

The Emerald Research Register for this journal is available at
www.emeraldinsight.com/researchregister



The current issue and full text archive of this journal is available at
www.emeraldinsight.com/0951-354X.htm

IJEM
19,4

Leadership and professional development: the quiet revolution

Carol Cardno

UNITEC Institute of Technology, Auckland, New Zealand

292

Abstract

Purpose – The purpose of this paper is to propose a model for holistic professional development as an alternative to practices that have been piecemeal and curriculum focused ignoring, in particular, the critical dimension of management development.

Design/methodology/approach – A conceptual framework for considering professional development needs is provided in the form of an holistic model. The model, with its meshed infrastructure of appropriate educational leadership, performance management and strategic management suggests that four essential dimensions – curriculum, management, school and personal development – can be adapted as a basis for planning and evaluating a school's professional development programme.

Findings – Leaders at both system and school level should be interested in the insights provided and challenged to think differently about current practice and the implications for strategic management when the active management of professional development is made a priority.

Originality/value – The paper fulfils a need to provide educational managers with conceptual tools for planning and evaluating professional development programmes.

Keywords Professional education, Academic staff, Management development, New Zealand

Paper type General review

Introduction

Professional development should be a critical concern of leaders and, in the field of educational administration, management and leadership, it has been impacted on by both evolutionary and revolutionary forces. In the last 60 years or so, a steady strand of growth and incremental change can be traced in the research base on the practice and theory building of educational leadership itself (Gunter and Ribbins, 2002). The coming of age of educational administration, management and leadership as an academic subject in its own right is a consequence of this evolution. Claims that it now has the status of a discipline with its own body of knowledge (Bush, 1999) or at least recognition as a field of study that draws on a range of disciplines (Bolam, 1999) are indicative of the wishes of academics to stand alone – but of course, not apart – from the field of generic management which has, in its own evolution, contributed so much to the hybrid that is educational management. Furthermore, the knowledge base of the theory and practice of leadership in educational settings is a much contested arena in which recent attempts to map the field (Gunter and Ribbins, 2002) are widening the debate about what is known and yet needs to be known. As knowledge and its impact on practice continue to advance, so too should our understanding of the ways in which professional development should be conceptualised and valued. The heightened focus on management and leadership development is part of this evolution. The most notable features are first, the inclusion of development for educational leaders themselves in national efforts worldwide to improve schools and student achievement; and second, the focus on developing leaders at all levels of the school.



International Journal of Educational
Management
Vol. 19 No. 4, 2005
pp. 292-306
© Emerald Group Publishing Limited
0951-354X
DOI 10.1108/09513540510599626

There can be little doubt that education change of the magnitude that has swept through the systems of a number of nations in the last 15 years can be construed as anything less than revolutionary. The final decade of the twentieth century was marked for educational leadership by singularly tumultuous events in terms of government intervention. Common to several countries is the experience of sweeping change brought about by reform that has devolved leadership power to the local level. In England and Wales, the 1988 *Education Reform Act* located significant management responsibilities with principals, senior staff and governing bodies of self-managing schools and colleges (Bush, 1999, p. 1). Several states in Australia adopted school-based management models considerably enhancing the accountability of the principal in the last decade (Cranston, 2002). The critical revolutionary event for New Zealand, unique both in terms of the scope and speed of change, was the creation of a self-managed school system called *Tomorrow's Schools* (Government of New Zealand, 1988). It acted for over a decade as a catalyst for implementing regulation and legislation to alter the way schools are managed and has also considerably expanded the role and responsibilities of school leaders (Whitaker, 2003).

Inevitably, these revolutionary changes have influenced policy and practice related to the professional development of staff (Fitzgerald, 2001). In the case of New Zealand, regulatory change is invariably followed by invitation or mandated requirement to participate in nation-wide professional development contracts such as those offered to support the implementation of performance management (Cardno, 1999a). Reform agendas have impacted in some significant ways. First, considerable attention has now been paid (albeit a decade after the reform) to the preparation of principals themselves. Second, performance management – which incorporates both staff appraisal and development systems – has become mandatory for schools. Third, and most recently as a consequence of further legislation (Government of New Zealand, 2002), schools are required to include strategic and annual plans in their Charters (Education Standards Act, p. 13 of 74) and principals are offered support and guidance from Ministry of Education consultants to achieve this effectively.

