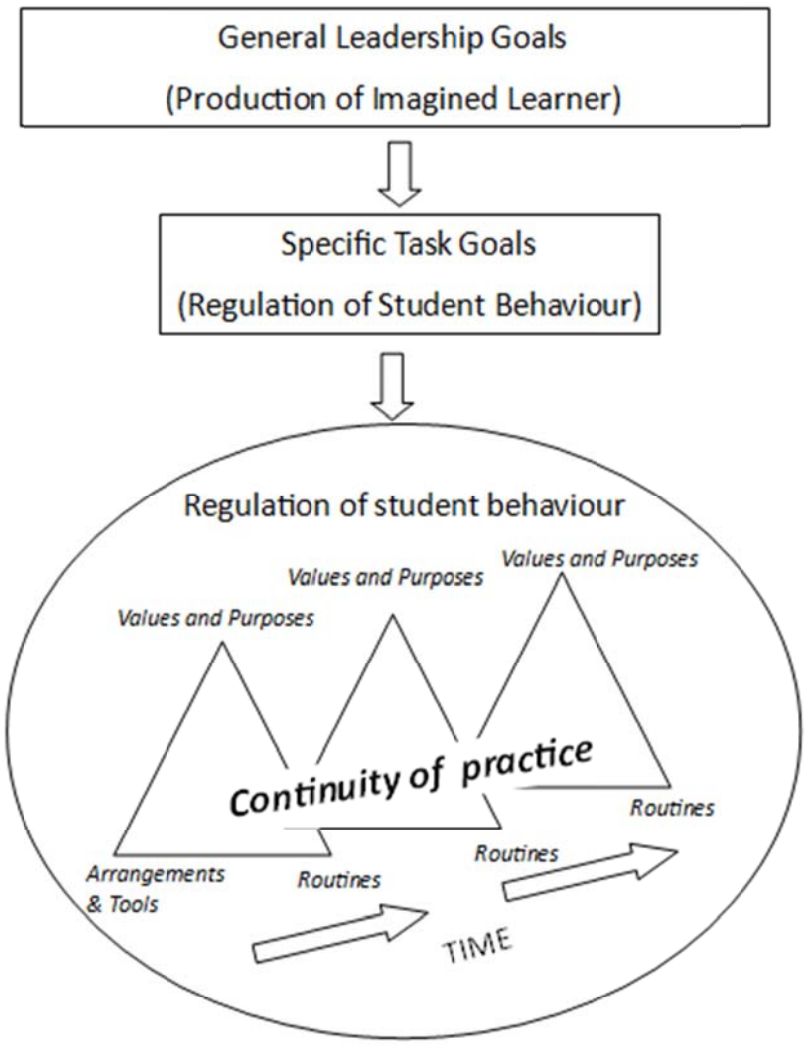

Figure 2: Continuity of Distributed Leadership Practice

From a Spillanian perspective, aspects of the environment influence leadership practice and vice versa. The above model depicts the three elements that I am investigating within the area of regulation of student behaviour in schools.

Firstly, and perhaps more obviously, there is the element of the moral philosophy of the school, or its values and purposes. Does the school have a religious influence for example? What values are emphasised? What is considered to be more 'important' in terms of student behaviour?

Secondly (often more subtly), one must consider the element of the structure of the instructional environment. This can include both social and physical arrangements, i.e. how do the school's physical layout and schedule for example, influence student behaviour? Is there shared responsibility for student behaviour? What tools and artefacts have been created by leaders to support existing processes?

Thirdly, there is the element of routines, or 'ways of doing'. What regular, structured interactions exist in the school that relate to the regulation of student behaviour? How have they become embedded in practice? Do the routines assist processes of consistency and continuity in this area?

In summary, the model considers three aspects of leadership practice in schools:

- The pastoral or moral 'values' promoted in the school and perceived 'purposes' of the school;
- The distribution of responsibility and interactions between leaders/followers and elements of the situation: 'arrangements and tools';
- Ways of doing or 'routines'

The model positions the above in the context of the leadership task of the regulation of student behaviour. The arrows linking the repeated triangles within this context represent the processes that are involved with achieving consistency and therefore continuity of practice.

Chapter III – Design[4]

This case study aims to capture the complexity of leadership practice in school contexts with different rates of transiency. The case study offers an approach that allows the construction of detail-rich descriptions of how leadership is distributed in the area of regulation of student behaviour. It also allows the analysis of how the distribution of leadership contributes to processes of consistency and continuity of practice. Yin defines the case study as: 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are clearly not evident' (Yin 2003:13). Spillane (2005 a, b) and Gronn (2002) call for more in depth studies of how leadership is practiced and suggest that the unit of enquiry should be at the level of the school itself rather than simply identifying a list of school leader activities.

Chapter III outlines the research design that shaped the two case studies carried out (in School A and School B). The data generated is presented in particular areas of practice as guided by the conceptual framework. This chapter also presents the approach taken to analyse the data and considers issues of validity, generalizability and ethics.

Selecting Schools for the Study

The distinguishing feature that sets the two selected schools apart and permits a double comparative case study relates to issues of transiency. School A has a high annual student and faculty turn over, whereas School B experiences a relatively lower rate of student turnover per annum and sees little movement in its faculty and administration. Aside from this, the selected schools are similar in many respects in that they are both well-established (in operation for fifteen years or more), fee-paying, international schools which, due to similar fee structures attract students from families with similar socio-economic backgrounds. Both schools offer a non-host country curriculum and both have a teaching and student body made up of many different nationalities. Whilst both schools happen to be located in the same host-country, the very nature of international schools (as discussed in Chapter I), gives this study a global context rather than a local one, making the identification of the host country irrelevant to the central focus of the research. For the purposes of anonymity, information about the host nation and other identifying information about School A and School B have been purposefully omitted.

[4] *Whilst not quoting directly from his paper, I have found Brent Kilbourn's article from 2006 on 'The Qualitative Doctoral Dissertation Proposal' most useful in preparing various sections of this research project (the design section in particular) and have drawn on his advice through much of the planning and writing of this dissertation.*

The research for this study focuses on Middle School aged students (year 9, or 8th graders) since studies in the USA, as previously noted, suggest that it is Middle or Junior High Schools that generally report more prevention activity than Elementary and High schools (Gottfredson & Gottfredson 2001:337). Of relevance to this study is how transient schools seek to maintain enduring practice despite the frequent changeover of learners, leaders and followers. A comparison will be made between leadership practices in School A and School B in terms of how practices are perpetuated, in an attempt to identify what (if anything) may be done differently in School A to combat challenges associated with high turnover. I am interested in whether or not the 'institutional memory' that likely exists in schools with stable populations plays a significant role in how leadership practice is distributed and communicated as far as expectations for and consequences of student behaviour are concerned, and if schools with more transient populations need to do things differently in order to achieve consistency (and therefore continuity) of practice.

General Descriptions of Schools Involved in the Case Studies

I include below a brief description of the selected schools in order to contextualise the case study data and to highlight similarities and differences that are discussed in subsequent chapters.

School A - Transient Community

School A, approximately 30 years old, is set on an extensive campus and has purpose-built, state of the art facilities. It has over 800 students on roll (aged three to eighteen) and its graduates have been accepted into host nation universities as well as prestigious institutions and colleges/universities world-wide.

There are more than 80 nationalities represented in School A's student body. Fewer than 10% of students are host country nationals. The average length of stay for students in the school is three years and the student body generally experiences a turnover rate of around 30% per annum. More than fifteen nationalities are represented in the teaching faculty which is made up of approximately 40% locally hired teachers and 60% overseas hired teachers. The average length of stay for local teachers is eight years and for international teachers, four years. In any one year, there is usually around a 30% turnover within the teaching body.

School A is separated into three divisions. The Elementary School runs from pre-kindergarten to grade 5. The Middle School consists of grades 6-8 and the High School runs from grades 9-12. Each school section has its own section administrator or 'Principal' who reports to the school Director. The average length of stay for school administrators is four to five years.

For the purposes of this study, research was based in the Middle School section of School A which comprises 190 students in grades 6-8. The data generated was focused on grade 8, which at the time of writing had 66 students in four grade 8 classes (an average class size of sixteen point five students). School policy states that the maximum class size in Middle School is eighteen.

School B – Stable Population

School B, which is around fifteen years old is housed in a large family residence which was modified for educational use. Its sizeable campus offers quality facilities to School B's 350 students aged between three and nineteen. School B offers a non-host country curriculum to local and international students and has a Christian values base. Students graduating from School B's A Level program have been accepted into prestigious colleges and universities all over the world, predominantly in the host nation or the United Kingdom.

A significant portion of School B's student body (approximately 60%) are host country nationals or permanent residents. 20% are British citizens and the remaining 20% of the student population comes from some more than 30 other nations. Around half a dozen nationalities are represented in the teaching faculty, all of whom are hired locally. Approximately 80% of the teaching body is made up of host country nationals. The average length of stay for students in School B is six to eight years and longer for teachers, with some teachers working in the school for ten years or more. School B experiences relatively low transiency rates in terms of students, teachers and administrators. Over School B's fifteen year history, there has been very little change in personnel at the management level (Head, Deputy, Key Stage Heads) and on average, School B experiences a 10-15% annual turn-over rate in the student population.

School B is divided up into Key Stages. The Primary School comprises Nursery, Reception and Key Stages 1 and 2 (years 1-3 and 4-6). The Secondary School starts in year 7 and offers a Key Stage 3 program in years 7-9 and the IGCSE program in Key Stage 4 (years 10 and 11). In years 12 and 13, A/S and A level programs are offered to students aged 17-19. School B has a Head of School, a Deputy Head and section administrators or 'Key Stage Heads'. For the purposes of this study, research was based in the Key Stage 3 section of School B, at the year 9 level (equivalent age range to the grade 8 level of School A). At the time of the study, there were 18 students enrolled in one class of year 9 students. School policy states a maximum class size of 24 in this section of the school.

Rationale for Selection of Sources of Evidence

Since this study draws on Spillane's theory of distributed cognition, I made use of his conceptualisation of distributed leadership as a guideline to structure my research design in terms of what data were to be generated. From a distributed perspective, simply relying on what formally designated leaders do is inadequate. Spillane suggests that one must first investigate the leadership practice, infer who the leaders are and begin to explore the interactions amongst leaders, followers and their situation. Therefore, this case study relied on multiple sources of evidence to form the basis of analysis and included four of Yin's six specified sources of evidence: documentation, physical artefacts, transcribed interviews and direct observations (Yin 2003).

As outlined in the conceptual framework, I chose to generate data that would permit me to identify the general values and purposes of the school, analyse the social leadership/followership interactions in the school with regard to regulation of student behaviour, identify routines and tools, and investigate the ways in which practice shaped by these routines and tools is perpetuated.

Analytic Framework

This section provides a discussion of what kind of data were deemed relevant to the study in the areas of values and purposes, arrangements and tools, and routines, and offers a chronological account of how the data was generated.

Values and Purposes

The values held by a school community cannot be quantified specifically, yet they can be identified if viewed from a distributed perspective. In schools, values and purposes such as honesty, or becoming a life-long learner are perhaps expressed in school policy documents and web texts, but it is really through practice, not text, that these become evident. What is enacted in the school to shape the imagined learner, what values are embedded in the day-to-day practice, and how these are communicated, are the data that must be considered. Data therefore were generated through document analysis, observations and interviews in an attempt to identify the general school culture as it pertains to the regulation of student behaviour. Prizes that are awarded, consequences that are meted out against students, messages highlighted through assemblies, behaviour of students both inside and outside of the classroom, forms of hierarchy that may be present, all offer an insight into the values, purposes and general culture of the school as far as expectations for student behaviour is concerned.

Arrangements and Tools

By 'arrangements and tools' I refer to the ways in which school leaders have chosen to structure the learning environment. I concentrate on the interactions between leaders and elements of the situation such as physical lay-out, teacher course-loads, use of technology and student schedules, as well as identifying social arrangements, positions of responsibility and the documents and tools in place that govern the processes related to regulation of student behaviour. In short, I examined ways in which human activity shapes and is shaped by arrangements and tools. Again, some data were acquired from school documents or tools but much of the data were obtained through observations and responses to interview questions. The aim was to see if (and how) the school philosophy and purpose stated in school documentation filtered down into everyday practice and if those messages were consistent amongst the student and teacher communities.

Routines

The term 'routines' here refers to 'ways of doing' that become a regular part of the school experience in the area of student behaviour. How lesson time is structured, classroom routines, what happens in assemblies, the focus of faculty meetings, what detention looks like, methods of communication, what other extra-curricular activities, leadership opportunities or responsibilities are available to students for example, are all examples of school routines. I investigated how school leadership is distributed across these elements of the situation and how these routines, once established, get communicated and perpetuated within the school community. I also identified any routines that formally address the issue of continuity. The existence of teacher and student orientation/induction programs or any formal or informal support structures that are in place for new arrivals were noted.

Generating the Data

Data were generated based on Spillane's logic of first identifying leadership practice, inferring who the leaders are and then examining interactions between leaders, followers and the situation. With this in mind, I first reviewed online documentation from School A and Bs' websites that referred to designated leadership positions in the school and I searched for web-based documents that communicated the values system or purpose of the school and set out student behavioural expectations and consequences for transgression. Subsequently I conducted a school visit in order to collect school specific documents and tools, and to generate data from interviews and direct observations.

Documentation

Documentation took the form of school mission statements, policy documents, 'Student Handbooks', an outline of disciplinary proceedings, new family admissions or 'Welcome' packets, teacher expectations

documents, teacher orientation packets etc. This data was collected ahead of the observation and interview stage and was available predominantly via the school website or from school administrative officers. This information gave a clear picture of the school's stated leadership philosophy as it pertains to student behaviour and consequences for transgression. The analysis of these documents permitted the identification of the fundamental school philosophy and values set relating to the shaping of the 'imagined learner' and the subsequent regulation of student behaviour.

Once the preliminary documentation had been collected, I conducted a school visit. For both schools, the school visit lasted approximately three days in total. For School A, these were three consecutive days in the month of April 2013 and in the case of School B, shorter visits were spread out over a period of about six weeks in July and August of 2013.

Interviews

Once in the school, I conducted interviews with the designated section leaders of Schools A and B; the Middle School Principal in the case of School A, and the Deputy Head in the case of School B. It was my intention to identify and interview the school leaders who had the most direct contact with everyday issues of student behaviour. Often, this is not the Director or Head of School. The purpose of these early interviews was to gain an understanding of the values and philosophy of the school section leader in general and learn of the tools and routines that were in place in the school that work towards the shaping of the 'imagined learner' and the regulation of student behaviour. These initial conversations helped determine which other teacher leaders should be selected for interview and which values, routines and tools I should look for during the observation stages. Information provided here gave me an idea of intended or canonical use of the arrangements, tools and routines in place. Administrator and teacher questions focused on *how* leadership is distributed in the school, rather than perception of effectiveness. Logistically it made sense to conduct the administrator and teacher interviews prior to carrying out observations since it was anticipated that information given would help inform the focus of subsequent interviews and classroom observations. This was possible in most cases, but not all, due to time constraints and teacher availability.