Against this background, and enabled by both radical and incremental change imperatives, there is scope for school leaders to lead quiet revolutions within their own institutions. In such circumstances, leaders would alter the way they think about and create opportunities for the professional development of staff. When leadership and management are defined as working with and through other people to achieve organizational goals (Owens, 1998, p. 2) then the significance of influencing people to learn and grow is highlighted. One aspect of leadership in its broadest sense is the capacity of key individuals to exert influence that results in positive change for the school, for teams, for individual staff and ultimately for the benefit of students.

The teaching profession is operating in turbulent times and under growing pressures. Professional development has never been of greater importance than it is right now in order to sustain and advance the profession. In fact, the hallmark of a profession is that it is always concerned about its development and is, in fact, prepared to take charge of this in order to secure and advance its status and credibility. When professional development is a constant and paramount concern that is actualised for all members then an occupation is becoming professionalized (Hoyle, 1990).

It is in the arena of taking charge of effective decision-making related to the professional development of staff in general and the management development of leaders in particular that a quiet revolution can make a difference. Such change will be driven

internally, resourced internally by schools and will ideally permeate many schools and the system through the transfer of people and ideas by practitioners to practitioners.

A quiet revolution

The role of the principal in professional development

A central facet of the principal's role is the dimension of educational leadership, variously termed professional, instructional or curriculum leadership. Central to this role is the principal's responsibility for the professional learning culture (Day, 1999, p. 83) of the school. As Donmoyer and Wagstaff (1990, p. 20) so succinctly state, an effective school leader is someone who has a significant impact – for better or worse – on student opportunities to learn in the classroom. One significant way in which school leaders can influence those they manage, influence development in the school and, in turn, positively influence the learning experiences of students is by supporting and effectively managing the professional development of staff. In particular, a focus on the professional development of leaders at both middle (subject and unit leaders) and senior (assistant and deputy principals) management levels is critical to the distribution of effective leadership across the organisation.

Holistic professional development

Principals as educational leaders can significantly influence the development of people and consequently improve the effectiveness of an organisation if they can harness the potential of professional development in a holistic way (Cardno, 1996a). This requires changing the way educational leaders think about what constitutes professional development. A scrutiny of some current practices reveals that while several advances have been made, there are still some drawbacks.

A snapshot of current practice

In school-based research and consultancy work with New Zealand schools I have encountered great similarities in the ways in which provision of professional development is organised. From this broad analysis of experience, there is much to be commended. In both primary and secondary schools there does seem to be some co-ordination of professional development activity. In most secondary schools a senior or middle level manager is usually charged with responsibility for overseeing a budget and programme. In primary schools this is still commonly the principal's responsibility, although there is evidence of the task being delegated to others. Since the last decade, another positive feature is the increasing emphasis on school-based change projects rather than one-off training events (Education Review Office, 2000). The critical challenge for schools is how they go about achieving links between the evaluation of practice and its development through, for example, performance appraisal (Cardno and Piggot-Irvine, 1997) and school self-review (Cardno, 1999b). Many of the current efforts to co-ordinate professional development fall short of a holistic conception of this vital aspect of school management. Some examples have been selected to showcase these ineffective approaches.

The smorgasboard approach. In this approach, schools set aside a budget for professional development and staff choose what they wish to do from a broad array of advertised events. The approach is associated with notions of off-site in-service training courses for individual teachers, usually of one-day duration and often funded

by the Ministry of Education in relation to curriculum contracts. The values guiding this approach are that staff have a right to a share of professional development resourcing and that they should be able to choose what they want to do.

The fill-the-day approach. Based on the notion that schools expect teachers to attend call-back professional development days outside of term time, several schools schedule three to four such days in the school calendar. While much of this time is allocated to team meetings, full-day programmes are often designed with guest speakers and topics decided by professional development committees. My observation is that topics and issues addressed have little or no relationship to any form of needs analysis, performance appraisal data or strategic intent. Often, the assumption underpinning this approach is that it is an opportunity to launch the latest bright idea of senior management; or that staff need to be stimulated and motivated by a series of guest speakers.

The do-it-all approach. This approach is characterised by the belief that the school should respond to all opportunities for professional development, especially those offered to support the implementation of the new school-leaving qualification system and new curriculum areas. In the last six years, professional development contracts related to implementing the seven essential learning areas of the *New Zealand Curriculum Framework* (Ministry of Education, 1993) have swamped schools. In addition, schools have been invited to join initiatives to improve literacy and numeracy achievement and a plethora of other school improvement initiatives that are arguably part of a Government driven agenda. As a consequence many schools, concerned that they will miss out if they do not register to participate, have chosen to involve teachers in too much professional development resulting in overload and disenchantment with what should be a positive and rewarding experience.

The weekly shot of PD approach. A very common practice in both primary and secondary schools is to build professional development (PD) time into the school's meeting schedule or even timetable to allow for a regular weekly slot by starting classes later or ending earlier in the day. Again, one could question the extent to which these pre-scheduled events are linked to strategic or performance needs. Many school Boards of Trustees have approved such arrangements to comply with an ERO audit requirement that the board provides access to effective and well-targeted professional development (Education Review Office, 2003, p. 36).

In all of the above approaches, professional development is usually viewed as something that must be done because it has been budgeted for or can be cheaply accessed. It is often seen as an add on and its connection to school management systems is seldom discernible. In addition, thinking and talking about professional development is still symbolically constrained by the term in-service training. This is not only the case within schools but also, I believe, in the New Zealand education system at large. Evidence is contained in the very title of a report on *In-Service Training for Teachers in New Zealand Schools* (Education Review Office, 2000). This is indicative of a narrow view as the report excludes dimensions of whole school development and management development for staff who are leaders, other than the principal.

Reconceptualising professional development holistically

In suggesting that an approach to professional development can be more holistic, I am advocating a re-consideration of its scope to ensure that it caters for school-wide, team

and individual needs; is strongly linked to the achievement of strategic goals; is underpinned by sound principles of educational leadership, and above all it is considered as a planned and cohesive programme.

The model depicted in Figure 1 (Cardno, 1996a, 1992) provides a conceptual framework that educational leaders can use to frame their thinking when they design a holistic programme of professional development for a school. Pritchard and Marshall (2002, p. 117) assert, there appears to be no particular model of professional development that has been verified by research as the most effective for schools. Thus, the current trialling of this model in several schools where colleagues and I are engaged in management development consultancy projects could contribute valuable data to the debate on what constitutes an effective professional development programme model.

This holistic model for planning a professional development programme comprises three fundamental elements that interact with professional development. These are sound educational leadership to underpin the model, effective performance appraisal at the centre, and strategic management and review as an overarching leadership activity to guide and evaluate planning. In addition, the model suggests that at least four dimensions of professional development should feature in an effective programme for a school. It should be noted that the equal emphasis on each quadrant as illustrated is not intended to be fixed but shifts according to strategic and immediate priorities. Furthermore, as the model continues to be tested in practice, further dimensions might well emerge.

The infrastructure for a holistic approach

Educational leadership

The model is underpinned by an appreciation of the school context which requires educational leadership to initiate and support change through professional development. Research shows that effective educational leaders create a culture of



Figure 1.
A model of holistic
professional development

Source: Cardno (1992, 1996a)

learning that supports professional growth (Blase and Blase, 2000). Active educational leadership will involve making educational matters a priority through a focus on learning and teaching and school management that enables the staff to concentrate on the core task. The model assumes that educational leadership will be practiced by several people in school, spreading this task beyond the preserve of the principal.

An appropriate form of educational leadership

The largely expanded and highly demanding tasks of principalship in today's self-managed schools do not allow for outdated forms of direct educational leadership to be practiced (Cardno and Collett, 2004). Calls for principals to model excellent teaching, to observe teachers in classrooms and to directly advise and guide the work of all teachers are no longer realistic expectations except perhaps in small primary schools. Leaders of large primary schools and secondary schools need to take heed of newer and purportedly more effective forms of distributed educational leadership that rely on middle managers to play the role of leading teacher and expect principals to be leaders of leaders (Childs-Bowen *et al.*, 2000, p. 30). This means that school leaders should invest energy in developing the capacity of others to influence the critically important issues of teacher quality and student achievement. As Day (1999) reminds us, the leader's ability to create a learning culture for both adults and students is a critical variable in determining whether staff view professional development as another demand or whether it becomes integral to the way the school community views long-term improvement.