During the school visits, I interviewed four teachers involved in the teaching of the grade 8/year 9 students to investigate the everyday enactment of the values, routines and tools identified by the Principal/Deputy Head and to ascertain the level of consistency of practice. Given that Spillane's theory focuses on interactions between leaders, followers and elements of the situation, gathering teacher descriptions of school values, routines and tools and their part in (or use of) them should give rise to indications of consistency/continuity of practice and how this is achieved. Interview questions for

teachers also addressed the ways in which expectations on these routines and tools are communicated to new teachers and what processes (formal and informal) may exist to promote continuity of practice.

Finally, I obtained permission to interview seven grade 8/year 9 students in each school, in order to determine whether or not behaviour expectations and regulatory systems are effectively communicated (and received) by them and if so, through which processes i.e. formal or informal. These seven interview participants were selected by the administrators of schools A and B based on balanced criteria of gender and length of stay at the school. The interviews varied considerably in length with principal interviews lasting around thirty minutes, teacher interviews around twenty minutes and student interviews in the region of ten minutes.

Constructing the Interview Schedule

Questions for all interviews were generated prior to the visit (see appendix) and the interview schedule required participant responses in the three areas outlined in the conceptual framework:

1) **Purpose and Values:** Identify perceived values in the school and characteristics of the school's typical student (imagined learner).
2) **Arrangements and Tools:** Identify personnel within school with responsibility for the regulation of student behaviour (distributed leadership); Identify any tools that are in place to support the regulation of student behaviour and ascertain perceived consistency of usage (consistency of practice).
3) **Routines:** Identify any routines or processes that are in place to support the regulation of student behaviour and ascertain perceived consistency of usage (consistency of practice); Identify ways in which the expectations and consequences for student behaviour are communicated to new administrators, new teachers and new students (continuity of practice).

During interviews, every endeavour was made to adhere closely to the interview schedule. However, on occasions there was some departure from the predetermined set of questions in order to pursue an unanticipated point of interest and to maintain a natural flow to the conversation. Relevant areas of interest from the student perspective were the students' ability to predict consequences for certain undesirable behaviours in that this gave some indication of the consistency in which such consequences are applied and represented one way of communicating expectations indirectly to all students. In addition, questions relating to how, exactly, the students themselves found out about the school's expectations and consequences as far as student behaviour is concerned were included.

Physical Artefacts

Over the course of the school visit, I collected samples of documents and tools whose purpose related to the regulation of student behaviour. I use the term 'tools' and artefacts interchangeably here. I refer back to Pea's definition (cited previously) of an artefact as being something that is invented for structuring activity, for saving mental work, for avoiding error and for organising and constraining activity (Pea 2003:48). For the most part in this study, the majority of such artefacts/tools could fall under Yin's category of 'documentation', since most examples will be text on printed paper (referrals, merit points, detention notices, certificates of achievement etc.). However, a distinction needs to be made here between the school documents that remain relatively constant and unchanging (for example, school mission statements, policy documents, 'Student Handbook's, rules and regulations) and the documents that have been invented for dynamic use, (i.e. documents that are created by leaders to guide routines, to be used as record keepers, or forms that need to be completed for a particular purpose.) In this way, such things as merit points, disciplinary referral forms, behaviour charts and progress trackers represent invented tools or artefacts (in the form of dynamic documents) that are used on a daily basis by school personnel to regulate student behaviour.

I collected examples of the document-based tools that had been specifically designed for the purpose of regulating student behaviour in both of the school contexts. These particular 'everyday' tools are often very specific and unique to the school and so provided evidence of how the school's sense of values and purpose is distributed and enacted on a daily basis with regard to student behaviour. In general, there are two approaches to counteracting undesirable student behaviour and most schools engage in both the 'carrot' and the 'stick' approaches. For the purposes of this study, I chose to identify both. On the one hand, there is, of course, the communication of expectations and consequences of negative behaviours which according to Gottfredson & Gottfredson's study would include such tools as late passes, written disciplinary warnings, uniform infraction slips, detention notifications, referral forms, peer disciplinary panels, disciplinary hearing protocols, probationary periods or suspension or expulsion notifications. On the other hand, schools tend to also engage in positive reinforcement and many look to reward desirable student behaviour through activities such as informal and formal praise and recognition, job or privilege reinforcers, activity reinforcers, social or material rewards (Gottfredson & Gottfredson 2001:328-331). The gathering of these very specific artefacts (perhaps certificates, slips, letters, house points, awards etc.) or noting the existence of artefacts such as the school bell or the honour roll list formed part of the final data set.

Observations

During the school visits, I conducted approximately two days of direct observations of a grade 8/year 9 class as they progressed through their regular school day. The observations of students included unstructured time (such as before school, recess, transitions, after dismissal) as well as structured classroom time in lessons, in order to gain a more accurate picture of the range of grade 8/year 9 behaviours displayed at school and the leadership systems in place to regulate them. I prepared a structured observation record sheet (see appendix) that allowed me to record detailed notes of teacher and student activities within a lesson, with the main focus being placed on what was occurring to shape the ideal learner or regulate the learning environment. The incidence of the use of tools and routines that were identified in the documentation gathering phase and referred to in interviews was noted, as was any teacher mention of school values or culture. The ways in which teachers used their classroom language to regulate student behaviour was also noted. These lesson observation notes permitted me to ascertain to what extent the officially sanctioned values, routines and tools formed part of everyday classroom practice.

In addition to the direct lesson observations, I also observed student behaviour in semi-structured or unstructured situations such as, recess, lunch, passing periods and homeroom or advisory meetings. It was interesting to see how student behaviour changed outside of the direct supervision of students or prefects and what kind of behaviours appeared to be expected and accepted in these 'outside of the classroom' scenarios.

During each school visit, I was able to observe one faculty meeting involving the grade 8/year 9 teachers. In School A, this meeting was a weekly team meeting for the grade 8 core teachers, and in School B, this was a whole school morning briefing for all teachers. Both meetings gave more insight into school philosophy with regard to student behaviour and both were instrumental as far as continuity of practice is concerned since they provided a structured vehicle for the regular dissemination of certain types of information to teachers.

During the visits, I gathered statistical data about the school in general in order to prepare an accurate profile of the school and provide a context for the study. Much of this general information was readily available from the school website but I did conduct a short meeting with one of the school's office administrators in both schools in order to gain a complete set of data regarding student numbers, staffing totals and average turnover rates. I also prepared a set of questions relating to general observable school characteristics related to ways in which school culture was projected outside of the classroom environment (see appendix). Descriptions of school uniforms, school display boards, assembly

structure, lay out of buildings, use of space, the state of hallways and playground equipment for example, provide rich information on how school values and routines are apparent in the everyday functioning of the school and form part of the analysis in Chapter IV.

Summary of Data Generated from the Selected Schools:

<table>
<tr><th>Data Produced from both School A and School B:</th><th>Documents Collected from School A:</th></tr>
<tr><td>- Interview with the school section administrator

- Interviews with four core grade 8 teachers

- Interviews with seven grade 8/year 9 students

- Classroom observations of grade 8/year 9 students in classes and in ‘advisory’ or ‘tutor groups

-Informal observations of grade 8/year 9 students before school, in between classes and during recess

- Observation of a teacher’s meeting

- Observation of physical lay-out of the school, display boards, state of hallways and communal spaces

- Meeting with school administrator to confirm general school data regarding student numbers, faculty turn-over etc.

- Informal chats with a school management, teachers and students</td><td>- Student Parent Handbook
- Faculty Handbook
- Teaching and Learning Handbook
- Extracts from website – About us - counselling, sports, service
- ‘Approaches to Learning’ Rubrics
- ‘Teacher Rubrics’
- Sample report card
- ‘Teacher Assessment Agreements’
- ‘Teacher Mutual Agreements’
- ‘SOAR’ posters
- ‘SOAR’ cards
- ‘Oops’ Slip
- Sample student schedule</td></tr>
<tr><td rowspan="5">Data Produced from School A only:

- Interview with the Middle School Counsellor

Data Produced from School B only:

- Observation of a school assembly</td><td>Documents Collected from School B:</td></tr>
<tr><td>- School Code of Conduct
- Parent Contract/Agreement
- Student Handbook
- Independent Quality Assurance Agency (IQAA) Final Report 2013
- Summary of Cambridge International Examination results
- Uniform requirements
- ‘Pillars of Character’ poster
- Bullying Policy
- Disciplinary Framework and Code of Conduct
- Parent Communication Procedure
- Religious Policy
- Substance Abuse Policy
- Campus map
- Secondary School timetable</td></tr>
</table>

Approach to Analysis

This section of Chapter III sets out to explain how the generated data were categorised and analysed. The rationale behind the decisions made is also given. The following process was completed for each of the case study schools. Firstly I reviewed all the school documentation, observation notes and transcribed interviews. What was being affirmed or valued in the school, what had been formally organised or arranged, and any formalised, repeated patterns of interactions in the area of regulation of

student behaviour were broken down into single elements or activities. Each element or activity was allocated an appropriate heading for example: Mission Statement, Assemblies, Detention, Orientation Program. I then collated segments from the different types of data (interview transcriptions, extracts from documents, school specific tools etc.) and wrote up all of the details related to each heading in paragraph form. These paragraphs provided a descriptive summary of each element or activity and formed the basis of findings presented in Chapter IV. Descriptive summaries included for example, an examination of the mission statement, a description of a meeting routine, a section of dialogue from an interview transcript, and an explanation of how a dynamic tool such as a merit point was utilised in the school.

Next, the contribution of each of the descriptive summaries to consistency or continuity of practice as evidenced from findings was considered and notes were added to each paragraph. Finally, I undertook a global review of the descriptive summaries and allocated each to one of the three categories from the conceptual framework (Values and Purposes, Arrangements and Tools, Routines). Since there was significant overlap between categories, a decision had to be made as to the primary category of each descriptive summary for its logical inclusion in the text of the analysis. In many cases, all three categories intersected in one activity. Take for example a 'Character Award' given to a student to acknowledge desired behaviour witnessed in the school. This is discussed in the Values and Purposes section of the final analysis in that it affirms what is being valued in the school. However, it also represents a dynamic tool whose purpose is directly linked to the regulation of student behaviour and its public presentation in the weekly assembly represents a routine that has become part of on-going practice in the school. Similarly, the existence of student behaviour rubrics ('Approaches to Learning') and reporting student progress in these areas on termly student report cards exemplifies a value, an arrangement (tool) and a routine that forms part of the regular school experience. Assigning a descriptive summary to a primary category to avoid repetition does not make its contribution to the other categories less significant.

Within the three categories of Values and Purpose, Arrangements and Tools, and Routines, two themes emerged that began to distinguish practices in School A from those in School B with regard to consistency and continuity. These themes related to communication and distribution. How each school chose to communicate its messages of expected and valued student behaviour to all stakeholders with regard to explicitness and permanence of record became significant. Similarly how leadership was distributed across people, tasks and routines also exemplified some fundamental differences in practice between School A and School B. A discussion of these emerging themes is included in the conclusions in Chapter V.

Validity, Limitations, Generalizability and Ethical Considerations

Descriptive Validity

As with all qualitative research, issues of validity must be considered. Maxwell (1992) relates descriptive validity to the factual accuracy of the data. Throughout the data generating stages, I sought to ensure descriptive validity by audio recording all interviews and transcribing them word for word including all pauses, rephrasing and colloquial expressions. Of course, intonation, stress, pitch and body language were not captured. Interviews were transcribed either by myself or a neutral third party, during a month long period following each school visit. (I, as the researcher, made a conscious decision to audio record interviews rather than video them as this would, in my opinion, represent an unnecessary invasion of privacy and would be of little added benefit to my particular case study). All field notes for lesson and general observations were completed during the school visit itself, on the day of the observation and were not modified at a later stage. All documents relating to policy and procedures were collected either directly from the school office, administrative personnel or from the school's official website, and any 'tools' used in the school specifically for the regulation of student behaviour were passed on by teachers or school administrators themselves.

Interpretative Validity

Maxwell describes interpretative validity as being a case of accurately capturing the 'participants' perspective' (Maxwell 1992:288). I am aware that interview participants give only their perception of any situation but that it is essential to accurately grasp this perception. Due to the nature of my research, most of the interview questions related to descriptions of processes and the existence of tools/routines in the school. Few questions required an opinion or evaluation of the processes or tools themselves. This lends itself to more objectivity in interview participant responses. Questions were also formulated in such a way as to permit the giving of examples if necessary, and often, during interviews, I presented a paraphrased summary of participant responses to seek clarification from the interviewee on the information that had been shared.

The coherence in what participants said during interviews allowed me to identify a convergence of the information outlined in school documentation and the accounts of practice offered by the teachers, students and administrators. The commonality of discourse used and the nature of the questions themselves left little room for interpretation. Clearly in a three day school visit, I was not able to observe first hand all the ways in which leadership was distributed in the area of regulation of student behaviour, nor was I able to witness all the routines and systems in place that contributed to continuity of practice. The analysis therefore is based on the convergence of student, teacher and administrator accounts of

said practice that was consistent with that which was mentioned in school documentation and dynamic tools.

During the interviews, and later during the analysis thereof, I was mindful of Maxwell's warnings that interviews are social situations that inherently involve a relationship between the interviewer and the informant. Questions must be carefully worded and analyses of responses must take into account an understanding of the nature of the relationship and the affect that it may have on participant responses (Maxwell 1992:295). I am aware that responses from the principal may depict a desired rather than realistic picture, and that teacher participants may be reluctant to volunteer information that suggests they fall short in their professional duties/obligations. Similarly, the power differential between interviewer and student participant when discussing an issue such as student behaviour may prompt students to offer what they consider to be the 'right' answer rather than the 'real' answer to the question.

Theoretical Validity

> *'What counts as theoretical validity, rather than descriptive or interpretive validity, depends on whether there is consensus within the community concerned with the research about the terms used to characterize the phenomena.'* (Maxwell 1992:292)

Throughout this study, I have endeavoured to maintain close links between the theory and the research strategies. Spillane's distributed perspective of leadership with its focus on interactions with elements of the situation (Spillane 2005a) and Pea's concept of 'person plus surround' (Pea 1993) require the investigation of practice on multiple levels. Multiple data sources were generated and considered in this study in line with the conceptual framework in order to obtain a clear understanding of the practice and how it is achieved. A discussion of different understandings of the same term 'distributed leadership' was provided in Chapter II, and Chapters IV and V include discussions of certain findings in relation to both the normative and non-normative (or Spillanian) use of the term.

As Spillane and Orlina (2005:159) indicate, in their definition of leadership, there need not be evidence of influence in order to prove that leadership practice is taking place. Followers can ignore the guidance or expectations of leaders but still appreciate and understand the processes to be leadership; activities designed to influence what they do. This is problematic in that lack of teacher adherence to expectations or teacher non-use of designed tools and routines does not constitute lack of leadership. I have been mindful of this in my analysis of interview and observation data, in that lack of consistency of practice, or non-canonical use of intended tools and routines does not mean that leadership has not been distributed. Since the effects of leadership are mediated through actions (or in some cases, non-actions)

of others, a distributed perspective on leadership practice can be more difficult to identify. Similarly, Lakomski warns that the more leadership gets embedded in task performance, the less visible it becomes (Lakomski 2002:1).