Rather than allowing themselves to be overwhelmed by a plethora of tasks (both those inherited from a previous era and the increasing burdens offloaded onto principals in devolved systems) school leaders' priorities could be reshaped. This requires a sharper understanding of what teachers value in educational leaders and a clearer understanding of what the system requires. Research into teachers' perspectives of effective educational leadership reveal that teachers value school leaders who promote professional growth and facilitate dialogue about professional practice (Blase and Blase, 2000). These leaders encourage and enable academic study, design staff development programmes that incorporate principles of adult learning and support the use of action research to inform decision-making about learning and teaching. These leaders also create cultures in which teacher-talk about practice and critical feedback is the norm. A caveat must be offered here in relation to the assumption that in large schools the principal can perform all these roles personally. We must remember the early notions of instructional (or educational) leadership were not developed with secondary schools in mind (Leithwood, 1994). In addition, research has also revealed that teachers valued professional development that was tied to established and well articulated school goals and vision (Marshall *et al.* 2001).

While it is indisputable that school self-management reforms across international settings have expanded the role of principals and enhanced the degree of accountability they must carry, they have also provided greater autonomy and new and exciting opportunities. One set of opportunities is related to the way in which principals enact the role of educational leadership. Another set of opportunities arises in relation to managing professional development more actively and more holistically.

Enacting the role of educational leadership

I am proposing that the most appropriate form of educational leadership is one that views professional development as a crucial yet indirect way of influencing both teacher and student learning. It should include:

- Leading others to lead by delegating to them (particularly middle managers) the responsibility to improve teacher quality and student achievement;
- Providing an infrastructure that is sustainable and relies on clearly articulated values and effective systems (particularly a system for performance appraisal that identifies needs, meets goals of accountability and development and is linked to strategic initiatives);
- Dealing with immediate and future needs through a planned, professional development programme that is strategically aligned with the school's vision; and
- Enlarging perceptions of the nature and scope of professional development beyond mere in-service training to encompass a holistic approach.

Performance appraisal

At the heart of any effective professional development programme is the means by which we get to know what needs to be improved and why, before we set about the task of deciding how we will do this. In short, appraisal is about being able to demonstrate accountability. It is also about being able to evaluate and make judgements about performance so that developmental objectives can be set and achieved. An effective appraisal system, is one that has gained staff commitment and is valued. It allows colleagues to engage in dialogue that leads to learning and change and is the pivot for mounting a professional development programme that can meet the needs of individuals, teams and the whole school. This is achieved when appraisal activity generates information and insights that guide decision making about professional development. Expected to nurture and communicate the vision and long term plans, leaders should be able to rely on appraisal information to judge the capacity of the school to implement plans and to indicate gaps that could be addressed in a holistic professional development programme, thus catering for many dimensions of development.

For performance appraisal to be effective it should achieve four things:

- (1) Provide honest and objective feedback;
- (2) Make dialogue about improvement possible;
- (3) Identify professional development needs; and
- (4) Bring about agreed and desired change.

The dimension of personal skill development is fundamental to effective performance appraisal practice. It is in the arena of appraisal where staff can practice and improve the ability to give and receive feedback and resolve conflicted situations. It is in the partnership roles of appraisee and appraiser that genuine professional mentoring and coaching can occur. When people in an organisation are unable to trust or value a performance appraisal system, and opportunities for growth and development are bypassed, then direct links between the aspirations of the organisation and the

individual cannot be established. The model relies on commitment to the ideal of integrating accountability and developmental purposes to serve both the individual and the organisation (Cardno and Piggot-Irvine, 1997) rather than mere compliance with a systemic requirement.

Strategic management and review

Current images of effective school leadership are connected to notions of vision articulation and team goal setting (Jantzi and Leithwood, 1996), gaining commitment in implementing planned change (Fullan, 2003) and understanding the contribution of organisational culture to the achievement of strategy (Bush, 1998). An overarching concern in establishing a professional development programme should be the extent to which the long-term goals of the school both influence, and are influenced by, the development of staff. Thinking and catering strategically for the management of human resources (Macky and Johnson, 2000) including their development is something that schools today cannot ignore. The ability of educational leaders to engage in strategic management (by paying attention to both strategic planning for the long term and the implementation of annual operational plans) is increasingly viewed as a central aspect of effective leadership (Middlewood, 1998; Preedy *et al.*, 2003). In New Zealand, schools are actually compelled to pay strategic attention to the issue of professional development to comply with the *National Administration Guidelines* (NAG) (Ministry of Education, 1999b) because governing boards, with the principal and teaching staff, must:

Develop a strategic plan, which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes including those for curriculum, assessment and staff professional development (Ministry of Education, 1999b, NAG 2, p. i).

A further expectation is that planning will be informed and shaped by the results of regular reviews at both the strategic and operational levels. One can now assume that schools will have policies, plans and programmes for school review and professional development that are concerned both about the future and the present. This certainly places a much required emphasis on the need for a professional development programme that is comprehensive and holistic with potential to impact on strategic improvement.

Balancing dimensions of professional development

I have suggested this can be achieved by paying attention to all four dimensions in the model (see Figure 1). The two dimensions in the top half of the circle – Curriculum Development and School Development – are possibly the ones that always have and still feature most significantly as professional development foci. The two dimensions in the bottom half of the circle – personal development and management development – are, I believe, the least acknowledged and featured and yet, are perhaps the most significant contributors to change and improvement of staff and schools in the context of how education is managed today.

Dimension one – curriculum development

This dimension is related to both large national policy imperatives and smaller teacher initiated efforts to improve curriculum delivery and assessment. It has traditionally

and currently been accorded a very high priority both nationally and locally, so much so that it has often dominated professional development programmes as the largest or only focus. This is not problematic in itself, and while it is essential that teacher professional development should focus predominantly on the core task of teaching and learning, it should not subsume other dimensions altogether.

Dimension two – school development

The inclusion of school-wide development initiatives in a professional development programme serves to broaden the scope of what professional development means. In general this involves a whole-school approach to initiating and sustaining a change strategy. Groups of teachers and managers in schools can engage in a cyclic process of problem identification, planned change and evaluation akin to action learning with the help of outside facilitators (Cardno, 1996b). Several such projects have been generated as the result of school-wide participation in Ministry of Education funded consultant-led development contracts in which system-wide changes are introduced. A number of school development projects have also been the result of practitioner research studies as part of formal qualification courses. Action research is increasingly valued as a vehicle for collaborative and critical evaluation and change of practice in relation to school-wide management (Cardno, 2003; Posch, 2003). On a cautionary note, school development initiatives should be reserved for major innovations and interventions. Leaders should not aspire to foster demanding engagement in these substantial change efforts without consideration of the time and resources needed to achieve change effectively. They should, however, be knowledgeable about systematic approaches to change and able to judge when it is appropriate to apply them.

Dimension three – personal development

This dimension is related to the need for both teachers and managers to acknowledge and develop the skills: social, political and cultural, that enable effective communication and problem solving in everyday encounters with other people. One set of personal development skills is related to the interactions of the school with its community and external environment. As schools are increasingly challenged to confront the consequences of a free market model of schooling with its attendant competitive environment and a focus on the needs of the customer, the importance of effective and sensitive communication and conflict resolution skills with students, parents, community and professional colleagues should be considered seriously. A second set of skills is related to interpersonal relationships within the school. As schools are now accountable for undertaking a range of management tasks such as performance appraisal, they need to develop in their people the critical skills which all staff need for supervising, evaluating, mentoring and coaching, giving and receiving performance feedback and solving performance problems. In fact, the development of personal skills in middle managers in particular is essential as their role is to support and enhance the performance of others. A focus on the self-development of managers is one of the key components of management development.

Dimension four – management development

This dimension is concerned with the development of leaders and managers at all levels of the organisation. Leadership theorising emerging from research in schools

(Gronn, 2003; Spillane *et al.*, 2001) is questioning singular, dominant forms of leadership and describing as effective a more pluralistic and distributed form that spreads leadership responsibility across several individuals and many levels. For both practical and collaborative purposes it must be accepted that principals will have to engage in greater delegation and distribution of leadership to manage a diverse and extremely demanding role.

All staff in management positions should be motivated and supported to access the body of information, theory and skills needed to work with and through others to accomplish organisational goals. In New Zealand it has taken a long time for the system to recognise the need for induction training for new principals. For other managers at senior and middle management levels there is no official recognition within formal policy and review documents of management development needs. Yet, this group of leaders are significant players in the business of creating and maintaining effective schools. They are also the likely recipients in any distribution of educational leadership or its delegation in terms of both authority and accountability. By far the most unrecognised dimension of professional development in school programmes appears in my experience to be that of management development. The principal's appreciation of the nature and benefits of this dimension in relation to developing other leaders in the school is possibly the most critical aspect that needs to change in thinking about the concept of professional development holistically.