Generalizability and Limitations

Maxwell states that there are two aspects of generalizability in qualitative research: internal generalizability (relating to generalizing within the community, group or institution studied to persons, events, and settings that were not directly observed or interviewed) and external generalizability (relating to generalizing to other communities, groups or institutions) (Maxwell 1992:293). Internal generalizability may suggest that since processes of continuity work in a certain way in each school in the area of regulation of student behaviour, similar processes may be at work in other areas of leadership practice within the school such as curriculum, assessment and teacher evaluation.

Given that my research only involves one school of each type (transient international school population and stable international school population), the external generalizability of my conclusions is limited. Findings however, may contribute to theories relating to distribution of leadership over elements of the situation and may exemplify different processes that are at work in the area of regulation of student behaviour to promote continuity in these two communities with different rates of transiency. The explanation of this phenomenon in my case studies contributes not only to theory development in this area but also offers a model for examining similar practices in other contexts with regard to sustaining change in situations of transiency. The relationship between context and ways in which context can shape practice is significant when it comes to issues of transiency, particularly in light of processes of globalisation and increased human mobility. This phenomenon could be applied not only to international school settings but to local schools and tertiary institutions which may be experiencing higher rates of transiency than in the past.

Ethical Considerations

I am aware of the University of Cape Town's code of ethics documentation for research involving human subjects and have read its contents. My research should not have put any participant at risk or have caused physical or psychological harm in any way. For my part, I understand the sensitivities of delving into the inner-workings of school systems and am aware of the pressure and time constraints that teachers and school administrators are under. In all my dealings with relevant parties in School A and School B, I made every endeavour to act ethically throughout, and was sure to be mindful of these sensitivities when arranging interview and observation opportunities.

All interview participants (and parents/guardians in the case of students) were asked to sign a consent form following an explanation of the purpose and procedures of my research (see appendix for sample letters of consent). Those interviewed were assured confidentiality and were notified of their right to withdraw at any point. All the interviews except one were audio recorded (with permission) and later transcribed. Identities of participants were not divulged and anonymity and confidentiality were preserved. When interview participant responses are quoted in Chapter IV, students and teachers have been allocated a number and are referred to as Student 4, or Teacher 2, for example[5]. Similarly certain pieces of identifying information about School A and School B have been purposefully withheld in an effort to preserve anonymity.

On a final note, it is worth mentioning the need for open mindedness and reflection when undertaking this kind of qualitative research. I am aware that I am approaching this research from 'inside the practice' and that this has certain implications. Firstly, as an experienced administrator in an International School myself, I was able to quickly identify elements of practice that were related to the regulation of student behaviour and assess how they were contributing to processes of continuity. This may have aided my interpretive validity and helped in the provision of detail-rich explanations of the phenomena evidenced. Secondly, it was difficult to resist a normative interest in the quality of the elements of practice observed. Since this study relates to how leadership practice is distributed in contexts with different rates of transiency, the quality of such practices was not in question. I needed to be mindful of this throughout the process and endeavoured to guard against the evaluation of the practice, and to focus solely on the ways in which continuity of practice was achieved.

[5] Abbreviations are used in transcript texts to denote the speaker. 'T2' refers to Teacher 2 for example, 'S4' to Student 4. 'P' refers to School A's Principal and 'DH 'refers to School B's Deputy Head. 'AvdM' are the initials of the researcher.

Chapter IV – Presentation and Discussion of Findings

Chapter IV offers descriptions of the program and practices of School A and School B that contribute to the regulation of student behaviour (as evidenced by the different forms of data generated), and identifies practices through which consistency and continuity of practice is achieved in this area. In line with the analytical framework, these descriptions and analyses of practice have been categorised into the three main areas of leadership practice shown in the conceptual model (see figure 2).

The general leadership goal of shaping learner behaviour to conform to an imagined ideal is fundamental in schools and is often at the centre of decision making processes. Regulation of student behaviour is therefore a very broad objective that filters down into many interlinked tasks and micro-tasks, in which teachers and school administrators engage on a daily basis. The following section outlines the main themes that emerged from the data generated at School A with regard to school 'purpose' or 'values culture' and breaks them down into the micro-tasks that become part of the day-to-day functioning of the school. The way in which these practices self-perpetuate is also considered.

School A

Values and Purposes

Philosophy

The philosophy of School A was clearly communicated in parent and faculty handbooks which were also made available through the school's website. Findings from interview and observations showed that the philosophy and purposes of the school as stated in its documentation filtered down through all levels of the school community – administrators, teachers and students. The school's philosophy worked towards shaping its imagined learner, and values were communicated both formally and informally. Official school documentation (handbooks) made clear statements of what the school was and what it wanted to achieve. Certificates and awards were presented for both academic performance and learner behaviours, and informal processes such as classroom routines and classroom language gave messages of what kind of behaviour was valued in the school.

A school mission statement also communicates a message as far as school culture, values and purposes are concerned. The mission statement in School A reads as follows:

> *We are a diverse, international community providing a balanced and nurturing learning program that fosters personal growth, provides meaningful opportunities for achievement, and promotes positive contributions to society.* (Student Handbook: Inside Cover)

An analysis of the mission statement shows how its elements are evident in the functioning of the school and that these values filtered down from the Director to the faculty and ultimately to students through

leadership practice, clear and explicit communications and consistent modelling. The values that can be drawn from the mission statement were seen to be embedded in the school program and culture. Since it also summarised the school purpose, an analysis of the elements of the mission statement as they relate to the imagined learner and student behaviour was a key part of the process of identifying how leadership was distributed in this area. Consistency in administrator, teacher and student perceptions of school values, and what were considered to be noteworthy characteristics of the school's typical learner was observed as evidenced in the paragraphs below.

The mention of diversity in the mission statement was echoed in five of the seven student interviews and appeared to be viewed as a positive attribute of the school community:

Student 1:

> AvdM: OK alright, in your experience of this school can you describe to me a typical student? What kind of kid comes here?
>
> S1: Um, it's usually kids that know quite a lot, it's like they have more of a general knowledge, you know, they know more, they have been to different countries and they know how to culturally accept others. Especially on the contrary to my old school. At my old school I was the person that was, you know, different 'cause I am also half French but here everyone is sort of from everywhere so everyone is sort of more accepting.

Similarly two of the four teachers mentioned this issue of valuing diversity in their interviews:

Teacher 2:

> AvdM: OK, so if you were describing a typical student at the school, what would you say? What kind of kid comes here?
>
> T2: Kids that are um…. Well typically I would say that their father is working here ….not always their mothers…. And that they've come obviously ….from another country…. Some of them know English, some do not and they do have values at home about a good education and what that means but there's also many, many cases where parents aren't home very often because of their work and um…in general I would say that students come motivated and they come accepting of others …for the most part.

Teacher 4:

> AvdM: Right. In terms of the typical student here….can you tell me about the characteristics that you think that they have or the values that are important?
>
> T4: What I love most about these kids compared to students I taught in the States, and I taught there for 7 years, they just have more background knowledge. They're more global, they know the world, they're…. because they've been exposed to a lot – different places and different people and different cultures, they're more accepting and understanding of those people and those cultures, and that filters into their knowledge, you know, what they're learning in school, and also filters into how they treat each other as well**.**

There was no question that valuing diversity was something that interview participants found important and there was consistency of opinion in this area. Since one of the key behavioural characteristics outlined in School A's positive behaviour system is 'Acceptance' (see next section on 'SOAR' cards) it seems clear that this value has filtered down through both formal and informal processes. Diversity is also replicated in the teaching faculty, and the school's scholarship program introduces students from very different socio-economic backgrounds into the school community. The school's well-established service program and its annual week-long 'Classrooms Without Walls' (Service Learning) experience would also help increase student exposure to and understanding of learners and communities that are different from their own.

The word 'nurturing' in the mission statement seems to sum up School A's approach to student discipline and behavioural expectations. Dealing with discipline at School A was seen to be a process of positive reinforcement and learning from mistakes rather than punitive consequences for unacceptable behaviour. A clear understanding on this issue was communicated to me during administrator, student and teacher interviews. The implementation of the school-wide positive behaviour management system ('SOARing'*) was mentioned by all interview participants and discussions of possible consequences for negative behaviours in and around school centred on emails home to parents, parent-teacher-student conferences or meetings with the counsellor and/or Principal. There was little mention of consequences for negative behaviours such as 'demerits', 'detention' or 'suspension'. According to the students and teachers interviewed, detentions and suspensions were very rare and only happened in extreme or repeated cases of misbehaviour. *['SOARing' in School A encourages students to be 'Safe, Organised, Accepting and Respectful'.]

Five of the seven students interviewed explained that detention was very rare and three mentioned the fact that rather than getting an immediate detention or suspension, students were more likely to be spoken to by the teacher or called into the Principal's office for a parent meeting. See comments below from Students 3, 6 and 7. by way of example :

Student 3:

> AvdM: OK so you get a 'SOAR' card or you can have an award?... OK, and so what happens when people are not behaving appropriately? In your opinion, what are the most common forms of misbehaviour?
>
> S3: Um, … I'm actually not quite sure what the most common form would be but I think, like, usually discipline wise, like, some of our teachers will just say 'Oh you 'll have to stay in at break or lunch'.
>
> AvdM: OK?

S3: And like the worst I have ever seen is, like, somebody will have to go to the Principal's office.

Student 6:

S6: ….obviously if you misbehave or you don't do something they expect you to do they will tell you and let you know so you can improve on it…

AvdM: OK. So in your experience of the school there are very few cases where there have been big disciplinary issues?

S6: Ya well, they [the teachers] make sure that something bad does not happen so they talk to you and explain and they make sure that you understand that if something bad does happen again then there will be very big consequences.

Student 7:

S7: Teachers give you chances – you get a warning for no homework (an 'Oops slip') and then teachers will email your parents and then maybe have a meeting with the Principal. There is no detention, not really but sometimes during lunch a teacher may keep a student in – it never happens after school though, because of sports and activities. At this school being involved in sports and activities is also important so teachers don't keep you after school.

This values based learning approach was echoed by the Principal in her explanation of how discipline was handled at the Middle School level:

School A Principal:

P: We really believe that we should be teaching our kids what they are here to learn…. And the thing about adolescence, part of it is figuring out how do deal with situations and relationships so if there is a little scuffle, then the teacher usually has **conversations** [my emphasis]….because what you want to do ….well…. It's more effective that that child learns from the situation as opposed to being punished for the situation…OK? So that is what we try to do.

You know when students come to me I do do a lot of values learning plans with them about what of our school values have you broken and how can you make amends and they have to write about it and they have to talk to their parents about it and I almost never, well very rarely do I give them their consequences that day – they have to go home and talk to their parents and then come back the next day and they have to propose what they think should be their consequence and …..well, a lot of kids don't like it because they are accustomed to someone just coming in and saying …. 'You did this- that is your punishment' and then you walk out. But I really believe that this system helps kids grow and actually teaches them something versus just a consequence for it.

Similar approaches were described by teachers when asked about how they handle disciplinary issues:

Teacher 4:

AvdM: OK. And if there are any negative behaviours……what kind of consequences are there? Some people have talked about lunch time detention…..do you do this?

T4: I do when needed, but I have not given one this year – I mean it has to be pretty extreme for that to happen. It's usually a conversation, a discussion, so that we're both on the same page, so that we understand. If it's a continuous behaviour we get the parents involved, we get the counsellor involved.

'SOARing' (Safety, Organisation, Acceptance, Respect)

Although 'SOAR' cards had been introduced just the preceding academic year, 'SOARing' had clearly become part of the everyday language of the school. It was evident that the school leadership had made considerable efforts to highlight this system with students and teachers. 'SOARing' posters were visible in classrooms and communal areas, 'SOAR' cards were provided to teachers and were frequently awarded to students, prizes were linked to 'SOAR' cards in the 'lotto' or 'lucky draw' system and teachers stated that they referred to 'SOARing' behaviours as a pre-emptive type of warning when they saw potentially negative behaviours arising. 'SOARing' was very visually evident in the school buildings and was frequently included in teacher-student or administrator-student interactions. Six of the seven students interviewed made reference to 'SOAR' cards. Purposefully giving 'SOARing' such a high profile, may well have been due to its relatively recent introduction to the program, but the way that it was consistently communicated to students via teacher practice would certainly have assisted in processes of continuity and likewise, its explicit definitions would have helped new students and teachers to be clear on behavioural expectations in a range of contexts within the school.

Valuing Learning

Another clear and consistent theme from the data generated from School A was the value placed on learning. The school has designed its own standards for 'Approaches to Learning' ('ATLs') which are communicated to students and are reported on student report cards. Posters of the 'ATLs' were displayed in classrooms and hallways, and teachers and students mentioned the importance of them during interview. The 'ATL' documents outlined expectations for students in terms of learning behaviours that included categories such as 'cooperates and interacts respectfully with others', 'practices self-management' and 'contributes to the learning process'. These documents offered clear statements for expectations of student behaviour in the school and were mentioned by three of the seven students interviewed. In response to the question about student behaviour in general in the school, one student referred almost directly to the 'ATL' of 'practices self-management' and even offered some of the rationale behind it:

Student 7:

S7: Some kids get distracted but it's not something that the teachers would really complain about – we are not monitored all the time, there are no prefects here. They believe in this school that people have the right to manage themselves and it makes them more responsible.

The fact that 'behaviour' or 'Approaches to Learning' form part of the formal feedback process seemed to be sufficient to foreground this issue for some students. Two students made direct mention that the 'ATLs' affected your report card grades and there was a suggestion that this made them all the more important. See the following comment from Student 1 by way of example.

Student 1:

AvdM: Alright so, you're saying that when behaviour is good you get 'SOAR' awards, you get praised by your teachers. When your behaviour is 'bad' then the teachers will call you on it and talk to you and will they involve your parents at any stage?

S1: Not really, we get these 'ATLs' which is basically marking us on our behaviour and effort.

AvdM: OK

S1: So if we are not good then… it goes into that and we get a bad report so, so then it's sort of linked to the family […..] if it goes on your report card and it's affecting you with grades then I think it takes a bit ….. it's a bit stronger.

Linking such explicit behavioural rubrics to classroom assessment practices and then reporting progress in these areas on student report cards represents a formal process that contributes to consistency in assessment practices and continuity over time.

The commitment to learning was consistent at the student and faculty level. School A has a dedicated Teaching and Learning Centre with full-time personnel who provide support, training and professional development (PD) to School A's teaching faculty. Clearly professional development and life-long learning is encouraged both inside and outside of the school day. School A's Handbook outlined a professional development policy that reimbursed teachers up to a specified amount for costs incurred in professional development programs (Faculty Handbook:16). Another policy related to the availability of interest-free study loans for school employees based on a recommendation from the school's Human Resource Manager and subject to approval from the school Director (Faculty Handbook:26). I would argue that that this kind of role-modelling and support is purposeful on the part of the school leadership and that it is grounded in the belief that both students and faculty will benefit from life-long learning.