Features of management development

Management development is a special form of professional development. It is related to the specialised body of knowledge and skills that emerges from the discipline of generic management (Woodall and Winstanley, 1998) and the associated field of educational administration, management and leadership. This, in turn, draws on concepts from education, philosophy, sociology, psychology and business management. The purpose of management development is to assist the personal and professional growth of managers so that they develop competencies and cognitive capabilities to perform their role effectively. In most cases there are three major demands placed on school managers:

- (1) the management of people for whom they are responsible;
- (2) the management of systems (which invariably also involve people in their operation); and
- (3) the management of self (because so much of the work is about interactions with others that reflect one's own behaviour).

Management development is a broad concept that embraces a number of elements and is impacted on by a number of agencies in school systems. It incorporates management training, management education and management support (McMahon and Bolam, 1990).

Management training

Management training is described as a process by which managers develop hands-on or skill development through practice which is guided by formal structured means. In education settings it has also become synonymous with the notion of in-service courses – short, practical training sessions which individuals attend – usually delivered off

site and often unconnected with wider school development issues. For example, senior staff might participate in a one-off training course related to time management and delegation offered by the New Zealand Institute of Management. Training activity usually has an individual focus although there are several schools that employ consultants to deliver tailor-made school-based training events in management related areas such as team development or planning. Except for policy implementation related contracts such as those delivered to introduce performance management systems into schools in the mid to late 1990s, there is little provision of management training that is specific to the education sector. Those seeking such experiences must look to the generic trainers that deliver courses for managers in commerce and industry. However, with many education consultants now operating privately or through professional schools of education, principals can negotiate tailor-made training for staff.

Management education

Management education is the term used to describe the type of learning that takes place in a structured, formal, institutional framework and leads to a qualification. For example, UNITEC Institute of Technology (like many other New Zealand institutions) offers a variety of programmes in educational management such as:

- Graduate Certificate in Educational Middle Management;
- Postgraduate Diploma in School Management;
- Master of Educational Management;
- PhD (Educational Management);

Once again, management education is inherently an individually oriented form of management development but is often strongly supported by a school that realises the potential of educated managers' coaching and mentoring others and contributing to the overall better management of the school. School support varies greatly from encouragement, to partial payment of fees to funding the full cost of further school management related qualifications. There is also evidence of schools making management development a priority by enrolling all middle managers in a relevant programme, which is delivered at the school and fully covering the costs out of the professional development budget (Piggot-Irvine and Locke, 1999). There is also considerable anecdotal and procedural evidence of employing Boards requiring applicants for senior management positions to have a relevant school management qualification.

Management support

Management support refers to opportunities both on-the-job and off-the-job that lead to professional growth. But the most effective management support is often delivered in the one-to-one processes of coaching and mentoring and relies on experienced managers being able and willing to assist new managers to reflect on their practice and learn (Rudman, 1999).

On-the-job support opportunities. These are those that the school can provide in various forms, but the coaching that occurs in a formal relationship between the manager and the person they report to in an appraisal process is deemed to be the most relevant and effective learning opportunity. In addition to coaching, job rotation and promotion also provide opportunities to learn. Schools that have realised the value of

career succession planning will create opportunity for staff with potential to understudy roles to which they aspire. Developing a pool of staff who can step into vacated senior roles is a form of management support that benefits both the individual and the school.

Off-the-job support opportunities. These are those that increase learning opportunities for a manager. Mentoring, which is a form of collegial guidance less formal than coaching can be provided by colleagues inside or outside the school. Management mentors are senior, experienced staff who are willing to build a learning relationship with a junior colleague without the formal need to judge their performance. In addition to mentoring, a raft of other activities promote management development. These are: membership of local and national and international educational management associations; attendance at professional and research conferences that include papers on school management issues; membership of professional associations that reflect the specific interests of the management level one is in; subscribing to educational management periodicals and reading in the area to keep abreast of research and best practice.

Management development cannot occur in a school culture that is unaware of what it is and unprepared to resource it so that it can flourish. It is an aspect of professional development that demands time and money to demonstrate that there is a real commitment to growing management capability across a school. Management development is not the preserve of the principal alone, yet it must be recognised that an enlightened principal has the power to open doors for others.

Actively managing professional development

The devolution of funding and policy making authority to school level should ostensibly enable principals to play a much larger and more effective role in decision-making about what constitutes professional development and how it should be supported. Although New Zealand's national budget for this area (in excess of \$110 million in 2003) is centrally controlled to fund nation-wide initiatives offered free of charge (such as the School Advisory Services, and strategic initiatives such as literacy and induction training for newly appointed principals), schools are expected to use annual operating grants to fund additional professional development initiatives and associated teacher release time beyond that provided in Ministry of Education supported contracts. A recent Ministry of Education analysis of schools' financial reports ($n = 2,718$) in the year 2002 revealed that schools designated approximately \$20 million as expenditure related to professional development. This would indicate that although schools are in a position to decide how much to spend on professional development they are certainly not spending wildly or perhaps even adequately on school-identified and school-specific professional development. In fact, priorities for professional are evidently still largely centre-driven and centrally funded.

If schools are to capitalise on the possibilities for self-determination and deciding their own future offered by a system of self-managed schools then they will have to develop the capability to manage that future strategically. It is not merely a matter of increasing the budget for staff professional development. What is needed is an orientation to professional development that is enlarged to encompass:

- An expanded and holistic view of what constitutes professional development;
- Clear links between the appraisal of performance and its development;

- Decision making about professional development that is connected to the school's strategic vision and plan;
- Allocation of resources for professional development that is planned and pertinent rather than merely a reaction to external direction and the availability of state-funded in-service opportunities.

I believe that the active management of a holistic approach to professional development can, from within schools, create change and new understandings that are quietly, yet most certainly revolutionary.

References

- Blase, J. and Blase, J. (2000), "Effective instructional leadership: teachers' perspectives on how principals promote teaching and learning in schools", *Journal of Educational Administration*, Vol. 38 No. 2, pp. 130-41.
- Bolam, R. (1999), "Educational administration, leadership and management: towards a research agenda", in Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (Eds), *Educational Management: Redefining Theory, Policy and Practice*, Paul Chapman, London, pp. 1-12.
- Bush, T. (1998), "Organisational culture and strategic management", in Middlewood, D. and Lumby, J. (Eds), *Strategic Management in Schools and Colleges*, Paul Chapman, London, pp. 32-46.
- Bush, T. (1999), "Introduction: setting the scene", in Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (Eds), *Educational Management: Redefining Theory, Policy and Practice*, Paul Chapman, London, pp. 1-12.
- Cardno, C. (1992), "A framework for professional development programs", *The Practising Administrator*, Vol. 14 No. 4, pp. 16-19.
- Cardno, C. (1996a), "Professional development: a holistic approach", *New Zealand Journal of Educational Administration*, Vol. 11 No. 1, pp. 25-8.
- Cardno, C. (1996b), "Problem-based management development – a team approach", *International Studies in Educational Administration*, Vol. 24 No. 1, pp. 46-56.
- Cardno, C. (1999a), "Appraisal policy and implementation issues for New Zealand schools", *The International Journal of Educational Management*, Vol. 13 No. 2, pp. 87-97.
- Cardno, C. (1999b), "School self-review: the case of a secondary school senior management team", *Leading & Managing*, Vol. 5 No. 1, pp. 9-25.
- Cardno, C. (2003), *Action Research: A Developmental Approach*, New Zealand Council for Educational Research, Wellington.
- Cardno, C. and Collett, D. (2004), "Curriculum leadership: secondary school principals' perspectives on this challenging role in New Zealand", *New Zealand Journal of Educational Leadership*, Vol. 19 No. 2, pp. 15-29.
- Cardno, C. and Piggot-Irvine, E. (1997), *Effective Performance Appraisal: Integrating Accountability and Development in Staff Appraisal*, Longman, Auckland.
- Childs-Bowen, D., Moller, G. and Scrivner, J. (2000), "Principals: leaders of leaders", *National Association of Secondary School Principals Bulletin*, Vol. 84 No. 616, pp. 27-34.
- Cranston, N. (2002), "School-based management, leaders and leadership: change and challenges for principals", *International Studies in Educational Administration*, Vol. 30 No. 1, pp. 2-12.
- Day, C. (1999), *Developing Teachers: The Challenges of Lifelong Learning*, Falmer Press, London.