The existence of the Teaching and Learning Centre not only exemplifies the financial and human capital commitment that the school has towards learning processes in general, but plays a key role in attaining consistency and continuity of teaching practice in the school.

Teaching rubrics existed in School A that defined expectations for teachers in six different areas including one entitled 'Learning Environment'. This rubric outlined school leader expectations for teachers and their instructional practices, and focused on the need to establish a 'culture of learning' and the need to 'practice effective classroom management'. 'Teacher Rubrics' also existed for 'Differentiating Instruction' and 'Technology Integration', both of which are likely to have positive effects on learner behaviour in the classroom. The existence of these clearly defined rubrics and the level of classroom involvement and support that the Centre offers is a crucial element in achieving consistency of practice. The Centre offers regular professional development workshops and training to teachers focused on research-based ideas of best practice, and based its teacher appraisal system on the published 'Teacher Rubrics'.

Reaffirming Success: Awards, Certificates and Report Cards

Since the above kinds of documents are physical representations of what is valued in the school, they have been included here. I acknowledge, however, that they could also be considered to be 'tools' that are in place to assist the processes of regulating student behaviour and thus also fall into the 'Arrangements' category which follows later in this section.

The range of awards given at the annual prize giving ceremony in School A places the focus not only on top performance in specific subjects but also on acknowledging positive learning behaviours. 'Approaches to Learning' awards are presented to students who may not be the top of the class in terms of performance but who demonstrate the desired academic behaviours outlined in School A's 'ATL' rubrics. This places value on the way students engage in their learning and how they behave in the classroom; stressing that the *process* of learning is just as important as the *product*. In addition, School A has three activities assemblies per year when students are formally recognised for their participation in extra-curricular and sporting activities for the preceding school term. Students are presented with a certificate at these assemblies. Exemplary academic performance is acknowledged via the 'Honour Roll' system whereby students obtaining a certain level of overall academic achievement are given an 'Honour Roll' certificate along with their academic report card at the end of each term.

Student report cards in School A do not contain any letter grades or percentages. Performance in subject areas is graded in terms of the school's seven level descriptors and narrative comments are offered to describe current performance and suggestions for improvement. For 'ATLs', performance is rated in line with the assessment criteria stated in the 'ATL' rubrics, and student performance in 'ATLs' is graded as 'Concern, Approaching, Proficient and Exemplary'. The fact that desired classroom behaviours are specified in the 'Approaches to Learning' rubrics also clarifies for future teachers and students the

expectations for classroom behaviour and thus assists processes of continuity in establishing consistency in school culture.

Developing the Whole Child

A key feature of School A's pastoral responsibilities to its students was seen through its pastoral program. This daily 40 minute lesson jointly planned by grade level leaders, the Principal and Counsellor, and delivered by advisory (or tutor) group teachers, provides the opportunity for students to engage in social and emotional learning. With similarities to Life Orientation in South Africa, SEL programs in the USA (Social and Emotional Learning) or PSHE in the UK (Personal, Social, Health Education), School A's pastoral program is designed to meet the emotional developmental needs of students, foster relationships, shape community, and provide an adult advocate for every student in the form of the advisory teacher. This daily time slot was fundamental in ensuring consistency of practice across teachers and grade levels and provided a formal structure for student workshops, assemblies and discussions. I would argue that these sessions are invaluable to new students in the early days of orienting themselves to a new school and a new set of expectations. Examples of pastoral program time use communicated to me during interviews and observations ranged from setting up the lap-top/tablet technologies to discussions on plagiarism, significance of 'SOAR', workshops on career choices, DEAR time (Drop Everything And Read) and community building activities.

Developing Self-Regulatory Skills

It was apparent that the culture of School A was based on a more horizontal approach to teacher-student relations. Students and learning were central to decision-making processes and student voices were encouraged and heard. Also indicative of this approach was the fact that students had almost free access to facilities (cafeteria, library, communal social spaces and practice courts). Students were expected to behave appropriately and were given opportunities to develop personal responsibility during the less structured parts of the school day (transitions, recess, before and after school). Leadership opportunities were also presented through cafeteria supervision initiative, through student council responsibilities and through the student ambassador program (see later section on *Formal Orientation Programs)*. The behaviour of the Middle School students in and around school differed considerably depending on the context. There was little teacher supervision outside of the classroom during recess and transitions, when high noise levels and rowdy behaviour were permitted, yet there was a high level of teacher involvement and supervision during class time, which students responded to, and student levels of engagement in lessons were consistently high. The fact that School A does not have a school

uniform could also be indicative of a less hierarchical approach, one in which individualism is encouraged and valued.

Building Community

Building community was apparent in the culture of the school as evidenced in the arrangements outlined below. Students were allocated to advisory (or tutor) groups, with two advisory teachers (one core teacher and one specialist teacher). This pairing of a core grade 8 teacher with a non-core grade 8 teacher was, according to the Principal, a purposeful attempt to involve all teachers in the day-to-day workings of the school. Deprivatising practice and having teachers experience the classroom management systems of their colleagues is common in schools functioning as professional learning communities. As a result, one would expect a more collaborative approach to behaviour management. It represents another formalised structure to facilitate consistency and continuity of practice amongst the teaching body in terms of communicating common expectations for student behaviour.

School A also had a house point system in place to permit cross-grade level interactions and promote team spirit amongst the student body. Evident here, too, was a high level of student involvement in the decision making processes; whilst the colours of the houses remained the same each year, the theme and the names of the house teams changed on an annual basis and were decided upon by students via the Student Council representative system. This serves as another example of consistency of practice in School A's valuing student voices.

Respecting the Physical Environment

A general respect for the physical environment was observed in School A. School facilities were clean tidy, (and relatively new). No graffiti was evident and student locker areas were well-kept. There was no trash/refuse on the floor and lots of garbage receptacles were provided. Lockers were locked and not defaced or externally decorated; desks in classrooms were free of graffiti. The advisory teachers in School A designated one pastoral session per fortnight to a 'Get Organised' day which involved the clearing out and sorting of lockers, tidying up communal areas and organizing papers and worksheets into student binders. Interestingly too, several students in their interviews used the example of 'picking up trash' as a positive behaviour that would warrant the issuing of a 'SOAR' card so it appeared to be something that featured in student awareness.

In summary, the values and purposes of the school in terms of student behaviour and expectations were clearly understood by students, were explicitly stated in school documentation, and evidence showed that they have become embedded in the culture and everyday practices of the school.

Arrangements and Tools

This next section addresses the second tip of the triangle from the conceptual framework (figure 2) and deals with the arrangements (that which has been organised by leaders to structure the learning environment) which were seen to influence student behaviour in School A. Similarly, any tools in place that assisted processes of regulation of learner behaviour were analysed in relation to issues of consistency and continuity.

Distributed Leadership and Shared Responsibility

Within School A's teaching body, various leadership structures were formally laid out. This is distributed leadership in its normative sense when responsibility and accountability are shared across people in designated positions in the school. Firstly, there was the 'Administrative Team', clearly defined as the Director and all the section Principals. Then, within the Middle School section itself, there was the 'Coordination Team' which comprised the Middle School Principal, Middle School Counsellor and three grade level Team Leaders (grade six, grade seven and grade eight). Finally, each of the grade level Team Leaders was responsible for running the grade level team comprising core and specialist teachers. Each core teacher was assigned a shared advisory (homeroom or tutor group) responsibility with a specialist teacher as a way of disseminating information to the specialist teachers. The emphasis on joint responsibility and accountability is something that I would argue to be purposefully considered and planned for on the part of the school leadership team. Indeed, The Director's message outlined in all of School A's Handbooks and posted on the website, was one of a 'vibrant' learning community based on *collaboration* and *support:*

Letter from the Director:

> *As we all strive to develop a vibrant learning environment, I stress the need for collaboration and teamwork as we all support one another in our educational endeavors. [School A] is an exciting and supportive place to work—built upon shared responsibilities and a strong commitment to learning.* [Extract from Faculty Handbook:3]

The philosophy of the school emphasised a commitment to learning and collaboration. This was embedded in the culture of the school and could be seen through practices involved with the Teaching and Learning Centre, on-going school-wide professional development, high expectations for student learning, and the value placed on 'teaming' processes. The school timetable/schedule is purposefully structured to allow for at least one common non-contact block of time per week for the core teacher meeting.

Daily Schedule and Teacher Course Loads

School A runs an eight day schedule cycle which rotates lessons through the four block class periods of the day. This is a deliberate decision on the part of school leaders to ensure that classes do not take place at the same time each day/week and gives each subject its 'turn' of commonly less productive class periods such as after lunch or last period on a Friday. There is a 40 minute pastoral period on four days a week. Once a week, the school day is shortened for students to allow for the weekly faculty Profession Development sessions offered by the Teaching and Learning Centre.

Teachers in School A end up with approximately 40% non-contact or planning and preparation time. Within their non-teaching periods there are compulsory, weekly grade level team meetings with the other grade 8 core teachers, as well as workshops with the tech integration specialists and the learning coaches. In addition, teachers are required to engage in a number of vertical planning meetings with other teachers from their academic discipline/department.

This amount of non-teaching time permits high levels of collaboration in School A, and allows for processes of continuity. In this way, much of the tech integration support, planning and input from the Teaching and Learning team on best practices, happens during the school day, as part of the regular work week. As discussed earlier, the Middle School Principal in School A spoke about the importance of 'teaming' and the need for 'lots of talking' amongst teachers when it comes to consistency in the regulating of student behaviour.

Technology

Use of technology was a key feature of practice in School A. All teachers at School A were issued with a school laptop which linked wirelessly to the school network, the internet and the projector/beamer in their classroom. From 2013 each grade 8 student was also issued with his/her own tablet device for school use. During my visit, teachers and students relied heavily on digital resources and classroom practice was almost 'paperless'. Many students took class notes on their devices rather than writing them out in exercise books.

The full-time Middle School tech integration specialist in School A attends the coordination team meeting once a week with the Principal, Counsellor and grade level team leaders in addition to dealing with individual teacher needs and providing tech support.

Teacher laptops, student devices, access to Wi-Fi and the support from the integration specialist represent technological tools and resources that seek to enrich the learning experience for students and, I would argue, increase levels of student motivation and engagement. The use of devices rather than pen

and paper tasks often increases student possibilities for individual creativity and self-pacing, and can consequently promote more student ownership of the task resulting in positive behavioural outcomes.

Enhanced use of digital information technology offered another mechanism within School A that supports consistency and continuity of practice in the area of regulation of student behaviour. Likewise, the 'Technology Integration Teacher Rubric' clearly defines school leader expectations for teachers in how technology should be used in the classroom. Shared network drives, the Teaching and Learning Centre blog and the tech integration specialists' FAQs documents provide more opportunities for teacher collaboration and the sharing of information that do not have to happen in 'real time' exchanges. In addition, digital copies of curriculum documents, lesson plans or classroom resources that are saved and stored in a central location give a record of what was taught when (and how); valuable information for next year's new teacher. These processes in themselves can contribute to continuity of practice.

Documents and Tools

'The Parent – Student Handbook'

School A produced 'Parent-Student Handbooks' for each of its sections (Elementary, Middle and High). These documents are updated on an annual basis and contain all school policies, informational items, and expectations for students. The section entitled 'Student Responsibilities' describes in detail the expectations that School A has for student behaviour and the possible consequences that might result should a student make a choice that lies outside of expectations. The 'Parent-Student Handbook' contains a list of possible consequences that may be assigned for students making what the Principal referred to as 'unhealthy' choices. These consequences included: warning, lunch detention, a values learning process, loss of privilege, community service, letter to parents, counselling, parent/student/ administrator conference, disciplinary probation (including suspension from extra-curricular activities), suspension and expulsion. There was no chart or list showing automatic consequences that would result from a particular 'misbehaviour' or an 'unhealthy choice'. This was consistent with the data obtained from the Principal interview.

Principal School A:

> P: But we don't have any kind of xyz chart of … [misbehaviour]
>
> AvdM: So, nothing of… if you do this… then automatically that will happen….
>
> P: No, nothing like that…. I strongly <u>don't</u> believe in that. […] I do a lot of values learning plans with them.

A 'Faculty Handbook' was also distributed to teachers outlining all relevant policies and procedures which provided a formal record of expectations and protocols to new (and returning) teachers. The fact that the 'Parent-Student' and 'Faculty Handbook's are made available to relevant stakeholders can be seen as a way of assisting processes of consistency and continuity in the regulation of student behaviour. Committing philosophies, policies and procedures to paper and making them widely available not only facilitates the communication of expectations to new students and parents but offers a reference guide to new teachers and administrators on how things are done at this school.

'SOAR' Cards

As mentioned previously, the positive school-wide behaviour management system at School A was based around the 'SOAR' concept. Students are informed of what it meant to 'SOAR' at the start of the year and this issue is revisited frequently in classrooms and through the daily pastoral program. 'SOAR' posters were on display in various parts of the school and each poster was customised for that particular location. For example, the 'SOAR' poster next to the locker area outlined what Safe, Organised, Accepting and Respectful behaviour at the lockers looked like: 'Lock your locker, keep it tidy, don't attempt to access someone else's locker etc.'. Similarly the 'SOAR' poster in the cafeteria mentioned the need to be respectful of others who share the space, to keep the noise level down, be sure to tidy up after yourself and keep the spaces clean etc. 'SOAR' cards are distributed to teachers to be used at their discretion. Students' 'SOAR' cards are entered into a lucky draw and the winner is awarded a prize at the end of term. The 'SOAR' card is a positive reinforcement tool whose sole purpose is to help regulate student behaviour and, as discussed previously, its use in School A was wide-spread and its purpose commonly understood.

The 'Oops Slip'

In addition, a tool called the 'Oops Slip' was in use in School A. This form is used to communicate with parents that their child is missing a homework assignment. Despite this being a record of what in many schools may be considered to be undesirable student behaviour, there was no negativity attached to an 'Oops Slip' and no automatic disciplinary consequence. The 'Oops' presumes positive intentions on the part of the student in that there was no purposeful disobedience with not turning in homework, simply forgetfulness. This again, is consistent with the school's approach to positive behaviour management. There were no grading penalties in subject areas for late submission of work but 'Oops Slips' were recorded internally on the student's running record, and, if repeated, then the teacher might keep the student in during lunch break to complete the work or may call for a parent conference. Since the 'ATLs' document outlined 'practices self-management' as one of its assessment criteria, and the student report

card included 'ATLs', then one would assume that repeated issuing of 'Oops Slips' would affect the grading of this student in this category.

In conclusion, School A engages in purposeful planning of structures, arrangements and tools that assist processes of consistency and continuity of practice in the area of regulation of student behaviour. Structuring the school schedule to allow for common meeting times, explicitly stating the desired learning and teaching behaviours through the 'ATLs' and 'Teacher Rubrics', the use of technology to provide permanence of information, and school-wide use of common tools and positive behaviour management systems, all contribute to consistency and continuity of practice.