- Donmoyer, R. and Wagstaff, J.G. (1990), "Principals can be effective managers and instructional leaders", *NAASSP Bulletin*, April, pp. 20-9.
- Education Review Office (2000), *In-service Training for Teachers in New Zealand Schools*, Education Review Office, Wellington.
- Education Review Office (2003), *Indicators for Education Reviews in Schools*, Education Review Office, Wellington.
- Fitzgerald, T. (2001), "Potential paradoxes in performance appraisal: emerging issues for New Zealand schools", in Middlewood, D. and Cardno, C. (Eds), *Managing Teacher Appraisal and Performance: A Comparative Approach*, Routledge Falmer, London, pp. 112-24.
- Fullan, M. (2003), "Planning, doing and coping with change", in Preedy, M., Glatter, R. and Wise, C. (Eds), *Strategic Leadership and Educational Improvement*, Paul Chapman, London, pp. 185-97.
- Government of New Zealand (1988), *Tomorrow's Schools: The Reform of Education Administration in New Zealand*, Government Printer, Wellington.
- Government of New Zealand (2002), Education Standards Act (Public Act 2001, No. 88), available at: www.knowledge-basket.co.nz/gpprint/docs/acts/200188P.html (accessed 24 April 2002).
- Gronn, P. (2003), *The New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform*, Paul Chapman, London.
- Gunter, H. and Ribbins, P. (2002), "Leadership studies in education: towards a map of the field", *Educational Management & Administration*, Vol. 30 No. 4, pp. 387-416.
- Hoyle, E. (1990), "The teacher as a professional in the 1990s", *National Union of Teachers Education Review*, Spring, pp. 13-16.
- Jantzi, D. and Leithwood, K. (1996), "Towards an explanation of variation in teachers' perceptions of transformational school leadership", *Educational Administration Quarterly*, Vol. 32 No. 4, pp. 512-38.
- Leithwood, K. (1994), "Leadership for school restructuring", *Educational Administration Quarterly*, Vol. 30 No. 4, pp. 498-519.
- McMahon, A. and Bolam, R. (1990), *Management Development and Educational Reform: A Handbook for Secondary Schools*, Paul Chapman, London.
- Macky, K. and Johnson, G. (2000), *The Strategic Management of Human Resources in New Zealand*, McGraw-Hill, Sydney.
- Marshall, J.C., Pritchard, R.J. and Gunderson, B.H. (2001), "Professional development: what works and what doesn't", *Principal Leadership*, Vol. 1 No. 6, pp. 64-8.
- Middlewood, D. (1998), "Strategic management in education: an overview", in Middlewood, D. and Lumby, J. (Eds), *Strategic Management in Schools and College*, Paul Chapman, London, pp. 1-17.
- Ministry of Education (1993), *The New Zealand Curriculum Framework*, Learning Media, Wellington.
- Ministry of Education (1999), *National Administration Guidelines*, New Zealand Education Gazette Tuketuku Korero, APN Educational Media, Wellington.
- Owens, R.G. (1998), "Organisation theory in the modern period", *Organisational Behavior in Education*, 6th ed., Allyn and Bacon, Boston, MA, pp. 27-75.
- Piggot-Irvine, E. and Locke, J. (1999), "Innovative schooling rests upon effective middle management – a success story from a New Zealand secondary school", *New Zealand Journal of Educational Administration*, Vol. 14, December, pp. 5-9.

- Posch, P. (2003), "Action research in Austria", *Educational Action Research*, Vol. 11 No. 2, pp. 233-46.
- Pritchard, R.J. and Marshall, J.C. (2002), "Professional development in 'healthy' vs 'unhealthy' districts: top 10 characteristics based on research", *School Leadership & Management*, Vol. 22 No. 2, pp. 113-41.
- Preedy, M., Glatter, R. and Wise, C. (2003), "Strategic leadership challenges", in Preedy, M., Glatter, R. and Wise, C. (Eds), *Strategic Leadership and Educational Improvement*, Paul Chapman, London, pp. 1-16.
- Rudman, R. (1999), *Human Resources Management in New Zealand*, 3rd ed., Longman, Auckland.
- Spillane, J., Halverson, R. and Diamond, J. (2001), "Investigating school leadership and practice: a distributed perspective", *Research News and Comments*, April, pp. 23-7.
- Whitaker, K.S. (2003), "Principal role changes and influence on principal recruitment and selection", *Journal of Educational Administration*, Vol. 41 No. 1, pp. 37-54.
- Woodall, J. and Winstanley, D. (1998), *Management Development: Strategy and Practice*, Blackwell, Oxford.