Ways of Doing - Embedding Routines

This final section of findings for School A looks at the third point of the triangle: Routines (see figure 2). The paragraphs below describe the classroom practices and routines that have become embedded in the day-to-day functioning of School A that assist in the regulation of student behaviour and continuity of practice in that area. Many of these elements of the situation have already been referred to in previous paragraphs but are analysed in more detail in this section.

Routinisation of Classroom Management

In schools and schooling, much of the regulation of student behaviour and thus the shaping of the imagined learner takes the form of classroom management. In school A, there was a high level of consistency in lesson structure as well as in the approaches to classroom management. The 'ATLs' clearly play a role here as well as the 'SOAR' cards. 'SOAR' cards were mentioned by all seven students interviewed and 'ATLs' were referred to by all but one. Students also made comments in the interviews that demonstrated an awareness and understanding of the role and efforts of the teachers as far as classroom management was concerned:

Student 4:

> AvdM: … generally, do you think that the kids here are well behaved?
>
> S4: Most of them are yes – I feel they are well behaved and I feel that the teachers know how to control the kids.

Student 6:

> AvdM: … in classrooms in general….what is the student behaviour like?
>
> S6: Well, mostly…..or…..sometimes, students can get tired so we might look like we are not paying attention but well…..it depends on the way the teachers teach ….if they just stand there and keep talking then…like…..we will just kind of fall asleep….but then if they make you interact

> with people and they ask questions to you and things like that, you will answer…. And then in group work you know it's normal here, so you work with your friends and things like that.

I observed that students generally remained on task and little more than a quick prompt or reminder was needed to refocus students on the task in hand. In three of the lessons observed (Language Arts, Spanish and Science) part of the lesson was dedicated to individual conferencing with students whilst the remainder of the class got on with their assigned tasks with little or no need for teacher intervention. Again, the integration of technology in the classroom may have much to do with students remaining engaged in independent study type tasks. (Students are able to self-pace through the work and make choices about which resources, websites etc. to make use of).

There were no bells in School A to mark the lesson changeovers or end of recess time. Consistent with school philosophy and the 'ATL' of 'Practices self-management', students were expected to get themselves to lessons on time.

Classroom Routines: A Common Lesson Structure

During my visit to School A, I observed a range of grade 8 lessons (Language Arts, Mathematics, Science, Social Studies, Spanish, Health and Physical Education). Analysis of the observation records and field notes showed that a consistency in teacher approaches to lesson structure. As mentioned previously, the level of integration of technology was high in all academic subjects that I observed, and the lessons followed an almost identical structure. At the very start of the class, the lesson objectives and outline of lesson content for the day were projected onto the whiteboard providing a focal point for students upon entering the room. Students were given a few minutes to get settled and when they were ready, the teachers started their lessons by discussing the lesson objectives and linking today's learning with past work. The 90 minute lessons included a variety of different tasks and foci including whole class discussion, small group discussions in table groups, independent research and written work using the students' tablets. Teachers ended the lesson with a plenary activity and then instructions of homework tasks were given. Most homework tasks were technology based, for example, reading up the articles posted on the teacher blog or emailing completed assignments to the teacher. The almost identical nature of lesson structure across multiple teachers and subject areas suggested to me that this was a deliberate effort on the part of the school to arrive at a level of consistency. The existence of the Teaching Rubrics and the Teaching and Learning Centre workshops would, I assume, play a pivotal role in this area.

Classroom Routines: A Common Classroom language

Another observation was the consistency in the type of language used by teachers to praise and encourage students. Teachers used a language of positive reinforcement which focused specifically on the learning process. Rather than 'Good job' or 'Well done' I heard expressions such as:

Brilliant example

Yes, tell me more about that

I like how you think

Thanks for demonstrating your understanding of that for us

Ooh that is a good question

You are making connections – I like it

Perfect – you are one step ahead - I am happy to see you already have some knowledge on this– great

I have heard a lot of great conversations today - you have been really specific with your feedback

That's a good observation – thank you

I later discovered that one of the Teaching Rubrics published at School A related to 'Learning Through Enquiry' and had a subsection entitled 'Making Thinking Visible'. In this section, 'explicitly teaching 'thinking aloud' using the language of thinking (recall, infer, evaluate, analyze etc.)' is listed at the third of five teacher competency levels that are defined in this area.

Regular Team Meetings (Students of Concern)

The grade 8 core teachers in School A attend a weekly meeting lead by the grade 8 team leader. The school schedule is set up so that this meeting can occur. Every second week, 'Students of Concern' is an agenda item at this meeting during which teachers can bring up the names of students who are experiencing difficulties. The student of concern process was based on the 'Response to Intervention Triangle' which is common in many US schools. Firstly the problem is identified, then strategies are implemented, and student responses to the interventions are recorded and progress monitored. School A also has a weekly coordination team meeting which involves the Principal, counsellor, tech integration specialist and all grade level team leaders. Discussions and decisions made here are then filtered down to the grade level meetings via the grade level team leaders. Whole school faculty meetings are infrequent but do occur on occasions during the Wednesday professional development time. Departmental meetings for vertical planning activities occur as part of the professional development program.

As suggested in previous sections, these routines of weekly meetings and the idea of regular 'teaming' with involving different groups of professionals are a key component in School A's efforts towards establishing consistency and continuity of practice.

Formal Orientation Programs

In the face of such high levels of teacher and student transiency, School A has formalized systems in place as part of the 'orientation' process. New teachers attend an orientation and training program one week prior to the start date for returning teachers in order to get themselves familiarized with the curriculum and expectations. New principals are expected to spend at least one week at the school in the April prior to the start of the academic year to work one-on-one with the departing principal and help ensure a smooth transition. New students also have an orientation program prior to the start of the school year and the counsellor coordinates the Student Ambassador program which partners up a returning student with each new student and offers a tour of the school and on-going peer support in the first few weeks of the term. For new students coming from a non-international or non-American school, the orientation process begins as early on as in the admissions interview. School A' s Principal explained that she spends a lot of time in the admissions interview describing the school's philosophy and getting a feeling from the student to see if s/he would cope with the culture of the school.

Principal School A:

> AvdM: So you want to be sure that the new students are aware of what is expected here?
>
> P: Yeah and what kind of school we are and how it's different from what they came from so it's really painting the picture that they need to be….or that they are expected to engage in ways that they might not …in their current school… because we are not a school about conformity ….you know, we are about critical thinking, we do expect our kids to engage in lots of conversations with each other and with teachers, you know, about their learning.

Informal orientation processes are also at work, and students commented that they learned about expectations in the school by observing teachers and peers in the classroom. Student 4 said that he learned about how to be a 'good' student in the school by seeing 'how the teachers resolved problems', and Student 3 described the process quite simply as 'a matter of monkey-see-monkey-do'. Clearly, with role-modelling being key, in a school with a highly transient community, consistency of expectations, actions, interactions and reactions is significant.

Assemblies, Advisory and the Pastoral Program

School A engages in whole school assemblies in which expectations of behaviour and values are communicated formally to students although the Principal commented that these happened infrequently. More frequently (and according to the Principal, more effective) were the daily advisory and pastoral sessions (see previous section on *Personal Growth)*. These regular meeting times with small groups of students offer support structures for students as far as organisation and reminders were concerned, allowing for group discussions of school-related issues and encouraging community building and development of school spirit and identity. As described previously, the content for the pastoral sessions was jointly planned by the grade level team of core teachers and one would assume, delivered in a similar fashion in all sections. For this reason, I would argue that students in that grade level are receiving consistent messages about expectations and responsibilities from their teachers.

Annual Renewal of 'Teacher Mutual Agreements'

Teachers in School A have a set of 'mutual agreements' that are reviewed annually during the professional development sessions at the start of the academic year. This set of mutual agreements outlines specific roles and responsibilities of teachers and the expectations to which they would hold themselves and each other in order to create the desired kind of educational environment. Teacher agreements, based on areas such as punctuality, cell phone use, student use of gaming devices, proper use of student lockers (to name but a few), are created and reviewed annually. These, in addition to the published 'ATLs', provide a formal structure towards establishing responsibilities of both teachers and students in creating School A's desired learning environment. There is no question that the existence of these documents assists in achieving consistency and continuity of practice. Since these agreements are teacher generated and are not part of a top-down approach, I would also argue that there is more teacher support of these mutually agreed expectations than there would be for a set of standards enforced by school leaders.

There are a number of established routines in School A that support processes of continuity in the area of student behaviour. Common instructional practices, regular meeting times for teachers and students, formal orientation programs and annual review of 'Teacher Mutual Agreements' all form part of everyday practice at School A and provide opportunities for teachers and students to become familiar with expectations for learning and behaviour within the school.

In summary, the values, purposes and behavioural expectations of School A were clearly stated and communicated in school documentation (e.g. 'School Handbook, 'Approaches to Learning', 'Teacher Rubrics', 'Teacher Mutual Agreements') and were supported through various arrangements, (teacher workloads, use of technology, creation of tools. Routines (such as regular teacher meeting time,

regulated classroom practices and structured orientation processes) had become embedded in the culture of the school. Consistency of practice here was clearly visible and the existence of routines promoting regular repeated activity would help to support continuity of practice

School B

As with the previous section, the descriptive summaries generated from School B are categorised into the three main groups outlined in the conceptual framework, (Values and Purposes, Arrangements and Tools, and Routines).

Values and Purposes

A Christian Ethos

School B was founded on a Christian ethos and is based on the principle of mutual trust and respect. The school motto, which is included in School A's logo and appeared on the website and all official school documentation has a religious message. Whilst there were no other visual artefacts or representations of the Christian faith in and around the school, a prayer or reflection is offered at the end of each school assembly and messages are generally based on Christian values. Students themselves did not refer to Christianity during interview but Christian values were mentioned in all of the interviews conducted with faculty members:

Deputy Head:

> AvdM: In terms of the values of your school…what are you trying to instil and promote in your students?
>
> DH: We are a school that advertises that we have a Christian ethos so the value system is based on biblical Christian values which we have put down on paper as far as policy is concerned and, as far as students are concerned. We have our 'Character Awards' to try and promote this kind of thinking and behaviour.

Whilst the school clearly stated its position with regard to its religious affiliations, the main focus was fostering on Christian values rather than preaching the faith.

Teacher 1:

> OK, the school is built on Christian principles and was in fact started, I believe, by a church group many years back, so we support Christian principles but being an international school, we are open to all different cultures and religions. But we do have assemblies and the base of our assemblies …it is religious… so we try and inculcate that in our assemblies through what we call our 'Pillars of Character' ….so we encourage anyone who comes in to speak to the students to base their message on the six 'Pillars'.

Students did not make direct reference to Christianity during interview, however, all seven students mentioned the school's 'Character Awards' (that were based on the schools six 'Pillars of Character') and were aware of the prestige associated with these behaviour related awards. (These are further detailed in a later section).

School B does not have a formal mission statement as such; however its 'Student Handbook' quotes a verse from the Bible as its motto. This verse is referred to on some school documentation as being the school's 'Golden Rule' and seems to form the basis of all expectations for student behaviour as outlined in School B's Code of Conduct. 'Blasphemy' is included in the level one offences in School B's disciplinary code (deemed worthy of a 'Demerit'), and whilst there are no other direct references to the Christian faith in the code of conduct, the fact that School B clearly communicates its Christian values base, obviously governs its general approach to behaviour management.

Managing Student Behaviour

School B's behavioural management system focuses on both positive and negative behaviours 'carrots and sticks'. This is common in many schools world-wide. 'Merits' are given to students who demonstrate positive behaviours in academic areas, or in sporting or other achievement areas. According to the Key Stage 3 Head, 'Merits' could be awarded for things such as academic achievement in a test, improvement in work, good performance in a sport or showing leadership on a sports team. 'Merits' were not physical artefacts but were tallied on an internal database and a certificate awarded in Friday assemblies for students earning 4 or more 'Merits' in a week. Parents were also notified. At the end of the term, any student earning a total of twenty or more merits is acknowledged in the last assembly of the term, and at the annual awards ceremony, the student with the highest total of 'Merits' is recognized and receives a prize.

'Merits' and 'Demerits' can be awarded at any time by any faculty member. All students interviewed were clear on the 'Merit'/'Demerit' system and students gave the most common reasons for the awarding of 'Demerits' as being: not handing in homework, uniform infractions and being disrespectful to a teacher. 'Demerits' were awarded during classroom observations, and were accepted by students without comment. (I later learned that 'accepting legitimate punishment and disciplinary action taken' was one of the expectations stated for student behaviour in School B's Disciplinary Procedure document.) 'Demerits' were also logged digitally on the school's administrative database and once a student had been awarded a third 'Demerit' in any one term, a detention was issued.

Detention at School B occurs for a period of one or two hours (depending on the infraction) on Friday afternoons between 2pm and 4pm. It is supervised by teachers and time is spent doing some kind of mundane task. Detention activities were described by the Deputy Head as being 'something very menial or boring', examples given by teachers and students included writing out the code of conduct, copying words and definitions out of the dictionary or helping a teacher with tidying out cupboards or drawers.

It is evident that the school leadership has been successful in effectively communicating the 'Merit'/'Demerit' system in the school and that it has become embedded in school culture. This leadership practice, in place to govern student behaviour, has been distributed through explicit documents, internal communications and technology, and has become a part of everyday practice in the school. All parties interviewed were aware of the 'Merit' system, the school's administrative database has been adapted to permit the logging of 'Merits' and 'Demerits', teachers discussed 'Merits' and 'Demerits' during faculty meetings and posters of 'Demerit' worthy offences are posted on classroom walls.

Interestingly, Teacher 4 and Student 5 both commented on the fact that there was some discrepancy in how School B addresses 'Merits' and 'Demerits'. School B's documentation was very clear on establishing and communicating specific behaviours that would result in a 'Demerit' yet had no such defined list for behaviours that would be worthy of a 'Merit'. Teacher 4 referred to the code of conduct document which even goes as far as listing, for example, which particular swear words represent a level one offence (i.e. one 'Demerit') and which swear word is a level two offence (resulting in an immediate detention).

Teacher 4:

> T4: So firstly there is some …. Oh…what is the word I am looking for?..... I can't think of the word ….things aren't consistent - there are some inconsistencies in the 'Merit' and the rewards system. So the way kids are punished, the rules are very clear, very specific…..you know ….if you want to know ….say…..some guy's sworn in class, you can go to the 'Student Handbook' and you can find the swear word …..
>
> AvdM: I have seen that one actually in your 'Handbook'…
>
> T4: It's quite something isn't it?
>
> AvdM: Yes! So it's a different consequence for the 'F word' than for the other swear words!
>
> T4: Yes, yes, and I have never seen that in a school before but it's like that ….it's to the letter, very specific. But the 'Merit' system, the things that we would like to develop in our kids, things like loyalty, caring, citizenship – those things are more vague…..and sort of broad.

AvdM: So you're saying that it's not been clearly defined for the positive behaviours in the same way as for the negative?

T4: Right

This was echoed in a student interview when comments suggested that 'Demerits' were more frequently awarded than 'Merits'.

Student 5:

AvdM: And do you think that teachers are consistent in their issuing of 'Merits', 'Demerits' and 'Character Awards'?

S5: Um, yes, well 'Merits' are harder to get than 'Demerits' …. obviously.

Certainly, I would argue that leaders in School B have worked towards obtaining consistency and continuity of practice in how negative learner behaviour is regulated by the explicitness contained in the Code of Conduct. From the comments made by Teacher 4, it seems that applying this level of detail to what constitutes positive behaviour is an area that the school leadership may consider in the future.

Reaffirming Success: Awards and Certificates

School B acknowledges student performance in a wide range of areas and Academic, Sporting and Cultural Awards are presented at the annual awards ceremony in November. In addition to the on-going behavioural management system of 'Merits' and 'Demerits', school B also recognises positive student behaviour through its 'Character Awards'. 'Character Award' winners are presented with a certificate at the Friday assemblies and parents are also informed.

School B clearly places value on developing an ideal learner who has strong moral fibre and good character. The six 'Pillars of Character' (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) are communicated in the 'Student Handbook' and are displayed on posters in classrooms and in school hallways. Positive student behaviours with regard to these 'Pillars' are actively encouraged by teachers through tutor group interactions, assemblies and class meetings, and are acknowledged through the 'Character Awards' system. 'Character Awards' are highly valued and rarer than 'Merits' as the following comments indicate:

Teacher 2:

AvdM: Tell me then, what words would you use to describe the values that you think are really important to your school?

T2: Values? Honesty, integrity, trustworthiness.

AvdM: OK, and your school has systems in place to reward this kind of positive behaviour? Tell me about those. Do you have any awards that are given?

T2: Yes, we have 'Character Awards' that are given to students if they are 'caught' doing something good – so we might give them a 'Character Award' for showing one of our pillars – responsibility, caring, anything in terms of behaviour that is good.

AvdM: OK, so on an average day, you must be teaching what 80-100 students – how many 'Character Awards' do you think you might give out?

T2: Well, maybe in a week, about 2 or 3 in a week.

AvdM: OK, so they are quite highly prized things then?

T2: Yes, yes they are.

Teacher 3:

AvdM: And so how do you recognise effort in terms of academics and sports – do you have awards or certificates or something?

T3: Yes, so at the end of each week, 'Merits' are tallied and then in assembly on a Friday they get issued with certificates for however many 'Merits' they got that week but the 'Character Awards' are really the 'gems' of the school. You just want to get a character award um, they count the most.

AvdM: OK, so the 'Character Awards' then, on average, how many would you give in one week say?

T3: They are quite rare because these are the big ones and they come from the heart and it's not thought out like….oh I'll give out 3 'Character Awards' this week….So usually it's a behavioural thing. So if I've really seen an improvement in class, so like, someone really changing their attitude and going for it, so I would say probably….. an average of once a week if not once every 2 weeks.

The existence of the systems in place to remind, award, record and formally acknowledge students who are being recognised for positive behaviours in school definitely contributes to continuity of practice. Whilst a lack of specificity may mean that the giving of 'Character Awards' is open to more subjectivity (and therefore less consistency) in what exactly constitutes 'trustworthiness' and 'caring' in school, continuity of practice is achieved due to the high profile of these awards and the fact that they are embedded in the routines and general philosophy of the school.

Building Community

A clear, underlying theme that emerged from the data generated at School B was a strong sense of community. When asked to describe a typical learner at the school, five of the seven students and two of four teachers interviewed made reference to the fact that students were 'friendly' and 'welcoming' Other comments included references to family values and trust:

Teacher 4:

> T4:…Well, here there is a real focus on sort of family values…. they really encourage things like honesty and citizenship, er, caring… the sort of things that you talk about in families and in smaller groups.

Teacher 1:

> T1: It's a small school which is based on the principles of respect and trust. It's a family, a small family, it's a friendly place, it's very warm, it's supportive.

Indeed, the IQAA (Independent Quality Assurance Agency) listed 'care for students' and a 'happy ethos and vibe' as being key strengths of the school in its report from 2013. Community and family style values were visible in the routines and everyday happenings in the school and have been distributed across various processes and structures which model community. Each grade/year group takes on a particular responsibility in the school that encourages shared accountability and helps build community. The year 8s, for example, have to set out and put away the chairs at the start and end of each assembly. The year 9s have 'car park' duty in the mornings when they are expected to assist the children in the younger grades with getting across the car park safely, the year 11s are responsible for the school's organic garden, and the year 12s, for example, take on prefect roles within the school and supervise school recess periods. Added to this, students in each tutor group are allocated to a particular portfolio (be it sports, arts and culture, social, environmental, service, media etc.) and are allocated some of the 'Wednesday Meeting' sessions to plan out events and initiatives in cross-grade level groups. There is also the house point system and the house competitions which promote interactions across grade levels and of course, the school uniform, which binds students together with its visual representation of a common identity. Students were clearly very proud of their school and a sense of belonging to a special kind of community was evident.

This sense of community responsibility is echoed in the teaching body as all teachers in this relatively small school are expected to take on multiple roles of responsibility. Subject teachers, for example, also take tutor groups, offer sports or activities as part of the after-school activities program, and take charge of one of the student 'portfolio' areas mentioned previously. A strong commitment to the school community and high levels of faculty involvement in all areas of the program was evident.

Clearly, Christian and family values being evident in the school, will have an impact on the regulation of student behaviour in a school. School B's explicitly stated ethos has clearly shaped the expectations for its imagined learner. The expected level of commitment from faculty, the shared student responsibilities, high student engagement in all aspects of school life and the reward and punishment system all reinforce

the establishing of a supportive and involved school community. One assumes that there is a tacit understanding of expectations here and that coherence in school culture is reproduced by on-going practice on the part of school leaders and teaching faculty.

Valuing Hierarchy and Respecting Positions of Responsibility

Teacher-student relations in School B appeared to be based on a more hierarchical approach. School B has a prefect system in place which offers positions of responsibility in the school to the year 12 students. The prefects are elected by their peers and their responsibilities include assisting teachers in the supervision of recess and lunch breaks, marshalling students to and from class on time and assigning late cards to students. Whilst I did not interview any of School B's prefects, I observed them 'on duty' and the year 9 student interview accounts suggest that they take their roles seriously. Student 2's comments implied that the authority of prefects was generally accepted in this small community school. Student 2:

> AvdM: OK and so generally, you as a year 9 student, do you listen to your prefect?
>
> S2: Yeah, as I said, everyone is very friendly to each other so it's not like 'I'm not going to listen to you!'

A more formal approach to the relationships between adults and students in the school is also suggested in the 'Procedures' section of School B's 'Student Handbook'. Point number two states that:

> *Staff should be addressed by their title and surname or as 'Sir' or 'Ma'am'. Visitors should be greeted and addressed as 'Sir' or 'Ma'am'.* (Student Handbook : 6)

That said, School B has a Student Leadership Forum (SLF) which offers students a channel through which to voice their issues, concerns and ideas. According to the teacher SLF representative, the dynamic here was changing, with the school management team choosing to involve students more in discussions, inviting more suggestions and thus giving students a stronger voice than perhaps they have had in the past. Indeed, the whole 'Merit'/'Demerit' system had recently been reviewed following SLF proposals and discussions with the school management team.

Respecting the Physical Environment

School B's physical building is not a purpose built educational facility. It was initially a large residential home that was remodelled in the 1960s into a training facility for a large corporation. Many of the building's original features have been maintained giving the school a unique 'homely' quality. Classrooms open out onto the central corridor and are interspersed with bathrooms, offices and storerooms. I would argue that these surroundings reinforce the sense of family and belonging, and the narrow corridors and stairways may well promote some of the student 'friendliness' referred to in

interviews since there is a need to pass each other in very close proximity and engage in close quarter interactions on a daily basis.

Observation notes from School B show that students have a respect for the physical environment and are generally proud of their school. Despite the fact that classrooms were often used by more than one teacher and multiple student groups were rotating through the classrooms on a daily basis, the rooms and hallways were clean and tidy, and display boards were attractive and fresh. There was no graffiti evident and no litter around the campus. Many bulletin boards displayed photographs of School B's students involved in various school activities, again echoing a family ethos in which learners are highly valued members of the community.

In summary, School B's philosophy and values system was clearly articulated and communicated to all community members through documentation and communication routines. Consistency in perceptions of what was considered to be important and valued in the school was evidenced through interview responses from students, teachers and administrators alike.

Arrangements and Tools

This section outlines the social/structural arrangements and tools in place in school B that address the issue of regulation of student behaviour and contribute to consistency and continuity of practice.

Distributed Leadership and Shared Responsibility

The leadership structure at School B comprised a school leadership team made up of the Headmaster, Deputy Head and four Key Stage Heads (Key Stages 1,2,3,4). Each of these school administrators was still involved in the teaching program at the school and took responsibility for part-time teaching duties in their particular Key Stage. This team of leaders along with the school counsellor/special needs coordinator meet as the 'Management Team' on a weekly basis to discuss issues in their Year R – Year 13 schooling program. The Key Stage Heads in School B serve as the link between faculty and upper management and assume responsibility for matters of student behaviour within their Key Stage. The channels of communication and responsibility were clear to the Key Stage 3 teachers interviewed. They all commented that where there were concerns about a student's behaviour, they would first try to deal with the matter themselves and would take it to their Key Stage leader if the problem remained unresolved. The personnel involved in middle management positions of Key Stage Head had seen very little changeover, with all current Key Stage leaders serving five to ten years in their respective leadership positions. This stability in personnel is crucial in providing continuity of practice in School B. Key Stage leaders assume responsibilities for regulation of student behaviour and represent key human

resources due to their long-term involvement in school decision-making processes and their combined institutional memory.

Professional Development

Professional development in the school was a regular part of the teacher work week and was predominantly led by members of the school management team. In this way, the responsibility for developing human capacity and the opportunities for leadership experience were focused on a small number of key individuals in management positions.

Technology

School B is in the early stages of its proposed one-to-one tablet program. Currently, teachers have been provided with devices and are receiving training on use and integration into the classroom. During my visit I observed teachers making use of their devices to take notes in faculty briefings and during assemblies but did not witness any use of tablets as instructional tools in the classroom. Each classroom in School B is equipped with Wi-Fi, a teacher computer and a projector, and teachers did make use of these technologies in various lessons that I observed. Increased use of technology in the future, will likely contribute greatly to processes of continuity of practice as was seen with technology use in School A. School B makes use of an internal administrative database that logs student 'Merits', 'Demerits', 'Character Awards' and detentions. All teachers have access to this database and so are able to check up on students who may be cause for concern due to behavioural issues. This common use of technology assists processes of consistency in the regulation of student behaviour in that school-wide consequences for logging three 'Demerits' or a transgression of the code of conduct are predetermined and notification of consequences to parents is automatically generated.

A More Varied Approach to Instructional Practice

During my visit to School B, I observed a range of lessons with the year 9 students including Physical Science, French, Mathematics and Physical Education. Lesson observation notes show that there is a wide variety of teaching styles in existence in School B and little similarity in lesson structure from one class to the next. It could be deduced here that the need for consistency becomes less of an issue in School B since, for the most part, it is the same teacher delivering the program from year to year. Continuity of practice therefore is attained more through consistency in program delivery by longstanding personnel and is not threatened by the frequent rotation of new teachers and administrators. A desire for consistency of instructional practice in School B was not expressed in policy documents or in interview responses and no published rubrics for teaching and learning were found on

the website or mentioned during interviews. Teachers in this way have more scope to make their own decisions about instructional strategies and lesson structure.

Documents and Tools

School B's 'Student Handbook', Code of Conduct, and Disciplinary Procedures can all be found on the school's website. The Code of Conduct is a four page document outlining the behavioural expectations for students in School B and represents an agreement between the school, parents and students. All new students arriving in School B are required to sign the agreement to confirm they have received and read the school's Code of Conduct and agree to abide by its contents. The website also makes available official school documentation related to its Religious, Substance Abuse, Uniform and Bullying Policies. These documents are detailed and explicit, and distributed to all families on arrival. The 'Student Handbook' (which contains the Code of Conduct) was repeatedly referenced by students in interviews as being useful in learning how to become a 'good' student in their school. Explicitly stating expectations for student behaviour and the detailed list of consequences for specified transgressions represents a clear way of promoting continuity of practice in this area.

'Merits', 'Demerits' and 'Character Awards'

As previously discussed, the reward and punishment system of'Merits' and 'Demerits' to acknowledge student academic performance and to regulate student behaviour has been in place for some years. The 'Character Awards' exist to affirm positive behaviours shown in and around school. Whilst the 'Merits' and 'Demerits' are not physical artefacts themselves, paper certificates are presented in assemblies for earning a certain number of 'Merits' in any one term and for receiving 'Character Awards'.

'Daily Report'

'Daily Report' is a system utilised in School B to closely monitor student learning behaviours that teachers feel need developing. School B's Deputy Head and Teacher 2 both described the processes involved in students being on 'Daily Report'. Firstly, how they get there (repeated displays of negative behaviours in the classroom that have not been resolved by the awarding of 'Demerits' or detentions) and secondly, what the process involves (individual students carrying a report around with them to each class which must be completed and signed by the teacher). 'Daily Report' appeared to be viewed as more of a scaffolding process for struggling students than as a 'punishment' for negative behaviours. During interview, the Deputy Head recalled instances in which students had requested to be put back on 'Daily Report' since they viewed it as a positive support structure that helped them stay out of detention. This tool represents a formal process which works to regulate student behaviour by foregrounding particular

elements that need to be addressed to help students bring their learning behaviours in line with school expectations.

In conclusion, the arrangements and tools in School B that govern the regulation of student behaviour have been in place for some time and are clearly communicated and widely understood. They have, over time, become part of the day-to-day school experiences of students and teachers in School B and are regularly referred to in assemblies and daily tutor group meetings.

Ways of Doing – Embedding Routines

The Daily Briefing

Teachers and administrators in School B's Secondary School (years 7-13) start each day with a 15 minute briefing known as the 'Morning Meeting'. During the briefing I observed, this meeting time was used to disseminate information to faculty about upcoming events, outings and daily logistics. This daily gathering of the entire Secondary School faculty seemed to be a key feature of community building amongst the teachers; high staff morale and strong levels of camaraderie were apparent. Whilst not mentioned at the briefing I attended, one of the teachers interviewed described the morning meeting as being a possible forum for sharing information and strategies for students with behavioural concerns.

Wednesday Meetings

The faculty in School B has a weekly scheduled 90 minute faculty meeting which occurs after school on Wednesdays. Responses from teacher interviews revealed that the Wednesday meeting is used for a number of purposes related to school improvement, professional development and general staff informational meetings. The Key Stage leaders, head or deputy were responsible for planning, organising and running these meetings Activities based on curriculum planning, exam result analysis, student concerns, discipline, and general staff development were mentioned. The Deputy Head of School B explained that students with unresolved behavioural concerns would likely be discussed at one of the 'general staff meetings' which occur approximately twice per term. These Wednesday meetings represent a key feature of professional activity in School B and provide a forum for maintaining continuity of practice.

Assemblies

School B has two assemblies per week (on Monday and Friday mornings). The assembly I observed was a relatively informal event with the year 8 students setting out the chairs as the rest of the year groups arrived from their tutor group classrooms. Students entered the room with a fair amount of noise (which

did not prompt any teacher intervention) and no prompting was necessary as students settled quietly when the Headmaster got up to speak. There was no visible hierarchy in the physical format of the assembly, and in general, it seemed to be a relaxed but respectful affair with teachers sitting on a gym bench at the side of the room and students filling the main auditorium area. The assembly periods in School B are used for a variety of purposes; delivering of a spiritual message, dissemination of information and affirming positive student behaviours and achievements. Part of the Friday assembly time is used to acknowledge students in receipt of a certain number of 'Merits' for the week and those students who have been presented with a 'Character Award'.

The twice weekly assembly periods represent a clear routine in the school through which processes of continuity can be addressed. This regular meeting of all teachers and students provides a forum to reinforce Christian and family values in the school and expectations for learner behaviour, and ensures that everyone is hearing the same message. Since the teacher and administrator turnover in School B is fairly low, for the most part, it is the same teachers year to year who present to students at assemblies and so one would assume that consistency in the format and approach to assembly content would be more naturally achieved.

Orientation Processes

As one might expect, few formal orientation programs exist in School B. With little student and teacher turnover, and very little movement in senior management, there seemed to be less of a need to concentrate efforts on new arrivals. Most of the orientation processes described by teachers and students during interviews referred to informal student-student and teacher-colleague interactions based on the desire and willingness to help. Since the majority of the staff is made up of returning teachers rather than new teachers, institutional memory plays a major role in continuity of practice. This combined with the school culture of support and community makes for more informal and organic interactions that assist processes of teacher and student orientation.

Orientation for a new Head coming into the school was a described by the Deputy as being a case of reading through the policies and judging for himself where the school was going. The process was also described by Teacher 2:

Teacher 2:

> AvdM: OK, and so when the current head came in, what was that about 10 years ago? Do you remember how he was orientated in to the school?

T2: Um……Yeah, he just came! But he was very clever. What he did was he made no changes for the first couple of months; his office even stayed the same colour! He just kind of got into things and took time to figure out [….] and I think he…. yeah… he just settled in.

Similar comments were made by School B's Deputy Head and Teachers 2 and 4 about induction for new teachers. New teacher induction lasts between 2 to 3 hours and primarily teachers learn about procedures in the school through a mentoring system and informal processes of asking colleagues for clarification as issues arise. Each new teacher is assigned a mentor (normally the line manager or Key Stage head) to assist with these processes and thus a more informal and organic process of orientation exists that relies on the good will of colleagues and strong community bonds.

In contrast to School A,(where team leader teachers are employed on a 2 year fixed-term contract), School B looks for longevity when considering applications for management positions.

Deputy Head School B:

AvdM: Right, so you don't have fixed term contracts?

DH: No, and I think when people come into management, we do, in the interview say we're obviously looking for stability.

For new students in School B, arriving part-way through the Secondary School program, there is no formal new student meeting or orientation. However, new students are assigned a student 'buddy' who takes on the responsibility for showing the new arrival around and getting them au fait with how to 'do school' in School B. When posed this question about how new students learn about the school and behavioural expectations and consequences, two students mentioned the Code of Conduct document and all others referred in some way to informal processes such as the buddy system, asking classmates, and 'seeing how they [the classmates] behaved'. Student 5's comment echoes the 'monkey-see monkey-do' explanation from Student 3, School A.

Student 5:

AvdM: So if a new student started tomorrow in year 9, how would this new student find out about how to be a good student in your school?

S5: Well, I think it would take a while … well, it depends where he is from as well, but I think it would take a while and generally, people would just rub off on him … um, until he could just integrate with the other people.

In summary, it is clear that School B considers communication to be a significant part of the routines involved with the regulation of student behaviour. Apart from the Code of Conduct document and internal database records system, this communication is verbal rather than written. Communicating to faculty through daily briefings and weekly meetings and communicating to students through tutor groups, portfolio meetings and assemblies, is all verbal communication. This approach to communication

is effective in achieving continuity of practice in the area of regulation of student behaviour in that the people doing the communicating remain fairly constant over time. The longevity of management personnel in School B means that its leaders can draw on their vast experience of dealing with matters of a similar nature on previous occasions in the school's history. In this way, continuity of practice can occur more naturally without needing to be explicitly stated and committed to paper or digital records.

Chapter V - Conclusions

This final chapter of the study looks first at similarities in the ways in which School A and School B achieve consistency and continuity of practice in the area of regulation of student behaviour and then moves into a discussion of what is done differently in School A and School B due to differing rates of transiency. Finally the implications of this study for issues related to school leadership and processes of school improvement are presented. As mentioned in the research design, I was unable to observe all aspects of school life in this short study, thus the conclusions that follow are based on the data I was able to access and generate.

Similarities

Many similarities were evident between School A and School B in how values and purposes were established and communicated. In both cases, the schools engage in practices that work towards the perpetuation of school culture and shaping their imagined ideal learner. Both School A and School B publish school documentation that clearly articulates their school purpose and philosophy. This philosophy and the values expressed in handbooks, codes of conducts and on websites are filtered down through leadership processes (arrangements, tools and routines), are enacted, and have become embedded in the culture of the school.

Both schools have created tools and routines that relate directly to the regulation of student behaviour. 'ATLs', 'SOAR' cards, 'Character Awards' and 'Demerits' represent tools and associated processes that are repeatedly communicated to teachers and students through a variety of structured interactions. These interactions become established as everyday routines specific to each school, and take the form of students of concern meetings, advisory/ tutor group time, the pastoral program, class meeting time and assemblies. The use of these tools and routines in both schools is also perpetuated through informal processes as described by teachers, students and administrators. Teaming time, teacher 'talk', spontaneous opportunities for professional conversations and a general culture of collaboration and support were all mentioned.

A clear emphasis on both learning and behaviour was apparent in the two schools, and each had systems in place to reward and acknowledge student behavioural characteristics as well as academic performance ('ATLs', 'SOAR' cards, 'Merits' and 'Character Awards'). Similarly, both Schools engage in practices to develop human capacity. Professional development programs and dedicated time slots for collaboration were purposely planned in addition to other informal processes mentioned previously.

Finally, both schools actively work towards building community and providing multiple opportunities for student leadership, which indirectly impact student behaviour.

Differences

The differences in practices between School A and School B were primarily related to different processes of communication and distribution, and the ways these were embedded in arrangements, tools and routines.

Communication

Arrangements and routines in both schools placed an emphasis on communication. Much of the communication in schools in general is internal rather than external, and in School B's case relied heavily on verbal communication through frequent assemblies, tutor group sessions and daily staff meetings. Whilst School B had produced a detailed code of conduct outlining consequences for very specific behavioural transgressions and uniform expectations, there was no explicit statement of what kind of behaviours were expected and desired at the school (perhaps in a school with a stated Christian ethos, this is implicit). School A, however, engaged in practices that involved committing its expectations for teaching and learning behaviours to paper, and communicating these through written (digital) documents.

This process of materialisation of creating a physical document to support the communication of leadership processes in the school, was apparent in School A's 'ATLs' for students, 'Teacher Rubrics' for top down standards and 'Teacher Mutual Agreements' for bottom up shared expectations. The use of technology also plays a role here. Digitised, material documents provide permanent and explicit records of regular procedures and expectations, and make it possible for newcomers to refer back.

In both schools, values and purposes were embedded in the routines of the school. However, School A created more detailed, explicit and permanent records to communicate expectations for student behaviour to teachers and students, thus providing a clear structure to processes that promote consistency of practice. Built into consistency of practice, the frequent review and reflection routines present in School A allow for sustainable change that would not necessarily be interrupted or halted by the departure of leaders or teachers. School A's approach is one that is based on clearly establishing and documenting school culture and systems that follow through on the school's mission and vision regardless of leader, teacher and student turnover.

As one would expect, with its high rates of transiency, School A committed more time and resources to communicating with newcomers through its formal orientation processes. The teacher orientation lasts a week in School A and a few hours in School B, for example, and School A engages in a formalised 'Student Ambassador' program in which returning students assist newcomers on a long-term basis whereas in School B, this happened more organically and appeared to be considered less necessary. Obviously in School B, having new students join the school happens less frequently and most students described this process as being an informal one of showing students around the school buildings and then helping them to become familiar with the systems on an ad-hoc basis.

Distribution of Leadership

The ways in which leadership was distributed amongst personnel was also a difference that became evident from the data. School A involves many different people in its systems and routines related to regulating student behaviour. This occurs through the distribution of responsibility from Director to Principal to grade level leaders, and the many different levels of meeting routines that occur on a weekly basis. The 'Admin' meeting involves the school director and all section principals, the 'Coordination Team' meeting involves the grade team leaders, section principals, counsellors and tech integration specialists, and the 'Grade level team meeting' involving the grade team leader and other grade level core teachers. Finally, there is the pairing of each core teacher with a specialist teacher to ensure that all faculty members are aware of and involved in school related events, expectations and initiatives. In terms of regulating student behaviour, all teachers assumed equal responsibility and only in extreme cases were disciplinary matters referred to the section principal. This way of distributing leadership assists both consistency and continuity in School A. Involving more people in the leadership routines and filtering information down through multiple levels means that when teachers or administrators do move on to a new school, there is sufficient 'critical mass' of remaining teachers who are fully informed and aware of all processes and routines.

School B on the other hand, has a more hierarchical approach to the distribution of leadership, with the key stage leaders taking on more responsibilities for student behavioural issues than was evident in School A. In this way, development of human capacity in terms of leadership experience rests with a smaller number of key individuals (head, deputy, key stage leaders) whereas School A (admittedly a larger school) distributed responsibility to more teachers and team leaders.

Continuity of Practice: Taking a Distributed Perspective

Different rates of transiency in these two international schools clearly affected leadership practice and the subsequent continuity of practices that became embedded in the day-to-day workings of the school.

This was seen in the ways in which expectations for practice were communicated and how practice was distributed.

To conclude, School A achieves continuity of practice through a more formal and explicit approach and has established documents, arrangements and routines to articulate and support consistency in the processes involved in the regulation of student behaviour. Continuity in School A lies within the established systems, the distribution of task enactment over multiple actors, and the explicit articulation, materialisation, communication and permanent recording of expectations. Regular routines of reflection and review of processes and activities are also built into practice, making change a more regular feature.

School B achieves continuity of practice through a more natural and organic approach, and continuity lies with the people involved. Having a more consistent community in terms of school leaders, teachers and students facilitates continuity provided that transiency rates remain low and community bonds remain strong. More informal processes of continuity are at work in School B that rely on longevity of faculty and regular interactions between colleagues on a continual basis. These processes are made possible by the strong sense of community evident in School B and a widespread willingness to support other community members. Processes for review and reflection of practice were less formalised and occurred more naturally on an 'as needed' basis. In this way, change may happen more slowly and routines established long ago may be more difficult to alter.

Implications

The findings of this study show that leadership practice is context specific and that transiency is a feature of context that has implications for leaders. Embedding of leadership practices becomes a resource issue related to context. How best to embed practice in one situation may not be the most effective way in another, as seen in the case of these two differing international schools. This perhaps has implications for leadership preparation and training since the issue of transiency reaches far wider than simply the international school arena. Many national schools and tertiary educational institutions are now experiencing higher rates of transiency due to processes of globalisation and increased human mobility. This study shows that in transient contexts, practice needs to be distributed, embedded and communicated in an explicit and materialised way in order for continuity to be sustained.

The conclusions drawn from this research have implications that reach beyond this study specifically with regard to leadership practice and school improvement. According to Spillane (2005a), leadership can be distributed through elements of the situation and becomes embedded in everyday tasks within the school. In order to engage in leadership aimed at effecting change, the findings of this study suggest that

leaders should implement change on multiple levels and that change processes will have to be distributed through values, processes, arrangements, tools and routines in order to become embedded in school culture. On that same note, to prepare for the introduction and distribution of new processes in a leadership of change, old practices also need to be 'undone' at all these different levels of cognitive activity. This has implications for issues of school improvement and leading change in schools regardless of rates of transiency.

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Appendices

Interview Questions for Principal

A. Find out what is philosophy of principal in terms of expected student behaviour – ie identify characteristics of school's imagined learner:

1. How long have you been the principal / head of school here?
2. What do you look for in student admission interviews?
3. What awards, prizes or rewards are given to learners in this school?
4. Can you describe a typical student at this school? What kind of characteristics does s/he have? (ie what is the expected learner profile?)

B. Find out which people are involved in regulating student behaviour

5. Who has responsibility for regulation of student behaviour in the school? Do you have any designated position of responsibility Dean of Discipline etc Is the MS counselor involved in behavioural issues
   Learning coaches? To what extent are they involved?
6. Who has responsibility to assign positive behavioral consequences to students?
7. Who has responsibility to assign negative behavioral consequences to students?

C. Find out what tools are in place to regulate behaviour

8. Tell me about student/learner behaviour in general in this school –what kind of behaviors are valued and encouraged in the school? What does 'good' behaviour look like in your classrooms - What is expected of students
9. How is positive behaviour encouraged/ acknowledged?
10. What is the most common form of misbehaviour?
11. What is the most common consequence that is assigned for positive or negative behaviour?
12. What (if any) 'disciplinary' documents exist to regulate student/learner behaviour? House points? Merits? Principal Preferrals? Late pass? 'Demerit'? Referral? Detention notifications?
    - Would I be able to get a copy of these documents?

D. Find out what routines and processes are in place to regulate student behaviour & get an idea of continuity of practice

13. When do teachers discuss student behavioural issues?
14. If teachers are seeing a pattern of negative behaviors in a student – what happens? Can you describe the process for me?
15. How long have these documents and systems been in place? Is there a regular review of these procedures? What does that look like? Can you tell me about that process?

E. Find out how these are communicated to faculty

16. How are these systems and expectations for student behaviour communicated to teaching faculty? How does a new teacher get to know about these things? How long does this orientation last?

17. Do you feel that the application of these systems and expectations are consistent across your teaching faculty?
18. How is this monitored?

F. Find out how these are communicated to students.

18. How are these systems and expectations for student behaviour communicated to students/learners?
19. Who is responsible for this process? What kind of orientation exists? Student buddies? Email pals?
20. Is there anything else you want to tell me about your school that relates to the regulation of student behaviour?

Interview Questions for Teachers

A. Find out what is philosophy of principal in terms of expected student behaviour – ie identify characteristics of school's imagined learner

1. How long have you been a teacher here? How long do you think you will stay at this school?
2. What words would you use to describe the values that are central to your school's program?
3. Do you have an annual prize giving ceremony or awards assembly?
4. What awards, prizes or rewards are given to learners in your school? (ie what kind of behaviour is acknowledged and encouraged) How are these decisions made?
5. Can you describe a typical student at this school? What kind of characteristics does s/he have?

B. Find out which people are involved in regulating student behaviour

6. Who has responsibility for regulation of student behaviour in the school? Do you have any designated position of responsibility Dean of Discipline etc what is the role of the MS counsellor
7. Who has responsibility to assign disciplinary consequences ?
8. What consequences exist for students displaying negative behaviours?

C. Find out if teachers are aware of the tools in place to regulate behaviour

9. Tell me about student/learner behaviour in general in this school.
10. How is positive behaviour encouraged/ acknowledged?
11. What is the most common form of misbehaviour?
12. What is the most common consequence assigned for negative student behavours?
13. What (if any) 'disciplinary' documents exist to regulate student/learner behaviour?

D. (1) Find out if teachers are aware of the routines and processes in place to regulate student behaviour & get an idea of continuity of practice

13. What (if any) systems are in place to guide the disciplinary procedures in this school?
14. What (if any) systems are in place to regularly monitor student behaviour in this school?
15. How long have teachers at this school been doing it this way?

16. Is there an opportunity for these processes to be reviewed? Can you tell me about that?

C. (2) Find out if teachers make use of the routines and processes in place to regulate student behaviour and gauge opinion on their effectiveness

17. Do you make use of the tools and systems in your school to monitor student behavior in your classroom?
18. In your opinion, are these tools and systems effective? Why? Why not? What makes you think that?

E. Find out how these are communicated to faculty

19. When you started at the school – how did you learn about the documents, systems and expectations regarding student/learner behaviour and the disciplinary process?
    a. Has this process changed since your arrival? If so, how? What (if anything) is done differently now for new teachers?

F. Find out how these are communicated to students.

20. How are these systems and expectations for student behaviour and disciplinary consequences communicated to students/learners?
21. Who is responsible for this process?

Interview Questions for Students

A) Find out what is student perception of what constitutes school philosophy in terms of regulation of student behaviour

1. How long have you been a student/learner here?
2. How long do you think you will stay at this school?
3. What words would you use to describe the type of student/learner at this school?
4. What kind of prizes or awards are given at this school and what are they for? Who decides who wins?

B) Find out if students are aware of the tools are in place to regulate behaviour & ….

C) Find out if students are aware of routines and processes are in place to regulate student behaviour - and question their effectiveness – and get an idea of student perception of continuity of practice?

5. Tell me about student/learner behaviour in general in this school.
6. Can you describe an average lesson for me? What do students do?
7. What happens to students/learners when they do something well or 'right' in this school? Can you give me examples?
8. Are there any times when students do things 'wrong' What is the most common form of misbehaviour?
9. What happens to students/learners when they misbehave or do something 'wrong' in this school? Can you give me examples? What does that look like?
10. Can any teacher assign consequences or just the principal?

11. In your experience has discipline at this school always been done in this way?
12. Do you agree with these consequences? Why/ why not?
13. Do you have any suggestions on doing it better?

D) Find out student perception on whether or not all teachers stick to the same expectations

14. Do all your teachers have the same expectations or 'rules' about student behaviour in class?
15. Do all your teachers use the same consequences for student/learner misbehaviour?

E) Find out how the expectations of student behaviour and consequences are communicated to students.

16. When you started at the school – how did you learn about the expectations regarding student/learner behaviour
    a. Has this process changed since your arrival? If so, how? What (if anything) is done differently now for new students?
    b. Is there anything would do differently?
    c. If you were buddied up with a new student starting school today, what would you say to him/her about how to 'stay out of trouble' at school

Observation Tool for Classroom Observations

Date: Time of day:	Location:	Class/Activity:	Teacher:
Time:	Teacher Activities:	Student Activities:	

Notes:

General School Information for Schools A and B

1.	How many students do you have enrolled in grade 8/year 9 this academic year?
2.	How many students did you have enrolled in grade 8/year 9 last academic year?
3.	How many students do you anticipate having in grade 8/year 9 next academic year?
4.	What % of your student body is made up of local students? (ie Host country Nationals)
5.	Approximately, how many other nationalities are represented in your student body? And in your faculty?
6.	What is your average annual turnover rate in the student body? (ie what % of students generally leave at the end of the school year?)
7.	What would you say was the average length of stay of students in your school?
8.	How many teachers (Full-Time Equivalents) do you have involved in the grade 8/year 9 program?
9.	Will any teachers be leaving your school at the end of this academic year? If yes, how many? Will they all be replaced with new teachers?
10.	What is your average annual turnover rate in the teaching body? (ie what % of teachers generally move on at the end of each academic year?)
11.	What would you say was the average length of stay of teachers in your school? International hires: Local hires:
12.	How long has the current Principal been at the school?
13.	How long had the previous Principal been at the school?
14.	What would you say was the average length of stay of administrators in your school?

General Observation Data for Schools A and B

	For school profile description:	
1.	Geographical location	
2.	Student body – how is this made up	
3.	Teaching faculty	
4.	Size of school	
5.	Facilities of school	
6.	How is culture projected? (rituals, assemblies, visually, conceptually, verbally?)	
7.	What is evident in terms of displays? Mottos? Crests? Posters?	
8.	Student Uniforms?	
9.	How do displays or public areas reflect the culture of the school?	
10.	Does school environment show a general culture of care and respect? (tidy, clean etc)	
11.	What every day activities or events reflect the culture of the school?	
12.	How do students behave in and around school (outside of classes)?	
13.	Fees structure	

Letters of Consent

Alison vd Merwe
alisonvdm@hotmail.com
Cell: 072 223 4410

17th March 2013

Dear School Principal,

My name is Alison van der Merwe, I am a British citizen who has been living and working in Cape Town since 2004. I am a qualified teacher and have been working in International Schools for the last 12 years. I have been employed by my current school (the American International School of Cape Town) for 8 years and have occupied the administrative role of Upper School Vice-Principal since 2006.

My interest in school leadership has prompted me to further my studies and I am currently enrolled as a part time Masters student in the University of Cape Town's School of Education studying an MPhil. in Educational Administration, Policy and Planning. Part of the required course work in this post graduate degree program is the research project or dissertation.

Due to my role as a school administrator, I am fascinated by school leadership, leadership practice, and in particular, how leadership gets distributed in schools. I feel that engaging in research in this area would help give me a better understanding of school leadership and would contribute to the scholarship in this increasingly important field of study. Since most of my teaching career has occurred in International Schools, I am also particularly interested in any differences in leadership practice that may occur in International private schools as compared with national private schools as a result of the transient nature of International School communities.

In short, I am hoping to be able to investigate how routines, tools and processes, which are embedded in the culture of the school, enable or constrain enduring leadership practice in schools with transient communities. In order to do this, I will be looking closely into a leadership activity that most school principals involve themselves in – regulation of student behaviour or 'discipline'.

The investigation I am proposing will entail the following data gathering processes:

- Collection of school data regarding student and teacher turn over, and most common causes of disciplinary action in your school.
- Collection of school policy documents, handbooks, mission statements etc. and samples of tools or artefacts used to regulate student behaviour in your school.
- An interview with yourself (School Principal) with regard to leadership practice in your school and leadership routines and tools that you have implemented (or inherited) that address the issue of student discipline. Also, information about how you endeavour to ensure the continuing of these routines after your departure, should you move to a different school.
- Observations of grade 8 students in their classrooms to ascertain which of the established tools and routines regarding behaviour are used when, where, why, how and by whom.
- Interviews with 3- 4 grade 8 teachers with regard to the range of disciplinary tools available to them and whether or not they make use of the full range and why. Also, how they became aware of the routines and tools that exist and the expectations and consequences surrounding student classroom behaviour in your school.
- Interviews with 6-8 grade 8 students to investigate their level of awareness of the tools and routines that exist in the school as far as student behaviour is concerned and the ways in which they became aware of such tools.

All interview participants (and their parents/guardians in the case of students) would be required to complete a consent form and would be assured of anonymity and confidentiality. Consent is given on the understanding that the right to withdraw can be claimed at any point during the process. Interviews will be recorded (with consent) and transcribed.
To reiterate: my focus is not to evaluate the effectiveness of leadership in your school but to investigate how leadership is distributed across tools and routines and how the use of these tools and routines is perpetuated in schools with transient vs stable communities.

With the strong reputation your school has established over the years, I feel that investigating these processes in your school would offer rich and detailed data to this study and offers an exciting opportunity to make a valuable contribution to research in this field.

I completely understand that you may have limited time to offer but would appreciate your consideration of my proposal to include your school in my research.

If you are interested in participating, then kindly complete the attached brief questionnaire which will help me form the basis of subsequent interview questions and return it to the email address above.

Do not hesitate to contact me should you require any further information regarding this project, I would be only too happy to answer any questions you may have.

My sincerest thanks for your consideration of this proposal.

Regards,

Alison vd Merwe
Upper School Vice-Principal
AISCT

Alison vd Merwe
alisonvdm@hotmail.com
Cell: 072 223 4410

17th March 2013

Dear Principal/Grade 8 Teachers,

My name is Alison van der Merwe and I have been given permission by your Head of School to carry out research at your school in 2013 as part of my master's program with the University of Cape Town.

The title of my project is '**Distributed Leadership: comparing practice in a school with a transient community to that of a school with a more stable population'.** My research focuses on how leadership in schools is distributed over tools, routines and processes and how such practices are perpetuated over time and communicated to newcomers to the teaching and learning community. To this end, I will be using the issue of the regulation of student behaviour as a sample of school routines and processes in order to investigate how leadership is distributed in this area and how continuity of practice is achieved.

The data gathering process will involve the collection of school published documentation that refers to the issue of student behaviour, and conducting once off interviews with the school principal, a sample of grade 8 teachers and some of the grade 8 students. In addition, I will be shadowing and observing a grade 8 class as they move through their school day.

Faculty interviews will last approximately 20 minutes and will take place at the school during my week-long school visit. With your permission, this interview will be recorded and transcribed. Your anonymity is assured, as is the right to withdraw from the process at any point. Please contact me at the above email address if this is the case.

I am only too happy to answer any questions you may have regarding this research project. Upon completion, a copy of the dissertation will be provided to the school, should you wish to see the final analysis.

If you are willing to be interviewed as part of this process, then I kindly ask that you complete the permission slip below and return it to the school secretary by April 2nd 2013.

Thank you and kind regards,

Alison vd Merwe

I, ……. principal/teacher at …… (name of school) understand the nature of the research as outlined above. I understand that I will provide information to be used in the project entitled '**Distributed Leadership: comparing practice in a school with a transient community to that of a school with a more stable population**' and I hereby confirm that I freely and willingly give permission to:

- ☐ be observed by Alison vd Merwe as I teach the grade 8 students in my school.
- ☐ be interviewed by Alison vd Merwe regarding issues related to continuity of practice.
- ☐ be audio-recorded during this interview to allow for transcription at a later stage.

I am aware that my own anonymity and that of the school will be preserved at all times.

I understand that I may exercise my right to withdraw my participation in this project at any point and will contact **Alison vd Merwe** directly to confirm my withdrawal if I wish to do so. (alisonvdm@hotmail.com)

Signed: …… Date: ……..

Alison vd Merwe
alisonvdm@hotmail.com
Cell: 072 223 4410

17th March 2013

Dear Grade 8 Parents/Guardians,

My name is Alison van der Merwe and I have been given permission by the Head of School to carry out research at your school child's school in 2013 as part of my master's program with the University of Cape Town.

The title of my project is '**Distributed Leadership: comparing practice in a school with a transient community to that of a school with a more stable population'**. My research focuses on how leadership gets distributed in schools and how leadership practices are communicated to newcomers to the teaching and learning community in the area of regulation of student behaviour.

The data gathering process will involve the collection of school published documentation that refers to the issue of student behaviour, and conducting once off interviews with the school principal, a sample of grade 8 teachers and some of the grade 8 students. In addition, I will be observing teacher activities in your child's grade 8 classroom setting.

The student interviews will last approximately 15 minutes and will take place at the school during my week-long school visit. With you and your child's permission, this interview will be recorded and transcribed. The anonymity of your child is assured, and he/she has the right to withdraw from the process at any point. Please contact me at the above email address if this is the case.

I am only too happy to answer any further questions you may have regarding this research project. Upon completion, a copy of the dissertation will be provided to the school, should you wish to see the final analysis.

If you are willing for your child to be interviewed as part of this process, then I kindly ask that you complete the permission slip below and return it to the school secretary by April 2nd 2013.

Thank you and kind regards,

Alison vd Merwe

I, ……. Parent/guardian of…… (name of student)

understand the nature of the research as outlined above. I understand my child will provide information to be used in the project entitled '**Distributed Leadership: comparing practice in a school with a transient community to that of a school with a more stable population**' and I hereby confirm that I freely and willingly give permission for my son/daughter to:

- ☐ be interviewed by Alison vd Merwe regarding issues related to teacher regulation of student behaviour.
- ☐ be audio-recorded during this interview to allow transcription at a later stage.

I am aware that my son/daughter's anonymity and that of the school will be preserved at all times.

I understand that my son/daughter may exercise his/her right to withdraw participation in this project at any point and will contact **Alison vd Merwe** directly to confirm withdrawal if so desired. (alisonvdm@hotmail.com)

Signed: ……..(parent/guardian signature) Date: ……

Alison vd Merwe
alisonvdm@hotmail.com
Cell: 072 223 4410

17th March 2013

Dear Grade 8 Students,

My name is Alison van der Merwe and I have been given permission by your Head of School to carry out research at your school in 2013 as part of my master's program with the University of Cape Town.

The title of my project is '**Distributed Leadership: comparing practice in a school with a transient community to that of a school with a more stable population'**. My research focuses on how leadership gets distributed in schools and how leadership practices are communicated to newcomers to the teaching and learning community in the area of regulation of student behaviour.

The data gathering process will involve the collection of school published documentation that refers to the issue of student behaviour, and conducting once off interviews with the school principal, a sample of grade 8 teachers and some of the grade 8 students. In addition, I will be observing teacher activities in your grade 8 classroom setting.

The interview I would like to conduct with you will last approximately 15 minutes and will take place at the school during my week-long school visit. With your permission, this interview will be recorded and transcribed. Your anonymity is assured and you reserve the right to withdraw your interview from the process at any point. Please contact me at the above email address if this is the case.

I am only too happy to answer any questions you may have regarding this research project. Upon completion, a copy of the dissertation will be provided to the school, should you wish to see the final analysis.

If you are willing to be interviewed as part of this process, then I kindly ask that you complete the permission slip below and return it to the school secretary by April 2nd 2013.

Thank you and kind regards,

Alison vd Merwe

I, …… (name of student) have read this letter and understand the nature of the research as outlined above. I understand I will provide information to be used in the project entitled '**Distributed Leadership: comparing practice in a school with a transient community to that of a school with a more stable population**' and I hereby confirm that I freely and willingly give permission to:

- ☐ be interviewed by Alison vd Merwe regarding issues related to teacher regulation of student behaviour.
- ☐ be audio-recorded during this interview to allow transcription at a later stage.

I am aware that my anonymity and that of the school will be preserved at all times.

I understand that I may exercise my right to withdraw participation in this project at any point and will contact **Alison vd Merwe** directly to confirm withdrawal if so desired. (alisonvdm@hotmail.com)

Signed: …… (student signature) Date: ……..